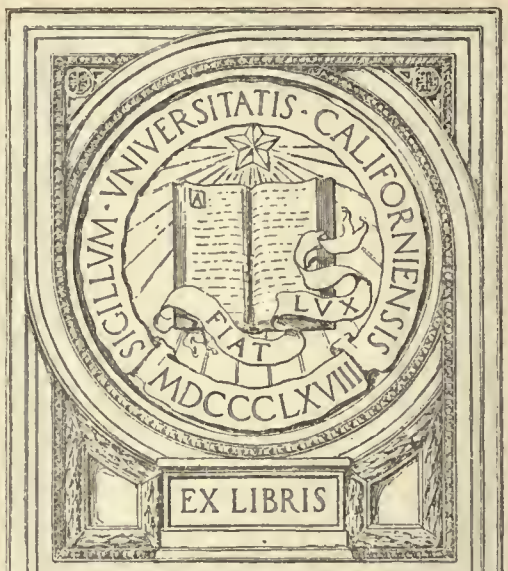

The Problem of Adequate Salaries for Elementary School Teachers with Special Reference to Alameda County, Claifornia.

by

Albert S. Colton

THESIS

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

Education

in the

GRADUATE DIVISION

of the

UNIVERSITY OF CALIFORNIA

May 1920

FOREWORD.

Because of the present crisis in education which has so greatly decreased the teaching staff of the schools of California and other states, the Bureau of Research in Education of the Department of Education, University of California, issues this bulletin. It should aid the teaching profession in the effort to establish just schedules of salaries. The technical information it contains not only throws light on the conditions which had to be met and adjusted in a typical section of California, but the method of procedure adopted and particularly the follow-up work with district boards of trustees, it is felt, will be of great value to those who are facing similar problems elsewhere. The suggestions drawn in regard to needed changes in school legislation may be called to the consideration of county and city superintendents.

The data given herewith were gathered by Mr. A. S. Colton, principal of Clawson School, Oakland, California, in connection with his work as field secretary of the Alameda County Educational Association. This Association, it may be said, has rendered an inestimable service to the teaching profession by initiating the movement for a more adequate reward in salary for the teachers of Alameda County. Without resort to political propaganda, the association undertook, collectively, to put before the citizens a body of undeniable facts, together with a program for improvement of conditions. This report indicates how careful the organization has been to keep its activities on a high professional plane. The material has been gathered, organized and the report written by Mr. Colton in partial fulfillment of his graduate work in the Department of Education.

W. W. Kemp
Chairman, Department of Education

R. S. French
Secretary, Bureau of Research
in Education.

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Chapter I

Introduction

In the spring of 1919, teachers in various parts of ~~the~~ Alameda County, California, were planning to ask for an increase in salaries. The time had come when it was necessary and advisable for the teachers to cooperate with the Boards of Education in obtaining more school revenue.

An investigation was made to find from what sources the extra funds could be obtained. While the three cities--Oakland Berkeley and Alameda could obtain increased school funds from special city taxes, the other forty-one districts did not have this source of revenue. They were restricted to county and district taxes only. Eight of these districts had the thirty cent limit allowed by the state for the special tax and could not obtain any more money that way. Twenty one districts had rates varying from two cents to twenty five cents. It was evident that if the teachers throughout the county were to receive increases worth while, the only way to get results would be by increasing the county rate. This rate for the year 1918-'19 was twenty seven cents. Since the maximum allowed by the state was fifty cents, there was a leeway of twenty three cents.

Upon further investigation, it was found that an increase of eighteen cents in the county rate would increase each teacher's

salary approximately $250.00. In some districts the possible increase would be as much as $500.00. This was based upon the assumption that all districts would maintain their special rates for the year 1919-'20. Concerning this subject, ~~I will say~~ more will be said in another chapter.

It was decided that the proper educational body to carry on this county wide campaign was the Alameda County Educational Association. This association had been organized the year before in the spring of 1918 and was approximately 100% strong in membership.

Therefore a committee consisting of sixteen members was appointed and given full power to carry on the campaign. This committee consisted of the nine members of the executive committee of the Alameda County Association together with seven teachers from the kindergartens, the elementary and high schools.

Besides the campaign for an increase of eighteen cents in the county rate, (which affected elementary schools only), in order that all teachers might be benefited, there had to be special campaigns in the three cities--Oakland, Berkeley and Alameda--so as to have the kindergarten and high school rates increased.

It is my purpose in this paper to deal only with the elementary problems. Before continuing with the methods used in this campaign, I will take up the following subjects:

salary approximately $500.00. In some districts the possible increase would be as much as $700.00. This was based upon the assumption that all districts would maintain their salaries for the year 1929-'30. Considering this analysis, [illegible] in another county.

It was decided that the school districts back in every of this county who employed the Alameda County consultant immediately. This association had been organized the year before in the months of 1929 and was approximately 1000 strong in membership.

Therefore a committee consisting of Mr. Hansen [illegible] and [illegible] was appointed to carry on the campaign. This committee consisted of the main officers of the association representative of the Alameda County Association [illegible] and teachers from the districts, the [illegible] was also [illegible].

Besides the campaign for an increase of salaries [illegible] the county [illegible] (which affected elementary schools only), in order that all teachers which [illegible], there was to be a special campaign in the local district--elementary, secondary and Alameda--so as to make the [illegible] and high school [illegible] increased.

It is my purpose in this paper to deal only with the elementary problems. Before continuing with the methods used in this campaign, I will take up the interest [illegible].

1st.--Salary schedules in 1918-'19; 2nd.--A comparison of teachers' salaries with union scale of wages in various occupations; 3rd.--Sources of revenue for elementary school funds; and 4th.--Methods of distributing school funds.

CHAPTER II

Salary Schedules in 1918-'19

In the following schedule of salaries for 1918-'19, column a shows the number of teachers in the forty districts, not including the four cities*; and column b shows the salaries of the principals with minimums and maximums paid to the teachers.

While, in the main I will deal only with the forty districts, at times I will include additional data which will be of interest in making certain comparisons. Since the salaries of the principals in the four cities were so variable, I included in the table only the maximums and minimums paid to the classroom teachers in these cities.

Following this schedule, I have made a table which shows, at a glance, the range of maximums in all the schools of the county. The summary of this table shows the critical condition of the schools and clearly reveals the reason for many of the efficient teachers leaving the teaching profession and going into the business world.

The following shows the range of maximums paid in the forty four districts:

Two schools paid	$560 to	$590
Four "	" 600 to	690
Seven "	" 700 to	790

* Alameda, Berkeley, Oakland, Piedmont.

CHAPTER II

Salary Schedules in 1918-'19

In the following schedule of salaries for 1918-'19, column 2 shows the number of teachers in the four-districts, not including the four district* and column 3 shows the salaries of the principals with estimates and maximums paid to the teachers.

Table, in the main I will deal only with the four districts, at times I will include additional data which will be of interest in making certain comparisons. Since the salaries of the principals in the four cities were so variable, I included in the table only the maximum and minimum paid to the classroom teachers in these cities.

Providing this schedule, I have made a table which shows, at a glance, the range of maximums in all the schools of the county. The economy of this table shows the political condition of the schools and clearly reveals the reason for some of the efficient teachers leaving the township schools and going into the graded work.

The following shows the range of maximums paid to the four districts:

The schools will lose to open

Ryan " " " can be 600

Bacon " " " 700 to 720

* Glenside, Jenkintown, Cheltenham, Ivyland.

Five schools	paid	$800 to	$890
Sixteen "	"	900 to	990
Two "	"	1000 to	1090
Two "	"	1100 to	1190
Three "	"	1200 to	1290
Three "	"	1300 to	1390

When it is seen that there were thirty four districts paying maximum salaries less than $1000, it can easily be understood why there should have been a county wide campaign for increases in salaries.

In all forty four districts, the minimums were less than $1000, while in thirty, the range was from $560 to $890.

Many conclusions could be drawn from the above conditions. One outstanding fact confronts us. If graduates of Universities and Normal schools, having no experience, were fortunate enough to get positions in the larger places, they would have to start on salaries much less than those paid to graduates of high schools and business colleges who enter the business world. It is no wonder that the State Normal schools can not induce a large enough number of high school graduates to go on to prepare themselves for the teaching profession.

The time had surely come when the teachers themselves had to have concerted action, not only to protect their own interests, but, in a still larger way, to protect the people by making it

Year ending June 1930 to 1940		
Citrus " "	"	800 to 700
Cow " "	"	1000 to 1000
Ewe " "	"	1200 to 1150
Sheep " "	"	1300 to 1200
Steer " "	"	1300 to 1200

Thus it is seen that beef cattle under our climatic conditions matures at less than 1000, it can easily be understood that there should have been a supply adequate for business in Australia.

In all dairy from climates, the climates have been 1000 while in Africa, the range was from 1400 to 1900.

Any conclusions could be drawn from the above conditions. One conclusion that confronts us. If producers of dairy-fattening and breed animals, having no experience, have particularly enough in 4-5 months to the larger animals, they would have to show an relative more less than those paid to producers of milk. Economic and business conditions who enter the business world. It is no wonder that the State Forest schemes can not induce a large number number of city young generations to go on to produce therefore for the industry protection.

The time and energy then spent for inducing innovations and in some economic matters, not are to protect their protection, but, is a vital issue. To protect the policies by making it

possible to maintain efficient teachers in the teaching profession.

SALARIES 1918-'19.

Districts	a No. of Teachers	b Principal Minimum & Maximum.
Alameda		990 to 1290
Albany	9	Pr. 1800 780 to 1140
Alvarado	3	Pr. 1435 820 to 922½
Alviso	2	Pr. 1000 1-800
Antone	1	850
Berkeley		900 to 1320
Castro Valley	3	Pr. 1200 2-1020
Centerville	5	Pr. 1485 825 to 1155
Decoto	3	Pr. 1440 2-960
Edenvale	1	750
Emeryville	9	Pr. 1920 990 to 1230
Eureka	2	Pr. 1365 1-945
Green	1	900
Hayward	31	Pr. 2000 700 to 900
Independent	2	Pr. 850 1-750
Inman	1	850
Irvington	4	Pr. 1550 3-900
Lincoln	1	800
Livermore	10	Pr. 1800 900 to 960
May	1	950

SALARIES 1918-'19. (con.)

Districts	a No. of Teachers	b Principal Minimum & Maximum.
Midway	1	630
Mission	3	Pr. 1150 2-750
Mocho	1	750
Mt. House	1	640
Mowry's Landing	1	700
Murray	2	Pr. 800 1-700
Newark	4	Pr. 1500 750 to 950
Niles	7	Pr. 1600 800 to 950
Oakland		840 to 1380
Palomares	1	700
Piedmont		900-1320
Pleasanton	9	Pr. 1800 840 to 900
Redwood	1	560
Russell	1	900
San Leandro	22	Pr. 1920 840 to 1200
San Lorenzo	8	Pr. 1800 840 to 960
Stoney Brook	1	585
Summit	1	600
(Sunol Glen	2	Pr. 950 1-850

Stations	No. of Trains	Fare (1st-3rd Class & Suburban)
Sidney	1	650
Kirkton	3	Fr. 1200 1-750
Ebbro	1	700
St. Denys	1	680
Derry's Landing	1	700
Bonney	2	Fr. 800 1-900
Vesta	4	Fr. 1800 750 to 950
Stiva	7	Fr. 1800 800 to 950
Kirkton		Fr. 800 to 1500
Fairbrook	1	750
Flagstaff		900-1250
Flagstaff	2	Fr. 1800 800 to 900
Kingford	1	800
Rumwell	1	900
Fox Templeton	20	Fr. 1800 1400 to 1800
Fox Hampton	4	Fr. 1800 800 to 900
Stony Brook	1	700
Tombie	1	600
Upper Kirk	2	Fr. 900 1-400

SALARIES 1918-'19. (con.)

Districts	a No. of Teachers	b Principal Minimum & Maximum.
(Sheridan	1	700
(Vallecitos	1	700
Townsend	1	950
Valle Vista	1	900
Warm Springs	3	Pr. 1200 2-650

Data obtained from county superintendent's office.

Directors	No. of Shares Held	No. of Transfers During the Year.
(Sandyke	1	750
(Villiers)(Ne	1	750
Tamburea	1	500
Vista Vista	1	500
Vale Estates	1	52. 1000 1-500

This statement from county registrar's office.

TABLE II.

Table showing maximum salaries of 1918-'19 segregated.

Principals' salaries over $1100 not included.

