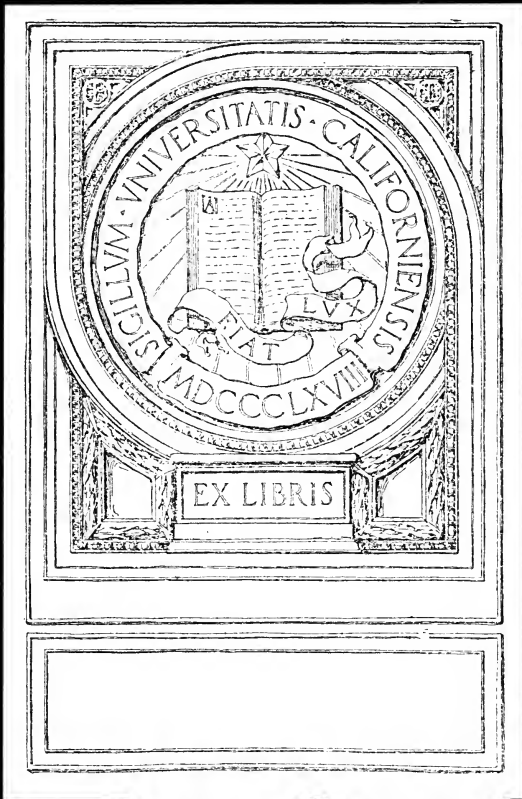


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# Facts on the Cost of Public Education and What They Mean

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## Bulletin One of THE RESEARCH DEPARTMENT of the NATIONAL EDUCATION ASSOCIATION

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THE NATIONAL EDUCATION ASSOCIATION  
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## THE NEW RESEARCH DEPARTMENT

The Research Department was added to the headquarters organization in response to a general demand from the members of the Association for an agency to supply current educational information. No source existed for supplying data for use in emergency situations. The U. S. Bureau of Education, the Government's agency for supplying statistical information on education, has not been able to publish current data to meet emergency demands. Its staff includes the Commissioner and specialists of recognized ability, but although much good work has been done, funds have not been provided for extensive investigations by these experts. Moreover, the printing fund is so meager that comparatively few of the important reports can be published. Many of them lose their current value in the long delay before publication.

This neglect of education on the part of the Government is most regrettable. It results from having the Bureau hidden away in the Department of the Interior. The Secretary of this Department having no special connection with education, and having many other bureaus and divisions in which he is interested, can hardly give more than passing attention to the needs of the Bureau of Education.

Because of this situation, it seemed desirable for the National Education Association to establish a Research Department of its own. All feel that no wiser use of membership dues can be made than in maintaining an agency to carry on emergency research work.

The Research Department was established in March, and has been in operation only a third of a year. During that time it has been carefully organized and is ready to render service to the members of the Association. This, the first bulletin of the Department, contains information of distinctive value. During the coming year smaller bulletins will be issued containing the latest information on current educational problems.

The new Department seeks the support of the school people of the country in carrying on and in encouraging investigations of current educational problems. It works in close cooperation with other educational research agencies. At present there is much duplication of effort in collecting current educational information. At the same time essential data is often not available because of the lack of coordinated effort in carrying on investigations. The Research Department aims to reduce this duplication of effort and to bring about a concerted attack of some of our pressing educational problems. As it works to these ends it looks to the members of the Association for guidance and support.

J. W. CRABTREE,  
*Secretary, National Education Association.*

## THE RESEARCH DEPARTMENT

This, the first bulletin of the Research Department of the National Education Association, gathers together in compact form data having a direct bearing upon problems of educational finance. The information given is that in most demand as revealed by inquiries that have come to the Department since its establishment in March. Much of the information given is not accessible elsewhere. It has been obtained through the excellent coöperation of the school people of the country. School administrators have responded promptly to inquiries sent out by the Association. The Salary Committee of the Association directed the collection of much of the data concerning salaries. The United States Bureau of Education, particularly the Divisions of City School Systems and Rural Education, has been especially generous in furnishing the Research Department with valuable data that are the bases of many of the tables.

During the coming school year the Department will have two objectives. First, it hopes to reduce the duplication of effort that at present marks the investigation of current educational questions. Questionnaires asking for essentially identical information are now being sent out each year by different agencies throughout the country. The burden placed upon school people in answering these duplicating inquiries is very great. Much of this may be avoided by a better coördination of effort among the research agencies of the country. Second, the Department hopes to work out a plan whereby the results of investigations of current educational problems may be made immediately available to school people.

To achieve these objectives the following plan of action has been outlined. Through the columns of *The Journal* of the Association statements will be made of the educational problems concerning which there is the greatest demand for information. Efforts will be made to find out what is being done toward obtaining information on these questions. If adequate studies of these problems are not in progress, the Department hopes to provide for their investigation by some of the educational research agencies of the country. Efforts will also be made to provide for the prompt circulation of vital information in *The Journal* and other educational publications, or by other means.

In carrying out this program the Department seeks the coöperation and guidance of the school people of the country. It will especially appreciate receiving copies of the results of investigations made upon problems of current educational importance. The results of such investigations can be given wide circulation through the columns of *The Journal* or they may be issued in bulletin form. Proper credit will be given, of course, to the individual or agency responsible for the investigation.

Reports that will be valuable to the Research Department are listed below. They should be sent direct to the National Education Association headquarters.

1. Regular reports of State, city, and county superintendents.
2. State school laws, and copies of important educational bills prepared for submission to State legislatures.
3. Special investigations by research bureaus or advanced students in schools of education.
4. Investigations carried on by State and local teachers' organizations.
5. Copies of salary schedules, new tenure and pension laws.
6. Other investigations of educational value.

JOHN K. NORTON,  
*Director, Research Department.*

## THE INCREASING COST OF EDUCATION

During recent years the cost of education has been rapidly increasing. This fact has received much attention from those who are interested in maintaining low tax rates. Even some educators have sounded warning notes.

There is little basis in fact to justify the alarm of either the conservative taxpayer or the perturbed educator. It is true that figures extending over a period of years and representing the amounts spent for education in the country as a whole or for a typical city are, at first glance, startling. Uninterpreted they may seem to justify the conclusion that educational expenditures are threatening the financial stability of the country. Properly analyzed they give no basis for such a conclusion.

The increase in the cost of education during recent years is due to three factors: (1) The increase in attendance in our public schools; (2) the depreciation of the purchasing power of the dollar; and (3) the increase in the social effectiveness of our system of public education.

Very little of the increase can be charged against the third of these factors. It is almost wholly due to the first two. Those in charge of the administration of education, therefore, cannot be held responsible for the increase in educational expenditures. They do not determine the number of children who are born and subsequently reach school age, nor do they control the economic forces that fix the purchasing power of the dollar. Nor can it be charged that the increase in educational expenditures is placing a greater burden upon the financial structure of the country than was true before the war.

The figures given in the accompanying charts and tables show that our schools have been very economical. Some of them have not received the increased financial support that the rapidly growing attendance and the depreciation of the dollar justifies. Public education, during recent years, has been starved as far as any financial provision has been made for increasing its social effectiveness.

**TABLE 1. ANALYSIS OF THE INCREASE IN COST OF EDUCATION BY DECADES FROM 1890 TO 1920**

Year	Cost of public education— elementary and high schools	Increase over 1890	Amount of increase chargeable to		
			Increased attendance	Depreciation of dollar	Increased efficiency
1	2	3	4	5	6
1890.....	\$140,506,715				
1900.....	214,964,618	\$74,457,903	\$56,202,686		\$18,255,217
1910.....	426,250,434	285,743,719	116,620,573	\$82,280,732	86,842,414
1920.....	1,045,053,545	904,546,830	195,304,333	638,040,991	71,201,506



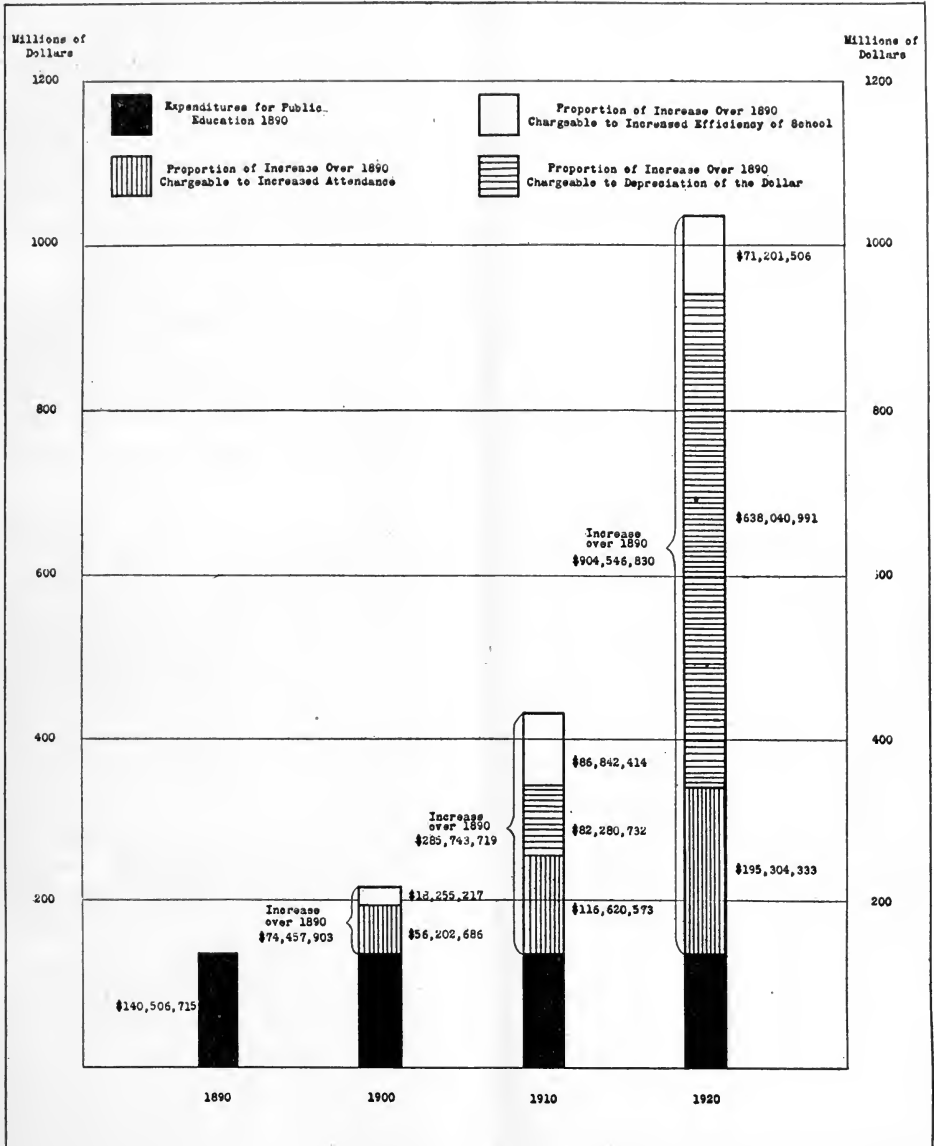


CHART 1.—AN ANALYSIS OF THE INCREASE IN EXPENDITURES FOR PUBLIC EDUCATION BY DECADES 1890 TO 1920

Chart 1 is based upon the figures given in Table 1. This table is explained as follows: Column 2 gives the total amount expended in the United States for public elementary and high schools for the four years given. These are the official figures of the U. S. Bureau of Education. Column 3 gives for each year the increase over the amount spent in 1890. Columns 4, 5, and 6 show how much of this increase is due to each of three factors. The total increase in expenditures for 1910, for example, over 1890 was \$285,743,719. This increase in the amounts given is chargeable to three factors:

1. *Increased Attendance*—\$116,620,573.

This figure is 83 per cent of the cost of education in 1890. There was an increase of 83 per cent in the number of days schooling provided between 1890 and 1910. (See Table 2, Column 3.) There was necessary, therefore, an increase of 83 per cent in expenditures for education in order to provide for the added number of children in school. By adding this additional sum to the cost of education in 1890 (\$116,620,573 plus \$140,506,715), the amount is obtained that was necessary to give each child in 1910 the same opportunity that the child of 1890 enjoyed—\$257,127,288.

2. *Depreciation of Dollar*—\$82,280,732.

This amount is added to the cost of education in 1910 since the dollar of 1910 had depreciated in value so that \$132 would purchase no more than \$100 would in 1890. (See Table 3, Column 2.) To provide the children enrolled in 1910 with the same educational opportunity enjoyed by the children of 1890, an amount equal to 32 per cent of \$257,127,288 must, therefore, be added—\$82,280,732.

3. *Increased Efficiency*—\$86,842,414.

The cost of education in 1890 was \$140,506,715. In 1910 increased attendance and depreciation of the dollar added \$116,620,573 and \$82,280,732, respectively, to this sum. Of the total increase in expenditures of 1910 over 1890, \$86,842,414 is still unaccounted for. This is charged against increased efficiency of the school. This amount was available for the purpose of increasing the social effectiveness of the schools.

These facts are presented in graphic form in Chart 1. The increase in the cost of education since 1890 has been principally due to increases in school attendance and depreciation of the dollar. The schools of the country can not be held financially responsible for either of these. They were not responsible for the fact that between 1890 and 1920 there was an increase of 139 per cent in their burden due to growing attendance, nor for the fact that \$290 were required to buy what \$100 purchased in 1890.

When these two factors are eliminated there is not a great deal of the increase shown at the beginning in each decade to account for. Practically all of it has been swallowed up by the decreasing purchasing power of the dollar and the increase in the number of children who are attending our schools. The growing complexity of our civilization and the loss in influence of some of our most cherished institutions, thus throwing an additional burden upon our public-school system, would have justified vast sums being devoted to the single purpose of increasing the efficiency of the instruction received in our schools. Such sums have not been forthcoming. In reality education has been starved insofar as any provision has been made for an improvement in its social effectiveness. No substantial financial provision has been made to meet the steadily increasing requirements that public opinion demands. The average layman fails to realize these facts, however, unless they are clearly and repeatedly stated. It is the duty of sound educational statesmanship to make the facts known.

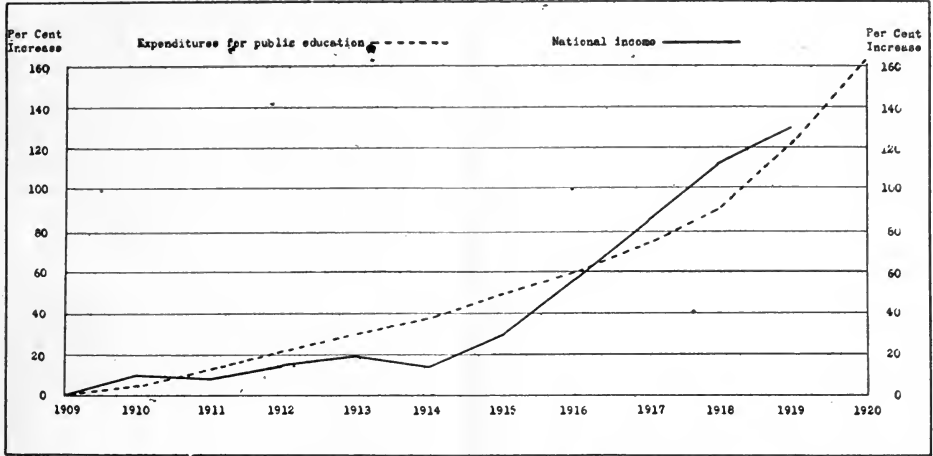


CHART 2.—PER CENT INCREASE OF NATIONAL INCOME AND OF EXPENDITURES FOR PUBLIC EDUCATION

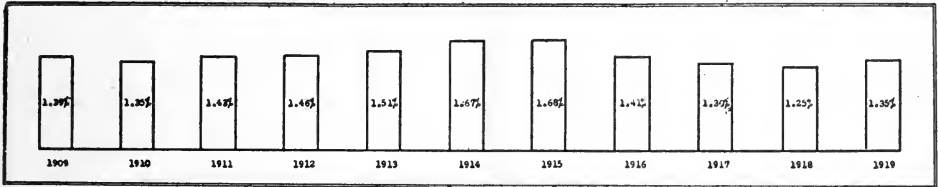


CHART 3.—PER CENT OF NATIONAL INCOME EXPENDED FOR PUBLIC EDUCATION

Table 2. Increase in Amount of Schooling Provided in Public Elementary and High Schools of the United States

Year	Total number of days' schooling provided	Percentage of increase in schooling provided
1	2	3
1890 . . . . .	1,098,232,725	100
1900 . . . . .	1,534,822,633	140
1910 . . . . .	2,011,477,065	183
1920 . . . . .	2,620,210,865	239

Table 2 in Column 2 gives the total number of days' schooling provided by the public elementary and high schools of the United States for the first year of each decade since 1890. These figures are obtained by multiplying the average daily attendance by the average number of days school was maintained. These are the official figures of the U. S. Bureau of Education. Column 3 gives the percentage of increase in days' schooling provided. If 100 represented the number of days' schooling provided in 1890, then 140 represents the number of days' schooling provided in 1900, etc.

Table 3. Purchasing Power of the Dollar by Decades, 1890 to 1920

Year	Index numbers
1	2
1890 . . . . .	100
1900 . . . . .	99
1910 . . . . .	132
1920 . . . . .	290

The figures in Table 3 are a combination of the price index numbers for these years of R. G. Dun & Company, the U. S. Department of Labor, and Burgess in Trends of School Costs. See the *Journal of the National Education Association*, June, 1922, page 252, for a fuller discussion of the derivation of these numbers.

The figures show that in order to purchase what \$100 would buy in 1890, \$99 was necessary in 1900, \$132 in 1910, and \$290 in 1920.

This starvation of education can be justified on only one basis. This is, that the income of our Nation, the actual wealth produced each year, has failed to keep pace with our growing educational needs. Then education might expect to go on short rations with the rest of the country.

Table 4 shows that since 1909 the percentage increase in expenditures for education has been no greater than the percentage increase in the National wealth produced. This fact is graphically depicted in Chart 2. In the five years following 1914 the National income has been increasing more rapidly than have the expenditures for education. This fact is more clearly shown in Chart 3 which gives the percentage of the National wealth produced that has been expended for public education. Between 1914 and 1919 there was a drop from 1.67 per cent to 1.35 per cent. When figures are available so that the curves of Chart 2 can be continued for 1920, 1921, and 1922, it is probable they will show that the expenditures for education are increasing more rapidly than the National income. The curves will probably resume the relationship shown between the years 1909 and 1914. If this tendency continues, we will once again reach the place where as much as 1.67 per cent of the National income will be spent for education, as was true of 1914. (See Chart 3.) Looking forward to this time, it should be the duty of educational statesmanship to be ready to justify the appropriation for education of a larger and larger proportion of the wealth which the Nation produces yearly.

**Table 4. Comparison of Increase in National Income and Increase in Expenditures for Public Education, 1909 to 1919<sup>1</sup>**

Year	Expenditures for public education in thousands of dollars <sup>2</sup>	National income in billions of dollars <sup>4</sup>	Per cent increase over 1909 in expenditures for education	Per cent increase over 1909 <sup>3</sup> in national income	Per cent of national income spent for public education
1	2	3	4	5	6
1909.....	401,398	28.8	0.0	0.0	1.39
1910.....	426,250	31.4	6.19	9.02	1.35
1911.....	446,727	31.2	11.3	8.33	1.43
1912.....	482,887	33.0	20.3	14.58	1.46
1913.....	521,546	34.4	29.9	19.44	1.51
1914.....	555,077	33.2	38.3	15.27	1.67
1915.....	605,461	36.0	50.8	25.0	1.68
1916.....	640,717	45.4	59.6	57.63	1.41
1917.....	702,197 <sup>3</sup>	53.9	74.9	87.15	1.30
1918.....	763,678	61.0	90.3	111.80	1.25
1919.....	895,000 <sup>3</sup>	66.0 <sup>4</sup>	122.9	129.16	1.35
1920.....	1,045,054	.....	160.3	.....	.....

<sup>1</sup> Expenditures for education are for fiscal years; National income estimates are for calendar years.

<sup>2</sup> These are the expenditures for public elementary and high schools.

<sup>3</sup> Expenditures for these years are estimated on basis of expenditures for year preceding and following. Other amounts given in this column are official figures of the U. S. Bureau of Education.

<sup>4</sup> The yearly estimates of the wealth produced in the United States are those made in *Income in the United States*, p. 64, Mitchell, King, and others, published by the National Bureau of Economic Research, 1921. The figure for 1919 is based on incomes received, whereas the estimates for the other years were verified by a calculation based on sources of production.

Table 5. Analysis of the Increase in Cost of Education, Washington, D. C.  
From 1913-1914 to 1921-1922

Year	Cost of public education— Washington, D. C.	Increase over 1913	Amount of increase chargeable to			Additional amount necessary to maintain efficiency
			Increased attendance	Depreciation of dollar	Increased efficiency	
1	2	3	4	5	6	7
1913-14 . . . .	\$2,429,480	.....	.....	.....	.....	.....
1915-16 . . . .	2,675,794	\$246,314	\$194,358	\$131,192	.....	\$79,236
1917-18 . . . .	3,543,652	1,114,172	24,295	1,030,585	\$59,292	.....
1919-20 . . . .	4,155,780	1,726,300	364,422	2,765,963	.....	1,404,085
1921-22 . . . .	4,891,140	2,461,660	583,075	2,199,165	.....	320,580

Facts similar to those presented for the country as a whole in Table 1 are given in Table 5 for Washington, D. C. The cost of education in 1913-14 is taken as a base. Column 2 gives the actual expenditures for education in this city for all the school years since 1913-14. These figures include all expenditures except those for sites and permanent improvements. Column 3 shows the increase in expenditures over 1913-14 for each alternate year since that time. The next three columns analyze the reasons back of the increase in expenditures for education. In Column 4 are the increases necessary to take care of the growth in attendance. (See Table 6.) The amounts given in Column 5 are the increases necessary to offset the decreasing purchasing power of the dollar. (See Table 7.)

For each of the years given, except 1917-18, the actual increase in expenditures is less than the growing attendance and the depreciation of the dollar would have justified. Column 7 gives the amounts in addition to what was received that would have been justified by these two factors.

OF ALL inspiring and moralizing agencies in American society today, the public school alone has gained in influence and increased in strength since the civil war. Legislation has declined in efficiency, the courts are less respected, the church has been left behind, and education—public education—alone has retained its hold on democracy and is becoming more and more effective as the years go by.—*Charles William Eliot, Former President, Harvard University.*

WHAT IN the way of culture, efficiency, and good citizenship has this country reason to expect in 1922 in return for the cost of operating the public schools? The answer is simple and direct; inasmuch as it is spending no more of purchasing power upon the schools in 1922 than it was expending in 1911, it has reason to expect no more by way of culture, efficiency, and good citizenship than it secured by the expenditures of 1911. It has reason to expect no more, but as a matter of fact it is getting more, the increase being chargeable to the devotion of the great body of teachers and school administrators to the cause of better America.—*Will C. Wood, The Department of Superintendence, N. E. A., 1922.*

These facts are depicted graphically in Chart 4 which is based on Table 5. The first bar over "1915-16" represents the increase in educational expenditures for this year over the year 1913-14 that the growth in attendance and the depreciation of the dollar would have justified. The second bar over "1915-16" represents the actual increase in expenditures for public education.

There is evidence that the schools of Washington, D. C., since the beginning of the war, so far as financial support is concerned, have steadily lost in their power to provide facilities for education. The increases in financial support have been insufficient to provide for the growing attendance and to offset the depreciation of the buying power of the dollar. It should be remembered that a school system must compete in the open market for all facilities necessary for its operation, whether they be the services of a principal or teacher, lumber, building stone, or chalk. If more and more of such services and materials are required, while at the same time the ability of the schools to produce them is lessened, there will eventually be a loss in the effectiveness of our educational system.

The figures given for Washington, D. C., are probably typical of many cities in the United States. A continuance of a financial policy that year by year gradually lessens the ability of school officials to purchase the facilities of education, is bound to seriously affect the social effectiveness of our schools. The increase in educational expenditures should not be limited to amounts barely necessary to take care of increased attendance to offset the depreciation of the dollar. Additional amounts should be appropriated with the one end in view of increasing the general social effectiveness of our system of public education. Only when substantial amounts are consistently found in Column 6 of Table 5 can the public expect the schools to meet adequately the constantly increasing burdens it is placing upon them.

**Table 6. Increase in Amount of Schooling Provided Public Elementary and High Schools of Washington, D. C.**

Year	Days' schooling provided	Percentage increase
1	2	3
1913-14.....	8,106,834	100
1915-16.....	8,833,250	108
1917-18.....	8,252,158	101
1919-20.....	9,387,453	115
1921-22.....	10,085,833	124

Table 6, column 2, shows the total number of days' schooling provided by the public elementary and high schools of Washington, D. C., for each of five alternate years beginning with 1913-14. These figures are calculated in the same manner and should be interpreted similarly to those of Table 2.

**Table 7. Purchasing Power of Dollar 1913 to 1922**

Year	Index number
1	2
1913.....	100
1915.....	105
1917.....	142
1919.....	199
1921-22.....	173

The index numbers given in Table 7 are for December of each year except in 1921-22, which is an average of the months of September and December, 1921, and March, 1922. They were issued by the U. S. Department of Labor, Bureau of Labor Statistics, Statement 1478, May 4, 1922, p. 2. These index numbers should be interpreted similarly to those of Table 3.

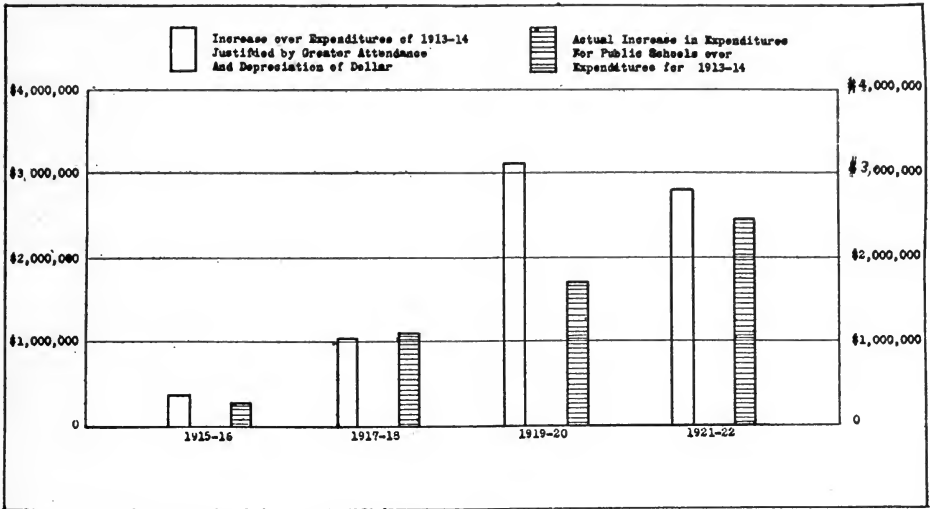


CHART 4.—ACTUAL INCREASE IN EXPENDITURES FOR PUBLIC SCHOOLS OF WASHINGTON, D. C., AND INCREASE THAT GREATER ATTENDANCE AND DEPRECIATION OF THE DOLLAR WOULD HAVE JUSTIFIED

WE CALL no uneducated quack or charlatan to perform surgery upon the bodies of our children lest they may be deformed, crippled and maimed physically all their lives. Let us take equal care that we intrust the development of the mental faculties to skilled instructors of magnanimous character that the mentalities of our children may not be mutilated, deformed and crippled to halt and limp thru all the centuries of their never-ending lives. The deformed body will die, and be forever put out of sight under the ground, but a mind made monstrous by bad teaching dies not, but stalks forever among the ages, an immortal mockery of the divine image.—*J. Sterling Morton.*

YOU CAN reduce your expenditure on armaments, as you can on personal indulgences, and expand it again later, with no great damage in the process. But with education it is otherwise. You are dealing there with the minds and bodies of children and you may cripple a whole generation. The plain fact is that, so far from not being able to afford our present expenditure on education, we cannot afford to do without it. If there is one lesson more insistently taught us by the war and by daily experience it is that the foundation of National strength and worth, as of National prosperity, is the education of the people. . . . It is the people who will suffer and the people must see to it.—*From the Manchester (England) Guardian, June, 1922.*

THE FEDERAL Government has established the precedent of promoting education. It has made liberal grants of land and money for the establishment and support of Colleges of Agriculture and Mechanic Arts, and in more recent years has made appropriations for vocational education and household arts. Without interfering in any way with the control and management of public education by the States, the Federal Government should extend aid to the States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.—*President Harding, Excerpt from Speech, Oct. 1, 1920.*

Table 8 gives a partial statement of the Federal taxes paid by the various States of the Union as compared with the expenditures for the support of public, elementary, and high schools.