Districts	560-600	600-690	700-790	800-890	900-990	1000-1090	1100-1190	1200-1290	1300-1400
Alameda								✓	
Albany							✓		
Alvarado					✓				
Alviso						✓			
Antone				✓					
Berkeley									✓
Castro Valley						✓			
Centerville							✓		
Decoto					✓				
Eden Vale			✓						
Emeryville								✓	
Eureka					✓				
Green					✓				
Hayward					✓				
Independent				✓					
Inman				✓					
Irvington					✓				
Lincoln				✓					
Livermore					✓				
May					✓				
Midway		✓							
Mission San Jose			✓						
Mocho			✓						
Mount House		✓							
Mowry's Landing			✓						
Murray				✓					
Newark					✓				
Niles					✓				
Oakland									✓

TABLE II. (con.)

Districts	560-600	600-690	700-790	800-890	900-990	1000-1090	1100-1190	1200-1290	1300-1400
Palomares			✓						
Piedmont									✓
Pleasanton					✓				
Redwood	✓								
Russell					✓				
San Leandro								✓	
San Lorenzo					✓				
Sheridan			✓						
Stony Brook	✓								
Summit		✓							
Sunol Glen					✓				
Townsend					✓				
Vallecitos			✓						
Valle Vista					✓				
Warm Springs		✓							
Total	2	4	7	5	16	2	2	3	3

Chapter III

Comparison of Teachers' Salaries with Union Scale of Wages for Certain Occupations in Alameda County.

When a comparison is made of teachers' salaries with salaries in various occupations, there is no thought of decrying the high salaries paid according to the Union scale. When we consider that, using a conservative estimate, the value of the dollar in 1919 as compared to 1914 was only sixty cents, it was imperative that wages should be almost doubled.

However, if it is necessary to increase salaries of one class of workers, it is also necessary to increase all others. In the forty districts, the average yearly salary in 1918-'19 was $830. Contrast this with the salaries paid to skilled and unskilled workers, as shown in the chart on the page following. Carpenters and brick layers received almost three times as much as the average paid to teachers. It should also be remembered that it was shown in the preceding chapter that there were thirteen schools paying less than $800 per year.

Unskilled labor, both in the cities and on the farm, received as much as the Oakland teachers, and 50% more than the average paid in the forty districts.

CHAPTER [illegible]

Conclusion of Industry' Relations with Union: Duty of Keeping the Juridic Relationship Or Standing Order.

[illegible] a conclusion of industry' relations with unions is [illegible] consideration, there is no doubt in the [illegible] opinion that [illegible] are necessary in the [illegible] to protect [illegible], [illegible] a [illegible] [illegible], the [illegible] of the [illegible] to [illegible] [illegible] to [illegible] and [illegible] [illegible], it [illegible] [illegible] [illegible] [illegible].

However, if it is necessary to [illegible] [illegible] [illegible] of workers, it is also necessary to [illegible] [illegible] [illegible] to the [illegible] [illegible], the [illegible] [illegible] [illegible]

There is a distinct awakening to the fact that the elementary teachers, and especially those of the rural schools, are most in need of immediate help. Not until the schools pay very much better salaries will they ever hope to hold efficient teachers.

Lack of adequate financial reward is one of the principal reasons for teachers leaving the ~~teaching~~ profession. Salaries are not nearly high enough, even in the cities, to offer anything of a career to ambitious men and women. For this reason, those who might otherwise enter the teaching profession, go into the business world on account of the greater possibilities.

The results of public education depend in a large way upon the efficiency of the teachers. Low salaries will not secure and retain capable men and women, nor induce bright and ambitious young people to enter the profession.

At present, the only way to obtain better salaries is through the cooperation of teachers' organizations,--city, county, state, and national.

Teachers themselves must be propogandists and arouse the people to the crying need of the schools for more financial support. There are far too many citizens who are unfamiliar ~~as to~~ with the work of the schools and the present cost of maintenance. Large numbers are willing to give expression to opinions based upon lack of information. Since such opinions are too readily accepted, there should be further public enlightenment.

There is a distinct possibility so the fact that the slow-life boom-or, and specialist areas of the world economy, are open to some of immediate value. But until the schools may very much longer economies will keep more to hold efficient economy.

Lack of adequate financial ratio is one of the principal reasons for leaving living the ~~economy~~ profession. Salaries are not nearly high enough, even in the cities, to offer anything of a career in politics and economy. For this reason, since the right qualities which in leading profession, so the business world on account of its greater possibilities.

The results of public administration depend in a large way upon the efficiency of the machinery. For activity will not answer and radio experts can not answer, nor indeed medical and scientists young people to enter the profession.

In conclusion, the more one to obtain better salaries in increase the competition of leaders' organizations--city, county, state, and national.

Finally the-life that is, young people and go-and the world to the order, need of the schools for more financial support. There are far too many citizens who are indifferent ~~[illegible]~~ the work of the schools and the general need of enlightenment. Under conditions the little he will, in relation to existing based upon lack of information. Since these conditions are the results neglected, there can be further public enlightenment.

See next page

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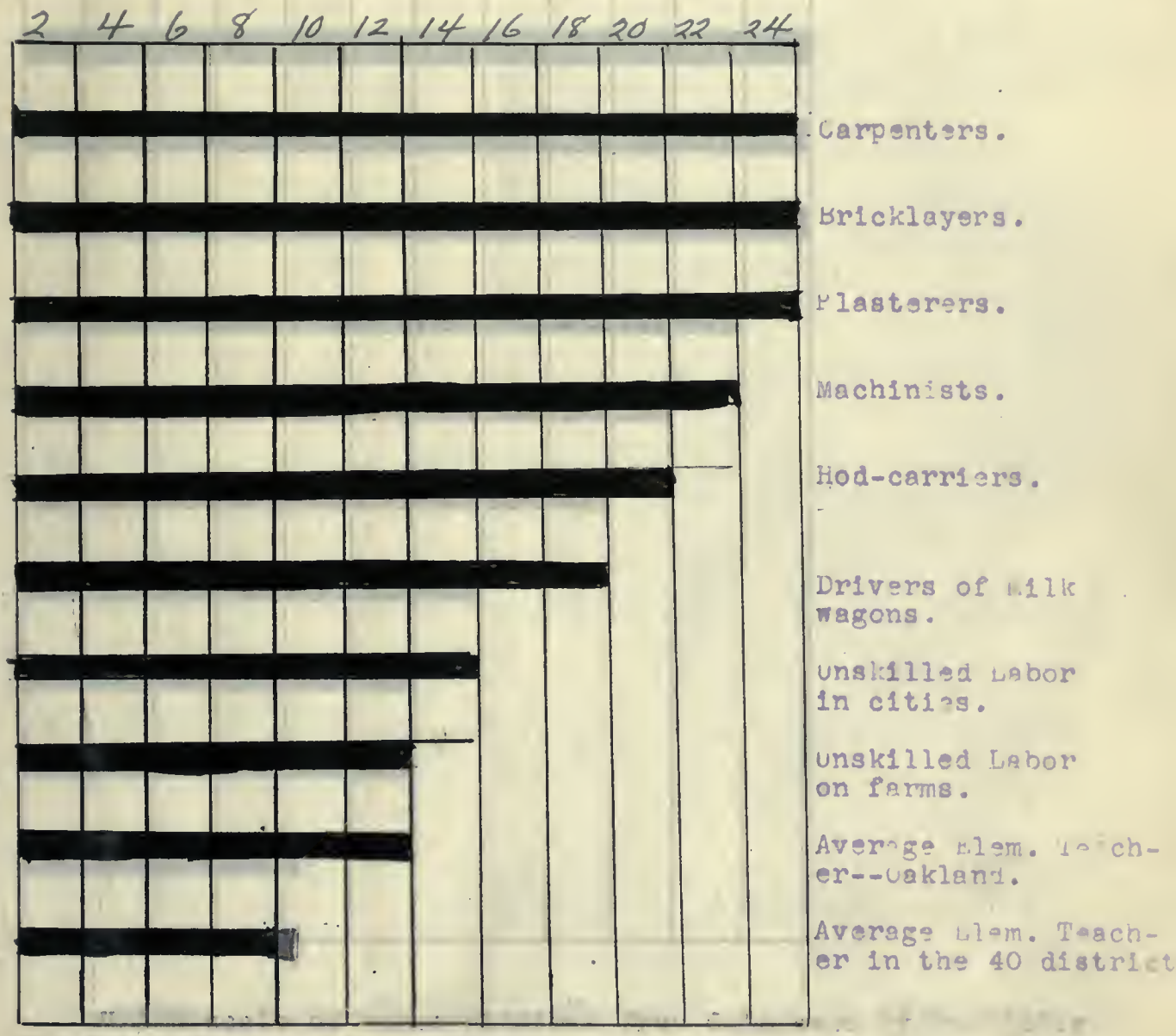
Chart showing comparison of teachers' salaries with the union scale of wages for certain occupations in Alameda County, June 1919.

Yearly Salary in Hundreds of Dollars.



Union scale of wages obtained from data used by Publicity Committee for campaign purposes.

Brown. M. Huff

Tracing cloth

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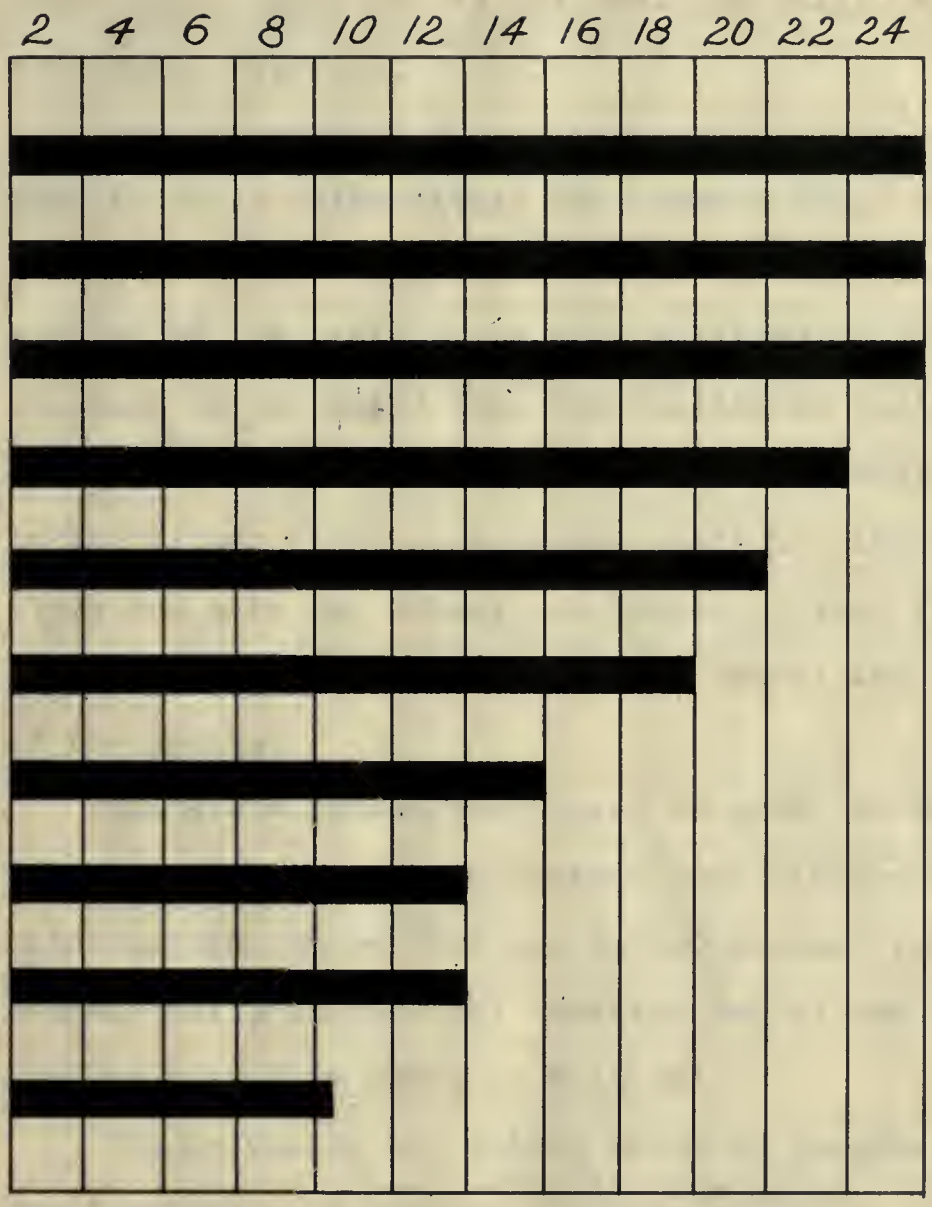
2 4 6 8 10 12 14 16 18 20 22 24

Chapter IV

Sources of Revenue for Elementary School Fund

There are three sources of revenue for the elementary schools and these are as follows: the state, the county and the school district.

The principle has long been established that the state owes to every child within its borders equal educational advantages up to a minimum standard. A child in the poorest section of the state is as much entitled to this minimum of training as the child from the wealthiest section.

It is due to this principle that the state has made laws to the effect that every school shall be aided both by the state and also the county, at large. I will first take up the laws dealing with the state school funds; and secondly, those of the county.

The state school fund which is used for teachers' salaries in elementary schools is derived from different sources. The major portion comes from the $17.50 allowed for each pupil in average daily attendance. Section 443 of the state school law dealing with this reads as follows:

"On or before the thirty first of December in the year one thousand nine hundred nineteen and on or before the thirtieth day of June in the year one thousand nine hundred twenty and on

or before the thirtieth day of June and the thirty first day of December in each succeeding year, the state controller shall transfer from the general fund of the state, to the state school fund, such sums as will be equivalent to seventeen and one half dollars per annum for each pupil in average daily attendance in the elementary schools of the state as reported by the superintendent of public instruction, for the school year ending June thirtieth preceding. The money so transferred shall be in addition to the funds provided by the constitution for the support of the common schools and any other funds paid into the state school fund from other sources or made available by any provision of law for the support of the elementary schools of the state, and the provisions of this section shall not apply to nor affect the acts under which said additional sums are appropriated or made available for such use."

In addition to this provision, there is also the interest from the investment of school funds. Section 676 reads as follows:

"Whenever and as often as there is in the state treasury the sum of $10,000 as the proceeds of sale of state school lands, the board must invest the same in the bonds of this state, ~~[illegible]~~. All such bonds purchased by the board under the provisions of this section must be delivered to the state treasurer, who shall keep them as a special school fund deposit and the interest upon such bonds when collected, shall be placed by him to the credit

of the state school fund."

Another source of revenue is from the inheritance tax. The law dealing with this is as follows: "All taxes levied and collected under this act, up to the amount of two hundred and fifty thousand dollars annually, shall be paid into the treasury of the state, for the uses of the state school fund, and all taxes levied and collected in excess of two hundred and fifty thousand dollars annually shall be paid into the state treasury to the credit of the general fund there of. -------(Extract from political code dealing with collateral Inheritance Tax, Section 22.)

In order to see the total revenue received for the state school fund from various sources for the year 1918-'19 the following date is given:

The amount of bonds in school Land Fund held in trust for schools on June 30, 1919 is $7,681,649.92.

The following amounts were available for the above school year:

Balance on hand July 1, 1918	$264,195.50
Receipts from polls	1,049.00
Receipts from polls. (Conscience)	2.00
Receipts from interest on bonds	371,816.80
Receipts from interest on lands	34,254.76
Receipts from interest on lands (delinquent) (penalty)	2,162.57

of the state school fund.'

Another source of revenue is from the indemnifications. The law dealing with this is as follows. 'All lands lieved and reclaimed under this act, or by the amount of the ten-tral and fifty thousand dollars annually, shall be paid into the treasury of the state. For the use of the state school fund, and all taxes levied and collected in excess of two hundred and fifty thousand dollars annually shall be paid into the state treasury to the credit of the general fund thereof.' ------(extract from political code dealing with delinquent insurance tax, section 57.)

In order to see the total revenue received for the state school fund from various sources for the year 1919-'20 the following data is given:

The amount of funds to school land fund sale in trust for schools on June 30, 1920 is $7,482,049.00.

The following revenue was available for the above school year.

Balance on hand July 1, 1919	$[illegible]
Receipts from sales	1,047.00
Receipts from sales. (Correction)	0.00
Receipts from interest on loans	[illegible]
Receipts from interest on bonds	[illegible]
Receipts from interest on deposits (monthly) (quarterly)	[illegible]

Receipts State University	$ 2.50
Receipts transfer account $15.00	5,258,520.00
Receipts transfer account inheritance	250,000.00
Total	$6,182,003.13

The above figures were obtained from a letter from State Controller to Supt. of Public Instruction, Will C. Wood, July 8, 1919.

For the school year 1919-'20, the State School fund will approximate $7,185,000.00. This is due in increasing the $15 per pupil to $17.50.

Before passing to the sources of revenue for the County, it should be noted that, according to sect. 1861, "the state school fund must be used for no other purpose than the payment of the salaries of teachers of primary and grammar schools."

I will next take up the sources of revenue for county and district. Sect. 1817 reads as follows: "The county Superintendent of every county and of every city and county must calculate the amount required to be raised at five hundred and fifty dollars per teacher and the total amount so determined shall be the minimum amount of county, or city and county school fund needed for the ensuing school year, provided, that if this amount is less than sufficient to raise a sum equal to twenty one dollars for each pupil in average daily attendance in the county, or city and county, for the school year closing June thirtieth preceding, then the minimum amount shall be such a

sum as will equal to twenty one dollars for each pupil in average daily attendance in the county, or city and county, for the school year ending June thirtieth preceding; but in no case shall the rate of tax levied for county or city and county school purposes in any one year exceed fifty cents on each hundred dollars of taxable property in the county or city and county."

In section 1622, it is stated that not less than 50% of the county school money shall be applied exclusively to payment of teachers' salaries of elementary schools.

The number of teachers that each school district is entitled to is based upon one teacher for every thirty five pupils. In chapter V there is further explanation.

Aside from this general county tax for the maintenance of elementary schools, there are two other means by which school districts can raise money for school purposes.

Special maintenance tax.

Section 1840: "The board of school trustees or board of education of any school district or of any city may, at least fifteen days before the first day of the month in which the board of supervisors is required by law to levy the taxes required for county purposes, submit to the county superintendent of schools an estimate of any amount in excess of the amounts derived from state and county funds which will be required for the maintenance of any school or schools in their several districts for the ensu-

ing school year. The county superintendent of schools shall thereupon examine said estimates and submit copies of the same with his approval or disapproval endorsed thereon to the board of supervisors and to the county auditor at the time he submits to them his estimate for the county school tax for the ensuing school year. If the county superintendent of schools approves such estimate, the said board of supervisors may at the time and in the manner of levying other taxes levy and cause to be collected in the several school districts for which estimates have been submitted and approved as herein provided, the excess amounts so estimated and approved. The funds so levied and collected shall be known as the special school fund of _____ school district and shall be available for any and all of the purposes for which the school funds derived from the state and county may be used, and the moneys drawn from it shall be paid out in the same manner as state and county school funds are paid; provided, this section shall not be so construed as to repeal sections one thousand eight hundred thirty to one thousand eight hundred thirty nine, inclusive of this code."

"Note.--This section provides for tax for maintenance, paying teachers, repairs, and supplies, but not for buildings. This money should be kept in special maintenance fund and uses for that purpose only."

According to section 1839, this maximum rate must not exceed thirty cents on each hundred dollars.

Special tax for building.

Section 1838. "The board of school trustees or board of education of any school district or of any city, or city and county, may -------, submit to the county superintendent of schools an extimate of any amount of money which shall be required for purchasing school lots for buildings or purchasing one or more school buildings or making alterations or additions to any school building or buildings, for repairing, restoring or rebuilding any school building damaged, injured or destroyed by fire, or other public calamity, for ensuring school buildings, for supplying school buildings with furniture or necessary apparatus or for improving school grounds in their several districts for the ensuing school year.

----------The funds so levied and collected shall be known as the building fund of _____school district, and shall be available for any or all of the purposes herein enumerated, ---------provided, that the maximum rate of taxation which may be levied under this section shall not exceed fifteen cents on the one hundred dollars."

In the next chapter, there will be an explanation of method of distribution of state and county money and tables showing assessed valuation of each school district with amount of tax rates special and building.

Chapter V

Methods of Distribution of State and County Funds

In apportioning school funds, there must be a definite unit as a basis of distribution. This is explained in section 1858, as follows:

~~Section 1858.~~ "The school superintendent of every county and city and county must apportion all state and county school moneys for the elementary grades of his county or city and county as follows:

First.--He must ascertain the number of teachers each school district is entitled to by calculating one teacher for every district having thirty five or a less number of units of average daily attendance and one additional teacher for each additional thirty five units of average daily attendance, or fraction of thirty five not less than ten units of average daily attendance as shown by the annual school report of the school district for the next preceding year; and two additional teachers shall be allowed to each district for every seven hundred units of average daily attendance; and in districts wherein separate classes are established for the instruction of the deaf-------an additional teacher for each nine deaf children, or fraction of such number, not less than five, actually attending such classes."

Apportionment of state money.

Sect. 1532: (Under duties of Supt. of Public Instruction.)

Methods of distribution: Basis and Counter-basis

Be superintendent to see fairly. There can be a reliable unit as a basis of distribution. Such is contained in section 1888, as follows:

Section 1888. "The school superintendent in every county and city and county and municipality will write one day in school money for the elementary schools of the county or city and county as follows:

Divide the sum appropriated for counties of between one hundred thousand and one million in population and for every city and county, by the number of children in the county or city and county between six and twenty-one years of age, as shown by the last preceding annual report of the school superintendent of the county or city and county, and the quotient shall be allowed to each district for every school month, equal to one-twelfth of the sum of the daily attendance and the average monthly attendance of such district for the preceding year, as shown by the school records of the district, or districts, or parts of districts, in the county or city and county, or city and county, multiplied by the number of school months taught in such district, or districts, or parts of districts, in the preceding year, and the product shall be the amount to be allowed to such district."

Amendment of 1915 (Stats. 1915, p. 1, Sec. 1, as amended by Stats. 1919, p. 1, Sec. 1.)

"Fourth. To apportion the state school fund:----------In apportioning said fund he shall apportion to every county and to every city and county three hundred fifty dollars for every teacher determined and assigned to it on average daily attendance by county or city and county school superintendent for the next preceding school year, as required----------and after thus apportioning three hundred fifty dollars on teacher basis, he shall apportion the balance of the state school fund to the several counties or cities and counties according to their average daily attendance."

After the distribution of the state funds to the various counties, the county superintendents distribute the state and county funds as follows:

Sect. 1858: "Third.--Eight hundred dollars shall be apportioned to every school district for every teacher so allowed to it, provided, that to districts having over thirty five or multiple of thirty five units of average daily attendance, and a fraction of less than ten units of average daily attendance, forty dollars shall be apportioned for each unit of average daily attendance in said fraction."

Remaining money apportioned on attendance.

"Fourth.--All school moneys remaining on hand, after apportioning to the school districts the moneys provided for in subdivision three of this section, must be apportioned to the

"Therefore, we propose that this issue should ----------in appropriately small doses as part of a regular curriculum in public schools and to insure that the school's value system first, policies for school lessons, curriculum and teaching methods do not unknowingly or by choosing daily activities make the teaching of other value systems impossible; the high priority, school plan's curriculum ---------- other issue supporting other items requiring difficult decisions in making basic, we should not allow any children or any children groups that is the school's priorities or policies not consider, discuss, or teach appropriate daily activities.

Attached are questionnaires to be sent home to the parents concerning the school and community. The school and community individuals to visit and consult those are children.

Next step. "Value--after reading a variety which is appropriate to your school district and your school system to develop, develop, help to identify working over lesser ideas or examples of lesser give ideas of strong daily activities, and a practice of less time and only of strong daily activities. Later values small to accomplish for each of strong daily activities to each teacher.

Establish among strong activities or activities.

"Procedure--If school system consider on each, other appropriate to the school, initiate the school's involvement for is appropriate time of the school, and to consider to the

several districts in proportion to the average daily attendance is each district during the next preceding school year."

In this county, for the present school year, the state money was distributed on the basis of $350 per teacher and $7.27 per pupil in average daily attendance. The county money was distributed on the basis of $450.00 per teacher and $16.00 per pupil.

(Note. It may be that the amounts per pupil for both state and county may be a few cents more. The figures in the following tables are given on the above bases.)

It is interesting to note that while the state requires a minimum of $21.00 per pupil to be raised in every county, the 45¢ county rate raised approximately $30.18 per pupil.

From table III which follows containing average daily attendance and number of statutory teachers for each district, and from the preceding figures, the amounts that each district received from state and county for the year 1919-'20 can be calculated. Table IV gives this information.

For example, in table III it is seen that Alviso had an average daily attendance of 75 pupils, and was thus entitled to two teachers and an excess of five. Therefore from the state, this district would receive $350 x 2 = $700 plus $7.27 x 75 = $545.25; total $1245.25. (See IV.) From the county,--$450 x 2 = $900 plus $40 x 5 (excess) = $200 plus $16.00 x 75 = $1200; total $2300.

TABLE III

Table showing average daily attendance for every district for year 1918-'19 and number of teachers allowed according to section 1858.