The figures in column 2 give the taxes paid by the States in connection with the sale and manufacture of various articles that may be classed either partly or wholly as luxuries. The figures represent the taxes paid and not the purchase price of the articles concerned. A detailed statement of the sources of the amounts given in this column may be found in the table printed in the *Journal of the National Education Association*, May, 1921, page 209. The sums in this column were paid by the States to the Federal Government with the exception of \$122,000,000 which amount was collected in the States in connection with the issuance of automobile license fees.

Column 3 gives the taxes collected by the Federal Government in the States on both personal and corporation incomes as given in the annual report of the Commissioner of Internal Revenue for 1921.

The figures given in column 5 were furnished by the U. S. Bureau of Education from a manuscript as yet unprinted and represent the total State expenditures for public elementary and high schools, including the expenditures for maintenance as well as capital outlay. The slight discrepancy between the figures given here for the total expenditures for the United States and the ones found in table 1 is due to the omission in these figures of certain "debt services."

It will be noted that the total amount collected by the Federal Government from the two sources is nearly four times the amount spent for public education. The years given for the figures in columns 2, 3, and 5 it will be noted are not co-extensive. The total Income Taxes raised for the year ended December 31, 1920, was \$3,956,936,000, or 18 per cent more than the total given in column 3. The taxes on luxuries collected for the year ended June 30, 1920, were greater than those given in column 2. As yet there is no exact information as to what the figures for the expenditures for education for 1920-21 will be when they are available.

HE GAVE up a promising career in the law and in politics to accept the office at a beggarly salary that often left him without money for his dinner, but, once he had made up his mind to do so, he entered upon the work with all the energy he possessed. To a friend he wrote: "My law books are for sale. My office is to let. The bar is no longer my forum. I have abandoned jurisprudence and betaken myself to the larger sphere of mind and morals."

On the day he accepted the office he wrote in his diary: "Henceforth so long as I hold this office I devote myself to the supremest welfare of mankind upon the earth. . . I have faith in the improbability of the race—in their accelerating improbability. This effort may do, apparently, but little. But mere beginning a good cause is never little. If we can get this vast wheel into any perceptible motion, we shall have accomplished much."—*Extract from "Public Education in the United States" by Ellwood P. Cubberley, p. 165, regarding Horace Mann.*

AS WE look back over the three-quarters of a century during which the office of superintendent of city schools has been in existence, a few names stand out with particular prominence as men who have laid—often against tremendous obstacles, often in conflict and contest to the end of their careers, and often by the sacrifice of much that men hold dear—the foundation principles of the new work to which they gave the best years of their lives. Doing a pioneer work, and often misunderstood and unappreciated by those with whom they labored, these men patiently blazed a trail for others to follow. As a recent writer has put it, "each traveled the trail at his own gait, with rations and blanket only, and never knowing, though caring much, where each year's tramping would end." Out of this three-quarters of a century of trial, conflict, discussion, and experimentation, a profession of school supervision is at last being evolved.—*Extract from "Public School Administration" by Ellwood P. Cubberley, p. 130.*

Potentially, at least, the most important officer in the employ of the people of any municipality to-day is the person who directs the organization and administration of its school system, and who supervises the instruction given therein.—*Ibid. p. 131.*



TABLE 8. FEDERAL TAXES, 1920-1921, AND EXPENDITURES FOR EDUCATION, 1919-1920

State	Luxury taxes year ended June 30, 1921	Federal income taxes year ended December 31, 1921	Total columns 2 and 3	Expenditures for education, 1919-20
1	2	3	4	5
United States.....	\$763,474,910.50	\$3,228,137,673.75	\$3,991,612,584.25	\$1,039,091,084
Alabama.....	3,179,090.85	14,222,196.12	17,401,286.97	9,118,691
Arizona.....	751,451.07	2,784,941.73	3,536,392.80	6,339,288
Arkansas.....	1,886,136.03	8,228,525.73	10,114,661.76	7,706,621
California.....	25,643,308.29	129,170,961.21	154,814,269.50	48,980,298
Colorado.....	3,707,730.01	25,085,242.95	28,792,972.96	13,200,165
Connecticut.....	10,461,308.74	49,208,464.34	59,669,773.08	16,318,420
Delaware.....	1,255,208.71	9,848,404.28	11,103,612.90	1,676,503
District of Columbia.....		8,054,914.26	8,054,914.26	4,297,894
Florida.....	5,401,054.98	10,108,053.94	15,509,108.92	7,030,953
Georgia.....	5,114,392.47	28,792,002.73	33,906,395.20	9,076,453
Idaho.....	1,484,574.68	3,497,317.45	4,979,892.13	8,591,942
Illinois.....	43,307,850.45	260,944,632.48	304,252,482.93	69,358,022
Indiana.....	18,268,901.65	49,809,541.01	68,078,442.66	35,764,748
Iowa.....	12,529,946.08	28,893,632.48	41,423,578.56	37,334,167
Kansas.....	5,504,223.46	26,873,549.31	32,377,772.77	26,257,009
Kentucky.....	10,525,822.30	25,091,391.06	35,617,213.36	8,117,074
Louisiana.....	4,663,758.44	29,242,438.18	33,906,196.62	11,366,934
Maine.....	2,264,698.28	14,459,568.04	16,724,266.32	6,403,673
Maryland.....	10,924,077.98	44,948,603.92	55,872,141.90	8,242,399
Massachusetts.....	22,637,943.58	214,058,413.88	236,696,357.46	40,908,940
Michigan.....	74,101,979.83	184,494,520.82	258,596,500.65	47,683,763
Minnesota.....	11,246,790.49	53,886,224.54	65,133,015.03	35,734,096
Mississippi.....	1,554,910.78	7,244,977.45	8,799,888.23	4,474,796
Missouri.....	22,166,198.53	86,121,595.25	108,287,793.78	28,707,190
Montana.....	1,436,769.07	3,925,062.65	5,361,831.72	12,207,631
Nebraska.....	5,265,548.94	15,828,609.66	21,094,158.60	20,580,069
Nevada.....	318,297.77	718,136.11	1,036,433.88	1,383,850
New Hampshire.....	2,252,081.68	8,304,563.93	10,556,645.61	3,810,669
New Jersey.....	37,161,170.43	97,391,062.92	134,552,233.35	40,909,827
New Mexico.....	526,752.43	1,306,243.22	1,832,995.65	4,139,597
New York.....	128,666,894.06	814,736,708.37	943,403,602.43	106,045,319
North Carolina.....	83,834,278.70	38,664,722.96	122,499,001.66	12,147,856
North Dakota.....	1,271,426.26	2,072,432.20	3,343,858.46	12,883,443
Ohio.....	57,724,896.12	203,847,472.40	261,572,368.52	67,426,541
Oklahoma.....	5,212,973.93	21,637,304.77	26,850,278.70	22,906,219
Oregon.....	4,527,879.84	21,973,313.00	26,501,192.84	9,997,892
Pennsylvania.....	57,787,786.58	351,737,751.22	409,525,537.80	70,410,207
Rhode Island.....	2,276,980.36	36,086,774.07	38,363,754.43	4,766,333
South Carolina.....	2,240,749.18	26,032,367.96	28,273,117.14	6,627,017
South Dakota.....	1,563,893.47	3,648,484.22	5,212,377.69	11,592,896
Tennessee.....	7,231,557.33	25,606,805.43	32,838,362.76	10,141,374
Texas.....	9,886,086.45	52,190,451.75	62,076,538.20	33,606,210
Utah.....	1,596,071.66	7,116,197.70	8,712,269.36	8,239,829
Vermont.....	1,124,355.79	4,803,370.92	5,927,726.71	3,588,098
Virginia.....	23,282,849.61	31,594,403.02	54,877,252.63	12,975,089
Washington.....	6,705,064.42	29,221,005.72	35,927,070.14	20,595,360
West Virginia.....	5,796,427.05	35,819,846.89	41,616,273.94	11,402,488
Wisconsin.....	15,212,780.00	57,131,042.40	72,343,822.40	27,255,056
Wyoming.....	666,038.76	2,537,062.67	3,203,101.43	3,741,793
Alaska.....		279,821.67	279,821.67	343,822
Hawaii.....	377,083.27	18,859,082.76	19,236,166.03	2,536,924
Canal Zone.....				180,391
Philippine Islands.....	945,859.66		945,859.66	
Porto Rico.....				2,959,245

IN EVERY large profession you must rely on economic motives to some extent for your recruits, in the teaching profession less than elsewhere perhaps; but even teachers are human. I do not expect the teaching profession to offer great material reward—that is impossible; but I do regard it as essential to a good scheme of education that teachers should be relieved from perpetual financial anxieties. . . . An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger.—*Rt. Hon. H. A. L. Fisher, M.P., London.*

## SALARY TABLES AND WHAT THEY REVEAL

There are both encouraging and discouraging aspects in the present salary situation in the United States. Salary increases have been granted generally throughout the country. Present schedules are being maintained or increased in nearly all of our cities and in a majority of our rural communities. On the other hand, there are indications in some quarters of a reaction. This is the result of two factors, first, the general business depression and second, the failure of the teaching profession to continue the vigorous campaign of educating the public that was carried on during the war. As a result the general public is misinformed as to the actual facts in the present salary situation. The facts, which it is the duty of the profession to make known without delay, follow:

1. Teachers were underpaid throughout the country before the war—about fifty per cent were receiving annual salaries of less than \$500.
2. The salary increases granted teachers during the war were insufficient to offset the rapid rise in the cost of living.
3. Increases of wages in general during the war kept pace with or exceeded the rise in the cost of living.
4. Consequently, teachers in 1920 were in a less advantageous economic position "than at any time since the Civil War Period."<sup>1</sup>
5. The comparatively slight decrease in the cost of living since 1920 has merely tended to restore teachers' salaries to their pre-war purchasing power.
6. The latest figures on the cost of living indicate that the decline in the cost of living has come to a halt. "All price indices show little change of late and some indicate a slight rise."<sup>2</sup>
7. The teacher's economic position now is, therefore, little if any better than before the war.
8. If teachers' salaries are reduced they will have less purchasing power than they possessed before the war.
9. Additional increases must be granted if teachers are to receive the professional wage justified by their training and the importance of their service.
10. If teachers' salaries are not lifted to the professional level, it will be impossible to secure a sufficient number of recruits for our normal schools and millions of our children will continue to be taught by immature and untrained transients in the profession.

In the subsequent tables, data are given to support these facts. The future welfare of the children of the Nation demands that they should be given the widest possible circulation.

Read Table 9 as follows, beginning in the upper left corner: In 1921-22 the cities of the United States over 100,000 in population paid a median salary to their teachers of \$1848. Cities of the same size reporting from Alabama, for example, paid a median salary of \$1159, or \$689 below the median for the country as a whole. The figures given are the median salaries actually being paid—not possible maxima. Fifty per cent of a group of teachers receive salaries equal to or above the median, and fifty per cent receive salaries equal to or below the median. The medians were calculated from distributions of salaries grouped in one-hundred-dollar intervals.

Of the 2787 cities of 2500 population and over 1444, or 52 per cent, are represented in this table. They reported for 127,260 teachers. 1307, or 42.6 per cent, of all counties and rural communities are represented in this table. They reported for 126,633 teachers. There is, therefore, a total of 253,893 city and rural teachers represented in the table. The rural teachers are those directly under the supervision of county, town, or district superintendents. Those in rural systems which employ local superintendents who devote more than half time to supervision were not reported.

The salaries given should be looked upon as approximations rather than exact and complete statements, since all cities and rural communities did not report. In some States the per cent reporting was too low to guarantee the figures being representative. The percentage of the counties reporting for each State may be found in Table 11, column 6. From this may be inferred how representative the figures are for the rural communities of any State. The figures marked thus (\*) are based upon reports from less than 25 teachers, and those marked thus (†) are approximate figures. With these facts in mind, the table may be accepted as an excellent bird's-eye view of the salary situation in the United States for the school year 1921-22. The table is based on data of the U. S. Bureau of Education.

<sup>1</sup>Burgess, *Trends of School Costs*, p. 64.    <sup>2</sup>*Literary Digest*, June 10, 1922, p. 10.

TABLE 9. SALARIES OF ELEMENTARY TEACHERS BY STATES 1921-1922

States and other units	Schools in cities				Schools in rural communities				
	Over 100,000	25,000 to 100,000	10,000 to 25,000	2,500 to 10,000	Villages and towns, 3 or more teachers	Country schools, 3 or more teachers	2-teacher schools	1-teacher schools	Consolidated schools
1	2	3	4	5	6	7	8	9	10
UNITED STATES (Median)...	\$1848	\$1379	\$1241	\$1097	\$1010	\$885	\$877	\$774	\$987
Alabama.....	\$1159	.....	\$926	\$860	\$742	\$465	\$418	\$419	\$735
Arizona.....	.....	\$1675	1593	1414	1369	1300	1269	1243	950*
Arkansas.....	.....	1102	926	792	642	696	552	428	550
California.....	1879	1763	1636	1404	1386	1383	1323	1257	1359
Colorado.....	1891	1606	1349	1214	1147	1117	1023	874	1115
Connecticut.....	1552	1416	1412	1248	1260	1050*	1062	931	1182
Delaware.....	.....	.....	.....	975	1010	650*	729	689	700*
District of Columbia.....	1586	.....	.....	.....	.....	.....	.....	.....	.....
Florida.....	.....	1202	.....	907	941	548	648	399	892
Georgia.....	1451	927	796†	845	691	548	413	300	644
Idaho.....	.....	.....	1479	1305	1335	1178	1047	918	1150*
Illinois.....	1913	1320	1154	1032	944	885	872	781	971
Indiana.....	.....	1516	1185	1112	993	913	873	861	984
Iowa.....	.....	1452	1230	1086	996	950	940	768	1064
Kansas.....	1692	1615	1214	991	1011	974	880	731	1046
Kentucky.....	1247	1156	902	882	667	571	550	463	720
Louisiana.....	1580	.....	941†	948	976	866	719	659	775
Maine.....	.....	1296	1070	775	912	682	707	595	754*
Maryland.....	.....	1069	1064	.....	990	845	763	696	950*
Massachusetts.....	1589	1571	1350	1180	1126	517	475	391	695
Michigan.....	1733	1427	1189	1245	1064	779	239	832	1290
Minnesota.....	1614	.....	1155	1255	1040	1015	913	845	1109
Mississippi.....	.....	.....	929	924	842	395	404	328	626
Missouri.....	1822	1335	.....	925	818	900	613	594	600
Montana.....	.....	.....	1638	1455	1265	950*	1112	966	1233*
Nebraska.....	1731	1482	1214	1218	986	1120	989	869	998
Nevada.....	.....	.....	.....	.....	1436	.....	1167	988	1550*
New Hampshire.....	.....	1323	1183	952	942	750*	908*	718	775*
New Jersey.....	1631	1588	1419	1348	1406	1252	1086	1011	1225
New Mexico.....	.....	.....	1297	1270	1172	1187	1086	1084	1258
New York.....	2600†	1339	1339	1220	1232	1209	983	883	1140
North Carolina.....	.....	1206	1071	1003	581	555	467	383	735
North Dakota.....	.....	.....	.....	.....	1395	1129	1036	867	1167
Ohio.....	1756	1484	1194	1016	1031	993	952	878	1047
Oklahoma.....	.....	1630	1227	1065	989	985	929	826	991
Oregon.....	.....	.....	1237	1128	1066	1044	972	862	1300*
Pennsylvania.....	1966	1244	1130	1029	992	881	735	655	831
Rhode Island.....	1722	1351	1293	864	1125*	758*	888*	786*	1133*
South Carolina.....	.....	1167	1155	911	925	673	676	396	770
South Dakota.....	.....	1413	1245	1268	1184	1175*	1129	928	1204
Tennessee.....	.....	1096	.....	692	858	481	420	365	970
Texas.....	1520	1215	965	924	934	792	724	671	766
Utah.....	1392	.....	.....	1118	1182	854	875	844	1231
Vermont.....	.....	.....	1013	866	865	750	743	674	863
Virginia.....	1190	1062	989	832	747	545	448	385	755
Washington.....	1780	1544	1430	1288	1241	1280	1136	1104	1260
West Virginia.....	.....	1415	1125	1021	1108	764	723	574	979
Wisconsin.....	2293	1371	1273	1167	1092	1085	1008	857	1087
Wyoming.....	.....	.....	1396	1484	1120	1100*	1035*	755	1375*

THE FINANCIAL embarrassments of our educational system are due to two facts: First, that with the gradual democratization of society the principle of partial support through fees has given way to the method of gratuitous service or free education supported by taxation.

Secondly, and more important, have been the economic changes in the last few decades which have rendered reliance on the old general property tax unsatisfactory. The wealth of the country has indeed increased, but the attempt to measure wealth by the general property tax has broken down.

Thus at one end the needs of our educational institutions have gradually increased, and at the other end the basis of support has relatively diminished.

There are three reasons for the failure of the property tax: First, the impossibility of reaching intangible property or property in securities and mortgages which have greatly multiplied in recent times. An attempt has been made to remedy this defect through the development of the corporation tax. But in most States schools are still supported from the general property tax.

Secondly, even as regards tangible property, property is continually becoming a less satisfactory evidence of ability to pay, either because of the disparity between the property and its yield or because property is no evidence of prosperity. An example of the first is the difference from year to year, under modern speculative conditions, between the value of sheep or cattle and the profits of flock-tending or cattle-raising.

An example of the second is the folly of attempting to measure the prosperity of two modern merchants by comparing their property rather than the profits which are due largely to a period of turnover and other factors. The third reason why property is unsatisfactory as a test of tax-paying ability is because of the existence in modern times of huge professional incomes all of which may be spent and which would therefore be free under a property tax.

In all the more advanced states of this country, as well as throughout Europe, property has therefore been supplanted by earnings, profits, or income, as the test of taxable ability. This means practically the development on the one hand of the personal income tax, and, on the other hand, of the business tax, to include not only corporations but other businesses. In this way only can we tap the increasing wealth of the community and make wealth bear its proper share of the obligation to support the schools.

Hand in hand with this, however, must go a redistribution either of educational functions or educational revenues. New State-wide income or business taxes must be apportioned to the localities, not simply according to population or wealth, but according to educational needs.

With this reform at both ends of the process, the schools will be able to get their proper share of the increasing wealth of modern society.—  
*Excerpts from an address by E. R. A. Seligman, Columbia University.*

Read Table 10 as follows, beginning in the upper left corner: Forty-nine cities with a population of over 100,000 reported that 742, or 1.1 per cent, of their teachers would receive in the school year 1921-22 salaries of less than \$1000, 795, or 1.2 per cent, would receive salaries between \$1000 and \$1099, etc. A total of 69,382 teachers were reported by these forty-nine cities, the median salary to be received for 1921-22 being \$1848—that is, fifty per cent of these 69,382 teachers will receive salaries equal to or above \$1848, and 50 per cent will receive salaries equal to or below \$1848.

This table is based upon replies received to questionnaires representing 1444 or fifty-two per cent of the 2787 cities of the country of 2500 population or over. It, therefore, gives a representative statement of the salary situation among elementary city school teachers for the present school year. The table was prepared by the U. S. Bureau of Education.

TABLE 10.—DISTRIBUTION OF SALARIES OF ELEMENTARY TEACHERS IN 1,444 CITIES, 1921-1922

	Cities having a population of 100,000 and over (49 reporting)		Cities having a population of 25,000 to 100,000 (141 reporting)		Cities having a population of 10,000 to 25,000 (286 reporting)		Cities having a population of 2,500 to 10,000 (968 reporting)		Total number of cities reporting, 1444	
	Number of teachers	Per cent	Number of teachers	Per cent	Number of teachers	Per cent	Number of teachers	Per cent	Number of teachers	Per cent
1	2	3	4	5	6	7	8	9	10	11
Less than \$1000.....	742	1.1	1,512	7.3	2,381	14.8	7,077	33.5	11,712	9.2
1000-1099.....	795	1.2	1,664	8.1	2,499	15.5	3,594	17.0	8,552	6.7
1100-1199.....	990	1.4	1,789	8.1	2,175	13.5	3,166	15.0	8,120	6.4
1200-1299.....	3,515	5.1	2,799	13.6	2,419	15.2	2,844	13.5	11,577	9.1
1300-1399.....	3,140	4.5	3,271	15.9	2,305	14.3	1,941	9.2	10,657	8.4
1400-1499.....	5,114	7.5	2,323	11.5	1,742	10.8	1,237	5.9	10,416	8.2
1500-1599.....	6,194	8.8	2,634	12.8	1,140	7.1	629	2.9	10,597	8.4
1600-1699.....	6,063	8.7	1,816	8.8	646	4.0	299	1.4	8,824	6.9
1700-1799.....	5,818	8.3	1,204	5.9	255	1.6	176	.8	7,453	5.8
1800-1899.....	4,828	7.1	893	4.3	337	1.4	73	.4	2,023	4.7
1900-1999.....	5,697	8.2	337	1.6	131	.9	52	.3	6,217	4.9
2000-2099.....	8,987	12.9	242	1.2	88	.5	18	.1	9,335	7.3
2100-2199.....	2,104	3.0	102	.5	46	.2	.....	.....	2,252	1.8
2200-2299.....	1,430	2.1	41	.2	14	.1	.....	.....	1,485	1.2
2300-2399.....	1,098	1.6	17	.1	22	.1	.....	.....	1,137	.9
2400 or over.....	12,867	18.5	27	.1	9	.....	.....	.....	12,903	10.1
Total.....	69,382	100.0	20,671	100.0	16,101	100.0	21,106	100.0	127,260	100.0
Median salary.....	\$1848		\$1379		\$1241		\$1097		\$1524	
Median salary not including New York City.....	\$1676		.....		.....		.....		\$1433	

### THINK IT OVER

"Modern society is abundantly able to afford adequate education. It should be willing to pay the price."

Thus succinctly, relieved of the sentimentality which so frequently is invoked in considering the plight of the American pedagogue, the National Education Association sets forth the basic principle in the fight of our instructors of youth for higher salaries.

We are prone to forget the tremendous responsibility of the teacher, second only to that of the mother. But the really thoughtful teacher does not forget it, though generally he is too busy to formulate phrases for the feeling. The association speaks for him in this regard and further, as follows:

"At the heart of the whole scheme of education stands the teacher. If he is wise and strong and influential, sound educational practice will exercise a controlling influence upon the youth of the nation and the foundations in good citizenship will be sure. Great buildings and large classes are futile except as they are vitalized by well-trained, conscientious, and capable teachers. To obtain such teachers it is necessary to have candidates who are strong and fit—the best is none too good for the nation's children. It is necessary that these candidates be trained to deal with the difficult problems of education. Such training is costly and strong men and women must have some inducement to spend the years and money that it requires.

"What inducement shall be offered the prospective teacher—the teacher who is to prepare today's children for citizenship in the greater nation of tomorrow? There are two great inducements—the privilege of service and reasonable opportunity to enjoy the things that go with economic independence. The privilege of service is a great appeal. It is a dominating influence in the lives of the best teachers. However, in the organization of modern society there are attractive opportunities for service in business and many other fields outside of teaching. Society cannot and should not rely entirely upon the appeal of service to maintain its system of education. Modern society is abundantly able to afford adequate education. It should be willing to pay the price.

"What, then, should be done with teachers' salaries? Again let us recall the facts. Before the war, teaching had become notorious as a makeshift occupation. The war drew attention to the appalling situation and after a vigorous campaign by the National Education Association and other agencies salaries were advanced somewhat. In only a few cases were they advanced to levels which would insure a permanent supply of mature, well-trained teachers. The great majority of American communities must face squarely and frankly the problem of still further increasing the salaries of their educational workers. This will require recognition of the primary importance of education. It may require a new emphasis on values. It will require careful study and reorganization of methods of revenue-raising. It will require State aid and Federal aid, but it must be done. Democracy in its great hour of trial cannot afford to undermine the source of its strength and security—the school. It cannot afford not to pay salaries that will insure to every child in the nation a competent and well-trained teacher."—From *Washington Herald*, Washington, D. C., January 9, 1922.

Table 11 gives an indication of the salary condition in our strictly rural schools during the present school year, 1921-22. This table was derived from replies to salary questionnaires sent out by the Rural School Division of the U. S. Bureau of Education to all counties, towns, and district superintendents. All teachers in systems which employ local superintendents devoting more than half time to supervision are included. The data given, therefore, are for the strictly rural schools.

Three thousand, four hundred and fifteen teachers were reported as receiving annual salaries less than \$300; 1697 were reported as receiving less than \$500. These figures represent 12 per cent of all rural elementary teachers and principals for whom reports were made. A total of 143,573 rural teachers and principals were reported. Replies were received from 42.6 per cent of all rural districts addressed. It is estimated that a total of 39,430 rural teachers during the school year 1921-22, are receiving an annual salary of less than \$500. This estimate is based upon the assumption that the situation in the 57 per cent of the counties that did not reply is the same as in the 43 per cent that did reply. It is not known whether the situation in the 43 per cent of the counties replying is typical. This assumption was made in making the estimate, however.

Similar data are given for each of the States of the Union, making it possible to study in more detail the salary situation among the rural teachers as reported in the particular States or section.