District	a Average daily Attendance	b Number of Teachers	c Excess of 35 or Multiple of 35
Alameda	3332	103	7
Albany	350	10	
Alvarado	94	3	
Alviso	75	2	5
* Antone	20	8	
Berkeley	6199	193	4
Castro Valley	106	3	1
Centerville	196	6	
Decoto	143	4	3
Eden Vale	10	1	
Emeryville	353	10	3
Eureka	94	3	
Green	26	1	
Hayward	915	28	5
Independent	47	2	
Inman	25	1	

TABLE III

Table showing average daily attendance for every district for year 1926-'27 and number of teachers employed according to enrolling 1926.

District	A. Average Daily Attendance	B. Number of Teachers	C. Excess of 30 or Deficits of 30
Alameda	1020	18	7
Albert	280	10	
Alvarado	34	3	
Alvino	70	2	2
Antioch	90	2	
Berkeley	2129	71	4
Castro Valley	104	3	2
Centerville	140	5	
Cherry	140	4	3
Elmo Vista	10	1	
Emeryville	272	10	3
Fairview	94	3	
Green	50	1	
Hayward	910	32	2
Ira Vocational	47	2	
Lincoln	30	1	

TABLE III (con.)

District	a Average daily Attendance	b Number of Teachers	c Excess of 35 or Multiple of 35
Irvington	148	4	8
Lincoln	21	1	—
Livermore	259	8	—
May	21	1	—
Midway	13	1	—
Mission San Jose	93	3	—
Mocho	23	1	—
Mount House	12	1	—
Mowry's Landing	16	1	—
Murray	46	2	—
Newark	125	4	—
Niles	235	7	—
Oakland	22521	709	—
Palomares	18	1	—
Piedmont	482	14	—
Pleasanton	298	9	
Redwood	11	1	—
Russell	30	1	—
San Leandro	708	22	8

FIGURE III (cont.)

District	(1) Average daily attendance	(2) Number of teachers	(3) Schools of 25 or more pupils of 30
Livingston	1[illegible]	4	0
Lincoln	[illegible]	1	
Livermore	[illegible]	8	
Ney	[illegible]	1	
Midway	[illegible]	1	
Mission San José	[illegible]	6	
Mocho	[illegible]	1	
Mount Diablo	[illegible]	1	
Murphy's Landing	[illegible]	1	
Nutrey	[illegible]	7	
Newark	[illegible]	4	
Niles	[illegible]	7	
Oakland	[illegible]	[illegible]	
Palomares	[illegible]	1	
Pleasant	[illegible]	14	
Pleasanton	[illegible]	9	
Redwood	[illegible]	1	
Russell	[illegible]	1	
San Leandro	[illegible]	[illegible]	0

TABLE III (con.)

District	a Average daily Attendance	b Number of Teachers	c Excess of 35 or Multiple of 35.
San Lorenzo	271	8	—
*Sheridan	23	1	—
Stony Brook	19	1	—
Summit	18	1	—
*Sunol Glen	41	1	6 —
Townsend	18	1	—
*Vallecitos	16	1	—
Valle Vista	30	1	—
Warm Springs	83	3	—
Total	37584	1179.8	50. —

*Antone district in two counties--Alameda and Contra Costa.
*Sunol, Sheridan and Vallecitos consolidated during this year.

Data obtained from county superintendent's office.

TABLE III (con.)

District	a/ Average daily attendance	b/ Number of Teachers	c/ Excess of 35 or multiple of 35.
San Lorenzo	71	3	-
Sheridan	45	1	
Stony Brook	33	1	
Summit	16	1	
Union Flat	41	1	6
Tarkwood	32	1	
Vallecitos	36	1	
Vista Vista	30	1	-
Wade Corners	45	2	
Total	3724	117.5	60.

a/ Average daily in the regular elementary and family schools.
b/ Teachers, Shorthand and Vocational Commissioner during this year.

Data obtained from county superintendent's office.

TABLE IV.

Tables showing amounts received by each district from state and County funds for year 1919-'20 distributed on following basis: State: $350. per teacher and $7.27 per pupil; County $450. per teacher and $16.00 per pupil.

District	Amount Received from State.[a]	Amount Received from County.[b]	
Alameda	$ 60,273.64	$ 99,942.00	
Albany	6,044.50	10,102.00	
Alvarado	1,733.38	2,854.00	
Alviso	1,245.25	2,300.00	
Antone	425.40	680.00	Basis .8
Berkeley	112,616.73	182,194.00	
Castro Valley	1,820.62	3,085.00	
Centerville	3,524.92	5,836.00	
Decoto	2,439.61	4,208.00	
Eden Vale	422.70	610.00	
Emeryville	6,066.31	10,268.00	
Eureka	1,733.38	1,854.00	
Green	539.02	866.00	
Hayward	16,452.05	27,440.00	
Independent	1,041.69	1,652.00	
Inman	531.75	850.00	

Total net income received by each district from state and county funds for year 1919-'20 distributed on following basis: first: $800, one teacher and $7.27 per pupil; county $400, per teacher and $10.00 per pupil.

District	Amount received from state.	Amount received from county.
Alameda	$ 20,475.44	$ 8,200.00
Albany	9,064.50	10,100.00
Alfordsville	1,723.38	5,854.00
Alfred	1,240.38	2,200.00
Antioch	440.40	800.00
Berkeley	112,810.75	102,104.00
Castro Valley	1,920.02	3,000.00
Centerville	8,864.92	8,200.00
Dublin	2,400.01	4,400.00
Elmwood Park	410.70	410.00
Emeryville	9,050.21	10,844.00
Fairfax	1,722.38	1,884.00
Irvington	380.40	850.00
Kingsland	20,400.00	27,440.00
Lagoon Valley	1,040.60	1,000.00
Lincoln	411.75	850.00

TABLE IV. (con.)

District	Amount Received[a] from State.	Amount Received[b] from County.
Irvington	$ 2,475.96	$ 4,488.00
Lincoln	502.67	786.00
Livermore	4,680.93	7,744.00
May	502.67	786.00
Midway	444.51	658.00
Mission San Jose	1,726.11	2,838.00
Mocho	527.21	818.00
Mount House	437.24	642.00
Mowry's Landing	466.32	706.00
Murray	1,034.42	1,636.00
Newark	2,308.75	3,800.00
Niles	4,158.45	6,910.00
Oakland	411,877.67	679,386.00
Palomares	480.86	738.00
Piedmont	8,404.14	14,012.00
Pleasanton	5,316.46	8,818.00
Redwood	429.97	626.00
Russell	568.10	930.00

TABLE IV. (con.)

District	a Amount Received from State.	b Amount Received from County
San Leandro	$ 12,847.16	$ 21,548.00
San Lorenzo	4,770.17	7,936.00
Sheridan		
Stony Brook	488.13	754.00
Summit	480.86	738.00
Sunol Glen	1,631.60	2,630.00
Townsend	480.86	738.00
Vallecitos		
Valle Vista	568.10	930.00
Warm Springs	1,633.41	2,678.00

Data obtained from county superintendent's office.

[illegible] IV. (con.)

District	Amount Received from [illegible]	Amount Received from County
San Luis Obispo	$ [illegible]	$ [illegible]
San Mateo	[illegible]	[illegible]
Shasta		
Sierra [illegible]	[illegible]	[illegible]
Sonoma	[illegible]	[illegible]
Sutter [illegible]	[illegible]	[illegible]
Tehama	[illegible]	[illegible]
Tulare		
Tuolumne [illegible]	[illegible]	[illegible]
Ventura	[illegible]	[illegible]

Data obtained from county superintendent's office.

Table V gives the assessed valuation of each district and special rates. From this data, the extra revenue for the special district taxes could be obtained.

During this school year, the three districts, Sheridan, Sunol and Vallecitos consolidated. Therefore, there are now forty two school districts. Of these, twelve have the maximum thirty cent special tax; twelve have no special tax, depending entirely on state and county; the rest have special rates ranging from two cents to twenty eight cents.

TABLE V.

Table showing assessed valuations of the different districts and rates for maintenances, special and buildings, for 1919-'20.

Districts	Assessed Valuation	Rates	
		Special Maintenance	Special Building
Alameda	$18,591,301.	.30	
Albany	2,433,975.	.30	.15
Alvarado	1,308,450.	.09	
Alviso	603,825.		
Antone	65,900.		
Berkeley	41,231,507.	.30	.10
Castro Valley	822,075.	.14	
Centerville	1,093,975.	.18	
Decoto	914,575.		
Eden Vale	170,855.		
Emeryville	4,536,550.	.08	.12
Eureka	1,086,075.		
Green	179,625.	.30	
Hayward	3,310,287.	.30	.15
Independent	147,275.		
Inman	536,100.	.08	
Irvington	821,000.	.08	
Lincoln	478,800	.10	

TABLE V. (con.)

Districts	Assessed Valuation	Rates: Special Maintenance	Rates: Special Building
Livermore	$ 2,250,275.	.20	.12
May	182,950.	.30	.15
Midway	89,825.		
Mission San Jose	437,900.		
Mocho	323,825.	.09	
Mount House	128,850.		
Mowry's Landing	429,825.	.08	
Murray	621,575.	.10	
Newark	776,675.	.30	.28
Niles	1225,125.	.15	.15
Oakland	147,966,611.	.30	.08
Palomares	218,075.	.28	
Piedmont	7,432,603.	.30	.15
Pleasanton	1,871,000.	.30	.08?
Redwood	301,475.	.22	
Russell	212,900.		
San Leandro	4,061,300.	.30	.04?
San Lorenzo	2,053,050.	.22	

TABLE V. (cont.)

Occupation	Average Income	Average Income Percentage	Average Income Percentage Rank
Diplomats	[illegible]	[illegible]	[illegible]
Dye	[illegible]	[illegible]	[illegible]
Economy	[illegible]		
Electric Light Plant	[illegible]		
Engine	[illegible]	[illegible]	
Engineer	[illegible]		
Engineer & Contractor	[illegible]	[illegible]	
Entry	[illegible]	[illegible]	
Farmer	[illegible]	[illegible]	[illegible]
Fishing	[illegible]	[illegible]	[illegible]
Fisheries	[illegible]	[illegible]	[illegible]
Fishmonger	[illegible]	[illegible]	
Flagstone	[illegible]	[illegible]	[illegible]
Flagstones	[illegible]	[illegible]	[illegible]
Foreman	[illegible]	[illegible]	
Fur-cut	[illegible]		
Gas Company	[illegible]	[illegible]	[illegible]
Gas Company	[illegible]	[illegible]	

TABLE V. (con.)

Districts	Assessed Valuation	Rates	
		Special Maintenance	Special Building
Sheridan	576,400.	.02	
Stony Brook	159,975.		
Summit	149,750.	.18	
Sunol Glen	993,350.	.12	
Townsend	294,850.	.14	
Vallecitos	353,475.	.30	
Valle Vista	168,825.	.11	
Warm Springs	604,100.		

Data obtained from assessor's and tax collector's offices.

TABLE 9. (con.)

Characteristic	Average Value	Change	
		Special Assessment	Property Tax
Education	[illegible]	[illegible]	
Long Grass	[illegible]		
Health	[illegible]	[illegible]	
School Bldg	[illegible]	[illegible]	
Economic	[illegible]	[illegible]	
Valuation	[illegible]	[illegible]	
Public Utils	[illegible]	[illegible]	
Tax Delinq	[illegible]		

Data obtained from assessor's and tax collector's offices.

Chapter VI

Methods Used in Carrying on the Campaign.

In ~~this~~ the campaign for higher salaries there were two distinct lines of action. First, there was the county wide movement to get an increase in the county rate from twenty seven cents to forty five cents. Second, there had to be definite action ~~taken~~ by the teachers within the three cities, Oakland, Berkeley and Alameda, in order to obtain increases in the city rates, so that their salary requests could be met. For example, in Oakland, the extra amount received from the county would give the teacher an increase of approximately $300.00. They were asking for $420.00. Therefore, in order to obtain this, it was necessary to have a city campaign independent of the county so as to obtain a 10¢ increase in the city rate which would give the teachers approximately $120. extra.

In order to carry on all this work, money was needed. For this reason a special assessment of $2.50 was levied on all the teachers. This gave a campaign fund of over $4000.00.

Since, in this paper, I am dealing only with the county wide campaign, I will not attempt to go into the problems of the cities.

The Publicity committee, made up of sixteen members as mentioned in chapter I, decided to proceed along the following lines:

1. Teachers throughout the county were requested to sign petitions

Chapter [illegible]

Estimate [illegible] Cost of the Concession.

[illegible]

[illegible]

asking the Board of Supervisors to raise the county rate from 27¢ to 45¢.

2. Petitions, requesting the Board of Supervisors to increase the county rate, were circulated by the teachers asking voters, taxpayers and citizens to sign in order to prove to the tax levying body that the people were willing to have taxes increased so as to increase salaries.