TABLE 11. ELEMENTARY TEACHERS IN RURAL COMMUNITIES RECEIVING ANNUAL SALARY OF LESS THAN \$500, 1921-22

States	Number paid less than \$300	Number paid less than \$500	Per cent of those reported receiving less than \$500	Total number of teachers and principals reported	Per cent of counties reporting	Estimated number in rural schools receiving less than \$500
1	2	3	4	5	6	7
United States.....	3,415	16,797	12	143,573	42.6	39,430
Alabama.....	236	1,538	55	2,798	36	4,272
Arizona.....				349	43	
Arkansas.....	420	1,701	51	3,335	48	3,544
California.....				3,952	57	
Colorado.....		18	.8	2,351	62	29
Connecticut.....				286	100	
Delaware.....	30	70	10	680	33	210
Florida.....	148	364	28	1,270	35	1,040
Georgia.....	721	1,529	57	2,653	30	5,100
Idaho.....	21	21	2	1,283	30	70
Illinois.....	2	278	4	7,862	43	646
Indiana.....				5,975	57	
Iowa.....		33	.6	5,405	42	80
Kansas.....		98	1	6,357	55	178
Kentucky.....	6	2,235	59	3,751	43	5,198
Louisiana.....	10	93	4	2,033	36	260
Maine.....		40	10	397	87	46
Maryland.....		13	1	1,220	33	39
Massachusetts.....		80	12	655	85	93
Michigan.....		77	2	4,337	45	180
Minnesota.....	1	47	1	4,607	50	94
Mississippi.....	380	1,162	64	1,804	28	4,150
Missouri.....	52	752	29	2,564	23	3,269
Montana.....	3	23	2	1,110	33	69
Nebraska.....	2	27	.6	4,411	50	54
Nevada.....				256	11	
New Hampshire.....				209	50	
New Jersey.....				3,890	71	
New Mexico.....		3	.3	831	48	6
New York.....				7,180	90	
North Carolina.....	225	619	32	1,907	15	4,126
North Dakota.....				3,845	50	
Ohio.....		108	1	9,051	59	183
Oklahoma.....	4	149	2	5,141	59	252
Oregon.....		1	.06	1,521	45	2
Pennsylvania.....		60	1	4,925	31	193
Rhode Island.....				52	60	
South Carolina.....	75	146	13	1,108	15	973
South Dakota.....				3,462	51	
Tennessee.....	522	2,876	58	4,876	42	6,847
Texas.....	59	194	4	3,887	27	718
Utah.....	5	9	1	810	31	29
Vermont.....		14	1	987	85	16
Virginia.....	493	2,009	43	4,573	30	6,696
Washington.....		2	.06	3,149	59	3
West Virginia.....		406	15	2,706	41	90
Wisconsin.....		2	.02	7,559	66	3
Wyoming.....				563	36	

TABLE 12. MINIMUM AND MAXIMUM SALARIES OF ELEMENTARY TEACHERS  
59 CITIES, WITH A POPULATION OF OVER 100,000, 1921-1922

States and other units	Minimum	Maximum	Years to reach max.	States and other units	Minimum	Maximum	Years to reach max.
1	2	3	4	1	2	3	4
United States (Median)	\$1200	\$2000	8	United States (Median)	\$1200	\$2000	8
<i>Alabama</i>				<i>Nebraska</i>			
Birmingham.....	\$1000	\$1800	8	Omaha.....	1200	2100	9
<i>California</i>				<i>New Jersey</i>			
Los Angeles.....	1400	2000	.....	Jersey City.....	1400	2600	13
Oakland.....	1500	2040	10	Paterson.....	1200	2700	11
San Francisco.....	1400	2000	8	Trenton.....	1100	1800	7
<i>Colorado</i>				Newark.....	1500	2500	11
Denver.....	1200	2140	.....	<i>New York</i>			
<i>Connecticut</i>				Albany.....	1100	1700	8
Bridgeport.....	1000	1900	10	Buffalo.....	1200	2000	8
New Haven.....	950	1950	10	New York.....	1500	3250	9
<i>District of Columbia</i>				Rochester.....	1200	2000	8
Washington.....	1200	1600	10	Syracuse.....	1150	1750	8
<i>Georgia</i>				Yonkers.....	1500	2700	8
Atlanta				<i>Ohio</i>			
White.....	1056	1536	3	Akron.....	1200	2000	8
Colored.....	690	900	1	Cleveland.....	1200	2880	.....
<i>Illinois</i>				Cincinnati.....	1200	2200	.....
Chicago.....	1200	3000	9	Columbus.....	1000	1800	10
<i>Indiana</i>				Dayton.....	1000	1600	7
Indianapolis.....	1200	2000	9	Toledo.....	1200	2000	8
<i>Kansas</i>				Youngstown.....	1250	1750	15
Kansas City.....	1200	1788	8	<i>Pennsylvania</i>			
<i>Kentucky</i>				Philadelphia.....	1200	2000	8
Louisville.....	1200	1550	.....	Pittsburgh.....	1200	2000	8
<i>Louisiana</i>				Reading.....	1000	1800	8
New Orleans.....	1000	1750	.....	Scranton.....	1000	2000	8
<i>Maryland</i>				<i>Rhode Island</i>			
Baltimore.....	1300	1600	4	Providence.....	1000	1950	6
<i>Massachusetts</i>				<i>Tennessee</i>			
Boston.....	1200	2000	.....	Nashville.....	800	1500	5
Cambridge.....	1008	1716	6	<i>Texas</i>			
Fall River.....	1220	1500	5	Fort Worth.....	900	1500	6
Lowell.....	1200	1700	7	Houston.....	1000	1700	8
New Bedford.....	1350	1700	7	<i>Utah</i>			
Worcester.....	1000	1600	6	Salt Lake.....	900	1750	.....
Springfield.....	1300	1900	8	<i>Virginia</i>			
<i>Michigan</i>				Richmond			
Detroit.....	1500	2000	5	White.....	1000	1544	10
Grand Rapids.....	1200	2000	9	Colored.....	550	1098	10
<i>Minnesota</i>				<i>Washington</i>			
Minneapolis.....	1200	2000	8	Seattle.....	1500	2100	.....
St. Paul.....	1200	1650	12	Spokane.....	1200	2150	.....
<i>Missouri</i>				<i>Wisconsin</i>			
Kansas City.....	1200	2200	13	Milwaukee.....	1200	2400	12
St. Louis.....	1200	1800	7				

Read Table 12 as follows, beginning in the upper left corner: The median minimum or beginning salary for elementary teachers in 59 cities with a population of over 100,000 is \$1200; the median maximum salary is \$2000. Eight is the median number of years required to advance to the maximum. Birmingham's minimum of \$1000 is \$200 below the median minimum for similarly sized cities of the United States, and its maximum is \$200 below the median maximum. Eight years are required to advance from the minimum to the maximum.

Of the 68 cities of the country with a population of over 100,000, 59 are represented. The table was prepared from questionnaires circulated by the U. S. Bureau of Education and by the Salary Committee of the National Education Association.



## Purchasing Power of Dollar, 1893—100

Year	Index	Year	Index
1893	100	1908	118
1894	96	1909	125
1895	94	1910	131
1896	92	1911	130
1897	92	1912	138
1898	94	1913	141
1899	96	1914	144
1900	97	1915	142
1901	101	1916	161
1902	106	1917	206
1903	106	1918	237
1904	107	1919	259
1905	107	1920	286
1906	111	1921	215
1907	115	1922	199

Table shows that in 1893 \$100 was necessary to buy a certain quantity of food, in 1894, \$96 was necessary to buy the same amount, etc. Food costs when taken over a long period of time are accepted as a good indication of the purchasing power of the dollar.

These figures were issued by the U. S. Department of Labor, in *Monthly Labor Review*, June, 1920, page 19. Figures for 1921 and 1922 were especially calculated for the National Education Association by the U. S. Bureau of Labor Statistics. The number for 1922 is an average of the months of January, February, and March, 1922.

**B**UT THERE is another consideration affecting the changing value of the teacher's pay besides its absolute purchasing power, and that is its power to put the teacher on an equal social footing with other people. Salary standards and the standard of living which they determine, as well as the cost of living, must be considered. It was no great hardship to own only one silk dress in a lifetime when other people did the same. If wearing patched clothing was the custom, a wage that made patching necessary was no cause for complaint. When oranges appeared only on tables of the wealthy one could make no case for an increase in the teacher's salary on the ground that she could not afford to purchase them. But if people generally wear silk dresses, despise patching, and eat oranges, the teacher should be able to do so as well. The standard of living of the community is fully as important as the actual cost of living in determining the adequacy of any wage. The standard of living is determined by the salaries other people receive. Although there were important changes in the cost of necessities in the past eighty years, there were even more important fluctuations in the general levels of wages.—*W. Randolph Burgess, Trends of School Costs, Russell Sage Foundation.*

**I**N A complex community of modern times, the general property tax proves hopelessly impracticable. It leads to glaring inconsistencies and inequities, and fails completely of attaining its professed object. Property and income no longer run side by side. All sorts of income develop which do not rest on the ownership of property. . . . Not all property supposed to be reached can, in fact, be reached. . . . To tax a man on his property without making allowance for his indebtedness is manifestly not in accord with the general intent of a property tax. . . . The final cause which has led to the breakdown of the property tax has been the development of corporations, and so of the ownership of wealth under corporate form. Stocks, bonds, and corporate securities of all sorts are the form in which riches are likely to be held. All these are property, and taxable as such. *F. W. Taussig, Harvard University, in Principles of Economics, Vol. II, pp. 528, 532.*

Read Table 13 as follows, beginning in the upper left corner: The median minimum or beginning salary for elementary teachers in cities from 25,000 to 100,000 in population is \$1000; the median maximum salary is \$1600. Eight is the median number of years required to advance from the minimum to the maximum salary. Phoenix with a minimum of \$1125 is \$125 above the median for similar-sized cities of the United States, and with a maximum of \$1909 is \$309 above the maximum for similar-sized cities, and requires 5 years to advance from the minimum to the maximum.

The figures were obtained from questionnaires of the U. S. Bureau of Education. All cities of this size for which replies were received are included.

TABLE 13.—MINIMUM AND MAXIMUM SALARIES OF ELEMENTARY TEACHERS,  
136 CITIES POPULATION 25,000 TO 100,000, 1921-1922

States and other Units	Mini- mum	Maxi- mum	Years to reach	States and other Units	Mini- mum	Maxi- mum	Years to reach
United States(Median)	\$1000	\$1600	8	United States(Median)	\$1000	\$1600	8
1	2	3	4	1	2	3	4
<i>Arizona</i>				<i>Iowa</i>			
Phoenix.....	\$1125	\$1909	5	Davenport.....	\$1050	\$1500	.....
<i>Arkansas</i>				Dubuque.....	1200	1600	.....
Fort Smith.....	900	1260	8	Waterloo.....	1000	1400	.....
<i>California</i>				<i>Kansas</i>			
Alameda.....	1700	2000	12	Topeka.....	1250	1750	8
Fresno.....	1380	1800	7	Wichita.....	1200	1800	12
Long Beach.....	1300	1900	13	<i>Kentucky</i>			
Pasadena.....	1400	2000	.....	Covington.....	900	1200	.....
San Diego.....	1300	1836	7	Lexington.....	850	1200	5
San Jose.....	1500	2000	10	Newport.....	750	1162	7
Stockton.....	1620	.....	7	<i>Maine</i>			
<i>Colorado</i>				Bangor.....	900	1200	5
Pueblo.....	1000	1700	.....	Lewiston.....	850	1200	.....
Colorado Springs.....	1200	.....	7	Portland.....	900	1550	.....
<i>Connecticut</i>				<i>Maryland</i>			
New Britain.....	950	1850	10	Hagerstown.....	600	1400	8
Waterbury.....	1000	2000	.....	<i>Massachusetts</i>			
New London.....	1000	1400	.....	Lawrence.....	1150	1600	7
Norwalk.....	850	1400	.....	Lynn.....	900	1300	5
Stamford.....	900	1900	12	Malden.....	.....	1500	2
<i>Florida</i>				Haverhill.....	1000	1400	4
Jacksonville.....	810	1350	7	Pittsfield.....	1000	1500	10
Pensacola.....	640	800	.....	Salem.....	1000	1300	3
<i>Georgia</i>				Somerville.....	1000	1500	5
Savannah.....	653	1143	9	<i>Michigan</i>			
<i>Illinois</i>				Battle Creek.....	1200	1700	.....
Aurora.....	950	1725	7	Hamtramck.....	1200	.....	.....
E. St. Louis.....	1000	1750	11	Kalamazoo.....	1200	1725	10
Elgin.....	1000	1500	.....	Lansing.....	1100	1550	8
Evansville.....	750	1600	5	Flint.....	1050	1400	7
Joliet.....	1000	1675	.....	<i>Missouri</i>			
Moline.....	800	1300	9	St. Joseph.....	900	1570	12
Quincy.....	1000	1450	9	Springfield.....	840	1260	7
Rockford.....	1000	1525	9	<i>Nebraska</i>			
Rock Island.....	900	1300	7	Lincoln.....	1000	2200	.....
<i>Indiana</i>				<i>New Hampshire</i>			
E. Chicago.....	1000	2000	.....	Manchester.....	900	1300	4
Gary.....	.....	2400	8	Nashua.....	900	1200	3
Fort Wayne.....	1200	1900	7	<i>New Jersey</i>			
Muncie.....	810	.....	.....	Atlantic City.....	1200	2000	.....
Terre Haute.....	1000	1500	11	Bayonne.....	1400	2500	.....

TABLE 13.—Continued

States and other Units	Minimum	Maximum	Years to reach Max.	States and other Units	Minimum	Maximum	Years to reach Max.
1	2	3	4	1	2	3	4
United States(Median)	\$1000	\$1600	8	United States(Median)	\$1000	\$1600	8
<i>New Jersey—Cont'd</i>				<i>Pennsylvania—Cont'd</i>			
E. Orange	\$1300	\$2100	8	Chester	\$1000	\$1800	.....
Elizabeth	1200			Easton	850	1800	8
Hoboken	1200	2460	7	Erie	1000	1800	8
Montclair	1300	2100		Harrisburg	1100	2500	8 to 12
New Brunswick	1100	1800		Hazleton	1000	1800	8
Passaic	1200	2000	7	Johnstown	900	1500	.....
Perth Amboy	1200	1700	12	Lancaster	1000	1800	9
Plainfield	1200	2200	10	New Castle	1000	1800	8
W. New York	1200	2300	11	Norristown	1000	2000	8
W. Hoboken	1200	2500		Wilkes-Barre	1000	1800	8
<i>New York</i>				Williamsport	675	1000	8
Mt. Vernon	1300	2700	9	York	1000	1800	8
Amsterdam	1100	1700	8	<i>Rhode Island</i>			
Auburn	1000	1400	8	Cranston	900	1300	4
Binghamton	1100	1500		Newport	1380	1500	3
Elmira	1100	1600	10	Pawtucket	900	1300	5
Newburgh	1070	1470	8	Woonsocket	900	1500	6
New Rochelle	1200	2100	8	<i>South Carolina</i>			
Niagara Falls	1100	1900	8	Charleston	900	1340	8
Rome	1100	1700	8	<i>Tennessee</i>			
Schenectady	1100	1700	8	Knoxville	900	1440	.....
Utica	1100	1750	8	<i>South Dakota</i>			
Poughkeepsie	1000	1750	8	Sioux Falls	1200	1500	4
<i>North Carolina</i>				<i>Texas</i>			
Asheville	900	1300	8	Austin	810	1200	.....
Winston-Salem	900	1600		El Paso	1000	1700	10
<i>Ohio</i>				Waco	900	1282	4
Canton	1000	1800	8	<i>Virginia</i>			
E. Cleveland	1200	2300	10	Newport News	600	1600	8
Hamilton	700	1500	8	Portsmouth	1000	1525	8
Marion	900	1485	13	<i>Washington</i>			
Newark	800	1580	9	Bellingham	1260	1740	8
Portsmouth	800	1700	12	Everett	1100	1800	7
Stuebenville	1100	1600	6	<i>West Virginia</i>			
Warren	900	1750	9	Wheeling	992	1567	4
Zanesville	800	1250	5	<i>Wisconsin</i>			
<i>Oklahoma</i>				Green Bay	1000	1400	10
Oklahoma	1200	1800		Kenosha	1200	1908	.....
Tulsa	1320	2000		La Crosse	1000	1500	10
<i>Pennsylvania</i>				Oshkosh	1000	1375	.....
Allentown	750	1800		Racine	1100	1750	10
Altoona	1000	1800	8	Superior	1000	1600	6
Bethlehem	1000	1800		Sheboygan	1000	1550	10

I AM for good roads. I am for the care of the unfortunate, the insane, the feeble-minded, the deaf, and the blind. I am for law enforcement. I am for everything that makes for a greater and more progressive Texas; but of all these things education is the greatest and the money which is spent on education is the best spent.—*Excerpt from an address made by Governor Neff, of Texas.*

TABLE 14. MINIMUM AND MAXIMUM SALARIES OF ELEMENTARY TEACHERS, 118 CITIES WITH POPULATION UNDER 25,000, 1921-1922

Cities	Minimum	Maximum	Years to reach	Cities	Minimum	Maximum	Years to reach
United States (Median)	\$1000	\$1350	5	United States (Median)	\$1000	\$1350	5
Bessemer, <i>Ala.</i> . . . . .	\$900	\$1200	5	Bismarck, <i>N. Dak.</i> . . . . .	\$1100	\$1450	5
Dothan. . . . .	720	900	5	Valley City . . . . .	1100	1700	4
Clifton, <i>Ariz.</i> . . . . .	1300	1600	5	Burlington, <i>N. C.</i> . . . . .	900	1560	5
Nogales. . . . .	1320	1680	6	Elizabeth City . . . . .	900	1200	5
Helena, <i>Ark.</i> . . . . .	1000	1200	4	Shelby . . . . .	1050	1500	5
Malvern. . . . .	540	900	5	Depew, <i>N. Y.</i> . . . . .	1000	1600	8
Marianna. . . . .	900	900	5	Rye. . . . .	1000	1800	8
Alhambra, <i>Calif.</i> . . . . .	1170	1650	8	Scotia. . . . .	1000	1800	8
Lodi. . . . .	1300	1700	6	Las Cruces, <i>N. Mex.</i> . . . . .	1060	1350	3
Mill Valley. . . . .	1320	1800	6	Roswell. . . . .	1200	1350	4
Salinas. . . . .	1350	1920	9	Glen Ridge, <i>N. J.</i> . . . . .	1200	2000	5
Santa Rosa. . . . .	1300	1600	3	Hawthorne. . . . .	1200	2100	9
Monte Vista, <i>Colo.</i> . . . . .	1200	1600	5	Nutley . . . . .	1200	1800	5
Rocky Ford. . . . .	1200	1520	5	So. Bruer. . . . .	1000	1400	8
Sterling. . . . .	1200	1760	6	Alliance, <i>Neb.</i> . . . . .	1000	1500	7
Farmington, <i>Conn.</i> . . . . .	1000	1500	5	Beatrice. . . . .	1080	1380	4
So. Manchester. . . . .	1025	1800	5	Havelock. . . . .	900	1600	6
Westport. . . . .	900	1450	8	Norfolk. . . . .	1100	1500	15
Dover, <i>Dela.</i> . . . . .	900	1300	5	Ashland, <i>Ohio.</i> . . . . .	900	1600	5
Orlando, <i>Fla.</i> . . . . .	900	1200	5	Lisbon. . . . .	900	1260	5
Dublin, <i>Ga.</i> . . . . .	810	950	5	Oberlin. . . . .	800	1900	5
Moultrie. . . . .	720	945	3	Sidney . . . . .	800	1400	6
Charles City, <i>Iowa.</i> . . . . .	800	1395	5	Wooster. . . . .	1000	1800	6
Sheldon. . . . .	1200	1500	3	Medford, <i>Oreg.</i> . . . . .	1200	1680	4
Brazil, <i>Ind.</i> . . . . .	800	1700	5	Pendleton . . . . .	1320	1920	5
Huntington. . . . .	1170	1350	3	Clinton, <i>Okla.</i> . . . . .	925	1125	5
Canton, <i>Ill.</i> . . . . .	810	900	5	Frederick. . . . .	1080	1260	5
Morris. . . . .	900	1300	5	Hugo. . . . .	900	1100	4
Naperville. . . . .	1000	1350	5	Coraopolis, <i>Penn.</i> . . . . .	1000	1500	6
St. Charles. . . . .	1000	1600	5	Huntington. . . . .	1000	1400	4
Coeur d'Alene, <i>Idaho.</i> . . . . .	1200	1600	3	Pottsville. . . . .	1000	1400	4
Twin Falls. . . . .	1200	1660	4	Wilmerding . . . . .	1000	1520	6
Wallace. . . . .	1250	1500	5	Warren, <i>R. I.</i> . . . . .	820	1170	5
Caney, <i>Kan.</i> . . . . .	900	1200	5	New Smithfield. . . . .	800	1100	5
Iola. . . . .	660	1200	5	Abbeville, <i>S. C.</i> . . . . .	855	1035	5
Larned. . . . .	900	1170	10	Darlington. . . . .	1000	1200	3
Dayton, <i>Ky.</i> . . . . .	650	1250	5	Big Springs, <i>Texas.</i> . . . . .	900	1000	2
Bellevue. . . . .	900	1400	5	Navasota. . . . .	900	1200	5
Covington, <i>La.</i> . . . . .	810	1080	10	Vernon. . . . .	945	1035	5
Franklin. . . . .	900	1035	4	LaFollette, <i>Tenn.</i> . . . . .	670	900	4
Houlton, <i>Maine.</i> . . . . .	720	900	5	Morristown. . . . .	720	945	5
Saco. . . . .	825	1000	5	Brookings, <i>S. Dak.</i> . . . . .	1100	1200	5
Frostburg, <i>Md.</i> . . . . .	950	1272	8	Huron. . . . .	1200	1440	4
Andover, <i>Mass.</i> . . . . .	1100	1400	5	Madison. . . . .	1300	1300	2
Manchester. . . . .	1200	1500	3	Redfield. . . . .	1100	1300	5
Marblehead. . . . .	1000	1360	5	Tooele, <i>Utah.</i> . . . . .	1000	1250	5
Maynard. . . . .	900	1500	5	Richfield. . . . .	750	1200	8
Petoskey, <i>Mich.</i> . . . . .	1000	1300	5	Spanish Fork. . . . .	750	1500	13
River Rouge. . . . .	1200	2000	8	Bennington, <i>Vi.</i> . . . . .	1000	1200	5
Sturgis. . . . .	1200	1300	5	Hampton, <i>Va.</i> . . . . .	750	1000	5
Albert Lea, <i>Minn.</i> . . . . .	1100	1500	5	Harrisonburg. . . . .	810	1300	5
Fairmont. . . . .	1125	1305	5	Ellensburg, <i>Wash.</i> . . . . .	1150	1400	5
Fergus Falls. . . . .	1035	1260	5	Elkins, <i>W. Va.</i> . . . . .	765	1350	3
Brookhaven, <i>Miss.</i> . . . . .	1050	1500	5	Richwood. . . . .	720	1269	3
Clarksdale. . . . .	1312	1417	5	Antigo, <i>Wis.</i> . . . . .	1000	1300	5
Marshall, <i>Mo.</i> . . . . .	1000	1260	6	Burlington. . . . .	1030	1600	6
Carrollton. . . . .	540	900	5	Marshfield. . . . .	1000	2100	16
Bozeman, <i>Mont.</i> . . . . .	1200	1620	8	Stoughton . . . . .	1000	1200	5
Kalispell. . . . .	1200	1680	5	Sheridan, <i>Wyo.</i> . . . . .	1320	1720	8

Read Table 14 as follows, beginning in the upper left corner: The median minimum or beginning salary for elementary teachers for 118 cities under 25,000 in population is \$1000; the median maximum salary is \$1350. Five years are required to advance from the minimum to the maximum. Bessemer with a minimum of \$900 is \$100 below the minimum for similar-sized cities given in this table and with a maximum of \$1200 is \$150 below the maximum.

The figures were obtained from questionnaires of the U. S. Bureau of Education. Questionnaires were available from 1254 cities below 25,000 in population. From these the blanks giving the most complete information were selected. From this last group the blanks of these 118 cities were selected. They represent the cities maintaining the highest salary schedules.

**TABLE 15. DISTRIBUTION OF SALARIES OF JUNIOR HIGH-SCHOOL TEACHERS IN 707 CITIES, 1921-1922**

	Cities having a population of 100,000 and over (19 reporting)		Cities having a population of 25,000 to 100,000 (79 reporting)		Cities having a population of 10,000 to 25,000 (152 reporting)		Cities having a population of 2,500 to 10,000 (457 reporting)		Total number cities reporting, 707	
	Teachers	Per cent	Teachers	Per cent	Teachers	Per cent	Teachers	Per cent	Teachers	Per cent
1	2	3	4	5	6	7	8	9	10	11
Less than \$1000 . . . . .	.....	.....	23	0.8	75	3.2	234	7.8	332	3.0
1000-1099 . . . . .	.....	.....	44	1.5	147	6.3	299	9.9	490	4.3
1100-1199 . . . . .	37	1.2	70	2.4	196	8.5	471	15.2	774	6.9
1200-1299 . . . . .	37	1.2	137	4.7	292	12.6	556	18.4	1022	9.4
1300-1399 . . . . .	64	2.1	271	9.2	324	14.0	488	16.2	1147	10.1
1400-1499 . . . . .	84	2.8	359	12.2	255	10.9	372	12.4	1070	9.4
1500-1599 . . . . .	114	3.8	596	20.2	262	11.2	257	8.6	1229	10.9
1600-1699 . . . . .	228	7.6	415	14.1	246	10.6	135	4.5	1024	9.0
1700-1799 . . . . .	256	8.5	329	11.2	138	5.9	84	2.8	807	7.1
1800-1899 . . . . .	259	8.6	337	11.3	114	4.9	52	1.7	762	6.7
1900-1999 . . . . .	242	8.0	117	4.0	101	4.4	29	1.0	489	4.3
2000-2099 . . . . .	362	12.1	89	3.0	71	3.1	27	0.9	549	4.9
2100-2199 . . . . .	278	9.2	54	1.9	21	0.9	6	0.2	359	3.1
2200-2299 . . . . .	241	8.0	33	1.1	24	1.0	5	0.2	303	2.6
2300-2399 . . . . .	234	7.8	20	0.7	11	0.5	3	0.1	268	2.3
2400 or over . . . . .	577	19.1	50	1.7	46	2.0	4	0.1	677	6.0
Total . . . . .	3013	100.0	2944	100.0	2323	100.0	3022	100.0	11302	100.0
Median Salary . . . . .	\$2050		\$1595		\$1450		\$1290		\$1565	

Read Table 15 as follows, beginning in the upper left-hand corner: Nineteen cities with a population of over 100,000 reported that 37, or 1.2 per cent, of their junior high-school teachers would receive in the school year 1921-22 annual salaries between \$1100 and \$1199; 37, or 1.2 per cent, would receive annual salaries between \$1200 and \$1299, etc. A total of 3013 teachers was reported by these nineteen cities, the median salary to be received for 1921-22 being \$2050, that is, 50 per cent of these 3013 teachers will receive salaries equal to or above \$2050 and 50 per cent will receive salaries equal to or below \$2050. Similar data are given in columns 4 to 9 for cities of smaller populations.

This table is based upon replies received to questionnaires of the U. S. Bureau of Education from 707 cities of the country of 2500 population or over. As junior high schools are of rather recent origin, this is probably a good representation. The term junior high school being rather indefinite, it is probable that some of the figures included are for intermediate seventh and eighth grades, rather than for genuine junior high schools.