3. Endorsements were obtained from all labor unions, fraternal organizations, women's clubs and other civic bodies, as well as from prominent business and professional men and women.

4. A publicity firm was employed to direct publicity throughout the county by means of newspapers, movies, etc.

5. A representative was appointed from the Alameda County Educational Association to have charge of all districts outside of the cities, Oakland, Berkeley, Alameda and Piedmont. It was his duty to make a personal study of the needs of the districts, to interview school trustees and to attend to the circulation of the petitions to the Board of Supervisors. The writer of this paper was appointed to have charge of these districts.

As a result of the personal canvas by the teachers, over 70,000 signatures to the citizens' petitions to the Board of Supervisors were obtained. Also, there were hundreds of personal endorsements by prominent people of the county.

Of the forty four school boards, thirty five signed petitions

asking the Board of Supervisors for the increase in the county rate. This was very important since the supervisors wished the official action of the majority of the Boards of trustees.

In order to get the Boards of trustees to ask officially for the 45¢ rate, the approximate increase in funds for the year 1919-'20 was computed for each district. To obtain this information the following data was collected:

1. Assessed valuation.
2. Average daily attendance for proceeding year.
3. Number of teachers and yearly salaries.
4. Special rates, as grammar school, building, etc.

With the above data and knowing the method of distribution, it was possible to state the total increase in funds and from that how much the teachers' salaries could be increased.

I will not attempt to give all the tables compiled to show this. The various tables throughout these chapters will show the methods used.

It is interesting to note that the actual amounts received by the districts from the state and county for 1919-'20 even exceeded the figures given to the Boards by the committee.

After the Board of Supervisors increased the county rate to 45¢, there was a follow up campaign to see ~~if~~ that the teachers received salary increases which were due.

In September a questionaire was sent out to the forty districts

making the board of supervisors and the citizens in the county area. They are now insisting that the commissioners blamed the official action of the [illegible] board of supervisors.

In order to put the blame on an officially for the old plan, the commissioners [illegible] to [illegible] the [illegible] was discussed [illegible] [illegible]. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

1. [illegible]
2. [illegible] [illegible] [illegible] [illegible]
3. [illegible] [illegible] [illegible] [illegible]
4. [illegible] [illegible] [illegible] [illegible], etc.

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [

in order to obtain the new salary schedules. It was found that only a few of the Boards had made satisfactory salary increases.

The following is the form of the questionaire sent:

School District

Names of teachers	Year 1918-'19 Salary per month	Year 1918-'19 No. of months	Year 1919-'20 Salary per month	Year 1919-'20 No. of months

The next step in the follow up work was to send a letter to each member of the Boards of trustees and to every teacher in these respective districts. Thus, in every district, all the members of the Board and every teacher received a statement showing the total amount of funds from various sources available for the year 1919-'20 and also balances on hand July 1, 1919. Lastly and all important, the salary that each teacher had a right to expect for the school year was indicated.

The salaries for each school were decided upon after the total expenses for salaries and general expenses had been calculated for the preceding year.

The following is a copy of the letter sent to the members of the Board and to the teachers of the Irvington school district:

In order to secure the necessary accuracy, it was found that only a [illegible] of the [illegible] satisfactorily giving increased [illegible].

The criterion is the [illegible] of the [illegible] [illegible].

Sample Results:

Range of [illegible]	[illegible]	[illegible]
Takeoff	[illegible]	[illegible]

The best thing by the choice of [illegible] was to [illegible] a letter to each member of the Society's Staff and to every Academy in these [illegible] [illegible]. Then, in every district, all the members of the Society and every [illegible] received a [illegible] [illegible] the [illegible] [illegible] of these [illegible] [illegible] [illegible] the year 1931-32 and also [illegible] in [illegible] [illegible] 1932. Nearly [illegible] all [illegible], the [illegible] that [illegible] [illegible] a [illegible] to [illegible] [illegible] [illegible] [illegible] [illegible].

The [illegible] [illegible] [illegible] [illegible]

Oakland, Calif.
Oct. 21, 1919.

To the Trustees, Principals, and Teachers:

The enclosed statement shows the following:

1. Approximate amounts of money that will be received from State, County, and Special funds for the year 1919-1920.

2. Balances in various funds on July 1, 1919.

3. The amount of money that can reasonably be spent for teachers' salaries for the year 1919-1920.

All increases should be made retro-active; that is, increases should apply also to past two months or more.

Copies of this statement will be sent to all members of the Boards of Trustees and to each teacher in the schools of the County.

Before arranging to spend any extra amounts for building or grounds clerks should notify Mr. Mock, Chief Deputy Supt. of Schools of Alameda County.

Kindergarten funds are not included in this report. Kindergarten teachers should receive the same salaries as other teachers.

GEO. W. FRICK,
County Supt. of Schools.

DISTRICT Irvington

Total amount - 1919-1920.		Increase over 1918-1919.
State & County	$6,969.88	$2,046.32
Special (S. 1840)	$ 656.80	
TOTAL	$7,626.68	
Building Special	$	

Balances, July 1, 1919.

Salary	$ 305.44
Special or general	$ 947.37
Library	$
Building	$

Oregon, Ohio,
Dec. 6, 1920.

To the Trustees, Friendship Inn Hospital.

The auditors' statement just in is satisfying.

1. Approximately twenty-six cents that will be credited into State, County, and Federal taxes for the year 1919-1920.

2. Balance in trading funds on July 1, 1919.

3. The amount of money that can be loaned to women for Tuberculosis patients for the year 1919-1920.

All Insurance funds of each trade-active, that is, in-taken monthly duty dues to date the months or more.

Copies of this resolution will be sent to all members of the Board of Trustees and to each member in the account of the Hospital.

Notice arrangements be made and other accounts for building or growing active funds monthly to. Prof. [illegible] County Court. of Economics [illegible]

Disbursements funds are not included in this report. Disbursements transfers should receive the same activities as other disbursements.

Geo. A. Smith,
County Court. of Economics.

Statement

Total account - 1919-1920. Increase over 1918-1919.

State & County	$6,[illegible].00	$6,[illegible].00
Special (Co. Fund)	[illegible].30	
Total	$7,[illegible].00	
Balance Bank		

Expenses, July 1, 1920.

Salary	[illegible].14
Overall & Blanket	[illegible]
Groceries	
Medicine	

Reasonable amount to be spent for teachers' salaries 1919-'20.

Principal	$2,000
3 teachers ($1200 each)	$3,600
Janitor	$ 600
Total	$6,200

This is a typical letter sent to all districts.

As stated before, the recommended salaries were decided upon after expenses for the year 1918-'19 had been calculated. The following is the data for Irvington:

	Expenses 1918-'19	Estimated Expenses 1919-'20
Teachers' Salaries	$4,250	$5,600
Janitor	360	600
General	903.71	900
Total	$5,513.71	$7,100

It will be seen that the $7,100 comes well within the total revenue for the year, which is $7,626.68. It also leaves over $1,200 balance.

The salaries for 1918-'19 were as follows: Principal, $1550 and teachers $900 each. After the Board received the letter showing the financial condition of the school, the salaries were increased to the amounts recommended.

Expenditure compared to an equal Commissioners' salaries 1919-'20.

Salaries	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
Travel	[illegible]	[illegible]
Total	[illegible]	[illegible]

This is a typical office year, in all fairness.

In actual values, the commissioners salaries were doubled upon other expenses for the year 1919-'20 had been minimized. The difference is the same for-instance.

	Expenditure 1918-'19	Estimated expenditure 1919-'20
Commissioners' salaries	[illegible]	[illegible]
Travel	[illegible]	[illegible]
Incidentals	[illegible]	[illegible]
Total	[illegible]	[illegible]

It will be seen that the [illegible] means will raise the total expense for the year, which is [illegible]. It also leaves over [illegible] balance.

The reason for 1918-'19 was as follows: Principle, $1800 was [illegible] [illegible] the above reason the legislature gave the [illegible] [illegible], the salaries were increased to the amounts [illegible].

About three weeks after these letters were sent out, a second questionaire was sent to find how many Boards were giving the recommended salaries, or, at least, salaries satisfactory to the teachers.

Each district has its own problems and it woudl be reasonable to suppose that the Boards might not be able to pay all that was suggested. In the main, the salary increases have been very satisfactory. In nearly all districts, the Boards wished to pay such salaries as could be maintained for the year 1920-'21, and, if possible, to increase the present salaries.

The following is the form of the 2nd questionaire sent to all the schools.

School District _____

Names of Teachers	Increase in Salary since last questionaire was sent out		New Yearly Salary 1919-1920	
	Am't per mo.	No. of months	Salary per month	No. of months

a. Was the increase made to apply to preceding months?

b. Kindly state in detail attitude of Board in response to suggested salaries as recommended by Mr. Frick.

After receiving answers to the second questionaire, I went to the various Boards where there had not been satisfactory salary increases ~~[illegible]~~ in order to help make adjustments. In many cases, there

Some years before, after long years of faithful work, a school teacher was given to time for some service with private the professional activity, or, at least, activity satisfactory to the laborers.

The district in its own problems and it seemed to [illegible] that the service rendered or not to pay all that was necessary. In the end, the salary increases have been very satisfactory. In nearly all districts, the teacher shows to get such salaries as could be maintained for his year-round, and, if possible, to increase the present salary.

The following is the form of the [illegible] sent to all the schools.

Name of Teacher	School District		
	Increase in salary since last questionnaire was sent out		The Yearly Salary 1928-1929
	Will you, or, if married, your wife, or	Month	Salary per month, or

a. Has the teacher made to apply to [illegible] district

b. Kindly state in detail existence of board in response to specified salaries as recommended by us, 1928.

After receiving answers to the second questionnaire, I went to the various district where there had not been satisfactory salary increases [illegible] in all such adjustments. In many cases, there

were very excellent responses. However, there were some districts where the Boards would not increase the salaries to the extent justified by amount of money available for the year. It must be understood that each Board is a law unto itself and if the members would not vote a salary increase, nothing more could be done.

In the next chapter will be stated the results of the campaign.

CHAPTER VII

Results of the Campaign.

While the direct result of this campaign has been the obtaining of decided increases in school funds so as to pay more adequate salaries, still there were also many indirect results. Of these, one of the most important has been the education of the public to the needs of the schools, and to a realization of the inadequary of teachers' salaries. Also, among the teachers themselves, there has been a quickening of interest in school finances with an added understanding of the apportionment of funds, so that, in the future, they are not going to be satisfied merely with the receiving of their salaries.

Throughout this whole campaign, in talking with members of the various Boards, the one thing that was stressed was the idea of cooperation on the part of the teachers and not coercion. When teachers become more conversant with financial conditions of the schools, there can be more intelligent cooperation. Much more can be gained by this method than for teachers, ignorant of school budgets, to say to a Board, "If you don't pay better salaries, we will strike."

No Board of trustees could say, as has been said in the past, that there were not sufficient funds to give the teachers very decided increase in salaries. In the table which follows, the recommended salaries for the forty districts and also the lowest recommended salaries are given.

Chapter VII

Family of the Teacher.

During the initial years of this campaign has been the obtaining of teachers immediately in school funds so as to our more elements available, still there were also many indirect results. Of lesser, but of the more important has been the education of the public as the needs of the schools, and to a realization of the importance of teachers' salaries. Also, among the teachers themselves, there has been a tightening of interests in school finance and in added appreciation of the support money of public, so that, in the future, they are not going to be satisfied merely with the receiving of their salaries.

Throughout this entire campaign, in talking with members of the Teachers Society, the one thing that was impressed was the idea of cooperation on the part of the teachers and not antagonism. Even teachers based were concerned with financial conditions of the country. There can be more intelligent cooperation. Also more can be gained by this method than for teachers, instead of school boards. To get to a dream, "If you don't use entire reality, he will already."

In terms of breaking social ear, we has been said in the part. All these are not sufficient funds to give the teachers very decided increases in salaries. In the table which follows, the recommended salaries for the forty districts and also the lowest recommended salaries are given.

TABLE VI.

Table showing, first, recommended salaries for 1919-'20; second, lowest recommended salaries; third, column c showing salaries as promised by the various boards of trustees up to January 1, 1920; and fourth, average increase per teacher in the different districts.