TABLE 16. MINIMUM AND MAXIMUM SALARIES OF JUNIOR HIGH-SCHOOL TEACHERS OF 27 CITIES, WITH POPULATION OVER 100,000, 1921-1922

States and other units	Minimum	Maximum	Years to reach maximum
United States (Median)	\$1450	\$2400	10
<i>California</i>			
Los Angeles.....	\$1800	\$2600	.....
Oakland.....	1620	2160	10
<i>Colorado</i>			
Denver.....	1200	2310	.....
<i>Connecticut</i>			
Bridgeport.....	.....	1900	10
<i>District of Columbia</i>			
Washington.....	1200	2240	10
<i>Kansas</i>			
Kansas City.....	1608	1968	6
<i>Maryland</i>			
Baltimore.....	1450	1900	4
<i>Massachusetts</i>			
Lowell.....	1450	1950	5
Springfield.....	1900	2200	.....
<i>Michigan</i>			
Detroit.....	1700	2600	5
Grand Rapids.....	1500	2500	9
<i>Minnesota</i>			
Minneapolis.....	1200	2500	13
<i>Missouri</i>			
Kansas City.....	1200	2200	13
St. Louis.....	1600	3200	16
<i>New Jersey</i>			
Trenton.....	1400	2400	.....
Newark.....	1800	2900	12
<i>New York</i>			
Rochester.....	1600	2800	8
Syracuse:			
Women.....	1250	1950	.....
Men.....	1600	2650	.....
<i>Ohio</i>			
Cleveland.....	1350	2700	.....
Columbus.....	1250	2500	10
Toledo.....	1500	2500	10
Youngstown.....	1250	3000	15
<i>Pennsylvania</i>			
Philadelphia.....	1800	2800	8
Pittsburgh.....	1800	2800	8
Scranton.....	1400	2600	8
<i>Texas</i>			
Houston.....	1300	.....	.....
<i>Utah</i>			
Salt Lake City.....	1000	1750	.....
<i>Virginia</i>			
Richmond.....	1000	1903	10

Read Table 16 as follows, beginning in the upper left corner: The median minimum, or beginning salary, of junior high-school teachers for 27 cities over 100,000 in population is \$1450; the median maximum salary is \$2400. Ten is the median number of years required to advance from the minimum to the maximum. Los Angeles, with a minimum of \$1800, is \$350 above the median for similar-sized cities in the United States and with a maximum of \$2600 is \$200 above the median maximum.

The figures were obtained from questionnaires of the U. S. Bureau of Education. All cities of this size for which data are available are included.

**TABLE 17. MINIMUM AND MAXIMUM SALARIES OF JUNIOR HIGH SCHOOL TEACHERS, 70 CITIES WITH POPULATION FROM 25,000 TO 100,000, 1921-22**

State and other units	Minimum	Maximum	Years to reach	State and other units	Minimum	Maximum	Years to reach
United States (Median)	\$1200	\$1835	8	United States (Median)	\$1200	\$1835	8
<i>Arkansas</i>				<i>New Jersey</i>			
Fort Smith.....	\$1000	\$2000	8	Atlantic City.....	\$1400	\$2000	.....
<i>California</i>				Elizabeth.....	1300	.....	.....
Fresno.....	1500	1920	7	Hoboken.....	1600	2860	7
Long Beach.....	1600	2200	11	Montclair.....	1475	2550	.....
Pasadena.....	1800	2600	8	New Brunswick.....	.....	2500	.....
<i>Colorado</i>				Passaic.....	1300	2150	7
Pueblo.....	1200	1700	.....	W. New York.....	1200	2500	13
Colorado Springs.....	1200	.....	7	<i>New York</i>			
<i>Connecticut</i>				Amsterdam.....	1400	2500	8
New Britain.....	1150	.....	10	Auburn.....	1050	1450	8
Waterbury.....	1000	.....	.....	Birmingham.....	1300	1700	.....
Norwalk.....	900	1500	10	<i>North Carolina</i>			
<i>Georgia</i>				Asheville.....	1200	1500	6
Savannah.....	660	1870	15	<i>Ohio</i>			
<i>Illinois</i>				Canton.....	1200	2250	10
East Aurora.....	1400	1800	5	E. Cleveland.....	1400	2600	10
Joliet.....	1000	1675	.....	Hamilton.....	.....	1500	.....
Quincy.....	1200	1500	6	Marion.....	900	1485	.....
Rockford.....	1000	1525	9	Warren.....	1200	2050	9
<i>Indiana</i>				<i>Oklahoma</i>			
Gary.....	.....	3250	9	Oklahoma.....	1200	1800	.....
E. Chicago.....	1400	2300	.....	Tulsa.....	1320	2000	.....
Muncie.....	1395	.....	.....	<i>Pennsylvania</i>			
Terre Haute.....	1000	1500	11	Allentown.....	1000	2400	.....
<i>Kansas</i>				Bethlehem.....	1000	1800	.....
Topeka.....	1250	1600	8	Easton.....	1400	2200	8
Wichita.....	1320	1896	12	Erie.....	1400	2200	8
<i>Kentucky</i>				Harrisburg.....	1400	2500	12
Covington.....	900	1200	.....	Hazleton.....	1000	2200	8
Lexington.....	1200	1200	.....	Johnstown.....	1050	2200	.....
Newport.....	900	1450	5	Norristown.....	1400	2400	8
<i>Maine</i>				York.....	1400	2200	8
Lewiston.....	900	1400	.....	<i>South Dakota</i>			
<i>Massachusetts</i>				Sioux Falls.....	1200	1500	4
Lynn.....	1100	1500	.....	<i>Texas</i>			
Haverhill.....	1000	2000	.....	El Paso.....	1080	1800	.....
Pittsfield.....	1000	1600	10	Waco.....	1100	1700	10
Somerville.....	1000	1500	5	<i>Utah</i>			
<i>Michigan</i>				Ogden.....	1200	1750	3
Battle Creek.....	1200	1700	.....	<i>Wisconsin</i>			
Hamtramck.....	1200	.....	.....	Green Bay.....	1200	1800	10
Kalamazoo.....	1200	1950	.....	Kenosha.....	1320	2028	.....
Lansing.....	1350	2500	.....	La Crosse.....	1000	1500	10
Flint.....	1050	1700	.....	Racine.....	1100	2100	10
<i>Nebraska</i>				Superior.....	1200	1800	6
Lincoln.....	1000	2200	.....	Sheboygan.....	1250	2300	10
<i>New Hampshire</i>							
Nashua.....	1000	1300	3				

Read Table 17 as follows, beginning in the upper left corner: The median minimum or beginning salary of junior high-school teachers for 70 cities between 25,000 and 100,000 in population is \$1200; the median maximum salary is \$1835. Eight is the median number of years required to advance from the minimum to the maximum. Fort Smith with a minimum of \$1000 is \$200 below the minimum for similar-sized cities in the United States, and with a maximum of \$2000 is \$165 above the maximum of similar-sized cities.

The figures were obtained from questionnaires of the U. S. Bureau of Education. All cities of this size for which data are available are included.

TABLE 18. MINIMUM AND MAXIMUM SALARIES OF JUNIOR HIGH SCHOOL TEACHERS, 81 CITIES WITH POPULATION UNDER 25,000, 1921-1922

Cities	Minimum	Maximum	Years to reach	Cities	Minimum	Maximum	Years to reach
United States(Median)	\$1100	\$1600	5	United States(Median)	\$1100	\$1600	5
Clifton, <i>Ariz.</i> .....	\$1400	\$1700	5	Bozeman, <i>Mont.</i> .....	\$1200	\$1620	8
Helena, <i>Ark.</i> .....	1000	1500	4	Kalispell.....	1392	1680	3
Malvern.....	900	1000	5	Bismarck, <i>N. Dak.</i> .....	1100	1450	5
Marianna.....	1000	1000	.....	Valley City.....	1100	1800	4
Santa Rosa, <i>Calif.</i> ....	1300	1600	3	Dewey, <i>N. Y.</i> .....	1100	1900	8
Monte Vista, <i>Colo.</i> ....	1200	1800	5	Rye.....	1400	2200	8
Rocky Ford.....	1500	1750	.....	Scotia.....	1000	1800	8
Sterling.....	1200	1760	.....	Las Cruces, <i>N. Mex.</i> ....	1400	1600	4
Farmington, <i>Conn.</i> ....	1200	1650	.....	Glen Ridge, <i>N. J.</i> .....	1500	2600	.....
So. Manchester.....	1350	1900	.....	Nutley.....	1400	2000	.....
Westport.....	1000	1600	8	So. Bruer.....	1000	1500	10
Dover, <i>Dela.</i> .....	1100	1800	5	Alliance, <i>Neb.</i> .....	1000	1500	7
Moultrie, <i>Ga.</i> .....	800	945	3	Havelock.....	900	1600	6
Charles City, <i>Iowa.</i> ....	1296	1998	2	Norfolk.....	1100	1600	15
Sheldon.....	.....	1500	3	Ashland, <i>Ohio.</i> .....	1100	1800	.....
Brazil, <i>Ind.</i> .....	800	2200	7	Lisbon.....	900	1260	5
Huntington.....	1260	1350	3	Sidney.....	1000	1600	6
Canton, <i>Ill.</i> .....	968	1068	.....	Medford, <i>Oreg.</i> .....	1260	1720	4
Morris.....	1100	1600	5	Frederick, <i>Okla.</i> .....	1080	1260	5
Naperville.....	1400	1663	.....	Hugo.....	1100	1200	4
St. Charles.....	1400	1600	.....	Corapolis, <i>Penn.</i> .....	1100	1600	6
Coeur d'Alene, <i>Idaho.</i> ..	1250	2300	3	Pottsville.....	1200	1600	4
Twin Falls.....	1200	1660	4	Warren, <i>R. I.</i> .....	1020	1320	3
Wallace.....	1350	1800	5	Abbeville, <i>S. C.</i> .....	900	1035	.....
Caney, <i>Kan.</i> .....	1125	1200	.....	Darlington.....	1200	1500	3
Iola.....	1100	2200	.....	Big Springs, <i>Texas.</i> ....	1170	1600	2
Larned.....	1170	1170	.....	Navasota.....	1125	1500	.....
Covington, <i>La.</i> .....	1080	1305	10	Morristown, <i>Tenn.</i> ....	810	1080	5
Houlton, <i>Maine.</i> .....	900	936	.....	Brookings, <i>S. Dak.</i> ....	1100	1500	.....
Andover, <i>Mass.</i> .....	1300	1400	.....	Huron.....	1200	1740	4
Marblehead.....	1100	1460	5	Madison.....	1400	.....	2
Maynard.....	950	1550	.....	Redfield.....	.....	1350	.....
Albert Lea, <i>Minn.</i> ....	1100	1500	5	Tooele, <i>Utah.</i> .....	1100	1800	7
Fairmont.....	1170	1350	5	Richfield.....	750	1500	8
Fergus Falls.....	1125	1260	5	Spanish Fork.....	1100	1700	13
Petoskey, <i>Mich.</i> .....	1200	1400	.....	Bennington, <i>Vt.</i> .....	1100	1350	5
River Rouge.....	1600	2500	4	Hampton, <i>Va.</i> .....	900	1300	4
Sturgis.....	1200	1500	.....	Harrisonburg.....	900	1500	5
Clarksdale, <i>Miss.</i> ....	1312	1417	5	Marshfield, <i>Wis.</i> ....	1140	2100	14
Carrollton, <i>Mo.</i> .....	810	1800	.....	Stoughton.....	1200	2250	.....
				Sheridan, <i>Wyo.</i> .....	1320	1720	8

Read Table 18 as follows: Beginning in the upper left corner, the median minimum or beginning salary of junior high school teachers for 81 cities under 25,000 in population is \$1100; the median maximum salary is \$1600. Five is the median number of years required to advance from the minimum to the maximum. Clifton, Arizona, with a minimum of \$1400 is \$300 above the median for the cities in this table, and with a maximum of \$1700 is \$100 above the median maximum.

The figures were obtained from questionnaires of the U. S. Bureau of Education. Questionnaires were available from 1254 cities below 25,000 in population. From these the blanks giving the most complete information were selected. They represent the cities maintaining the highest salary schedules.



TABLE 19. MINIMUM AND MAXIMUM SALARIES OF HIGH-SCHOOL TEACHERS, 54 CITIES WITH POPULATION OVER 100,000, 1921-1922

State and other units	Mini- mum	Maxi- mum	Years to reach max.	State and other units	Mini- mum	Maxi- mum	Years to reach max.
United States(Median)	\$1500	\$2400	8	United States(Median)	\$1500	\$2400	8
1	2	3	4	1	2	3	4
<i>Alabama</i>				<i>Missouri</i>			
Birmingham.....	\$1250	\$2250	8	Kansas City.....	\$1400	\$3000	14
<i>California</i>				St. Louis.....	1600	3200	16
Los Angeles.....	1800	2600	.....	<i>Nebraska</i>			
Oakland.....	1740	2400	7	Omaha.....	1400	2400	10
<i>Colorado</i>				<i>New Jersey</i>			
Denver.....	1500	3080	.....	Jersey City.....	1500	3400	.....
<i>Connecticut</i>				Newark.....	2100	3800	8
Bridgeport.....	1200	2300	11	Paterson.....	2000	3600	8
New Haven.....	1300	2350	11	Trenton.....	.....	3000	.....
<i>Delaware</i>				<i>New York</i>			
Wilmington.....	1350	1950	6	Albany:			
<i>District of Columbia</i>				Women.....	1300	2100	8
Washington.....	1440	2240	8	Men.....	1500	2300	8
<i>Georgia</i>				New York.....	1900	3700	12
Atlanta.....	1572	2142	.....	Rochester.....	1600	2400	.....
<i>Illinois</i>				Syracuse:			
Chicago.....	1600	3400	12	Women.....	1350	1950	8
<i>Indiana</i>				<i>Ohio</i>			
Indianapolis.....	1500	2800	10	Akron.....	1400	2700	.....
<i>Iowa</i>				Cleveland.....	1500	3600	14
Des Moines.....	1550	3000	10	Columbus.....	1250	2375	.....
<i>Kentucky</i>				Dayton.....	1450	2400	9
Louisville:				Toledo.....	1500	2500	10
Women.....	1300	2100	8	Youngstown.....	1650	3000	13
Men.....	1600	2550	.....	<i>Pennsylvania</i>			
<i>Kansas</i>				Philadelphia.....	1800	3200	5
Kansas City.....	1668	2508	14	Scranton.....	1400	2200	8
<i>Maryland</i>				<i>Oregon</i>			
Baltimore.....	1500	3000	11	Portland.....	1600	2100	.....
<i>Massachusetts</i>				<i>Rhode Island</i>			
Boston:				Providence:			
Men.....	1980	3276	.....	Women.....	1400	2600	12
Cambridge.....	1248	1824	.....	Men.....	1700	3000	.....
Fall River.....	1400	2000	6	<i>Tennessee</i>			
Lowell:				Nashville.....	1000	1700	7
Women.....	1400	2000	7	<i>Texas</i>			
Men.....	1700	2500	7	Fort Worth.....	1200	1800	6
New Bedford.....	2000	2500	2	Houston.....	1300	2000	8
Springfield:				<i>Utah</i>			
Women.....	.....	2500	.....	Salt Lake.....	1250	2150	.....
Men.....	.....	3100	.....	<i>Virginia</i>			
Worcester:				Richmond.....	1000	2024	.....
Women.....	1500	2500	8	<i>Wisconsin</i>			
Men.....	2050	3250	8	Milwaukee.....	1600	3600	10
<i>Michigan</i>				<i>Washington</i>			
Detroit.....	1700	2600	5	Seattle.....	1800	2400	10
<i>Minnesota</i>				Spokane.....	1500	2150	13
Minneapolis.....	1400	2500	12				
St. Paul.....	1500	2250	12				

Read Table 19 as follows: The median minimum salary of high-school teachers for 54 cities with a population of over 100,000 is \$1500, the median maximum salary is \$2400. Eight years are required to advance from the minimum to the maximum salary. Birmingham, Alabama, with a minimum salary of \$1250 is \$250 below the median minimum, and with a maximum of \$2250 is \$150 below the median maximum in cities of similar size in the United States.

The figures for the table were obtained from answers to questionnaires sent out by the Salary Committee of the National Education Association. All cities for which data were available are included.

Read Table 20 as follows: The median minimum salary of high school teachers for 127 cities with a population between 25,000 and 100,000 is \$1400, and the median maximum salary is \$2150. Eight years are required to advance from the minimum to the maximum salary. Fort Smith, Arkansas, with a minimum salary of \$1400, just equals the median salary for cities of similar size in the United States, and with a maximum salary of \$2600 is \$450 above the median maximum.

The figures for the table were obtained from answers to questionnaires sent out by the Salary Committee of the National Education Association.

**TABLE 20. MINIMUM AND MAXIMUM SALARIES OF HIGH-SCHOOL TEACHERS, 127 CITIES WITH POPULATION OF 25,000 TO 100,000, 1921-1922**

State and other units	Minimum	Maximum	Years to reach max.	State and other units	Minimum	Maximum	Years to reach max.
United States (Median)	\$1400	\$2150	8	United States (Median)	\$1400	\$2150	8
1	2	3	4	1	2	3	4
<i>Arkansas</i>				<i>Louisiana</i>			
Ft. Smith.....	\$1400	\$2600	12	Shreveport.....	\$1305	\$1440	2
Little Rock.....	945	2400	.....	<i>Maine</i>			
<i>California</i>				Bangor:			
Berkeley.....	1980	2220	7	Women.....	1200	1400	4
Riverside.....	1800	2400	6	Lewiston:			
Sacramento.....	1680	2700	.....	Women.....	1400	1400	.....
San Diego.....	1836	2400	6	Men.....	.....	2000	.....
<i>Colorado</i>				Portland:			
Pueblo.....	1500	2550	.....	Women.....	.....	1800	.....
<i>Connecticut</i>				Men.....	.....	2400	.....
New Britain:				<i>Maryland</i>			
Women.....	1250	2050	8	Cumberland.....	1200	1500	.....
Men.....	1600	2600	8	<i>Massachusetts</i>			
Norwalk:				Brockton:			
Women.....	1100	1700	12	Women.....	1200	1800	7
Men.....	1500	2100	10	Men.....	1800	2400	7
Stamford:				Chelsea:			
Women.....	1200	2300	11	Women.....	.....	1700	.....
Men.....	1500	3000	15	Men.....	.....	2100	.....
<i>Georgia</i>				Everett.....	1200	1700	5
Columbus.....	1200	1600	4	Haverhill:			
<i>Illinois</i>				Women.....	1100	1650	6
Aurora:				Men.....	1500	2000	6
E. District.....	1400	2600	12	Holyoke:			
W. District.....	1500	2300	.....	Women.....	.....	2150	.....
Danville.....	1400	2000	.....	Men.....	.....	2550	.....
E. St. Louis.....	1200	2650	12	Medford:			
Moline.....	1100	1800	7	Women.....	1300	1700	4
Rockford.....	1400	2500	.....	Men.....	1800	2300	5
Rock Island.....	1200	1800	8	Newton.....	1600	2500	9
Springfield.....	1500	2100	12	Revere.....	1200	1800	6
<i>Indiana</i>				Salem:			
Anderson.....	1512	1890	4	Women.....	1200	1600	12
Ft. Wayne.....	1600	2600	10	Men.....	1300	2400	12
Gary.....	1750	3250	.....	Somerville.....	1600	2900	.....
Muncie.....	1500	2100	.....	Taunton:			
Richmond.....	1200	1800	.....	Women.....	1300	1750	5
Terre Haute.....	1200	1750	5	Men.....	.....	2000	.....
<i>Iowa</i>				Waltham.....	.....	1750	.....
Cedar Rapids.....	1260	1710	9	<i>Michigan</i>			
Davenport.....	1700	2500	8	Grand Rapids.....	1500	2500	9
Sioux City.....	1500	2100	5	Hamtramck.....	1600	.....	.....
Waterloo.....	1400	1800	4	Muskegon.....	1200	2200	10
<i>Kentucky</i>				<i>Minnesota</i>			
Lexington.....	1300	1500	.....	Duluth.....	1875	1975	2

TABLE 20.—Continued

State and other units	Minimum	Maximum	Years to reach	State and other units	Minimum	Maximum	Years to reach
United States (median)	\$1400	\$2150	5	United States (Median)	\$1400	\$2150	5
<i>Missouri</i>				<i>Ohio—Continued</i>			
Springfield.....	\$1140	\$1800	11	Men.....	\$1400	\$2100	7
<i>Montana</i>				Lorain.....	1400	2600	12
Butte.....	1800	2400	6	Lima.....	1200	1800	6
<i>Nebraska</i>				Marion.....	1350	1800	10
Lincoln.....	1000	2200	12	Newark.....	1200	2100	9
<i>Nevada</i>				Portsmouth.....	1200	2000	8
Carson City.....	1500	2100	.....	Springfield.....	1200	2300	11
<i>New Hampshire</i>				Steubenville.....	1400	2000	6
Manchester:				Warren.....	1500	2500	10
Women.....	1200	1200	.....	Zanesville.....	1400	2000	6
Men.....	1400	1400	.....	<i>Oklahoma</i>			
Nashua.....	1200	1400	2	Muskogee.....	1300	2200	.....
<i>New Jersey</i>				<i>Oregon</i>			
Bayonne.....	1800	3400	16	Eugene.....	1215	1350	4
Clifton.....	1500	3000	15	<i>Pennsylvania</i>			
Elizabeth:				Altoona.....	1400	2200	8
Women.....	1500	2750	10	Chester.....	1400	2200	8
Men.....	1850	3050	10	Erie.....	1400	2200	8
Hoboken.....	2100	3360	7	Hazleton.....	1400	2200	8
Irvington.....	2000	2450	3	Harrisburg.....	1400	2500	11
Kearney:				Lancaster.....	1400	2200	8
Women.....	1400	2600	10	New Castle.....	1400	2400	10
Men.....	1600	3000	11	Norristown.....	1400	2400	10
Passaic:				York.....	1400	2200	8
Women.....	1600	2500	6	<i>Rhode Island</i>			
Men.....	1800	2700	6	Newport.....	1500	2500	10
Perth Amboy:				Woonsocket:			
Women.....	1500	2050	11	Women.....	.....	1825	.....
Men.....	1800	2800	10	<i>Tennessee</i>			
Plainfield.....	1500	3400	13	Knoxville:			
Orange.....	1650	3200	.....	Women.....	1045	1520	.....
W. Hoboken.....	1600	3200	.....	Men.....	1425	2280	.....
W. New York.....	1500	2800	10	<i>Texas</i>			
<i>New York</i>				El Paso.....	1200	2100	18
Mt. Vernon.....	1500	3300	12	Galveston.....	900	2350	.....
Newburgh:				Waco.....	1200	2250	.....
Women.....	1200	1800	8	<i>Utah</i>			
Men.....	1600	2200	8	Ogden.....	1300	2100	.....
New Rochelle.....	1600	2700	8	<i>Virginia</i>			
Poughkeepsie:				Newport News:			
Women.....	1450	2450	10	Women.....	1200	2000	8
Men.....	.....	3000	12	Men.....	1300	2000	7
Rome:				Portsmouth.....	1100	1900	8
Women.....	1300	1950	8	Roanoke.....	1350	1935	7
Men.....	1800	2550	7	<i>West Virginia</i>			
Schenectady.....	1300	1700	.....	Clarksburg.....	1350	2250	9
Utica.....	1500	2100	8	Huntington.....	1400	2500	11
Watertown.....	1200	1620	7	Wheeling.....	1700	2200	5
<i>North Carolina</i>				<i>Wisconsin</i>			
Asheville.....	1300	1900	12	Green Bay.....	1200	1800	.....
Charlotte.....	1305	2000	.....	Kenosha.....	1500	2328	.....
Wilmington.....	1020	1800	8	La Crosse.....	1300	1850	11
Winston-Salem.....	1000	2250	.....	Oshkosh.....	1400	3200	.....
<i>Ohio</i>				Racine.....	1250	2150	10
Canton.....	1200	2500	13	Sheboygan.....	1250	2300	.....
Cleveland Heights.....	1500	3300	12	Superior.....	1300	2000	7
E. Cleveland.....	1500	3600	14	<i>Wyoming</i>			
Hamilton:				Cheyenne.....	1560	1938	6
Women.....	1200	1900	7				

Read Table 21 as follows: The median minimum salary of high school teachers for 136 cities with a population under 25,000 is \$1310, and the median maximum salary is \$2225. Ten years are required to advance from the minimum to the maximum salary. Anniston, Alabama, with a minimum salary of \$1200 is \$110 below the median for similar-sized cities, and with a maximum of \$1800 is \$425 below the median. It requires two years more than the median to reach the maximum salary. This list of cities was selected from a list of 536 cities as the ones in their respective states paying the highest salaries.

The figures were obtained from answers to questionnaires sent out by the Salary Committee of the National Education Association.

**TABLE 21. MINIMUM AND MAXIMUM SALARIES OF HIGH-SCHOOL TEACHERS, 136 CITIES WITH POPULATION UNDER 25,000, 1921-1922**

State and other units	Minimum	Maximum	Years to reach max.	State and other units	Minimum	Maximum	Years to reach max.
1	2	3	4	1	2	3	4
United States (Median)	\$1310	\$2225	10	United States (Median)	\$1310	\$2225	10
<i>Alabama</i>				<i>Illinois—Continued</i>			
Anniston . . . . .	\$1200	\$1800	12	Freeport . . . . .	\$1200	\$2500	13
Bessemer . . . . .	1080	1560	5	Harvard . . . . .	1350	3000	.....
<i>Arizona</i>				Johnson City . . . . .	1600	2700	13
Globe . . . . .	1800	2400	.....	<i>Indiana</i>			
Jerome . . . . .	1750	2500	.....	Ellwood . . . . .	1350	1800	9
<i>Arkansas</i>				La Porte . . . . .	1500	2000	.....
Helena . . . . .	1350	2000	.....	Mishawaka . . . . .	1600	2250	.....
Texarkana . . . . .	1000	2100	.....	<i>Iowa</i>			
<i>California</i>				Clinton . . . . .	1425	2200	.....
Coronado . . . . .	2000	2600	4	Keokuk . . . . .	1400	2250	.....
Mill Valley . . . . .	1800	2700	.....	Ottumwa . . . . .	1400	2200	.....
Pacific Grove . . . . .	2000	2400	.....	<i>Kansas</i>			
San Rafael . . . . .	1700	2500	.....	Arkansas City . . . . .	1350	2400	.....
So. San Francisco . . . . .	1800	3000	10	Hutchinson . . . . .	1620	2385	.....
<i>Colorado</i>				Marysville . . . . .	1200	2400	.....
Canon City . . . . .	1200	2200	20	<i>Kentucky</i>			
Fort Morgan . . . . .	1400	2400	10	Henderson . . . . .	1250	1800	.....
Trinidad . . . . .	1500	2300	.....	Mayfield . . . . .	1215	2400	.....
<i>Connecticut</i>				Owensboro . . . . .	1125	1800	.....
Greenwich . . . . .	1300	2300	8	<i>Louisiana</i>			
Naugatuck:				Gretna . . . . .	1050	1400	.....
Women . . . . .	1200	2000	15	Lake Charles . . . . .	1035	1440	.....
Men . . . . .	1800	2500	14	<i>Maine</i>			
Willimantic:				Fort Fairfield . . . . .	1200	3000	.....
Women . . . . .	1200	1800	8	Paris . . . . .	800	2200	.....
Men . . . . .	1500	2100	9	<i>Massachusetts</i>			
<i>Delaware</i>				Franklin . . . . .	1100	1800	7
Dover . . . . .	1100	1800	7	Kingston . . . . .	1100	2300	12
<i>Florida</i>				Melrose . . . . .	1200	2000	11
Ocala . . . . .	990	1800	.....	Norwood . . . . .	1200	1900	7
Sanford . . . . .	800	2000	12	Westford . . . . .	1200	2500	.....
<i>Georgia</i>				<i>Michigan</i>			
Brunswick . . . . .	1000	1800	15	Ann Arbor . . . . .	1450	2250	8
Hawkinsville . . . . .	1200	1200	.....	Monroe . . . . .	1450	2350	.....
Waycross . . . . .	900	1500	12	Muskegon Heights . . . . .	1400	2400	10
<i>Idaho</i>				Owosso . . . . .	1500	2400	.....
Caldwell . . . . .	1400	1700	3	Saginaw . . . . .	1400	2600	.....
Weiser . . . . .	1350	1750	.....	<i>Minnesota</i>			
Nampa . . . . .	1460	1700	6	Rochester . . . . .	1300	2000	.....
<i>Illinois</i>				Stillwater . . . . .	1170	1980	.....
Blue Island . . . . .	1800	2500	.....	Winona . . . . .	1440	2400	.....
Fairbury . . . . .	1550	2750	.....				