Districts	a Recommended Salaries 1919-'20	b Lowest Recommended salaries	c Principal Maximum Minimum	d Average Increase per teacher
Alameda				—
Albany	Pr. 2400 960-1560	2 yrs. exp 1260	Pr. 2400 960-1560	$380.00
Alvarado	Pr. 1800 2-1200	$1200.	Pr. 1650 (1050 (1150	224.00
Alviso	Pr. 1400 1-1200	1200.	Pr. 1200 1-1100	250.00
Antone	1200.00	1200.00	850.00	0
Berkeley			1200-1620	(300.)
Castro Valley	Pr. 1800 3-1200	1200.00	Pr. 1800 3-1200	2 T-180 Pr. 600
Centerville	Pr. 2000 5-1200	1200.00	Pr. 1800 840 to 1140	Pr. 315 Av. 180
Decoto	Pr. 1800 3-1200	1200.00	Pr. 1800 3-1200	Pr. 360. 2 T.240
Eden Vale	1-950	950.	1000	250.
Emeryville	Pr. 2400 1260 to 1620	1260.	Pr. 2280 1200 to 1620	316.
Eureka	Pr. 1600 2-1100-1200	1100.	Pr. 1450. 900 to 1050	Pr. 85 T-105
Green	1200	1200.	1000	100
Hayward	Pr. 2700 1080 to 1200	1080.	Pr. 2700 1080 to 1200	Pr. 700 T.-315

TABLE VI.

Table showing, first, recommended wages for 1910-'20; second, lowest recommended minimum; third, column 3 showing minima as received by the various boards of trades up to January 1, 1921; and in the, minima imposed per member in the different districts.

Districts	2 Recommended Minima, 1910-'20	3 Lowest Recommended Minimum	4 Principal Minimum Imposed	5 Average Increase per Member
Bilsmoor				
Albury	Fr. 1600 320-1810	1 Fra. 320 1000	Fr. 9400 900-1000	5940.00
Alvelmoto	Fr. 1800 8-1200	31200.	Fr. 1000 (1000 (1150	594.00
Alvlano	Fr. 1400 1-1000	1200.	Fr. 1000 1-1100	500.00
Amenos	1300.00	1200.00	880.00	0
Berbeiry			1200-1530	(300.)
Cuatro Valing	Fr. 1800 7-1000	1200.00	Fr. 1800 3-1200	Fr. 1-180 Fr. 800
Ganiamolizia	Fr. 3000 8-1000	1200.00	Fr. 1800 880 to 1140	Fr. 618 Sv. 180
Gnoolo	Fr. 1800 8-1100	1000.00	Fr. 1800 3-1200	Fr. 800. 2 Fr.840
Iden Vela	1-830	900.	1000	530.
Sarayvilla	Fr. 1400 1240 to 1820	1800.	Fr. 2600 1300 to 1820	316.
Sutcha	Fr. 1800 2-1100-1200	1400.	Fr. 1480. 370 to 1080	Fr. 88 1-165
Ozem	1800	1400.	1000	100
Hayward	Fr. 2700 1000 to 1800	1000.	Fr. 2700 1000 to 1800	Fr. 700 1-310

TABLE VI.

Districts	a Recommended Salaries 1919-'20	b Lowest Recommended salaries	c Principal Maximum Minimum	d Average Increase per teacher
Independent	1300 and 1100	1100	Pr. 1300 1100	400.
Inman	1200	1200	1200	350.
Irvington	Pr. 2000 3-1200	1200	Pr. 1800 3-1200	287½
Lincoln	1200	1200	1000	200
Livermore	Pr. 2160 9-1260	1260	Pr. 2160 1140-1200	Pr. 360 9T 240
May	1200	1250	1100	150.
Midway	1000	1000	630	270
Mission	Pr. 1500 2-1200	1200	Pr. 1450 2-950	Pr. 300 2-200
Mocho	1300	1300	1300	550.
Mount House	1000	1000	990	350.
Mowry's Landing	1200	1200	1000	300
Murray	Pr. 1400 1-1200	1200	Pr. 1000 1-900	200
Newark	Pr. 1800 1200-1300	1200	Pr. 1650 1000-1100	1-250 3-150
Niles	Pr. 2000 -1300	1300	Pr. 2000 1050-1200	300 Appr.
Oakland			1260-1800	(420)
Palomares	1200	1200	850	150
Piedmont			1260-1680	(360)

Item trade	[illegible]	[illegible]	[illegible]
Indonesian	[illegible]	[illegible]	[illegible]
Texas	[illegible]	[illegible]	[illegible]
Implicit	[illegible]	[illegible]	[illegible]
Liaoning	[illegible]	[illegible]	[illegible]
Liaoning	[illegible]	[illegible]	[illegible]
Sky	[illegible]	[illegible]	[illegible]
Eating	[illegible]	[illegible]	[illegible]
Elsewhere	[illegible]	[illegible]	[illegible]
Tuesday	[illegible]	[illegible]	[illegible]
Sound [illegible]	[illegible]	[illegible]	[illegible]
Mercy's [illegible]	[illegible]	[illegible]	[illegible]
Energy	[illegible]	[illegible]	[illegible]
Tempo	[illegible]	[illegible]	[illegible]
Elsewhere	[illegible]	[illegible]	[illegible]
Dialogue	[illegible]	[illegible]	[illegible]
Vehemence	[illegible]	[illegible]	[illegible]
Clearness	[illegible]	[illegible]	[illegible]

TABLE VI. (con.)

Districts	a Recommended Salaries 1919-'20	b Lowest Recommended salaries	c Principal Maximum Minimum	d Average Increase per teacher
Pleasanton	Pr. 2160 8-1320	1320	Pr. 2040 1080-1170	260 Av.
Redwood	1200	1200	810	250
Russell	1200	1200	1000	100
San Leandro	Pr. 2500 1200-1560	1200	Pr. 2280 1200-1560	360
San Lorenzo	Pr. 2160 1380	1380	Pr. 2100 1140-1290	300
Stoney Brook	1100	1100	810	225
Summit	1100	1100	900	300
Sunol Glen	Pr. 1500 2-1300			—
Sheridan	Consolidated			514 Av. for 3
Vallicitos			Pr. 1500 2-1296	—
Townsend	1500	1500	1400	350
Valle Vista	1200	1200	1200	300
Warm Springs	Pr. 1500 2-1100	1100	Pr. 1400 2-950	200 2-300

Data for estimates in a&b obtained from county superintendent's office.

Data in column c obtained by questionaire and personal investigation.

TABLE VI: (cont.)

Stations	a Mean value of [illegible]	b Canal [illegible] [illegible]	c Pre-[illegible] [illegible] [illegible]	d Average in-crease per century
Plaisance	[illegible]	1940	Fr. 4040 1880-1920	660 Fr.
Bordeaux	1870	1905	519	600
Nogent	1700	1900	1000	180
Sur Seine	Fr. 3000 1880-1910	1800	Fr. 2000 1900-1920	300
Sur Loire	Fr. 7140 1900	1890	Fr. 8000 1910-1920	300
Gonay Bridge	1700	1890	810	300
Cusset	1160	1890	900	300
Sport Side	Fr. 1000 1-1900			
Chaudon	Commitments			8/4 Fr. Cen 3
Vaillaction			Fr. 1800 2-1900	
Tonnerre	1500	1800	1800	240
Valle Vista	1800	1800	1800	300
Sugar Springs	Fr. 1800 2-1900	1800	Fr. 1800 4-1900	200 2-300

Data for stations 1 to 4 obtained from county auditors' offices.

Data in column 3 = Figures in parenthesis and decimal indicating.

From a study of the lowest recommended salaries, as given in column b, it is seen that all districts with one exception could pay $1,000 or more to the teachers. However, this one exception which could not pay the $1,000, without danger of deficit, is actually paying this amount. Thirty one districts could pay at least $1,200. Contrast these possible salaries with the salaries paid in 1918-'19 as shown in Chapter II.

In table VI above is shown the salaries as promised by the various Boards up to Jan. 1, 1920. In most cases, the Boards are paying the salaries stated.

In column d is given the average increase per teacher in each district. A summary of this column briefly shows the conditions.

No. of districts.	Average yearly increase
1	0
4	$ 100
3	150
2	180
3	200
2	225
6	250 approx.
9	300 "
4	350 "
2	400 "
1	500 (three districts) (consolidated.)
1	550

In these districts there were 163 teachers having an average increase of $313.00

In 15 districts having in all 30 teachers, the salary increase ranged from 0 to $225. In 23 districts, having 133 teachers, the salary increase ranged from $250 to $550.

From a study of the Soweto residential patterns, as given in column 5, it is seen that 11 districts rely on migrants earning less than R1,000 a year in the townships. However, this was responsible mainly for only the R1,000, without degree of difficult, in accounting higher home ownership. Taking one district earning per at least R1,000. Therefore there remaining estimate rate the priorities all. In 1981-'19 of income is Chapter 11.

In table 17, 11 rural the migrants as measured by the matrix income up to 1981. In 1980, in case study, the median are period for minimal study.

In column 5 is given the average income per income in each district. A summary of this median income shows the distribution.

Ten of districts. average yearly increase

0	1
100	2
120	3
130	4
200	5
210	6
300	7
400	8
500	9
600 (more districts) (commoditoes.)	10
592	11

In these districts yearly very low 100 income having an average income of R1,190.

In 10 districts income in all 90 income, the salary increase ranged from 0 to R600. In 97 districts, having 132 treasury, the salary increase ranged from R200 to R300.

In Oakland, the increase was $420, in Berkeley $300, in Piedmont $360 and in Alameda $240.00.

Two interesting studies follow from the salary schedules of 1918-'19 and 1919-'20. First, let us consider a comparison of maximum salaries for these two years.

--1918-'19--

2	schools-Range-	$560 to	$590
4	" "	600 to	690
7	" "	700 to	790
5	" "	800 to	890
16	" "	900 to	990
2	" "	$1000 to	1090
2	" "	1100 to	1190
2	" "	1200 to	1290

--1919-'20--

4	schools-Range-	$800 to	$890
5	" "	900 to	990
7	" "	1000 to	1090
5	" "	1100 to	1190
13	" "	1200 to	1290
2	" "	1300 to	1390
1	" "	1400 to	1490
2	" "	1500 to	1590
1	School-1620		

In 1918-'19 thirteen schools had maximums, from $560 to $790. In 1919-'20 all these schools paid over $800.

In 1918-'19, 34 schools had maximums less than $1,000. In 1919-'20 only 9 schools had maximums less than $1,000.

In 1918-'19, only 2 schools had maximums of $1,200 to $1,290. In 1919-'20, 19 schools had maximums from $1,200 to $1,620.

Second let us consider a comparison of minimums for these two years.

In October, the Economist was $800, in December 1800, in February $900 and in January $810.00.

The interesting minutes follow from the salary schedule of 1919-'20 and 1920-'21. First, let us consider a comparison of maximum salaries for these two years.

--1919-'20--

2	economic-Econ-	$1300	to $950
4	" "	900	to 950
7	" "	700	to 770
8	" "	850	to 880
10	" "	900	to 990
3	" "	$1000	to 1090
5	" "	1100	to 1190
2	" "	1300	to 1290

--1920-'20--

4	economic-Econ-	$800	to $870
6	" "	900	to 990
7	" "	1000	to 1080
6	" "	1100	to 1170
12	" "	1200	to 1290
2	" "	1300	to 1390
1	" "	1400	to 1490
2	" "	1800	to 1880
1	Economy-1850		

In 1919-'20 thirteen economic and maximum, from $900 to $1700. In 1920-'21 all years economic will over $800.

In 1919-'20, 24 economic and maximum land than $1,000. In 1920-'20 only 8 economic had maximum land than $1,000.

In 1919-'20, only 2 economic and maximum of $1,800 to $1,890. In 1920-'20, 12 economic and maximum from $1,800 to $1,890.

Lastly let us consider a comparison of minimum for these two years.

1918-'19

2	Schools-Range-	$560	to 590
4	" "	600	to 690
11	" "	700	to 790
12	" "	800	to 890
11	" "	900	to 990

1919-'20

5	Schools-Range-	$800	to 890
8	" "	900	to 990
10	" "	1000	to 1090
5	" "	1100	to 1190
10	" "	1200	to 1290
1	School	$1300	
1	"	1400	

In 1918-'19, 17 schools had minimums of less than $800. In 1919-'20, no school paid less than $800.

In 1918-'19, all 40 schools had minimums less than $1000. In 1919-'20, 26 schools had minimums of $1000 up to $1400.

All the very excellent results obtained throughout the whole campaign are due to strong professional organization. Teachers throughout the state and the nation should see what can be done by ~~the~~ teachers working together in a spirit of harmony and cooperation.

1908-'19

9	Schools-Negro-$250	to 350
4	" "	300 to 400
16	" "	700 to 790
12	" "	800 to 880
11	" "	900 to 990

1919-'29

3	Schools-Negro-$800	to 900
8	" "	900 to 920
10	" "	1000 to 1090
5	" "	1100 to 1190
10	" "	1200 to 1290
3	Schools " $1300	
1	" " 1400	

In 1918-'19, 17 schools had enrollment of less than $800.
In 1919-'20, no school had less than $800.

In 1918-'19, all 40 schools had enrollments less than $1000.
In 1919-'20, 30 schools had enrollments of $1000.00 to $1400.

All the very significant results obtained throughout the whole campaign are due to strong professional organization. Teachers improvement the state and the nation should see that can be done by ~~the~~ intensive vocational training in a spirit of harmony and cooperation.

CHAPTER VIII.

Conclusions.

I have shown in the preceding chapter the results obtained from this campaign for increased salaries. In order that the teachers in this county may receive better salaries next year, there should be definite action on the part of the Alameda County Educational Association.

However, considering the very low salaries of the large majority of elementary teachers throughout the state, there is urgent need of new legislation so as to provide increased funds for the payment of adequate salaries to all teachers of the state.

Therefore, this chapter will consist of two parts: first, reasons for the continuation of the salary campaign; and second, the necessity of new state legislation to obtain more money for school funds.

I. Even if there were to be effective legislation this year, the revenue for the schools would not be agumented until the year following. ~~Therefore,~~ Hence we must look to county and district rates to sustain the present salaries.

In chapter V., table V. shows the assessed valuations and special rates for maintenance of all the districts. One

CHAPTER VIII.

CONCLUSION.

I have shown in the previous chapter the results obtained from this policy for increased salaries. In order that the teachers in this county may receive better salaries next year, there should be definite action on the part of the Kiowa County School Board (Association).

However, considering the very low salaries of the large majority of elementary teachers throughout the state, there is urgent need of new legislation so as to provide increased funds for the support of adequate salaries to all teachers of the state.

Therefore, this summer will consist of two parts. First, reasons for the continuance of the salary campaign and showing the necessity of new state legislation to obtain more money for school funds.

2. Even if there were to be effective legislation this year, the revenue for the schools would not be increased until the year following. Therefore, we must look to county and district rates to sustain the present salaries.

In chapter V, Table 2, shows the assessed valuations and special rates for maintenance of all the districts. One

carries a rate of 28¢ and twelve have a 30¢ rate, which is the maximum; six carry special rates between 15¢ and 25¢; thirteen vary from 2¢ to 14¢; and twelve have no special tax rates at all.

Considering all these facts, it is absolutely essential to hold the 45¢ county rate and, if possible, to increase this to the 50¢ maximum. In order to accomplish this, members of the salary committee, conversant with the financial situations, should go to the Boards of trustees and ask them to officially request the levying of the maximum. This method while not required by law, is advisable in order to convince the supervisors that the majority of the Boards desire the higher rate.

In some of the districts having rates below 25¢, there are Boards decidedly averse to the special taxes and they will do their utmost to decrease them whenever possible. Since this is true, the committee will have the added responsibility of showing such Boards the advisability of retaining the present special tax and, in some cases, of increasing the same. This will be a very difficult task.

In my work throughout the County, I found that, in the main, the Board members were very glad to learn what was being done in other districts, and were interested in the discussion of educational affairs.

In fact, this work is so important that I feel some one should be delegated by educational organizations to go out among the people of the rural schools and acquaint them with conditions. It might be possible for several counties to combine and to secure a paid delegate to spend full time on such work of enlightenment. In most cases, I found the school trustees to be alert men and women, wishing to do their best for the schools, but often lacking the knowledge of what should be done.

II. New State Legislation needed.

In Chapter V, Table III gives the average daily attendance in each district with the number of statutory teachers allowed; Table IV gives the amounts of state and county aid for this year. If we divide the amounts given by the number of statutory teachers, we will have the average per teacher. Table VII which follows herewith gives the average amounts received from state and from county per teacher and also the total from state and county per teacher.

Alameda County received from the state for year 1919-'20 approximately $686,165. Since there are 1179.8 statutory teachers, if the money were apportioned only on this basis, the average per teacher would be $581.50.

The total amount of county funds for the year will be $1,134,014 approximately. The average per teacher would be $961.00. This with the $581.50 above gives a total per teacher of $1,542.50.

TABLE VII.

Table showing average amounts per statutory teacher received by districts from state and county.

District	a. Average per teacher from state	b. Average per teacher from county	c. Total state and county per teacher
Alameda	$ 585.18	$ 970.31	$ 1555.49
Albany	604.50	1010.20	1614.70
Alvarado	577.79	951.33	1529.12
Alviso	622.62	1150.	1772.62
Antone	425.40	680.	1105.40 Basis .8
Berkeley	583.45	944.01	1527.46
Castro Valley	606.87	1028.33	1635.20
Centerville	587.48	972.70	1560.18
Decoto	609.90	1052.	1661.90
Eden Vale	422. 70	610.	1032.70
Emeryville	606.03	1026.80	1633.43
Eureka	517.79	927.	1504.79
Green	539.02	866.	1405.02
Hayward	587.57	980.	1567.57
Independent	520.84	826.	1346.84
Inman	531.75	850.	1381.75
Irvington	618.99	1122.	1740.99
Lincoln	502.67	786.	1288.67

TABLE VII.

Table showing average amounts per elementary teacher received by districts from state and county.

Districts	a. Average per teacher from state	b. Average per teacher from county	c. Total state and county per teacher
Atoka	$ [illegible]	$ [illegible]	$ [illegible]
Atoka	[illegible]	[illegible]	[illegible]
Atoka	[illegible]	[illegible]	[illegible]
Atoka	[illegible]	[illegible]	[illegible]
Atoka	[illegible]	[illegible]	[illegible]
Bokchito	[illegible]	[illegible]	[illegible]
Bokchito Valley	[illegible]	[illegible]	[illegible]
Caddo-Wilson	[illegible]	[illegible]	[illegible]
Durant	[illegible]	[illegible]	[illegible]
Elm Valley	[illegible]	[illegible]	[illegible]
Hugo-Valley	[illegible]	[illegible]	[illegible]
Durant	[illegible]	[illegible]	[illegible]
Durant	[illegible]	[illegible]	[illegible]
Durant	[illegible]	[illegible]	[illegible]
Independence	[illegible]	[illegible]	[illegible]
Lamar	[illegible]	[illegible]	[illegible]
Lillington	[illegible]	[illegible]	[illegible]
Limestone	[illegible]	[illegible]	[illegible]

TABLE VII. (con.)

District	a. Average per teacher from state	b. Average per teacher from county	c. Total state and county per teacher
Livermore	$ 585.16	$ 968.	$ 1553.16
May	502.67	786.	1288.67
Midway	444.51	658.	1102.51
Mission San Jose	575.33	946.	1521.33
Mocho	527.21	818.	1345.21
Mount House	437.24	642.	1079.24
Mowry's Landing	466.32	706.	1172.32
Murray	517.21	818.	1335.21
Newark	577.18	950.	1527.18
Niles	594.06	987.14	1581.20
Oakland	580.93	958.23	1539.26
Palmores	480.86	738.	1218.86
Piedmont	600.29	1000.85	1601.14
Pleasanton	590.72	979.77	1570.49
Redwood	429.97	626.	1055.97
Russell	568.10	930.	1498.10
San Leandro	583.96	979.45	1563.11
San Lorenzo	596.27	992.	1588.27

Table VII. (Con.)

	a.	b.	c.
Dispatcher	Average per trucker from state	Average per trucker from county	Total state and county per trucker
Livermore	[illegible]	[illegible]	[illegible]
Hay	[illegible]	[illegible]	[illegible]
Sidney	[illegible]	[illegible]	[illegible]
Plains Gas & Oil	[illegible]	[illegible]	[illegible]
Bucks	[illegible]	[illegible]	[illegible]
Good Luck	[illegible]	[illegible]	[illegible]
Gary's Landing	[illegible]	[illegible]	[illegible]
Dayton	[illegible]	[illegible]	[illegible]
Morris	[illegible]	[illegible]	[illegible]
Kiles	[illegible]	[illegible]	[illegible]
Gaylord	[illegible]	[illegible]	[illegible]
Telegraph	[illegible]	[illegible]	[illegible]
Pleasant	[illegible]	[illegible]	[illegible]
Tiaaaaaklan	[illegible]	[illegible]	[illegible]
Redwood	[illegible]	[illegible]	[illegible]
Overall	[illegible]	[illegible]	[illegible]
San Leandro	[illegible]	[illegible]	[illegible]
San Lorenzo	[illegible]	[illegible]	[illegible]

TABLE VII. (con.)

District	a. Average per teacher from state	b. Average per teacher from county	c. Total state and county per teacher
Sheridan	$	$	$
Stony Brook	488.13	754.	1242.13
Summit	480.86	738.	1218.86
Sunol Glen	543.87	876.67	1420.54
Townsend	480.86	738.	1218.86
Vallecitos			
Valle Vista	568.10	930.	1498.10
Warm Springs	551.13	892.67	1443.80

Table VII. (Con.)

District	Average per teacher (Two terms)	Average per teacher (Three terms)	Total state aid county aid per teacher
Sheridan			
Stony Brook	600.13	7[illegible]	1[illegible].13
Summit	[illegible]	7[illegible]	1[illegible].86
Sunset View	[illegible]	8[illegible].87	1[illegible].34
Tonawanda	600.00	7[illegible]	1[illegible].86
Valleytown			
Valley View	600.00	8[illegible]	1[illegible].10
West Section	[illegible]	[illegible].87	1[illegible].86

With the data in the table and the averages for state and county as just given, let us consider certain facts. All districts having less than thirty pupils average daily attendance, receive less state and county aid, as now apportioned, than they would ~~as~~ ~~though~~ if the funds were apportioned only on the statutory teacher basis. The following table shows several cases:

District	Average Attendance.	State Aid	County Aid	Total
EdenVale	10	$422.70	$610.	$1032.70
Midway	13	444.51	658.	1102.51
Palomares	18	480.86	738.	1218.86
Mocho	23	527.21	818.	1345.21
Inman	25	531.75	850.	1381.75

The total amount per teacher from state and county if apportioned only on teacher basis would be ~~$531.50 and $961.~~ $1542.50 as shown above. This means that the smaller schools which should receive as much aid per teacher from state and county as the larger, now receive less. EdenVale received over $500 less per teacher than Centerville which received $1560.18. EdenVale has an assessed valuation of $170,855 while Centerville has a valuation of $1,093,975. Is such a method of distribution right? The above facts show to the contrary.

In table VII, column c gives the total amount from state and county per statutory teacher based on averages. There are twenty one districts out of the forty two which received less than $1500. These amounts vary from $1032.70 up to $1498.10.

Furthermore, it is not only the small school which loses by the present method of distribution of school funds. Take, for example, Murray district. In this district, the average attendance was 46. This number allows two teachers. However, on account of receiving part of the funds based upon attendance, this district received only $1335.21 per teacher from state and county. A difference of over $200 per teacher, or $400 for the district.

The first needed legislation, therefore, would seem to be to change the method of apportioning state and county money. Let the same law be retained for determining the number of statutory teachers based upon average daily attendance, but with the following exception. Since the majority of schools, having eight teachers, have a supervising principal, that part of section 1858 which reads, "And two additional teachers shall be allowed for every seven hundred units of average daily attendance," should be changed to read, "And one additional teacher shall be allowed for every two hundred and fifty units of average daily attendance."

After this number has been determined, apportion all state and county money upon the teacher basis only and not, as is done at present, partly on number of teachers and partly on average daily attendance.

By the proposed plan, the larger districts would not lose much per teacher. In Alameda district, for example, the total state and county aid

is $1555.49, so that under the single teacher basis there would be a difference of only $13 per teacher. Even though there should be a larger difference, justice should be done to the smaller schools.

It should be clearly understood that the fundamental basis is average daily attendance. From this, the number of teachers is determined. Then the distribution of state and county money should be on teacher basis only.

The second needed change in state legislation deals with the minimum salary. The time has come when the people of the state must give more state support for elementary schools. Having sufficient state aid a minimum salary should then be determined. At the present time even though there should be sufficient funds to grant good salaries, many Boards will hire teachers on as low a salary schedule as possible and carry a good balance from year to year. It is necessary for the state to pass a law stating the minimum salary and provide sufficient funds from state and county to meet this.

In table VIII, column b gives the assessed valuations of all the counties in the state for the year 1919-'20. Column c gives the number of statutory teachers and column d gives the rate necessary to raise $800 per teacher in each county. One county would need to have a rate of 85.5¢, four would have rates from 70¢ to 77¢;

six from 61¢ to 67.5¢; seven from 50¢ to 59¢; nine from 40¢ to 49¢; and only thirty one with rates below 40¢. Los Angeles, the richest county in the state would have a rate of 24.3¢ while Nevada, one of the poorest, would have a rate of 85.5¢.