TABLE 21.—Continued

State and other units	Minimum	Maximum	Years to reach	State and other units	Minimum	Maximum	Years to reach
United States (Median)	\$1310	\$2225	10	United States (Median)	\$1310	\$2225	10
<i>Mississippi</i>				<i>Ohio—Continued</i>			
Greenville.....	\$1250	\$2400	23	Marietta.....	\$1450	\$2100	7
Yazoo City.....	1200	1600	.....	<i>Oklahoma</i>			
<i>Missouri</i>				McAlester.....	1400	2050	.....
Clayton.....	1500	2400	.....	Ponca City.....	1300	2400	11
Independence.....	1200	1800	.....	Sapulpa.....	1600	2450	.....
Lexington.....	1170	1800	.....	<i>Oregon</i>			
<i>Montana</i>				Astoria.....	1400	1600	4
Great Falls.....	1500	2200	7	Baker.....	1170	1800	7
Helena.....	1500	2200	7	<i>Pennsylvania</i>			
Missoula.....	1600	2100	5	Carbondale.....	1300	2400	11
<i>Nebraska</i>				Coatesville.....	1200	2500	13
Beatrice.....	1400	1800	4	No. Braddock.....	1500	2400	9
Hastings.....	1300	1800	5	Tamaqua.....	1500	2600	.....
Plattsmouth.....	1350	1500	.....	West Chester.....	1200	2500	13
<i>Nevada</i>				Woodlawn.....	1200	2820	16
Tonopah.....	1650	1980	.....	<i>Rhode Island</i>			
<i>New Hampshire</i>				Central Falls.....	1200	1700	5
Berlin.....	1400	2500	.....	<i>South Carolina</i>			
Dover.....	.....	3000	.....	Easby.....	1000	1350	.....
Littleton.....	1100	1600	10	Greenwood.....	1035	1125	.....
<i>New Jersey</i>				<i>South Dakota</i>			
Asbury Park.....	1300	2400	11	Brookings.....	1300	2600	.....
Bridgeport.....	1300	2400	11	Sioux Falls.....	1500	2500	.....
Glen Ridge:				<i>Tennessee</i>			
Women.....	1500	2600	11	Bristol.....	630	1530	16
Men.....	2000	3000	10	Dyersburg.....	1200	1560	6
Roselle.....	1500	3000	.....	<i>Texas</i>			
So. Amboy.....	1400	2500	.....	Cleburne.....	1035	2800	.....
<i>New Mexico</i>				Eagle Pass.....	1350	2400	.....
Albuquerque.....	1320	1700	8	Palestine.....	1080	2250	.....
<i>New York</i>				Temple.....	1200	2100	.....
Ballston Spa.....	900	2000	.....	<i>Utah</i>			
Hudson.....	1200	1800	8	Logan.....	1000	1500	.....
Ithaca.....	1500	1900	8	Springfield:			
Lawrence:				Women.....	1250	1600	.....
Women.....	1500	2500	8	<i>Virginia</i>			
Men.....	1800	2800	8	Bristol.....	1000	1600	.....
Plattsburg:				Harrisonburg.....	900	2100	.....
Women.....	1200	1900	8	<i>Washington</i>			
Men.....	1800	2500	8	Hoquiam.....	1400	2100	7
White Plains.....	1500	2800	9	Puyallup.....	1320	2000	11
<i>North Carolina</i>				Roslyn.....	1300	2000	7
Durham.....	1200	3000	18	<i>West Virginia</i>			
Fayettesville.....	1500	2532	.....	Fairmont.....	1400	2400	.....
High Point.....	915	2400	29	Parkersburg.....	1300	2300	10
<i>North Dakota</i>				Sistersville.....	1500	2000	.....
Fargo.....	1500	2100	6	<i>Wisconsin</i>			
Mandan.....	1600	2000	.....	Appleton.....	1400	2500	.....
Minot.....	1450	3250	18	Plymouth.....	1200	2400	12
<i>Ohio</i>				Wausau.....	1200	2700	.....
Barberton.....	1200	2000	8	West Allis.....	1400	2750	.....
Cleveland Heights.....	1500	3600	12	<i>Wyoming</i>			
Elyria.....	1300	2500	12	Cheyenne.....	1716	1938	3
Fremont.....	1140	3000	.....	Sheridan.....	1570	2500	15

TABLE 22. MINIMUM AND MAXIMUM SALARIES OF PRINCIPALS OF ELEMENTARY SCHOOLS, 51 CITIES WITH POPULATION OVER 100,000, 1921-1922

State and other units	Minimum	Maximum	Years to reach	State and other units	Minimum	Maximum	Years to reach
1	2	3	4	1	2	3	4
United States (Median)	\$2100	\$3210	8	United States (Median)	\$2100	\$3210	8
<i>Alabama</i>				<i>Nebraska</i>			
Birmingham . . . . .	\$1200	\$3200	8	Omaha . . . . .	\$1920	\$3000	.....
<i>California</i>				<i>New Jersey</i>			
Los Angeles . . . . .	2150	3300	.....	Jersey City . . . . .	2800	4100	8
Oakland . . . . .	2100	3240	.....	Paterson . . . . .	3000	4600	9
Sau Francisco . . . . .	2280	3130	.....	Trenton . . . . .	1100	3300	.....
<i>Colorado</i>				Newark . . . . .	2500	4500	9
Denver . . . . .	2310	3520	.....	<i>New York</i>			
<i>Connecticut</i>				Albany . . . . .	2600	3200	4
New Haven . . . . .	2200	3000	.....	Buffalo . . . . .	2500	3800	.....
<i>District of Columbia</i> <sup>1</sup>				New York . . . . .	3750	4750	4
Washington . . . . .	1200	2470	10	Rochester . . . . .	3000	4400	.....
<i>Illinois</i>				Yonkers . . . . .	1900	3500	.....
Chicago . . . . .	2500	4250	10	<i>Ohio</i>			
<i>Indiana</i>				Cleveland . . . . .	2400	4170	.....
Indianapolis . . . . .	2100	3000	.....	Columbus . . . . .	1875	2500	6
<i>Kansas</i>				Toledo . . . . .	2200	2900	7
Kansas City . . . . .	1908	2148	.....	Youngstown . . . . .	1900	3000	.....
<i>Kentucky</i>				<i>Pennsylvania</i>			
Louisville . . . . .	1600	2200	.....	Philadelphia . . . . .	2100	4000	8
<i>Louisiana</i>				Pittsburgh . . . . .	2100	4000	.....
New Orleans . . . . .	2100	2700	.....	Scranton . . . . .	1800	2600	.....
<i>Maryland</i>				<i>Rhode Island</i>			
Baltimore . . . . .	1950	3200	8	Providence . . . . .	2100	3800	3
<i>Massachusetts</i>				<i>Tennessee</i>			
Cambridge . . . . .	2500	3220	6	Nashville . . . . .	1200	2100	3
Fall River . . . . .	1640	3000	.....	<i>Texas</i>			
Lowell . . . . .	1920	3100	7	Fort Worth . . . . .	2250	2750	.....
New Bedford . . . . .	2250	3350	.....	Houston . . . . .	1900	2700	9
Worcester . . . . .	1700	3500	.....	<i>Utah</i>			
Springfield . . . . .	.....	3200	.....	Salt Lake City . . . . .	2000	3000	.....
<i>Michigan</i>				<i>Virginia</i>			
Detroit . . . . .	2400	4000	8	Richmond . . . . .	1910	2530	5
Grand Rapids . . . . .	1200	2000	.....	<i>Washington</i>			
<i>Minnesota</i>				Seattle . . . . .	2400	3660	.....
Minneapolis . . . . .	1800	3500	17	Spokane . . . . .	1800	2550	.....
St. Paul . . . . .	1800	2850	.....	<i>Wisconsin</i>			
<i>Missouri</i>				Milwaukee . . . . .	2600	4400	.....
Kansas City . . . . .	2350	3650	11				
St. Louis . . . . .	1700	4000	5				

<sup>1</sup> Elementary-school principals receive additional \$80 per room per annum.

Read Table 22 as follows: The median minimum salary for principals of elementary schools, for 51 cities with a population of over 100,000, is \$2100, and the median maximum salary is \$3210. Eight years are required to advance from the minimum to the maximum salary. Birmingham, Alabama, with a minimum salary of \$1200 for elementary principals is \$900 below the median for similar-sized cities, and with a maximum of \$3200 is \$10 below the median.

In each of these cities the minimum given is that for principals for schools of the smallest number of rooms, whereas the maximum is for principals of schools of the largest number of rooms. See Bulletin 19 of the National Education Association, page 7 and following, for data as to minimum and maximum salaries of principals differentiated according to number of rooms supervised.

The figures were obtained from the U. S. Bureau of Education and from answers to questionnaires sent out by the Salary Committee of the National Education Association.

TABLE 23. MINIMUM AND MAXIMUM SALARIES OF PRINCIPALS OF ELEMENTARY SCHOOLS, 76 CITIES WITH POPULATION 25,000 TO 100,000, 1921-1922

State and other units	Minimum	Maximum	Years to reach	State and other units	Minimum	Maximum	Years to reach
United States(Median)	\$1625	\$2500	8	United States(Median)	\$1625	\$2500	8
<i>Arkansas</i>				Perth Amboy . . . . .	1800	2800	11
Fort Smith . . . . .	\$1600	\$2400	.....	W. Hoboken . . . . .	.....	3500	.....
<i>California</i>				<i>New York</i>			
Pasadena . . . . .	2700	3300	3	Mt. Vernon . . . . .	1500	4000	11
San Jose . . . . .	2840	3090	.....	Auburn . . . . .	1490	1810	.....
Stockton . . . . .	2040	2580	.....	Elmira . . . . .	2100	2600	.....
<i>Colorado</i>				Newburgh . . . . .	1700	2600	.....
Pueblo . . . . .	1900	2000	.....	New Rochelle . . . . .	1600	3400	8
<i>Connecticut</i>				Niagara Falls . . . . .	1900	3500	8
Waterbury . . . . .	.....	3800	.....	Rome . . . . .	1900	2950	8
Norwalk . . . . .	1100	1800	10	Schenectady . . . . .	1700	3100	8
<i>Florida</i>				Utica . . . . .	2100	3100	.....
Jacksonville . . . . .	1170	2000	.....	Poughkeepsie . . . . .	1600	3000	.....
<i>Illinois</i>				<i>North Carolina</i>			
East St. Louis . . . . .	1700	3200	11	Asheville . . . . .	1600	2000	8
Elgin . . . . .	1800	2000	.....	Winston-Salem . . . . .	1000	3200	.....
Rock Island . . . . .	1400	2000	6	<i>Ohio</i>			
Evansville . . . . .	1650	2700	.....	Canton . . . . .	2000	2800	8
<i>Indiana</i>				Hamilton . . . . .	1500	2400	9
Gary . . . . .	.....	3600	8	Marion . . . . .	1530	1665	.....
East Chicago . . . . .	1850	3600	.....	Newark . . . . .	1500	2100	.....
Port Wayne . . . . .	2000	2500	5	Portsmouth . . . . .	.....	1800	.....
Terre Haute . . . . .	1200	1500	11	Warren . . . . .	2000	2700	7
<i>Kansas</i>				<i>Oklahoma</i>			
Topeka . . . . .	1800	2300	.....	Oklahoma . . . . .	1700	2800	.....
Wichita . . . . .	1800	2376	.....	<i>Pennsylvania</i>			
<i>Kentucky</i>				Altoona . . . . .	1600	2400	8
Lexington . . . . .	1600	1700	.....	Bethlehem . . . . .	1600	2200	.....
Newport . . . . .	1200	1600	.....	Erie . . . . .	1600	2400	8
<i>Maryland</i>				Harrisburg . . . . .	1600	2500	10
Hagerstown . . . . .	1000	1650	8	Hazleton . . . . .	1000	1800	8
<i>Massachusetts</i>				New Castle . . . . .	1600	2400	8
Malden . . . . .	.....	2700	.....	Norristown . . . . .	1500	2600	8
Pittsfield . . . . .	1500	2500	10	Williamsport . . . . .	.....	1400	8
Salem . . . . .	2300	2500	2	<i>Rhode Island</i>			
Somerville . . . . .	.....	3000	.....	Pawtucket . . . . .	.....	2500	.....
<i>Michigan</i>				<i>South Carolina</i>			
Lansing . . . . .	1600	1710	.....	Charleston . . . . .	2543	2846	10
<i>Missouri</i>				<i>Texas</i>			
Springfield . . . . .	1380	1620	.....	El Paso . . . . .	1750	2600	.....
<i>Nebraska</i>				<i>Virginia</i>			
Lincoln . . . . .	1900	2220	.....	Portsmouth . . . . .	2000	3000	.....
<i>New Hampshire</i>				<i>Washington</i>			
Nashua . . . . .	1250	1400	.....	Bellingham . . . . .	1560	2340	7
<i>New Jersey</i>				<i>West Virginia</i>			
Bayonne . . . . .	2400	4200	.....	Wheeling . . . . .	2400	2500	.....
East Orange . . . . .	2200	4000	.....	<i>Wisconsin</i>			
Elizabeth . . . . .	1500	.....	.....	La Crosse . . . . .	1800	2600	.....
Hoboken . . . . .	2800	4060	7	Oshkosh . . . . .	1800	2400	.....
Montclair . . . . .	2600	4200	.....	Racine . . . . .	1800	3300	10
New Brunswick . . . . .	1300	2600	.....	Superior . . . . .	1800	2700	6
Passaic . . . . .	2400	3400	.....	Sheboygan . . . . .	1800	2500	10

Read Table 23 as follows: The median minimum salary of elementary principals for 76 cities with a population between 25,000 and 100,000 is \$1625, the median maximum, \$2500.

The minimum given for each city is that for principals of schools of the smallest number of rooms, whereas the maximum is for principals of schools of the largest number of rooms.

The figures were obtained from the U. S. Bureau of Education and from answers to questionnaires sent out by the Salary Committee of the National Education Association.

TABLE 24. MINIMUM AND MAXIMUM SALARIES OF PRINCIPALS OF ELEMENTARY SCHOOLS, 66 CITIES WITH POPULATION UNDER 25,000, 1921-1922

State and other units	Minimum	Maximum	Years to reach	State and other units	Minimum	Maximum	Years to reach
United States (Median)	\$1215	\$1600	5	United States (Median)	\$1215	\$1600	5
<i>Alabama</i>				<i>Massachusetts—Cont'a</i>			
Bessemer.....	\$1800	\$2400	.....	Maynard.....	\$1200	\$1400	.....
<i>Arizona</i>				<i>Maine</i>			
Clifton.....	1800	.....	.....	Houlton.....	1008	1080	.....
<i>Arkansas</i>				Saco.....	975	.....	.....
Helena.....	1425	.....	.....	<i>North Dakota</i>			
Malvern.....	1000	1500	5	Bismarck.....	1500	1650	5
Marianna.....	1000	1000	.....	Valley City.....	1200	1900	4
<i>California</i>				<i>North Carolina</i>			
Alhambra.....	2130	2200	.....	Elizabeth City.....	1200	1500	3
Lodi.....	1800	2100	.....	<i>New York</i>			
Mill Valley.....	1740	2400	.....	Depew.....	1000	1800	8
Salina.....	1680	1920	.....	Rye.....	2800	4000	8
Santa Rosa.....	2000	2000	.....	Scotia.....	1100	2060	8
<i>Colorado</i>				<i>New Jersey</i>			
Rocky Ford.....	1950	1950	.....	Glen Ridge.....	2600	.....	.....
Sterling.....	1500	2000	6	Hawthorne.....	2000	3000	8
<i>Connecticut</i>				So. Bruer.....	1200	1500	5
Farmington.....	1800	2500	.....	<i>Nebraska</i>			
Westport.....	900	1550	8	Beatrice.....	1400	1725	.....
<i>Florida</i>				<i>Ohio</i>			
Orlando.....	1200	1500	.....	Lisbon.....	1350	1350	.....
<i>Iowa</i>				Sidney.....	1000	1600	6
Charles City.....	1296	1296	.....	Wooster.....	1500	2000	6
<i>Indiana</i>				<i>Oklahoma</i>			
Huntington.....	1710	1710	.....	Clinton.....	1270	1575	.....
<i>Illinois</i>				Frederick.....	1215	1575	5
Canton.....	1012	1300	.....	Hugo.....	1600	1800	4
<i>Kansas</i>				<i>Pennsylvania</i>			
Caney.....	1200	1350	.....	Coraopolis.....	.....	1600	.....
Iola.....	1155	1265	.....	Huntington.....	1200	1600	4
Larned.....	1260	1260	.....	<i>South Carolina</i>			
<i>Kentucky</i>				Abbeville.....	1200	1500	.....
Dayton.....	850	1400	5	<i>Texas</i>			
<i>Louisiana</i>				Big Springs.....	990	1500	2
Franklin.....	1125	3000	4	<i>Tennessee</i>			
<i>Montana</i>				LaFollette.....	900	900	4
Bozeman.....	1800	1920	2	Morristown.....	1080	1200	3
<i>Minnesota</i>				<i>South Dakota</i>			
Fairmont.....	1215	1395	5	Madison.....	1400	.....	2
Fergus Falls.....	1170	1350	10	<i>Utah</i>			
<i>Missouri</i>				Tooele.....	1300	1800	10
Marshall.....	1260	1620	6	Richfield.....	1200	1800	.....
Carrollton.....	1000	1000	.....	<i>Washington</i>			
<i>Michigan</i>				Ellensburg.....	1400	1800	5
Petoskey.....	1300	1550	.....	<i>West Virginia</i>			
River Rouge.....	1500	.....	.....	Richwood.....	1215	1350	.....
Sturgis.....	1500	1750	.....	<i>Wisconsin</i>			
<i>Massachusetts</i>				Antigo.....	1300	1500	3
Andover.....	1350	1600	.....	Stoughton.....	1350	.....	.....
Manchester.....	1600	1600	.....	Burlington.....	1200	2100	6

Read Table 24 as follows: The median minimum salary for elementary-school principals for 66 cities under 25,000 in population is \$1215, the median maximum salary \$2500.

The minimum given for each city is that for principals of schools of the smallest number of rooms, whereas the maximum is for principals of schools of the largest number of rooms. See page 7 seq. Bulletin 19 of the National Education Association for data as to minimum and maximum salaries of principals differentiated according to number of rooms supervised.

The figures were obtained from questionnaires of the U. S. Bureau of Education. Questionnaires were available from 1254 cities below 25,000 in population. From these the blanks giving the most complete information were selected.



**TABLE 25. MINIMUM AND MAXIMUM SALARIES OF PRINCIPALS OF JUNIOR HIGH SCHOOLS 20 CITIES WITH POPULATION OVER 100,000 1921-1922**

State and other units	Minimum	Maximum	Years to reach max.
United States (Median)	\$3150	\$4000	6
1	2	3	4
<i>California</i>			
Los Angeles.....	3000	3900	.....
Oakland.....		3540	.....
<i>Colorado</i>			
Denver.....	3120	3500	.....
<i>District of Columbia</i>			
Washington.....	2700	3200	5
<i>Maryland</i>			
Baltimore.....	2300	3000	7
<i>Massachusetts</i>			
Springfield.....	3300	4000	.....
<i>Michigan</i>			
Detroit.....	3500	5000	.....
<i>Minnesota</i>			
Minneapolis.....	3000	4200	12
<i>Missouri</i>			
Kansas City.....	3840	4050	.....
St. Louis.....	3700	4500	5
<i>New Jersey</i>			
Trenton.....		4000	.....
Newark.....	3100	4700	9
<i>New York</i>			
Rochester.....	3000	5000	8
<i>Ohio</i>			
Cincinnati.....	3000	4000	.....
Cleveland.....	3150	4500	.....
Columbus.....	2750	3500	4
Youngstown.....	3360	3500	.....
<i>Pennsylvania</i>			
Philadelphia.....	4000	5000	4
Pittsburgh.....	4000	5000	.....
<i>Utah</i>			
Salt Lake City.....		3400	.....

Read Table 25 as follows: The median minimum salary for junior high-school principals for 20 cities of over 100,000 population is \$3150 and the median maximum salary is \$4000. Six years are required to advance from the minimum to the maximum salary. Los Angeles, California, with a minimum of \$3000 is \$150 below the median minimum, and with a maximum of \$3900 is \$100 below the median maximum.

The minimum given for each city is that for principals for schools of the smallest number of rooms, whereas the maximum is for principals of schools of the largest number of rooms.

The figures were obtained from the U. S. Bureau of Education and from answers to questionnaires sent out by the Salary Committee of the National Education Association. Data are included for all cities reporting.

**TABLE 26. MINIMUM AND MAXIMUM SALARIES OF PRINCIPALS OF JUNIOR HIGH SCHOOLS, 30 CITIES WITH POPULATION OF 25,000 TO 100,000, 1921-1922**

State and other units	Minimum	Maximum	Years to reach
United States (Median)	\$2250	\$2900	9
<i>California</i>			
Pasadena.....	\$3200	\$4000	4
<i>Connecticut</i>			
Waterbury.....		4200	.....
Norwalk.....	2000	2300	10
<i>Indiana</i>			
E. Chicago.....	3000	3600	.....
Gary.....		4500	8
Terre Haute.....	1700	2200	11
<i>Kansas</i>			
Topeka.....	2250	2400	.....
<i>Kentucky</i>			
Lexington.....	2000	2000	.....
Newport.....		2000	.....
<i>Massachusetts</i>			
Somerville.....		3100	.....
<i>Michigan</i>			
Lansing.....	3000	3000	.....
<i>Nebraska</i>			
Lincoln.....	2040	2400	.....
<i>New Jersey</i>			
Elizabeth.....		1500	.....
Montclair.....	4250	4700	.....
New Brunswick.....	2400	3500	.....
Passaic.....	2400	3800	.....
<i>New York</i>			
Auburn.....	2350	2750	8
<i>North Carolina</i>			
Asheville.....	2100	.....	.....
<i>Ohio</i>			
Hamilton.....	1500	2400	9
Marion.....	1665	2200	.....
Warren.....	2100	2800	7
<i>Oklahoma</i>			
Oklahoma.....	3500	.....	.....
<i>Pennsylvania</i>			
Bethlehem.....	1600	2200	.....
Easton.....	3500	.....	.....
Erie.....	3000	4000	10
Harrisburg.....	3000	4000	10
Hazleton.....	1000	2200	8
<i>Texas</i>			
El Paso.....	2600	2600	.....
<i>Wisconsin</i>			
Racine.....	2000	3500	10
Superior.....	2100	3000	6

Read Table 26 as follows: The median minimum salary for junior high-school principals for 30 cities with a population of 25,000 to 100,000 is \$2250, and the median maximum salary is \$2900.

The minimum given for each city is that for principals of schools of the smallest number of rooms, whereas the maximum is for principals of schools of the largest number of rooms.

TABLE 27. MINIMUM AND MAXIMUM SALARIES OF PRINCIPALS OF JUNIOR HIGH SCHOOLS, 47 CITIES WITH POPULATION UNDER 25,000, 1921-1922

State and other units	Minimum	Maximum	Years to reach maximum	State and other units	Minimum	Maximum	Years to reach maximum
1	2	3	4	1	2	3	4
United States(Median)	\$1500	\$1800	5	United States(Median)	\$1500	\$1800	5
<i>Arizona</i>				<i>Michigan</i>			
Clifton.....	\$2400			River Rouge.....	\$2000		
<i>Arkansas</i>				<i>Montana</i>			
Helena.....	2200			Bozeman.....	2000	2200	3
Malvern.....	1100	\$1600	5	Kalispell.....	1520	2600	
Marianna.....	2075	2075		<i>North Dakota</i>			
<i>California</i>				Bismarck.....	1500	1650	5
Santa Rosa.....	2100	2100		Valley City.....	1400	2000	4
<i>Colorado</i>				<i>North Carolina</i>			
Rocky Ford.....	1950	1950		Elizabeth City.....	2000	2400	3
Sterling.....	1500	2000	6	<i>New York</i>			
<i>Connecticut</i>				Depew.....	1100	1900	8
Farmington.....	1800	2800		Rye.....	2200	3000	8
Westport.....	1000	1700	8	Scotia.....	1100	2060	8
<i>Iowa</i>				<i>New Jersey</i>			
Charles City.....	2196	2196		So. Bruer.....	1200	1500	5
<i>Indiana</i>				<i>Ohio</i>			
Huntington.....	1890	1890		Sidney.....	1200	1800	6
<i>Illinois</i>				<i>Oklahoma</i>			
Canton.....		1500		Frederick.....	1800	1800	
<i>Idaho</i>				Hugo.....	1800	2100	4
Wallace.....	1500	1800		<i>Pennsylvania</i>			
<i>Kansas</i>				Pottsville.....	1500	1900	4
Caney.....		2000		<i>South Carolina</i>			
Iola.....	2650	2650		Abbeville.....	1800	1800	
Larned.....	1800	1800		<i>Texas</i>			
<i>Kentucky</i>				Big Springs.....	1800	2000	2
Dayton.....	850	1400	5	Vernon.....	1485	1500	
<i>Maine</i>				<i>Tennessee</i>			
Houlton.....	1800	1800		Morristown.....	1350	1500	3
<i>Massachusetts</i>				<i>South Dakota</i>			
Andover.....	1650	1650		Madison.....	1600		2
Manchester.....		2000		<i>Utah</i>			
Maynard.....		2250		Tooele.....	1400	1800	8
<i>Minnesota</i>				Richfield.....	1200	1800	
Fairmont.....	1350	1530	5	<i>West Virginia</i>			
Fergus Falls.....	1500	1700	10	Elkins.....	1200		4
<i>Missouri</i>				<i>Wisconsin</i>			
Carrollton.....	1800	2600		Stoughton.....	1350	2600	

Read Table 27 as follows: The median minimum salary for junior high school principals for 47 cities with a population under 25,000 is \$1500; the median maximum salary is \$1800. Five years are required to advance from the minimum to the maximum salary.

The figures were obtained from questionnaires of the U. S. Bureau of Education. Questionnaires were available from 1254 cities below 25,000 in population. From these the blanks giving the most complete information were selected. They represent the cities maintaining the highest salary schedules.

**TABLE 28. MINIMUM AND MAXIMUM SALARIES OF PRINCIPALS OF HIGH SCHOOLS 37 CITIES WITH POPULATION OVER 100,000**

State and other units	Minimum	Maximum	Years to reach
United States (Median)	\$3550	\$4725	5
Birmingham, Ala.	\$2600	\$5000	12
Los Angeles, Calif.	1700	4000	
Oakland	3240	4440	
Denver, Colo.	3900	5200	
Washington, D. C.	1440	2240	
Atlanta, Ga.		2862	
Chicago, Ill.	3700	5100	12
Indianapolis, Ind.		3500	
New Orleans, La.	3000	4000	
Baltimore, Md.	3800	4000	2
Boston, Mass.	4140	4746	
Lowell		4300	
New Bedford		4725	
Springfield		4500	
Worcester		4500	
Detroit, Mich.	5000	5500	2
Minneapolis, Minn.	3800	5000	
Kansas City, Mo.	3526	4700	
St. Louis	4200	5000	5
Jersey City, N. J.	5000	7000	4
Newark	4200	5800	12
Paterson	5000	5800	5
Trenton		5000	
Albany, N. Y.	4500	5500	4
New York	5000	6500	3
Rochester	3400	5000	8
Syracuse	3350	4300	
Yonkers	3500	4800	6
Cleveland, Ohio	3200	5200	10
Columbus	2750	3500	
Youngstown		4500	
Philadelphia, Penn.	4000	5000	5
Providence, R. I.	4200	5000	
Nashville, Tenn.	2000	2200	3
Houston, Texas	1100	1800	8
Milwaukee, Wis.	4520	5000	5
Spokane, Wash.	3550	4150	

Read Table 28 as follows: The median minimum salary of principals of high schools for 37 cities with a population over 100,000 is \$3550; the median maximum salary is \$4725. Five years are required to advance from the minimum to the maximum salary. Birmingham, Alabama, with a minimum of \$2600 is \$950 below the median minimum for cities of its population, and with a maximum of \$5000 is \$75 above the median maximum. It requires seven years more than the median to reach the maximum salary.

The figures for this table were obtained from a number of sources; salary schedules sent in to the National Education Association, etc. Most of the figures given are for the year 1921-22, but some are for 1920-21.

**TABLE 29. SUPERINTENDENTS' SALARIES IN TWENTY CITIES, 1921-1922**

City	Salary
Chicago, Illinois	\$12,000
New York City, New York	12,000
Philadelphia, Pennsylvania	12,000
Pittsburgh, Pennsylvania	12,000
Jersey City, New Jersey	10,500
Boston, Massachusetts	10,000
Buffalo, New York	10,000
Cincinnati, Ohio	10,000
Cleveland, Ohio	10,000
Newark, New Jersey	10,000
Oakland, California	10,000
Omaha, Nebraska	10,000
Seattle, Washington	10,000
Gary, Indiana	10,000
Tulsa, Oklahoma	9,600
Akron, Ohio	9,000
Detroit, Michigan	9,000
Milwaukee, Wisconsin	9,000
Youngstown, Ohio	9,000
Denver, Colorado	9,000
Median	10,000

**TABLE 30. ASSISTANT SUPERINTENDENTS' SALARIES IN TWENTY CITIES, 1921-1922**

City	Salary
New York City, New York	\$8250
Chicago, Illinois	8100
Detroit, Michigan	7680
Cleveland, Ohio	6500
Baltimore, Maryland	6000
Dallas, Texas	6000
St. Louis, Missouri	6000
Boston, Massachusetts	6000
Oakland, California	5500
Rochester, New York	5500
Newark, New Jersey	5500
Akron, Ohio	5500
Jersey City, New Jersey	5400
Seattle, Washington	5100
Philadelphia, Pennsylvania	5060
Birmingham, Alabama	5000
Cincinnati, Ohio	5000
Denver, Colorado	5000
Milwaukee, Wisconsin	5000
Pittsburgh, Pennsylvania	5000
Median	5500

**P**PROMOTE, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened. —Washington in his Farewell Address.

TABLE 31. SALARIES OF PRINCIPALS OF HIGH SCHOOLS, 74 CITIES WITH POPULATION 25,000 TO 100,000, 1920-1921

State and city	Actual salary	State and city	Actual salary
United States (Median)	\$3775	United States (Median)	\$3775
<i>California</i>		<i>New Jersey</i>	
Berkeley.....	\$3920	Atlantic City.....	\$4500
Long Beach.....	4200	Bayonne.....	5000
Pasadena.....	5000	East Orange.....	4900
Sacramento.....	4200	Elizabeth.....	4000
San Jose.....	4000	Hoboken.....	5060
Stockton.....	3800	Passaic.....	4400
<i>Colorado</i>		Perth Amboy.....	3300
Pueblo.....	3750	<i>New York</i>	
<i>Connecticut</i>		Binghamton.....	4500
New Britain.....	4300	Elmira.....	3500
<i>Georgia</i>		Jamestown.....	3800
Augusta.....	4000	Mt. Vernon.....	4750
<i>Indiana</i>		Niagara Falls.....	3900
Evansville.....	4500	Schenectady.....	4000
Fort Wayne.....	4000	Troy.....	4000
Terre Haute.....	2600	<i>North Carolina</i>	
<i>Illinois</i>		Charlotte.....	2400
Cicero.....	6000	<i>Ohio</i>	
Decatur.....	3500	East Cleveland.....	4000
Peoria.....	3100	Hamilton.....	4000
Rockford.....	3500	Springfield.....	3200
<i>Kansas</i>		<i>Oklahoma</i>	
Wichita.....	4500	Oklahoma City.....	5000
<i>Massachusetts</i>		<i>Pennsylvania</i>	
Brockton.....	4000	Allentown.....	3000
Chelsea.....	3300	Altoona.....	3600
Everett.....	4400	Chester.....	3000
Holyoke.....	4100	Harrisburg.....	4500
Lynn.....	3200	Johnstown.....	3500
Malden.....	3600	Lancaster.....	2700
Medford.....	3400	New Castle.....	3000
Salem.....	3500	<i>Tennessee</i>	
Somerville.....	4100	Knoxville.....	3000
<i>Michigan</i>		<i>Texas</i>	
Bay City.....	3650	Beaumont.....	3500
Davenport.....	4500	El Paso.....	3300
Hamtramck.....	3000	<i>Virginia</i>	
Jackson.....	3000	Lynchburg.....	2915
Kalamazoo.....	3255	Newport News.....	3500
Lansing.....	4000	Norfolk.....	4000
Saginaw.....	3300	Portsmouth.....	3500
<i>Minnesota</i>		Richmond.....	3850
Duluth.....	3825	Roanoke.....	2750
<i>Missouri</i>		<i>West Virginia</i>	
St. Joseph.....	3600	Wheeling.....	3300
<i>New Hampshire</i>		<i>Wisconsin</i>	
Manchester.....	3500	Kenosha.....	3500
		Racine.....	4000

Read Table 31 as follows: The median salary being paid high-school principals in the 74 cities with a population between 25,000 and 100,000 was \$3775 in 1920-21. The city of Berkeley, California, paying \$3920, was \$145 above the median.

These figures are for the year 1920-21 and are furnished by the U. S. Bureau of Education. All cities for which data were available are included. It is likely that 1921-22 figures, if available, would closely approximate these figures.

## TEACHERS' SALARIES AND COST OF LIVING

When the war began teachers were generally underpaid. Approximately fifty per cent were receiving salaries of less than \$500. Increases granted during the war period were insufficient to balance the rise in the cost of living. In 1918 the average salary had but seventy-one per cent of the purchasing power of the pre-war salary. Increases granted since 1918 have served merely to restore the purchasing power of teachers' salaries. Additional increases must be given if there is to be any "real" increase in the teachers' salary and if any real progress is to be made towards paying a professional wage. These facts are realized by but a small percentage of the people of the country. It is the duty of the teaching profession to acquaint the country with the facts.<sup>1</sup> The subsequent tables contain data and suggest methods that should be useful in doing this.

<sup>1</sup> See Report of the Salary Committee, 1922 (Sub-committee on Salaries, Tenure, and Pensions), for an excellent statement of the relationship of the increases that have been granted teachers and the rise of the cost of living.

TABLE 32. PURCHASING POWER OF SALARIES

Year	Average salary of teachers of U. S. <sup>1</sup>	Index of average salary	Index of cost of living <sup>2</sup>	Purchasing power of salary or "real wage"	Teachers salary in a large city	Index of average salary	Index of cost of living	Purchasing power of salary or "real wage"
1	2	3	4	5	6	7	8	9
1913..	515*	100	100	100	1143	100	100	100
1914..	525*	102	103	99	1160	101	103	99
1915..	543	105	105	100	1167	102	105	97
1916..	563	109	118	92	1204	105	118	89
1917..	599*	116	142	82	1257	110	142	77
1918..	635	123	174	71	1327	116	174	67
1919..	736*	143	199	72	1483	130	199	65
1920..	837	163	200	81.5	1703	149	200	74.5
1921..	987*	192	174	110	1809	158	174	91
1922..	1017*	197	173	114	1848	162	173	94

<sup>1</sup> These figures are from U. S. Bureau of Education Reports. Those marked with an asterisk are estimated.

<sup>2</sup> See U. S. Bureau of Labor Statistics, Statement 1479, p. 2, issued May 4, 1922. The average cost of living for 1913 is the base, the figure for each succeeding year is for the month of December, except 1922, which is an average of the months of Sept. and Dec., 1921, and March, 1922.

Table 32 is explained as follows: The average salary of teachers in the United States for each year beginning with 1913 is given in column 2. Column 3 gives, with the average salary of 1913 as a base, figures representing the relative increase in the average salary each year. If the average salary of 1913, \$515, is represented by 100, the average salary of 1914, \$525, is represented by the figure 102, and so on. Figures in column 3, therefore, represent the percentage increase of the average salary for each year with 1913 as a base. Column 4 similarly gives index numbers representing the percentage increase in the cost of living. These figures show that to purchase a certain amount of a commodity in 1913, \$100 was required, to purchase the same amount of this commodity in 1914, \$103 was required, and so on.

The numbers in column 5 are obtained by dividing the figures in column 3 by those in column 4. The meaning of each one of the numbers in column 5 can be made plain by explaining the significance of one in detail. Let us consider "71", found in column 5 after the year 1918. This means that the average salary received in 1918, \$635, had but 71 per cent of the purchasing power of the average salary received in 1913, \$515. That this statement is true may be proved as follows: The figures of column 4 show that the cost of living between 1913 and 1918 increased 74 per cent. Therefore, the average salary between 1913 and 1918 should have increased 74 per cent, or from \$515 to \$896. Such an increase in salary would have been just sufficient to meet the increased cost of living. Actually, however, the average salary of 1918 was \$635 instead of \$896. The former is but 71 per cent of the latter, or, in other words, the average salary of 1918 was but 71 per cent of what it should have been to give it the same purchasing power as the average salary of 1913. The other figures of column 5 should be similarly interpreted,

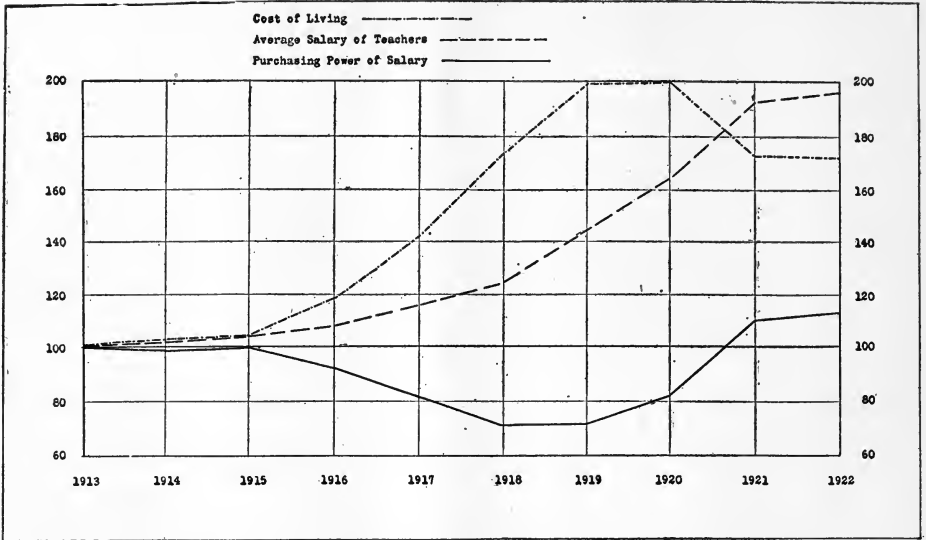


CHART 5.—PURCHASING POWER OF TEACHER'S SALARY, 1913 TO 1922

Chart 5 shows how such data may be represented graphically. The curve representing the percentage increase in the average salary of teachers is based upon the figures of column 3, of table 32. The curve representing the changes in the cost of living is based upon the figures of column 4. The third curve, representing the relative purchasing power of the average salary paid teachers in the United States, is based upon the figures of column 5.

This chart shows that the rise in the cost of living during the war period was much more rapid than was the increase in the average salary paid the teachers of the country. Consequently, the purchasing power of the teachers' salary dropped rapidly and remained at a level considerably below that of 1913 until 1920 when, due to two factors, a drop in the cost of living and further increases in salary, it began to rise. In 1921 the purchasing power of the teachers' salary was slightly greater than in 1913. The same is true in 1922.

This method may be used in studying whether the increases in salary granted in a particular city, or local community, have been sufficient to offset the increased cost of living. This is done in the second half of Table 32. The figures in columns 6 to 9 correspond with those in columns 2 to 5, except that they concern the average salary paid teachers in a single city rather than in the country as a whole. Column 6 gives the average salary paid in the city concerned beginning with 1913. The figures of column 7 give the percentage increase for each year with the average salary of 1913 as a base. The numbers representing the increase in the cost of living in column 8 are the same as those in column 4. The figures given in column 9 are calculated in the same manner and have the same meaning as those in column 5. They show that the purchasing power of the teachers' wage in this particular city is still but 94 per cent of what it was in 1913. Additional increases in salary are justified in this city solely on the basis of giving the teachers' salary a purchasing power equal to that of 1913.

THE MOST important reform that is needed in connection with State taxation is the abolition of the discredited general property tax as a source of State revenue. . . Experience has demonstrated conclusively the impossibility of assessing such property fairly in complex industrial communities. Under these circumstances to continue the attempt to tax personal property is to bring the whole system of taxation into disrepute.—H. R. Seager, *Professor of Political Economy in Columbia University, in his Principles of Economics, 1913, p. 521.*

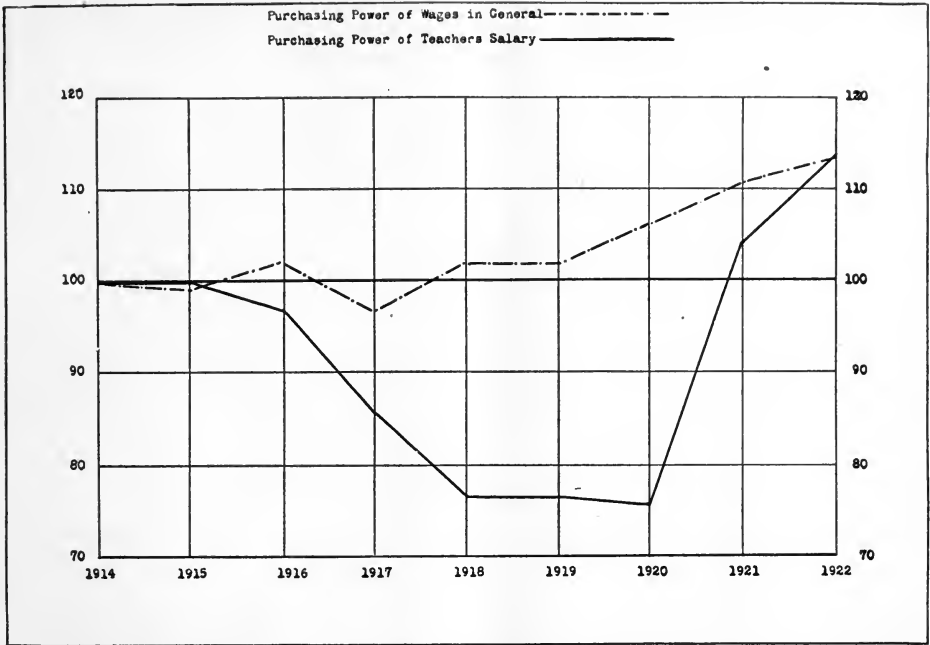


CHART 6.—PURCHASING POWER OF WAGES COMPARED WITH PURCHASING POWER OF TEACHER'S SALARY

Chart 6 shows the comparative changes that have taken place in the purchasing power of the teachers' salary and of wages in general since 1914. The data upon which this chart is based were obtained as follows: The figures found in Table 32 giving the average salary paid the teachers in the United States, are used as a basis for the curve representing the purchasing power of teachers' salaries. The methods used in calculating the purchasing power of teachers' salaries is similar to that employed in Table 32, except that the average salary of 1914 is used as a base rather than that of 1913. The changes in the purchasing power of wages in general are based upon the average weekly earnings of factory employees for New York State. These figures have been compared with the earnings in other states and with the figures for earnings collected by the Bureau of Labor Statistics, and are considered to be "the best indication of the course of wages which is available."<sup>1</sup> The curve representing the changes in the purchasing power of wages in general was determined by the same method used in calculating the purchasing power of teachers' salaries.

Considering the data presented in Table 32 and the indications of Chart 6 the following conclusions are justifiable concerning teachers' salaries.

1. Teachers' salaries throughout the war had less purchasing power than they did at the beginning of the war, whereas wages in general had greater purchasing power than they did at the beginning of the war.

2. Teachers' salary increases lagged far behind the rise in the cost of living and have only just recently returned to their pre-war purchasing value.

3. There is as yet an insufficient decline in the cost of living to justify any reduction in teachers' salaries on this basis.

4. Additional increases in salaries of teachers must be granted if there is to be any substantial increase in the purchasing power of the teachers' wage and if there is to be any compensation to teachers for their cheerful acceptance throughout the war of a salary greatly depreciated in purchasing power.

<sup>1</sup>They were made available to the National Education Association through the kindness of Mr. Ralph G. Hurlin, Director of the Department of Statistics of the Russell Sage Foundation. They are later to appear in a publication with other wage and price data.

TABLE 33. AVERAGE SALARIES OF HIGH-SCHOOL TEACHERS IN 1917-1918 AND IN 1920-1921 AND PER CENT OF INCREASE IN CITIES WITH POPULATION OVER 100,000

States	Average salary 1917-18	Average salary 1920-21	Per cent increase
1	2	3	4
United States	\$1723 <sup>1</sup>	\$2484 <sup>1</sup>	44.2
Alabama.....	\$1014	\$1586	56.4
California.....	1551	2330	50.2
Colorado.....	1410	2019	43.2
Connecticut.....	1287	1950	51.5
District of Columbia.....	1693	2165	27.9
Georgia.....	1229	1743	41.8
Illinois.....	2052	2552	19.8
Indiana.....	1272	2527	98.7
Kentucky.....	1203	1931	60.5
Louisiana.....	1096	2228	103.3
Maryland.....	1232	2136	73.4
Massachusetts.....	1717	2343	36.6
Michigan.....	1596	2251	41.0
Minnesota.....	1483	2034	37.2
Missouri.....	1687	2463	46.0
Nebraska.....	1337	1970	47.3
New Jersey.....	1924	2681	39.3
New York.....	2055	3181	54.8
Ohio.....	1633	2377	45.6
Oregon.....	1488	1920	29.5
Pennsylvania.....	1729	2400	38.8
Rhode Island.....	1478	2085	51.3
Virginia.....	1069	1639	53.3
Washington.....	1507	2191	45.4
Wisconsin.....	1531	2231	46.3

<sup>1</sup> Median of State averages.

Read Table 33 as follows: The median salary being received by high school teachers of the United States in 1917-18 was \$1723, in 1920-21, \$2484. This represents an increase of 44.2 per cent. Similar data are given for the various States of the Union.

It is probable that most of the increases in salaries received by high-school teachers since the war began came between the three years, 1917-18, and 1920-21. The increase in the cost of living since the beginning of the war has been considerably greater than 44 per cent. It seems probable, therefore, that the purchasing power of the high-school teacher's salary is less than at the beginning of the war, and that further increases are justified wholly on the basis of giving the salaries of high-school teachers a purchasing power equal to that possessed before the war.

The figures for each particular State are not in all cases based upon reports from the same cities for both years. They should, therefore, be considered as approximate rather than exact statements of the changes in the several States.

Data from which this table was derived were furnished by the U. S. Bureau of Education.



TABLE 34. COMPARISON OF MINIMUM SALARIES OF ELEMENTARY SCHOOL TEACHERS IN 28 CITIES OF 100,000 POPULATION AND OVER, 1912-13 and 1921-22

City	Minimum in 1912-13	Minimum in 1921-22	Per cent of increase
1	2	3	4
Grand Rapids, Mich.....	\$350	\$1200	243
Youngstown, Ohio.....	400	1250	212
Louisville, Ky.....	400	1200	200
Springfield, Mass.....	450	1300	189
Cincinnati, Ohio.....	450	1200	167
St. Paul, Minn.....	450	1200	167
Fall River, Mass.....	460	1220	165
Newark, N. J.....	580	1500	160
Trenton, N. J.....	440	1100	150
Reading, Pa.....	400	1000	150
Nashville, Tenn.....	380	800	110
New York, N. Y.....	720	1500	108
Scranton, Pa.....	495	1000	102
Boston, Mass.....	600	1200	100
Dayton, Ohio.....	500	1000	100
Denver, Colo.....	600	1200	100
Minneapolis, Minn.....	600	1200	100
Philadelphia, Pa.....	600	1200	100
Seattle, Wash.....	750	1500	100
Spokane, Wash.....	600	1200	100
WASHINGTON, D. C.....	600	1200	100
Worcester, Mass.....	500	1000	100
Cambridge, Mass.....	510	1008	97
Salt Lake City, Utah.....	480	900	87
Chicago, Ill.....	650	1200	85
Oakland, Calif.....	900	1500	67
San Francisco, Calif.....	840	1400	67
Milwaukee, Wis.....	876	1200	37
Median.....	\$505	\$1200	100
Increase in cost of living, 1913 to 1922.....			73

Read Table 34 as follows: Beginning in the upper left corner, Grand Rapids in 1912-13 had a minimum of \$350 which was \$155 below the median minimum of \$505 (see next to last line of table) paid in similar-sized cities. Between 1913 and 1922, Grand Rapids advanced its minimum to \$1200. Although this represented an increase of 243 per cent the present minimum of \$1200 only just equals the median minimum (see next to last line of table) of similarly sized cities. Grand Rapids is now in a position to compete with other cities on equal terms as far as its minimum salary is concerned. It was not in such a position in 1913, since the cost of living increased 73 per cent in the same period there has been a real or "buying-power" increase as well as a "dollar" increase in the minimum salary paid in this city. Cities of this size generally have advanced their minima, so that there has been a 100 per cent median increase which means a buying-power increase when compared with the 73 per cent increase in the cost of living over the same period. For three of the 28 cities, however, Oakland, San Francisco and Milwaukee, although there have been "dollar" increases in their minima during this period, there has been a loss in the "buying" power of their minimum salaries. They are, therefore, in a less advantageous position in 1922 than they were in 1913 in competing with other cities in the employment of beginning teachers,

The salary data in this table were furnished by the U. S. Bureau of Education.

**TABLE 35. COMPARISON OF MAXIMUM SALARIES OF ELEMENTARY TEACHERS IN 27 CITIES WITH POPULATION OVER 100,000, 1913 and 1922**

Cities	Maximum salary paid 1912-13	Maximum salary paid 1921-22	Per cent increase
1	2	3	4
Scranton, Pa.....	\$745	\$2000	168
Milwaukee Wis.....	900	2400	167
Reading, Pa.....	700	1800	157
Chicago, Ill.....	1225	3000	145
Dayton, Ohio.....	700	1600	129
Spokane, Wash.....	1000	2150	115
Fall River, Mass.....	700	1500	114
Cambridge, Mass.....	804	1716	113
Minneapolis, Minn.....	1000	2000	100
Seattle, Wash.....	1050	2100	100
Youngstown, Ohio.....	900	1750	94
Newark, N. J.....	1300	2500	92
Denver, Colo.....	1150	2140	86
Trenton, N. J.....	990	1800	82
St. Paul, Minn.....	950	1650	74
Salt Lake City, Utah.....	1020	1750	72
Oakland, Calif.....	1200	2040	70
Worcester, Mass.....	1000	1600	60
Louisville, Ky.....	1000	1550	55
Nashville, Tenn.....	1010	1500	49
Cincinnati, Ohio.....	1600	2200	38
Boston, Mass.....	1476	2000	36
New York, N. Y.....	2400	3250	35
San Francisco, Calif.....	1500	2000	33
Springfield, Mass.....	1500	1900	27
WASHINGTON, D. C.....	1350	1600	19
Philadelphia, Pa.....	1795	2000	11
Median.....	\$1050	\$2000	82
Increase in cost of living, 1913 to 1922.....			73

Read Table 35 as follows: Beginning at the upper left corner, Scranton in 1912-13 had a maximum of \$745 which was \$305 below the median minimum of \$1050 (see next to last line of table) paid in similar-sized cities. Between 1913 and 1922 Scranton advanced its maximum to \$2000. Although this represents an increase of 168 per cent, the present maximum of \$2000 only just equals the median maximum (see next to last line of table) of similar-sized cities. Scranton is now in a position to compete with other cities on equal terms so far as its maximum salary is concerned. It was not in 1913. Since the cost of living increased 73 per cent in the same period, there has been a real or "buying-power" increase as well as a "dollar" increase in the maximum salary paid in this city. Cities of this size generally have advanced their maxima so that there has been a median increase of 82 per cent, which means a buying power increase when compared with the 73 per cent increase in the cost of living over the same period. For 12 of the cities, however, although there have been "dollar" increases in their maxima during this period, there has been a loss in the "buying" power of their maximum salaries. They are, therefore, in a less advantageous position in 1922 than they were in 1913 in competing with other cities in the employment of teachers.

The salary data in this table were furnished by the U. S. Bureau of Education.

Read Table 36 as follows: Milwaukee in 1912-13 had a median salary of \$876, which was \$51 above the median salary being paid in similar-sized cities as given at the foot of the table. The median salary paid in 1921-22, \$2294, represents an increase of 162 per cent over 1913.

Most cities included in this table have granted salary increases that give their elementary teachers a greater purchasing power in 1922 than they had in 1913. The increases granted by six of the cities, however, have been swallowed by the rising cost of living, and their 1922 salaries have less purchasing power than they had in 1913.

The figures for this table were obtained from the U. S. Bureau of Education.

**TABLE 36. COMPARISON OF MEDIAN SALARIES OF ELEMENTARY TEACHERS IN 36 CITIES WITH POPULATION OVER 100,000, 1913 and 1922**

Cities	Median salary paid 1912-13	Median salary paid 1921-22	Per cent increase
1	2	3	4
Milwaukee, Wis.....	\$876	\$2294	162
New York City, N. Y.....	1140	2808	146
New Orleans La.....	650	1580	143
Newark, N. J.....	930	2110	127
Dayton, Ohio.....	700	1585	126
Cleveland, Ohio.....	800	1796	124
Philadelphia, Pa.....	900	2000	122
Fall River, Mass.....	700	1524	118
Scranton, Pa.....	660	1436	117
Worcester, Mass.....	750	1620	116
Paterson, N. J.....	750	1580	111
Louisville, Ky.....	650	1348	107
Providence, R. I.....	800	1650	106
WASHINGTON, D. C.....	750	1546	106
Cambridge, Mass.....	750	1540	105
Atlanta, Ga.....	613	1254	104
Cincinnati, Ohio.....	1000	1988	99
Denver, Colo.....	960	1872	95
Richmond, Va.....	595	1187	91
Grand Rapids, Mich.....	800	1498	81
St. Paul, Minn.....	900	1607	78
St. Louis, Mo.....	1032	1840	78
Salt Lake City, Utah.....	830	1400	69
Minneapolis, Minn.....	1000	1684	68
Oakland, Calif.....	1200	2020	68
San Francisco, Calif.....	1164	1920	65
Chicago, Ill.....	1175	1912	63
Seattle, Wash.....	1050	1703	62
Median.....	\$815	\$1563	105
Increase in cost of living, 1913-1922.....			73

Read Table 37 as follows: Chicago in 1913 paid the superintendent an annual salary of \$10,000, and in 1922 paid an annual salary of \$12,000. This represents a 20 per cent increase between 1913 and 1922. During the same period there was a 73 per cent increase in the cost of living. Therefore the purchasing power of the superintendent's salary of this city has been considerably decreased.

Referring to the summaries at the foot of the table, it will be noted that the median percentage of increase in salaries for superintendents between 1913 and 1922 was 41 per cent as compared with a 73 per cent increase in the cost of living. This means that the purchasing power of the salaries of superintendents was generally less in 1922 than in 1913.

The salaries paid superintendents in a few cities have been increased more than 20 per cent, however. In five cities the percentage increase has been 100 per cent, or over. In these cities, however, it will be noted that the superintendents in 1913 were all receiving salaries of \$4000 or less, which was below the median for that year. The high percentage of increase, therefore, merely indicates that the salaries of those superintendents have been increased so that they more nearly approximate those being paid in similar-sized cities.

The figures for this table were obtained from the U. S. Bureau of Education and from other reliable sources.

TABLE 37. COMPARISON OF SALARIES OF CITY SCHOOL SUPERINTENDENTS  
IN 56 CITIES WITH POPULATION EXCEEDING 100,000, 1913 AND 1922

City	Salary in 1913	Salary in 1922	Per cent of increase
1	2	3	4
Chicago.....	\$10000	\$12000	20
New York.....	10000	12000	20
Philadelphia.....	9000	12000	33
Pittsburgh.....	9000	12000	33
Jersey City.....	6500	10500	61
Oakland.....	4000	10000	150
Boston.....	10000	10000	0
Omaha.....	5400	10000	85
Newark, N. J.....	7000	10000	42
Buffalo.....	7500	10000	33
Cleveland.....	6000	10000	66
Seattle.....	7500	10000	33
Detroit.....	8000	9000	12
Youngstown.....	4000	9000	125
Milwaukee.....	6000	9000	50
Akron.....	4000	9000	125
Los Angeles.....	6000	8000	33
Denver.....	6000	9000	50
Indianapolis.....	5500	8000	45
Baltimore.....	5000	8000	60
Minneapolis.....	5500	8000	45
St. Louis.....	8000	8000	0
Rochester.....	5000	8000	60
Birmingham.....	5000	7500	50
Des Moines.....	4000	7500	87
Columbus.....	4000	7500	87
Trenton.....	3600	7000	94
Richmond.....	4000	6500	62
Toledo.....	5000	6240	24
Dayton.....	5000	6120	22
Washington, D. C.....	6000	6000	0
Bridgeport.....	4100	6000	46
Wilmington, Del.....	3000	6000	100
Cambridge.....	5000	6000	20
Worcester.....	4250	6000	41
Paterson.....	3600	6000	66
Albany.....	3000	6000	100
Syracuse.....	4000	6000	50
Providence.....	5000	6000	20
Houston.....	4000	6000	50
San Antonio.....	3600	6000	66
Salt Lake City.....	4800	6000	25
Spokane.....	4500	5800	28
Springfield, Mass.....	5000	5800	16
Grand Rapids.....	4000	5500	37
New Bedford.....	4000	5500	37
New Haven, Conn.....	4500	5000	11
Atlanta, Ga.....	3600	5000	38
Kansas City, Kans.....	3500	5000	42
Lowell, Mass.....	3300	5000	51
Norfolk.....	3250	5000	53
Louisville, Ky.....	5000	5000	0
St. Paul.....	5000	5000	0
Nashville.....	3600	4800	33
Reading, Pa.....	4000	4700	17
San Francisco.....	4000	4000	0
Median.....	\$5000	\$6370	41
Per cent increase in cost of living, 1913-22.....			73

Table 38. Percentage of Increase in Cost of Living by Cities and Sections, December, 1914, to December, 1921.

New York.....	78
Buffalo.....	77
Philadelphia.....	74
Boston.....	70
Portland, Me.....	69
Average, North Atlantic.....	74
Norfolk.....	79
Baltimore.....	73
Savannah.....	66
Washington.....	63
Average, South Atlantic.....	70
Detroit.....	82
Cleveland.....	76
Chicago.....	72
Average, North Central.....	77
Houston.....	74
Mobile.....	64
Average, South Central.....	69
Los Angeles.....	76
Seattle.....	71
San Francisco and Oakland.....	64
Portland, Oregon.....	58
Average, Western.....	67
Average, All Cities.....	71

Table 38 shows the increase in the cost of living in a number of cities in various sections of the country. The greatest increase is 77 per cent in the North Central section. The smallest increase is 67 per cent in the Western section, and the average increase for the country is given as 71 per cent, from December, 1914, to December, 1922. The figure for December, 1921, may be accepted as representative for the school year 1921-22. The figures for the cost of living in the early part of the school year, 1921-22, would be higher than the ones given and for the latter part of the school year would be somewhat lower.

The figures given are the official ones issued by the U. S. Department of Labor in statements 1458 and 1479, dated April 21, 1922, and May 4, 1922, respectively.

There has been a definite halt, however, in the decrease in the cost of living since December, 1921. "All the price indices show little change of late and some indicate a slight rise. . . . On April 15 (1922) living costs were practically identical with those of the month before, thus bringing to at least a temporary halt a decline which had been going on for nearly two years."—Quoted from *Literary Digest*, June 10, 1922, page 10.

Table 39. Recent Changes in Cost of Living by Cities.

City	Per cent of decrease from—	
	June, 1920 to March, 1922	Dec., 1921 to March, 1922
Boston.....	23.5	5.3
Buffalo.....	23.3	3.9
Philadelphia.....	21.2	3.5
Portland, Me.....	22.6	5.0
Average, North Atlantic.....	22.7	4.4
Baltimore.....	21.7	3.1
Norfolk.....	22.9	4.4
Savannah.....	25.1	5.6
Washington.....	22.1	3.8
Average, South Atlantic.....	22.9	4.2
Chicago.....	23.1	4.2
Cleveland.....	23.3	5.8
Detroit.....	26.0	4.3
Average, North Central.....	24.1	4.8
Houston.....	21.2	3.7
Mobile.....	24.7	4.8
Average, South Central.....	23	4.3
Los Angeles.....	14.5	2.3
Portland, Oregon... San Francisco and Oakland.....	24.0	3.8
Seattle.....	19.6	3.7
Average, Western.....	20.5	2.4
Average, U. S.....	19.7	3.1
Average, U. S.....	22.9	4.2

Table 39 gives figures for the decrease in the cost of living in a number of cities in various sections of our country. The greatest decrease between June, 1920, and March, 1922, is 24.1 per cent in the North Central section. The smallest decrease since June, 1920, is 19.7 per cent in the Western section. From December, 1921, to March, 1922, the largest per cent of decrease was 4.8 per cent in the North Central section and the smallest percentage of decrease was 3.1 per cent in the Western section.

This table shows that the decrease in the cost of living since 1920, the peak year, has been but a small percentage of the increase that took place during the war period. (See Table 46.) Figures collected since March, 1922, indicate that the decrease in the cost of living has halted at least for the present, since on April 15, 1922, living costs were practically identical with the ones for the month before. Some figures, in fact, indicate a slight rise since March, 1922.—*Literary Digest*, June 10, 1922, p. 10.

## RECENT TENDENCIES IN SALARY SCHEDULES

There have been radical changes in the salary schedules of practically all cities during the last few years. These changes were made for three reasons:

1. To give a fairer return for a professional service of great national importance.
2. To meet increases in the cost of living.
3. To attract newcomers to a badly depleted profession.

A basis for salary schedules was contained in the Salary Survey of the National Education Association published early in 1920.<sup>1</sup> The N. E. A. recommendations were based upon professional training without reference to merit. This carried a differential for all grades of academic training through the degree of Doctor of Philosophy.

The new salary schedules established within recent years may be roughly grouped in two classes.

1. The automatic type based upon, (a) Length of Service; (b) Grade Taught.
2. The single schedule type based upon (a) Professional Training; (b) Length of Service.

A good example of the first group is the New York schedule. This schedule is built upon automatic annual increases covering a period of 10 to 12 years. It is difficult to recognize merit except that a few of such cases may be promoted to higher positions, generally of an administrative nature.

The schedules based upon professional training fall into two groups represented by (1) the Cleveland type and (2) the Denver type. Table 43 gives a partial list of the cities that have recently adopted the schedules involving at least some of the principles of the single salary schedule.

The Cleveland schedule was built early in 1919-20 and presents the essential features of a schedule based upon professional training but still maintains the gradations of the old type. The principal features are:

1. An automatic schedule based upon minimum requirements, allowing certain regular annual increases for experience.
2. Additional allowances beyond the regular schedule for further professional training.
3. Automatic allowances or steps within each advanced group.

The Denver schedule was built during the latter part of 1920 and had the advantage of the experience of other cities. This is distinctly a single salary schedule, all teachers with equivalent training and experience are paid the same salary, whether they teach in elementary, intermediate or high school. The requirements provide for five degrees of standards of training ranging from normal training to holders of a master's degree, with provision for teachers now employed who have less than standard requirements.

A schedule recently suggested for the Detroit schools attempts to give a proper consideration for both professional training and merit. This schedule is based upon three factors:

1. Professional preparation.
2. Successful experience.
3. Rewards for meritorious service.

The type of school in which this teaching service is rendered does not affect the salary. On the basis of professional training all teachers, supervisors and administrative heads are divided into five classes as follows:

Class 1.—Successful completion of a two-years course in a recognized normal school.

Class 2.—Successful completion of a three-years course in a recognized normal school or its equivalent.

Class 3.—Successful completion of a four-years university course, including 30 hours of education, with a standard bachelor's degree.

Class 4.—Successful completion of five-years university course, including 50 hours of education, with a standard master's degree.

Class 5.—Successful completion of seven-years university course, including 60 hours of education, with a standard doctor's degree.

An automatic annual advance is provided for within each of these classes upon the basis of length of experience. The maximum being reached at the end of the eighth year.

After reaching the maximum in either of the first four classes, it is possible to advance further by additional preparation and study, or by rendering exceptional service. Additional advances granted upon these bases terminate at the end of three years unless the same quality of merit still exists. (The above is a revised and rearranged extract from Moehlman, Arthur B., Survey of Salary Conditions in Cities, 1921-22, Survey Committee of the Board of Education of the City of Detroit, November, 1921.)

<sup>1</sup> Evenden, E. S., "Teachers Salaries and Salary Schedules, 1918-19"; Commission on Emergency in Education, National Education Association, 1919.

**TABLE 40. PARTIAL LIST OF CITIES IN WHICH SOME FORM OF SINGLE-SALARY SCHEDULE HAS BEEN ADOPTED**

States—Cities	States—Cities
Alabama	Missouri:
Birmingham	St. Joseph
Arkansas:	Kansas City
Fort Smith	Nebraska:
Colorado:	Hastings
Denver	Lincoln
Pueblo	Omaha
Illinois:	North Carolina:
Chicago	Raleigh
Park Ridge	Washington
Streator	Ohio:
Iowa:	Cleveland
Des Moines	Cleveland Heights
Sioux City	Oberlin
Kansas:	Oklahoma:
Fort Scott.	Muskogee
Lawrence	Pennsylvania:
Michigan:	Harrisburg
Adrian	Virginia:
Grand Rapids	Roanoke
Minnesota:	Washington:
Duluth	Spokane
Virginia	Wisconsin:
St. Cloud	Green Bay
Rochester	

**Personal Income-Tax Returns Filed for the Calendar Year Ended December 31, 1919. Distributed by Income Classes.**

Income classes	Number of returns
\$1,000 to \$2,000.....	1,924,872
2,000 to 3,000.....	1,569,741
3,000 to 4,000.....	742,334
4,000 to 5,000.....	438,154
5,000 to 6,000.....	167,005
6,000 to 7,000.....	109,674
7,000 to 8,000.....	73,719
8,000 to 9,000.....	50,486
9,000 to 10,000.....	37,967
10,000 to 11,000.....	28,499
11,000 to 12,000.....	22,841
12,000 to 13,000.....	18,423
13,000 to 14,000.....	15,248
14,000 to 15,000.....	12,841
15,000 to 20,000.....	42,028
20,000 to 25,000.....	22,605
25,000 to 30,000.....	13,769
30,000 to 40,000.....	15,410
40,000 to 50,000.....	8,298
50,000 to 60,000.....	5,213
60,000 to 70,000.....	3,196
70,000 to 80,000.....	2,237
80,000 to 90,000.....	1,561
90,000 to 100,000.....	1,113
100,000 to 150,000.....	2,983
150,000 to 200,000.....	1,092
200,000 to 250,000.....	522
250,000 to 300,000.....	250
300,000 to 400,000.....	285
400,000 to 500,000.....	140
500,000 to 750,000.....	129
750,000 to 1,000,000.....	60

**Income Tax Returns—Cont.**

Income Classes	Number of returns
1,000,000 to 1,500,000.....	34
1,500,000 to 2,000,000.....	13
2,000,000 to 3,000,000.....	7
3,000,000 to 4,000,000.....	6
4,000,000 to 5,000,000.....	5
5,000,000 and over.....	5
Total.....	5,332,760

Reproduced from "Statistics of Income" issued by Treasury Department of the United States, 1922, insert p. 1.

Corporations Taxes Calendar Year Ended 1919	
Number of Corporations Reporting..	192,037
Invested Capital..	\$66,130,351,148
Net Income.....	\$9,305,769,954
Per Cent of Net Income on Invested Capital.....	14.07
Federal Income Taxes Paid.....	\$2,162,260,244
Per Cent Income on Invested Capital after deducting taxes.....	10.8

Reproduced from "Statistics of Income".

**TABLE 41. INCREASE, MAINTENANCE OR DECREASE IN SALARY SCHEDULES, CITIES UNDER 100,000, 1921-1922**

Per cent of Teaching force affected	116 Cities with population 25,000 to 100,000			488 Cities with population under 25,000		
	Number of cities reporting percentage increased	Number of cities reporting percentage maintained	Number of cities reporting percentage decreased	Number of cities reporting percentage increased	Number of cities reporting percentage maintained	Number of cities reporting percentage decreased
1	2	3	4	5	6	7
100.....	23	34	.....	48	137	2
90 to 99.....	5	8	.....	30	41	3
80 to 89.....	4	5	.....	25	33	.....
70 to 79.....	5	7	.....	32	27	1
60 to 69.....	4	5	.....	20	23	.....
50 to 59.....	5	2	1	33	36	2
40 to 49.....	4	3	.....	16	20	2
30 to 39.....	4	1	.....	19	11	1
20 to 29.....	9	.....	.....	41	45	13
10 to 19.....	10	3	3	42	32	21
1 to 10.....	2	4	2	24	20	23
0.....	41	44	110	158	163	420
Total.....	116	116	116	488	488	488

Read Table 41 as follows: A questionnaire sent out by the National Education Association in April, 1922, asked superintendents to "Estimate the per cent of teaching positions in your city in which salaries will be increased next year—; maintained next year—; decreased next year—."

Replies were received from 116 cities from 25,000 to 100,000 in population scattered throughout the country. Twenty-three of these cities reported that 100 per cent of their teachers would receive increases in salaries in 1922-23; and five cities reported that from 90 to 99 per cent of their teachers would receive increases. Thirty-four cities of the 116 reported that 100 per cent of their salaries would be maintained next year; and eight cities reported that from 90 to 99 per cent of their teachers would receive the same salary next year. One city reported that 50 per cent of its teachers would have salaries decreased; three reported that from 10 to 19 per cent of their teachers would have their salaries decreased.

Similar data are given in columns 5, 6, and 7 for 488 cities under 25,000 in population.

From the table the following conclusions may be drawn as to the salary outlook for 1922-23 in cities between 25,000 and 100,000 in population:

1. Forty-six of the 116 cities will increase from 50 to 100 per cent of the salaries of their teachers next year. This increase results either from the maintenance of a salary schedule that provides for automatic increases or from an actual raising of the whole schedule.

2. Sixty-one of the 116 cities report that from 50 to 100 per cent of their teachers will receive the same salary next year.

3. Only six of the 116 cities reported that any of their teachers would be decreased. Five of these six were to decrease the salaries of less than 20 per cent of their teachers.

Similarly for the cities under 25,000 in population:

1. 188 of 488 cities report that from 50 to 100 per cent of their teachers will receive increases.

2. 317 of the 488 cities report that from 50 to 100 per cent of their teachers' salaries will be maintained.

3. Only 68 of the 488 report that any of their teachers will be decreased and most of these report a small percentage to be decreased. (These decreases may not represent a lowering of schedules, but a replacement of experienced teachers with inexperienced teachers.)



**TABLE 42. CITIES OPERATING WITH AND WITHOUT FIXED SALARY SCHEDULES, 1921-22**

	49 cities of over 100,000 population		113 cities of population 25,000 to 100,000		547 cities of population under 25,000	
	Number of cities	Per cent	Number of cities	Per cent	Number of cities	Per cent
1	2	3	4	5	6	7
Having salary schedules . . . .	49	100	105	93	372	68
Operating without salary schedules . . . . .	0	0	8	7	175	32

Read Table 42 as follows: 49, or 100 per cent, of the cities over 100,000 in population have a fixed or automatic salary schedule. Read similarly for smaller cities.

**TABLE 43. SALARY SCHEDULES IN 1922-1923 AS COMPARED WITH 1921-1922**

Size of City	45 Cities with population over 100,000		130 Cities with population 25,000 to 100,000		548 Cities with population under 25,000	
	Number of cities	Per cent	Number of cities	Per cent	Number of cities	Per cent
1	2	3	4	5	6	7
Cities maintaining present schedule . . . . .	43	96	121	93	504	92
Cities adopting new schedule —higher or lower . . . . .	2 <sup>1</sup>	4	9 <sup>2</sup>	7	44 <sup>2</sup>	8

<sup>1</sup> Both these cities are granting increases.

<sup>2</sup> See table 42 for changes being made in schedules for cities of this size.

Table 43 shows that 43 cities, or 96 per cent of the cities with a population of over 100,000 answered "Yes" to the question, "Do you expect to maintain your present salary schedule next year?" and 2 cities, or 4 per cent, answered "No" on questionnaires sent out by the National Education Association.

Similarly for the 130 cities, 25,000 to 100,000 in population, 121, or 93 per cent, will maintain their present schedule, while 9, or 7 per cent, will adopt schedules either higher or lower.

**I**N THE FIRST place let us recognize that in all parts of this country public education is very, very far from being that which we should all like to see it, that in parts of the country it is almost unbelievably bad, that vocational education has scarcely begun to be recognized, that the amount of illiteracy and of near-illiteracy is alarmingly great, that attention to physical education throughout the country is almost negligible, that our large foreign population constitutes a serious problem for education and for society, that most country children do not have anything like a fair opportunity for education, that in many sections of the country short school terms made effective education all but impossible, that a large part of our teachers lack proper education, training, and experience—let us recognize all these and many other defects of education too numerous to catalog. They are conditions which cry aloud for reform in the appealing voices of children deprived of their rights as American citizens. They are undoubted and undoubted facts which cannot be ignored.—*Alexander J. Inglis, Professor of Education, Harvard University, Cambridge, Massachusetts.*

**DATA ON PROFESSIONAL STATUS OF TEACHERS**

In the subsequent tables are given data that throw light upon the professional status of the teachers of our cities. The progress in the cities has been much greater than in the rural districts. Even in our cities much still remains to be done in making teaching a real profession.

**TABLE 44. AVERAGE PUPIL ENROLMENT PER ROOM, 1921-1922**

Number of pupils per room (Median)	Cities with population over 100,000		Cities with population 25,000 to 100,000			Cities with population under 25,000		
	Grade schools	Senior high	Grade schools	Junior high	Senior high	Grade schools	Junior high	Senior high
	38	25	35	30	27	36	34	25
Over 50								
50	1					5	5	2
49						6	4	
48						3	1	
47						2		1
46						6		
45	4		2			4	2	
44						26	3	3
43	1		2			12	5	2
42	3		7			8		
41	1		2			24	2	1
40	7		20	1	3	6	1	
39	1		5	1		78	36	8
38	4		12	6	1	7	4	
37	1		5	3		41	10	
36	4		6	1	1	25	2	1
35	7	1	26	7	7	34	8	6
34	4		9	1	2	116	53	22
33			7	2	3	20	4	1
32	1		7	5	2	24	7	4
31			3	2	2	31	20	8
30	4	1	12	10	15	7	3	3
29			1	2	4	46	51	78
28				6	9	5	4	12
27		1		3	5	7	8	30
26			1	2	6	2	5	22
25		3	1	4	27	4	5	20
24							22	111
23		1			2		2	23
22		1		1	2		2	17
21					7		1	28
20			1	1	1		1	7
Under 20					5		6	39
					1			12
Total number of cities...	43	8	129	58	105	554	277	461

Table 44 shows that the median average pupil enrolment per room in 1921-22, was 38 pupils per room in grade schools and 25 pupils per room in high schools in cities over 100,000 in population.

Similarly in cities with a population from 25,000 to 100,000 the median enrolment is 35 per room for grade schools, 30 per room for junior high schools, and 27 per room for senior high schools; and for cities under 25,000 in population the median is 36 per room for grade schools, 34 per room for junior high schools, and 25 per room for senior high schools.

One city of the 43 over 100,000 in population reports an average enrolment in grade schools of fifty pupils, four cities an average enrolment of forty-five pupils, etc.

The figures for this table were taken from questionnaires sent out by the Salary Committee of the National Education Association.

TABLE 45. LENGTH OF SCHOOL TERM, 1921-22

Number of days 1	50 cities with population over 100,000		102 cities with population 25,000 to 100,000		474 cities with population under 25,000	
	Number of cities 2	Per cent 3	Number of cities 4	Per cent 5	Number of cities 6	Per cent 7
190-200.....	43	86	56	50	69	14.6
180-9.....	7	14	46	41.1	330	69.6
170-9.....			9	8.	70	14.8
160-9.....			1	.9	4	8.
150-9.....					1	.2
Median group.....	190-200		190-200		180-189	

Read Table 45 as follows: In answer to the question "How many days are your schools in session this year?" on questionnaire sent out by the Salary Committee of the National Education Association, 43 cities, or 86 per cent, of those of over 100,000 population reported a session of from 190 to 200 days. Read the table similarly for cities smaller in population.

Table 46 shows changes in the cost of living since 1913. The peak was reached in 1920 when the cost of living had increased 116 per cent over that of 1913. The last figures available, those for March, 1922, show it still to be 67 per cent above the pre-war figure. Figures collected since March, 1922, indicate that the decrease in the cost of living has halted at least for the present, since on April 15, 1922, living costs were practically identical with the ones for the month before. Some figures, in fact, indicate a slight rise since March, 1922.<sup>1</sup>

These figures are those issued by the U. S. Department of Labor, Bureau of Statistics, Statement 1479, dated May 4, 1922, p. 2.

<sup>1</sup>Literary Digest, June 10, 1922, p. 10.

TABLE 46. COST OF LIVING-1913=100

Year	Index
Average for 1913.....	100
December, 1914.....	103
December, 1915.....	105
December, 1916.....	118
December, 1917.....	142
December, 1918.....	174
December, 1919.....	199
June, 1920.....	216
December, 1920.....	200
May, 1921.....	180
September, 1921.....	177
December, 1921.....	174
March, 1922.....	166

TEACHING is a calling which demands continual growth on the part of those engaged in it. The advance of our schools is so rapid that teachers who do not continue to increase their capacity for service in time cease to be of large usefulness to a system.—*Ellwood P. Cubberley.*

The United States Bureau of Education estimates that one-third of all teachers in the country attended summer school last year. The enrolment in all summer schools showed an increase of 32 per cent over 1920, and of 50 per cent over 1917. One of the largest publishing firms reports that teachers' books are now among the best sellers.

Ohio, Michigan, and Pennsylvania have enacted laws that within the course of five or six years will make it necessary for all communities to employ only those teachers having from one to two years of training beyond the high school. Largely increased salary schedules have been adopted to make this program possible.—*Burr F. Jones, Supervisor of Elementary Education, Massachusetts.*

TABLE 47. AMOUNT OF TEACHING EXPERIENCE PREREQUISITE TO ELECTION AS TEACHER IN CITY SCHOOLS, 1921-22

Grade of school and experience required		48 cities with population over 100,000		108 cities with population 25,000 to 100,000		521 cities with population under 25,000		
		Number of cities	Per cent	Number of cities	Per cent	Number of cities	Per cent	
1	2	3	4	5	6	7	8	
Grade Schools	No experience prerequisite.....	27	56.1	66	61	311	60	
	Experience prerequisite.....	*21	43.9	*42	39	210	40	
	Years of experience required	1 year....	7	37	19	49	114	55
		2 years....	9	47	19	49	90	42.3
		3 years....	2	11	1	3	3	1.4
		4 years....	1	5	0	.....	1	.4
5 years....		.....	.....	.....	.....	2	.9	
Junior High Schools	No experience prerequisite.....	.....	.....	44	52	165	53	
	Experience prerequisite.....	.....	.....	41	48	147	47	
	Years of experience required	1 year....	.....	.....	14	38	57	38.7
		2 years....	.....	.....	22	59	79	53.7
		3 years....	.....	.....	1	3	6	4.1
		4 years....	.....	.....	0	.....	3	2.1
		6 years....	.....	.....	.....	.....	1	.7
8 years....	.....	.....	.....	.....	1	.7		
Senior High Schools	No experience prerequisite.....	12	26	44	41	320	63	
	Experience prerequisite.....	*35	74	*64	59	185	37	
	Years of experience required	1 year....	8	25	25	42	77	41.6
		2 years....	23	72	33	56	98	53
		3 years....	0	.....	0	.....	7	4
		4 years....	1	3	1	2	2	1
5 years....		0	.....	0	.....	1	.4	

\* A few cities answering "Yes" did not state number of years.

Read Table 47 as follows: A questionnaire sent out by the Salary Committee of the National Education Association asked the following questions: "Is teaching experience prerequisite to election in your schools? How many years' experience is prerequisite for election to: Grade schools? Junior High Schools? Senior High Schools?"

Twenty-seven, or 56.1 per cent, of the 48 cities over 100,000 population answered that no experience beyond the eighth grade was prerequisite, and twenty-one, or 43.9 per cent, answered that some experience was prerequisite. Of the latter, seven cities, or 37 per cent, require one year of teaching experience, nine cities, or 47 per cent, require two years, two cities, or 11 per cent, require three years, and one city, or 5 per cent, require four years of teaching experience. Read the table similarly for the other types of schools and groups of cities.

TABLE 48. AMOUNT OF ACADEMIC AND PROFESSIONAL TRAINING ABOVE THE EIGHTH GRADE PREREQUISITE TO ELECTION AS TEACHER

Grade of school and training required		45 cities with population over 100,000		133 cities with population 25,000 to 100,000		540 cities with population under 25,000		
		Number of cities	Per cent	Number of cities	Per cent	Number of cities	Per cent	
1	2	3	4	5	6	7	8	
Grade schools	No training prerequi- site.....	1	2	.....	.....	16	3	
	Training prerequisite.	44	98	133	100	524	97	
	Years of training required	1 year.....	.....	.....	.....	.....	13	2.4
		2 years....	5	11.4	23	17.3	97	18.5
		3 years....	.....	.....	1	.7	6	1.1
		4 years....	1	2.3	5	3.7	69	13.0
		4½ years..	.....	.....	.....	.....	3	.5
		5 years....	.....	.....	11	8.3	58	11.6
		6 years....	37	84	92	69.3	272	51.9
		7 years....	1	2.3	.....	.....	1	.1
8 years....	.....	.....	1	.7	5	.9		
Junior High Schools	No training prerequi- site.....	.....	.....	.....	.....	1	.3	
	Training prerequisite.	.....	.....	71	100	529	99.7	
	Years of training required	1 year.....	.....	.....	.....	.....	1	.3
		2 years....	.....	.....	7	9.9	50	15.2
		3 years....	.....	.....	3	4.2	11	3.4
		4 years....	.....	.....	4	5.6	23	7.0
		5 years....	.....	.....	1	1.4	15	4.6
		6 years....	.....	.....	33	46.5	162	49.2
		7 years....	.....	.....	7	9.9	20	6.0
		8 years....	.....	.....	16	22.5	47	14.3
Senior High Schools	No training prerequi- site.....	.....	.....	.....	.....	.....	.....	
	Training prerequisite.	48	100	113	100	518	100	
	Years of training required	1 year.....	.....	.....	.....	.....	1	.2
		2 years....	.....	.....	.....	.....	4	.7
		3 years....	.....	.....	.....	.....	1	.2
		4 years....	4	8.4	22	19.5	93	17.9
		5 years....	.....	.....	.....	.....	10	1.9
		6 years....	1	2	6	5.3	21	4.1
		7 years....	.....	.....	3	2.6	10	1.9
		8 years....	43	89.6	80	70.8	365	70.5
		8½ years..	.....	.....	.....	.....	1	.2
9 years....		.....	.....	1	.9	9	1.8	
10 years..	.....	.....	1	.9	3	.6		

NOTE: In cities under 100,000 for grade schools three additional cities reported, training required ½ year, 18 weeks and 6½ years.

Read Table 48 as follows: A questionnaire sent out by the Salary Committee of the National Education Association asked the following questions: "Is academic and professional training beyond the eighth grade prerequisite to election in your schools?" "How many years of academic and professional training beyond the eighth grade are prerequisite to election in your graded schools? Junior High schools? Senior High schools?"

One city, or 2 per cent, of the 45 cities with a population of over 100,000 answered that no training beyond the eighth grade was prerequisite, 44 cities, or 98 per cent, answered that some training was prerequisite. Of the latter, 5 cities, or 11.4 per cent, require two years' training, one city, or 2.3 per cent, requires four years, thirty-seven cities, or 84 per cent, require six years, and one city, or 2.3 per cent, requires seven years' training. Read the table similarly, for the other types of schools and groups of cities.

TABLE 49. LEAVE OF ABSENCE FOR PROFESSIONAL STUDY WITH SALARY

Number of cities reporting and population	48 cities of population over 100,000		133 cities of population 25,000 to 100,000		560 cities of population under 25,000	
	Number of cities	Per cent	Number of cities	Per cent	Number of cities	Per cent
1	2	3	4	5	6	7
No leave allowed with salary.....	43	89.6	126	95	542	96.8
Leave allowed with salary.....	5	10.4	7	5	18	3.2

Read Table 49 as follows: In answer to the question: "Are teachers allowed leave of absence with salary to study for professional advancement?" forty-three, or 89.6 per cent, of the cities over 100,000 population replying, answered "No," and five, or 10.4 per cent, answered "Yes." Similar data are given for the other classes of cities.

There is great variation in the salary allowance given by those cities granting leave for study. Some allow as much as half salary for a full year, some give a small bonus for study that little more than covers the expenses of tuition. The period for service before one can qualify for leave varies considerably. Those cities granting a substantial percentage of the regular salary during the year's leave of absence require all the way from seven to ten years' service before a teacher is entitled to leave with salary.

Data for the table were obtained from questionnaires sent out by the Salary Committee of the National Education Association.

**T**EACHERS in many places have allowed themselves to become estranged from the public and from school patrons. Then when they are forced to realize that they can no longer meet their educational, social, and hygienic responsibilities upon the salaries received, they realize that this estrangement from the public is an obstacle to the recognition of their claims. They now face the task of justifying their claims by justifying their work and its results, as well as re-establishing the cordial relationships which make for mutual understanding and coöperation.

In order to do this it is necessary for teachers to know their own work, know its importance to social welfare, and consciously strive to interest the people of the community in their school and its problems, and interest them in such a way that they will insist upon having the best for their children and be willing to support the schools in such a way that this best may be secured.—*E. S. Evenden, Columbia University, Teachers' Salaries and Salary Schedules, Commission Series No. 6, p. 152.*

Read Table 50 as follows: 200 days' sick leave on half salary is allowed by one city as shown in column 3; a maximum of 200 days on one-third salary is allowed by another city. Read the table similarly for the 48 cities over 100,000 population represented in column 3. One city listed in column 4 allows 40 days per year sick leave on full salary; 3 cities in this column allow 30 days' sick leave a year on full salary, etc.

The summary at the foot of the table shows that it is the general practice among cities to grant sick leave with salary. Eighty-nine per cent of all cities over 25,000 reporting make such allowance, and 72 per cent of the cities under 25,000 make such an allowance. Ten days on full salary is the median allowance made by cities over 25,000 population, and 3 days a year on full salary is the median allowance made by those under 25,000. The table shows, however, that there is a great variation among the cities of the country in granting sick leave, both as to the number of days granted and the salary allowance made.

The allowance for sick leave is cumulative in 49 per cent of the cities between 25,000 and 100,000, and in 40 per cent of the cities reporting under 25,000 in population. Data on this point are not available for cities over 100,000.

The data for this table were obtained from answers to questionnaires sent out by the Salary Committee of the National Education Association.

TABLE 50. THE PRACTICE REGARDING GRANTING SICK LEAVE WITH SALARY ALLOWANCE, 1921-22

Sick leave		Number of cities of population over 100,000 granting allowance	Number of cities of population 25,000 to 100,000 granting allowance	Number of cities of population under 25,000 granting allowance
Number of days	Salary allowance			
1	2	3	4	5
200	Half salary.....	1		
200	Third salary.....	1		
65	Half salary.....	1		
50	Half salary.....	1		
40	Full salary.....		1	
40	Half salary.....	1		
30	Full salary.....	1	3	3
30	Half salary.....			2
25	Full salary.....	1	1	
25	Half salary.....		1	
22	Full salary.....	1		
20	Full salary.....	5	10	16
20	Half salary.....	7	5	5
18	Full salary.....		1	3
15	Full salary.....		15	4
15	Third salary.....		1	
12	Full salary.....			2
10	Full salary.....	11	44	79
10	Half salary.....	5	4	13
8	Full salary.....		1	2
7½	Full salary.....			4
7	Full salary.....		2	6
6	Full salary.....		3	6
5	Full salary.....	4	16	107
5	Half salary.....	1	1	3
4½	Full salary.....		1	6
3	Full salary.....		3	20
2	Full salary.....			21
1	Full salary.....			4
12}	Full salary and half salary.....		2	
28}				
10}				
10}	Full salary and half salary.....		1	3
5}				
5}	Full salary and half salary.....		2	6
5}				
* Miscellaneous.....		2	4	22
All the time that is necessary on full salary.....				20
All the time that is necessary on half salary.....				7
"Indefinite time".....			2	18
"Reasonable time".....				2
No allowance.....		5	15	149
Number cities reporting.....		48	137	533
Number granting some allowance....		43	122	384
Per cent granting some allowance....		89.6	89.1	72
Number granting no allowance.....		5	15	149
Per cent granting no allowance.....		10.4	10.9	28
Median allowance.....		10 days' full salary	10 days' full salary	3 days' full salary

\* This group includes small allowances of sick leave with pay, but the conditions are of so much variation as to make detailed tabulation impracticable. In some cases the sick leave allowance is not paid for until the end of the year.

TABLE 51.—STATE TENURE LAWS

State	Application	Probationary period	Procedure for removal	Appeal	Date of enactment and references
1	2	3	4	5	6
California.....	District employing at least 8 teachers.	2 years	Board gives 10 days' written notice stating charges, and time of hearing. Teacher may have counsel and witnesses, if charges proved, dismissal on majority vote of Board.	Court of competent jurisdiction on question of fact and law.	1921. School Laws 1921, Sec. 1609, Art. 7, pp. 129 to 134.
Colorado.....		3 years	Charges filed with Secretary of Board of School Directors. 30 days' notice to teacher before hearing. If dismissal recommended by Superintendent or principal, teacher may be dismissed without hearing on two-thirds vote of Board.		1921
Maryland.....	State-wide	2 years	Written charges by County Board on recommendation of County Superintendent. 10 days' notice given to teacher.	State Superintendent if Board is not unanimous.	1921. Public School Laws.
Massachusetts..	Every town except Boston.	3 years	Notice given to teacher 30 days prior to school committee meeting. Dismissal on two-thirds vote if Superintendent has recommended dismissal. Notice of charges against teacher to be given on request.	None provided for.	1914. General Laws Relating to Education; 1921, Chap. 79, Sec. 42, pp. 39-41.
Montana.....	State-wide	3 years	Majority of Board gives written notice before May 1st.	County Superintendent.	1915. School Laws.
New Jersey.....	State-wide	3 years	Charges filed with Board of Education. When examined and found true, reasonable notice given teacher, who may be represented by counsel.	Commissioner of Education, State Board of Education.	1910. School Laws 1914, Chap. 243; Laws 1918, Sec. 116.
New York.....	City School Systems.	1-3 years	Hearing by Board of Education after reasonable notice. Dismissal by affirmative vote of majority of Board. May be represented by counsel.	Commissioner of Education.	1917. Education Law, 1921, Sec. 550-68; Sec. 872.
Oregon.....	Districts having population over 20,000	2 years	Written notice of charges given teacher 10 days previous to hearing. Teacher may be represented by counsel. If five of seven members of Board concur, dismissal is final.	If less than five members of Board vote for dismissal, appeal may be made to three trial commissioners.	1913. School Laws, 1921, Chap. 10, Sec. 391-404.

The data of Table 51 are a condensation of material given on State tenure laws in two other studies, one by Charles Kettleborough, Indiana Legislative Reference Bureau, the other by the Sub-committee on Tenure of the N. E. A. Committee on Salaries, Tenure and Pensions, 1922. The latter table may be referred to in the printed report of the Sub-committee on Tenure, where it is printed in full, and gives in well arranged form a more detailed summary of state tenure laws. This report also contains the new California Tenure Law "which has a number of excellent features, and a copy of a bill presented to the Ohio State Legislature—considered by many to be the best legislative measure upon this subject that has yet been prepared."



TABLE 52. CITIES REPORTING TENURE LAWS  
1921-22

51 cities with population over 100,000		23 cities with population 25,000 to 100,000	
Cities reporting tenure law	Cities reporting no tenure law	Cities answering Yes	Cities answering No
<i>*California</i> Los Angeles San Francisco <i>Connecticut</i> New Haven <i>Illinois</i> Chicago <i>Maryland</i> Baltimore <i>*Massachusetts</i> Boston Cambridge Fall River Lowell New Bedford Springfield Worcester <i>Michigan</i> Detroit <i>Minnesota</i> Minneapolis <i>Nebraska</i> Omaha <i>*New Jersey</i> Jersey City Newark Paterson Trenton <i>*New York</i> Albany New York Rochester Syracuse <i>Ohio</i> Toledo <i>Rhode Island</i> Providence <i>Wisconsin</i> Milwaukee <i>District of Columbia</i> Washington	<i>Alabama</i> Birmingham <i>*Colorado</i> Denver† <i>Connecticut</i> Bridgeport <i>Georgia</i> Atlanta <i>Indiana</i> Indianapolis <i>Iowa</i> Des Moines <i>Kentucky</i> Louisville <i>Kansas</i> Kansas City <i>Missouri</i> Kansas City St. Louis <i>Ohio</i> Akron Cleveland Columbus Dayton Youngstown <i>Pennsylvania</i> Philadelphia Scranton <i>Tennessee</i> Nashville <i>Texas</i> Fort Worth Houston <i>Utah</i> Salt Lake City <i>Virginia</i> Richmond <i>Washington</i> Seattle Spokane	<i>California</i> Berkeley Fresno Pasadena Riverside Sacramento San Diego San Jose Santa Barbara <i>*Colorado</i> Pueblo <i>Illinois</i> Bellville <i>Indiana</i> Vincennes <i>Kentucky</i> Lexington <i>Michigan</i> Kalamazoo <i>*Montana</i> Butte Great Falls Helena Missoula <i>New York</i> Mount Vernon New Rochelle Utica <i>Rhode Island</i> Newport Pawtucket	<i>Arizona</i> Phoenix <i>Illinois</i> Springfield <i>Michigan</i> Grand Rapids <i>Montana</i> Helena <i>Nebraska</i> Lincoln <i>Nevada</i> Carson City <i>Ohio</i> Cleveland Heights <i>*Oregon</i> Eugene† <i>Pennsylvania</i> Harrisburg <i>Utah</i> Ogden <i>Wisconsin</i> Superior <i>Wyoming</i> Cheyenne
Number of cities. 27 Per cent..... 53	Number of cities. 24 Per cent..... 47	Number of cities. 11 Per cent..... 48	Number of cities.. 12 Per cent..... 52

\* States thus indicated have State Tenure Laws. See Table 43.

† No city law, but State law.

Read Table 52 as follows: Referring to the summary at the foot of the table, twenty-seven, or 53 per cent, of the cities with a population of over 100,000, replied in the affirmative to the question: "Have you a Tenure Law?" Twenty-four, or 47 per cent, of the cities of this size replied in the negative. Similar data are given for cities between 25,000 and 100,000 in population.

The data in this table were obtained from questionnaires sent out by the Salary Committee of the National Education Association, and from the Report of the Committee on Tenure, Charl Ormond Williams, 1921, Addresses and Proceedings of the National Education Association.

**TABLE 53. PARTIAL LIST OF CITIES MAINTAINING TEACHERS' PENSION SYSTEMS**

<i>Colorado</i>	<i>Kentucky</i>	<i>New York—Con.</i>	<i>Rhode Island</i>
Denver	Louisville	Buffalo	Newport
Pueblo	<i>Louisiana</i>	Cohoes	Providence (Local and State)
<i>Connecticut</i>	New Orleans	Mt. Vernon	<i>South Carolina</i>
New Haven (Local and State)	<i>Maryland</i>	New York	Charleston
New London	Allegany Co.	Rochester	<i>Tennessee</i>
<i>Delaware</i>	Baltimore Co.	Syracuse	Chattanooga
Wilmington	Baltimore	Westchester Co.	Nashville
<i>Georgia</i>	<i>Massachusetts</i>	<i>Ohio</i>	<i>Utah</i>
Atlanta	Boston	Cincinnati	Salt Lake City
<i>Illinois</i>	<i>Michigan</i>	Cleveland	<i>Washington</i>
Chicago	Detroit	Columbus	Seattle
Peoria	<i>Minnesota</i>	Dayton	Spokane (Local and State)
<i>Indiana</i>	Duluth	Hamilton	<i>West Virginia</i>
Indianapolis	Minneapolis	Springfield	Wheeling
Terre Haute	St. Paul	Toledo	<i>Wisconsin</i>
<i>Iowa</i>	<i>Missouri</i>	Tiffin	Milwaukee
Des Moines	St. Louis	Youngstown	<i>District of Columbia</i>
<i>Kansas</i>	<i>Nebraska</i>	<i>Pennsylvania</i>	Washington
Topeka	Omaha	Erie	
	<i>New York</i>	Harrisburg	
	Albany	Philadelphia	
		Scranton	

Table 53 gives a list of cities operating under local pension systems. Teachers in some of these cities are wholly dependent upon their local systems, there being no State systems. Other cities are protected by both their local and State funds. Some cities have exercised the option which their State laws allow and have not come in under the State systems, but have continued their local system after the enactment of the State law.

Table 54 gives a list of twenty-five States that have passed pension laws. It is reported that 38 States in all have some form of pension law, but this has not been verified as yet.

The data for this table and for Table 52 were obtained from answers to questionnaires sent out by the Salary Committee of the National Education Association, from the Report of the Pension Committee of the National Education Association and from "Teachers Pension Systems" by Paul Studensky.

**Table 54. Partial List of States Maintaining Teachers' Pension Systems**

Arizona	New Hampshire
California	New Jersey
Connecticut	Nevada
Illinois	New York
Indiana	North Dakota
Maine	Ohio
Maryland	Pennsylvania
Massachusetts	Rhode Island
Michigan	Vermont
Minnesota	Utah
Montana	Virginia
Nebraska	Washington
	Wisconsin

TABLE 55. CITIES REPORTING PENSION FUNDS, 1921-22	52 cities of population over 100,000		25 cities of population 25,000 to 100,000	
	Number of cities	Per cent	Number of cities	Per cent
1	2	3	4	5
State Fund . . . . .	27	52	20	80
Local Fund . . . . .	16	30.7	1	4
Both State and Local Fund . . . . .	3	5.7	0	0
No Fund . . . . .	6	11.6	4	16

Read Table 55 as follows: Questionnaires sent out by the Salary Committee of the National Education Association asked the question "Do you have a Pension Fund?" Out of fifty-two cities of over 100,000 in population replying, twenty-seven, or 52 per cent, reported "State Funds," etc. Six, or 11.6 per cent, reported "No Fund."

See Table 52 for further data as to States and cities maintaining pension funds.

## REFERENCES FOR FACTS BEARING UPON EDUCATIONAL COSTS

The bibliography given below has been carefully selected. It contains references to the type of information for which many inquiries have been received by the Research Department. The Department will strive to keep in close touch with the material that has a bearing upon current educational problems and to make the best of it easily available to the members of the Association. This material will be regularly referred to in the pages of *The Journal*. Inquiries for special information to meet the needs of local situations may be addressed directly to Association headquarters.

### SALARIES

BONNER, H. R. "Salary Outlook for High-School Teachers." *The School Review*, Vol. XXX, No. 6, pp. 414-23, June, 1922.

A good statement of the salary outlook for high-school teachers resulting from a nation-wide study of the salaries paid high-school teachers in 1920-21. Several tables give salary data by states.

BALLOU, FRANK W. Salary schedules, 1920-21; cities of the United States of 100,000 population or over. Bulletin No. 19, National Education Association, Washington, D. C., 1922, 32 pages.

A complete survey of the minima, maxima, and annual increments of the salary schedules of forty-eight of the sixty-eight cities of this class. Includes data for teachers of all grades, principals, school nurses, school librarians, etc.

EVENDEN, E. S. Teachers' Salaries and Salary Schedules in the United States, 1918-19. Commission Series No. 6, National Education Association, Washington, D. C., 1919, 170 pages.

Although the salary tables given are out of date, there is much material in this study that will be suggestive to the members of salary committees.

HART, IRVING H. "The Teachers' Wage." *Journal of the National Education Association*, Vol. XI, No. 3, p. 97. March, 1922.

An excellent local study in which the salary increases received in one state (Nebraska) are compared with the rise in the cost of living.

MOEHLMAN, ARTHUR B. "Annual Survey of Salary Conditions, 1921-22."

A survey of the salary conditions in seven of our largest cities with the needs of Detroit especially in mind. Contains suggestions for an improved salary schedule, embodying the best from the experience of other cities. The study is still in manuscript form.

MOEHLMAN, ARTHUR B. "A Survey of Teachers' Salaries." *Detroit Educational Bulletin*, No. 1, 1920.

Now somewhat out of date, but is a good example of a salary survey with the needs of a single city, Detroit, in mind. Contains an excellent analysis of the cost of living of various groups of teachers.

RICHARDSON, DIO. "Single Salary Schedules." *Journal of the National Education Association*, Vol. II, No. 6, June, 1922.

A brief statement of the operation of single salary schedules as revealed by answers to questionnaires sent to Superintendents of a number of cities in which single salary schedules are in operation.

SNOW, MYRA L. "Report of Sub-committee on Salaries, Tenure, and Pensions." National Education Association, Washington, D. C., 1922.

An excellent statement of the present salary situation as revealed by data compiled from a nation-wide survey. Indicates future steps to be taken in gaining a professional wage for teachers.

STRAYER, GEORGE DRAYTON. "Know and Help Your Schools." American City Bureau, New York, N. Y., 1920 and 1921.

This study appears in three parts. Inquiry No. 1 gives a great mass of data concerning salaries and experience of teachers resulting from a nation-wide survey of urban public schools. Inquiry No. 2 contains excellent information relating to school buildings and grounds, enrolment, and size of classes resulting from a nation-wide survey of urban public schools. Inquiry No. 3 gives information concerning power of boards of education with reference to the fixing of the budget, and also gives data concerning the distribution of public school expenditures for a large number of cities of the country.

## SCHOOL FINANCE

ALEXANDER, CARTER. *Bibliography on Educational Finance. The Educational Finance Inquiry, 525 West 120th Street, New York, N. Y., May, 1922.*

This is the most comprehensive bibliography on the general subject of school finance that has been prepared. It contains a list of previous bibliographies in this field. References are classified under headings such as "Accounting," "Aid and Apportionment," "Salaries," etc. Still in manuscript form; to be published for general circulation about January, 1923.

ALEXANDER, CARTER. *Publicity Work for Better Support of Rural Schools.*

This study is still in preliminary and manuscript form. It will contain information valuable to those charged with the task of gaining adequate financial support in rural communities. Available in final form early in the coming school year. Address the Research Department, N. E. A. headquarters, if interested.

ALEXANDER, CARTER, and THEISEN, W. W. *Publicity Campaigns for Better School Support. World Book Company, Yonkers-on-Hudson, New York, 1921, 164 pages.*

This book is intended to aid those struggling to secure adequate financial support for schools. It contains material, suggests methods, and states principles for those confronted with the task of "selling" schools to the public.

BURGESS, W. RANDOLPH. *Trends of School Costs. Russell Sage Foundation, 130 E. 22d St., New York, N. Y.*

A comprehensive study of the general trends of school costs since 1840. By the index number method changes in teachers' salaries are compared with changes in the cost of living and with salaries of other classes of workers from 1841 to 1920. Gives data to show that "as a result of recent price increases the purchasing power of the teachers' salary is less than at any other time since the Civil War period."

FRASIER, GEORGE W. *The Control of City School Finances. The Bruce Publishing Company, Milwaukee, Wis., 1922, 132 pages.*

This book is devoted to the thesis that school boards should be independent in fixing school budgets. Presents data to prove that school systems which are independent are more efficient than those where there is municipal control of expenditures.

KEITH, JOHN A. H., and BAGLEY, WILLIAM C. *The Nation and the Schools. The Macmillan Company, New York, N. Y., 1920, 364 pages.*

A collection of fact and argument designed to show that the Nation is, in a real sense, an educational unit, and that the Federal Government should assume a fair proportion of the cost of maintaining public schools.

SEARS, J. B. "The Literature and Problems of Public School Finance," *Educational Administration and Supervision, VIII, 133-150, March, 1921.*

A carefully prepared bibliography giving the general sources and the best recent literature on the topic of school finance.

STRAYER, GEORGE DRAYTON. "Know and Help Your Schools." (See Reference Under Salaries.)

U. S. BUREAU OF EDUCATION. "Statistics of State School Systems of 1919-20." This bulletin will give data for 1919-20 similar to that given for 1917-18 in *Bulletin, 1920, No. 11.*

It has already been prepared by the Bureau of Education and is now in the hands of the government printer and will later be available for general distribution.

## GENERAL FINANCE

MITCHELL, KING, AND OTHERS. *Income in the United States; its Amount and Distribution, 1909-1919. Harcourt, Brace & Co., New York, N. Y., 1921, 152 pages, \$1.25.*

A careful estimate of the National income for the period covered, prepared by the staff of the National Bureau of Economic Research, Inc. Gives clear statement of methods used in making calculations. To be followed by a later volume covering this question in more detail, giving income by states, etc.

U. S. INTERNAL REVENUE. Annual Report of the Commissioner of Internal Revenue, Treasury Department, Washington, D. C., 1921.

This is the source of material concerning the amount of taxes collected by the Federal Government on incomes, luxuries and from other sources. Statistics are given by States.

U. S. INTERNAL REVENUE. "Statistics of Income." Compiled from the returns for 1919, Treasury Department, Washington, D. C., 1922.

This study was prepared under the direction of the Commissioner of Internal Revenue. It analyzes and interprets in readable form the returns from the personal and corporation income taxes of 1919.

#### PENSIONS

MCINTYRE, W. W. "A Summary of the Law Providing for a State Teachers' Retirement System." Bulletin of Ohio State Teachers' Association.

The proposed Ohio law is considered by some to be the best tenure bill yet prepared. This gives an explanation of the law in non-legal terms.

STUDENSKY, PAUL. Teachers' Pension Systems in the United States. D. Appleton & Co., New York, N. Y., 1920, 460 pp., \$3.00.

A comprehensive study and discussion of the theories back of pension funds; traces the history of the development of pension funds in detail in states and cities. Contains suggestions and information as to method of procedure for the adoption of pension fund laws.

#### RECRUITING THE PROFESSION

GRAY, WILLIAM S. "Recruiting Capable Men for the Teaching Profession." *Phi Delta Kappan*, Nov., 1921, and April, 1922.

A careful inquiry as to why more men do not enter the teaching profession. A summary of some of the more important findings is given in the *Journal of the National Education Association*, Vol. XI, No. 2, pp. 77-79, February, 1922.

HEBB, BERTHA Y. Credit for Professional Improvement of Teachers. Teachers' Leaflet No. 16. U. S. Bureau of Education, Washington, D. C.

This bulletin reviews the situation in a number of cities concerning: (1) Extra Pay for Summer School Attendance; (2) Sabbatical Leave for School Teachers. It also contains extracts from schedules of a number of cities regulating the foregoing.

HERTZOG, WALTER SCOTT. State Maintenance for Teachers in Training. Warwick & York, Baltimore, 1921, 144 pages.

Reviews status of teaching profession and outlines the methods used in building up the teaching and other professions. States the advantages and disadvantages of subsidies for teacher training, and suggests terms of a State subsidy bill designed to recruit the teaching profession.

#### TENURE

UPDEGRAFF, HARLAN, and OTHERS. Report of Sub-committee on Tenure, Committee on Salaries, Tenure, and Pensions. National Education Association, Washington, D. C., 1922.

Contains excellent table summarizing provisions of State tenure laws. Gives in detail the provisions of the California Tenure Act and the proposed Ohio Tenure Law, which embody many good features.

WILLIAMS, CHARL O. Report of the Committee on Tenure. Addresses and Proceedings, pp. 145-155. National Education Association, Washington, D. C., 1921.

One of the best statements yet made of the factors involved in the question of tenure.

#### COST OF LIVING

U. S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS.

Figures issued by this Bureau are the most easily available reliable statistics for changes in the cost of living. The figures are issued in the *Monthly Labor Review* and in frequent mimeographed "Statements." References to the best material on the cost of living may be obtained by addressing the Research Department of the National Education Association.

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