This means only one thing, namely, that there must be more state support for all counties, if we expect to have sufficient funds to pay adequate minimum salaries.

In order to deal with this subject in a concrete way, I will first state what may be considered a reasonable minimum salary under present conditions and how the funds can be raised to pay the same.

When we note the facts as developed in chapter III, a reasonable minimum salary for the state of California is $1400. How can this be paid?

Let the state raise $1000 for every statutory teacher and the county, at least, $800. The total amount of money from the state and 50% of that from the county must be used for teachers' salaries. This would guarantee a salary of $1400 for every teacher in a one-teacher school. The balance of the $400 could be used for general maintenance.

In order to safeguard the teachers in larger schools, the legislature should pass a minimum salary law requiring each district to pay at least, $1400. Sufficient funds can be raised either by an increase in county tax or by the special district tax.

TABLE VIII.

Table showing assessed valuations of all the counties in the state for the year 1919-'20; number of statutory teachers; rate required to raise $800 per teacher; and total rate for state and county (assuming a 14¢ state wide rate.)

a. COUNTIES	b. Assessed valuations 1919-'20	c. Number of statutory teachers	d. Rate to raise $800 per teacher	e. Total state and county (14¢ state
Alameda	$252,188,171.	1179.8	37.5¢	51.5¢
Alpine	651,352.	3.	37.	51.
Amador	6,033,322.	58.03	77.	91.
Butte	36,292,618.	141.	31.1	45.1
Calaveras	7,142,085.	54.58	61.2	75.2
Colusa	17,873,591.	50.03	22.4	36.4
Contra Costa	62,692,070.	240.2	30.7	44.7
Del Norte	6,125,051.	19.	25.	39.
El Dorado	7,290,225.	59.27	65.	79.
Fresno	116,461,465.	582.08	40.	54.
Glenn	19,560,173.	62.73	25.6	39.6
Humboldt	33,138,340.	209.	50.5	64.5
Imperial	69,676,927.	150.	17.2	31.2
Inyo	9,838,696.	38.	31.	45.
Kern	93,175,067.	276.	23.	37.
Kings	19,992,440.	110.93	45.	59.
Lake	5,279,590.	41.3	62.6	76.6
Lassen	8,471,159.	55.	52.	66.
Los Angeles	892,295,923.	2703.51	24.31	38.3
Madera	15,875,628.	75.2	39.	53.

TABLE VIII.

Table showing estimated population of all the counties in the state for the year 1910-1911; number of stockers transported, rate assessed by other states on the imported and total rate for other and counties (including a few other minor items).

A.	B.	C.	D.	E.
County.	Estimated population.	Number of stockers transported from Oklahoma.	Rate in cents per hundred pounds.	Total number and counties in Oklahoma.
Alfalfa	[illegible]	[illegible]	[illegible]	[illegible]
Atoka	[illegible]	[illegible]	[illegible]	[illegible]
Beckham	[illegible]	[illegible]	[illegible]	[illegible]
Blaine	[illegible]	[illegible]	[illegible]	[illegible]
Bryan	[illegible]	[illegible]	[illegible]	[illegible]
Caddo	[illegible]	[illegible]	[illegible]	[illegible]
Canadian	[illegible]	[illegible]	[illegible]	[illegible]
Cherokee	[illegible]	[illegible]	[illegible]	[illegible]
Choctaw	[illegible]	[illegible]	[illegible]	[illegible]
Cleveland	[illegible]	[illegible]	[illegible]	[illegible]
Comanche	[illegible]	[illegible]	[illegible]	[illegible]
Cotton	[illegible]	[illegible]	[illegible]	[illegible]
Creek	[illegible]	[illegible]	[illegible]	[illegible]
Custer	[illegible]	[illegible]	[illegible]	[illegible]
Delaware	[illegible]	[illegible]	[illegible]	[illegible]
Dewey	[illegible]	[illegible]	[illegible]	[illegible]
Ellis	[illegible]	[illegible]	[illegible]	[illegible]
Garfield	[illegible]	[illegible]	[illegible]	[illegible]
Garvin	[illegible]	[illegible]	[illegible]	[illegible]
Grady	[illegible]	[illegible]	[illegible]	[illegible]
Grant	[illegible]	[illegible]	[illegible]	[illegible]
Greer	[illegible]	[illegible]	[illegible]	[illegible]
Harmon	[illegible]	[illegible]	[illegible]	[illegible]
Harper	[illegible]	[illegible]	[illegible]	[illegible]
Haskell	[illegible]	[illegible]	[illegible]	[illegible]
Hughes	[illegible]	[illegible]	[illegible]	[illegible]
Jackson	[illegible]	[illegible]	[illegible]	[illegible]
Jefferson	[illegible]	[illegible]	[illegible]	[illegible]
Johnston	[illegible]	[illegible]	[illegible]	[illegible]
Kay	[illegible]	[illegible]	[illegible]	[illegible]
Kiowa	[illegible]	[illegible]	[illegible]	[illegible]
Latimer	[illegible]	[illegible]	[illegible]	[illegible]
Le Flore	[illegible]	[illegible]	[illegible]	[illegible]
Lincoln	[illegible]	[illegible]	[illegible]	[illegible]
Logan	[illegible]	[illegible]	[illegible]	[illegible]

TABLE VIII. (con.)

a COUNTIES	b Assessed valuations 1919-'20	c Number of statutory teachers	d Rate to raise $800 per teacher	e Total state and county (14¢ state
Marin	$ 22,400,465.	104.41	37.4¢	51.4¢
Mariposa	3,585,827.	31.25	67.5	81.5
Mendocino	17,246,559.	164.	76.	90.
Merced	25,622,292.	130.08	40.6	54.6
Modoc	8,200,890.	52.	51.	65.
Mono	1,929,440.	11.	46.	60.
Monterey	34,056,519.	151.21	36.	50.
Napa	19,664,040.	90.7	37.	51.
Nevada	6,930,420.	74.	85.5	99.5
Orange	87,129,900.	227.57	21.	35.
Placer	11,323,425.	97.86	70.	84.
Plumas	9,444,003.	38.	32.2	46.2
Riverside	31,199,060.	205.33	52.7	66.7
Sacramento	91,729,670.	316.27	27.6	41.6
San Benito	11,198,305.	51.6	37.	51.
San Bernardino	48,548,030.	300.1	49.4	63.4
San Diego	76,263,548.	396.57	41.6	55.6
San Francisco	566,808,447.	1347.	19.	33.
San Joaquin	71,102,673.	310.54	35.	49.
San Luis Obispo	32,829,178.	132.	32.2	46.2

Table XIII. (cont.)

Country	Agricultural value added 1910-'20	Number of agricultural workers	Ratio to 1000 people over 5 years	Total state and local expenditures
Serbia	[illegible]	[illegible]	[illegible]	[illegible]
Portugal	[illegible]	[illegible]	[illegible]	[illegible]
Czechoslovakia	[illegible]	[illegible]	[illegible]	[illegible]
Ireland	[illegible]	[illegible]	[illegible]	[illegible]
Belgium	[illegible]	[illegible]	[illegible]	[illegible]
Spain	[illegible]	[illegible]	[illegible]	[illegible]
Roumania	[illegible]	[illegible]	[illegible]	[illegible]
Japan	[illegible]	[illegible]	[illegible]	[illegible]
Finland	[illegible]	[illegible]	[illegible]	[illegible]
Greece	[illegible]	[illegible]	[illegible]	[illegible]
Italy	[illegible]	[illegible]	[illegible]	[illegible]
France	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands	[illegible]	[illegible]	[illegible]	[illegible]
Switzerland	[illegible]	[illegible]	[illegible]	[illegible]
Sweden	[illegible]	[illegible]	[illegible]	[illegible]
Sub-Saharan Africa	[illegible]	[illegible]	[illegible]	[illegible]
Sub-Saharan Asia	[illegible]	[illegible]	[illegible]	[illegible]
Sub-Saharan Europe	[illegible]	[illegible]	[illegible]	[illegible]
Sub-Saharan Latin America	[illegible]	[illegible]	[illegible]	[illegible]
Sub-Saharan North Africa	[illegible]	[illegible]	[illegible]	[illegible]

TABLE VIII. (con.)

a	b	c	d	e
COUNTIES	Assessed valuations 1919-'20	Number of statutory teachers	Rate to raise $800 per teacher	Total state and county (14¢ state
San Mateo	$ 35,523,995.	164.	37. ¢	51. ¢
Santa Barbara	40,427,545.	156.87	31.	45.
Santa Clara	88,206,615.	371.22	33.7	44.7
Santa Cruz	19,303,735.	117.97	49.	63.
Shasta	15,422,405.	124.	64.4	78.4.
Sierra	2,324,080.	19.	74.	88.
Siskiyou	21,302,115.	136.	51.1	65.1
Solono	27,634,423.	131.98	38.2	52.2
Sonoma	38,491,875.	264.	55.	69.
Stanislaus	42,138,070.	204.96	39.	53.
Sutter	17,097,755.	51.	24.	38.
Tehama	16,289,950.	82.57	40.6	54.6
Trinity	3,457,425.	28.	65.	79.
Tulare	49,433,534.	284.95	46.	60.
Tuolumne	8,246,201.	52.	50.6	64.6
Ventura	38,264,221.	129.05	27.	41.
Yolo	25,228,262.	79.69	25.4	39.4
Yuba	11,808,335.	59.	40.	54.
TOTALS	$3,357,797,091.	12788.		

Data in columns b & c obtained from office of state superintendent of schools.

Now let us consider how the $1000 per teacher can be raised by the state. For the year 1919-'20, there are 12,788 statutory teachers. The total amount of money raised for elementary schools is approximately $7,185,000. This means that if the state funds were apportioned only on the teacher basis, the average per teacher would be $560.

On the basis of 12,788 teachers, in order to give $1000 per teacher, it would require $12,788,000. At the present time the state allows $17.50, per pupil average daily attendance. By increasing this $2.50, there would be $928,000 more since there are 371,182 pupils. The balance of the money could be obtained by two methods. First, it could be taken from the general state fund, or, second, the legislature could levy a direct tax.

The following will show the facts in brief:

State funds for 1919-'20	$7,185,000.
$17.50 per pupil increased to $20.	928,000.
Balance	4,675,000.
Total	$12, 788,000.

If the legislature found it necessary to raise the balance

The pal is selling one lb 8000 air limbs can be raised by the state, for the year 1111-'12, there are 37,000 electric tractors. The total amount of money raised for electricity subsidy is approximately $1,111,000. This means that if the state tries each supertitled unit on the tractor lists, the amount per tractor would be $300.

At the price of $2,700 tractors, it would be also $300 per tractor. It would receive $111,000, if the previous size had been closer $1,000, the profit through daily transactions, by including this $1,000, there would be $800,000 more since the rising price, the balance of the money could be solved by two methods. First, it could be taken from the general state fund, or, second, the tractorists would pay a direct tax.

The following will show the costs in detail:

State funds for 1111-'12	$1,111,000.
$17.00 per unit increased to $20.	800,000.
Balance	1,000,000.
Total	$2,700,000.

If the tractorists found it necessary to raise the balance

by a direct tax, this could be done by having a rate of approximately 14¢. If this were done, column e of table VIII shows the total taxes state and county required to raise $1800 per teacher. For 27 counties the rates would range from 50¢ to 99.5¢ and for the balance 31, the rates would be from 31¢ to 49¢.

Since the rates in so many counties must necessarily be high, there should be more state aid in order to help the poorer counties. All the counties in the state help develop the resources and wealth of the cities, therefore, the larger centers should in turn help the rest of the state.

At the present time, there is a maximum county rate of 50¢ for the maintenance of elementary schools. This limit should be removed entirely. There is no limit on the county high school rate, nor on the road tax nor hospital tax. Why should there be a limit on tax necessary for maintenance of elementary schools?

Thus, with increased minimum requirements for amount of school money to be raised by state and county and the limit removed on the elementary school tax, the schools of the future will be able to progress as they never have been able to do in the past.

Lastly, the time has come when there must be more national aid for schools. Vast amounts of money are spent annually by the national government for everything else but schools. Just as the states must give more aid ~~so as~~ in order to help all the counties

by a direct tax, this could be done by levying a rate of compensation tax. If this were done, options 4 or 5 of VIII above the local basis would and annually required to raise $1000 per annum. For 37 communities the rates would range from 82% to 99.8% and for the balance 31, the rate would be from 82% to 40%.

Since the rates by no means comparable must necessarily be high, there should be some steps taken to order to make the income comparable. In the community in the case only derived the resources and wealth of the children, therefore, the larger centres should in turn help the rest of the state.

At the present time, there is a maximum annual grant of $40 for the maintenance of elementary schools. This limit should be removed entirely. There is no limit on the amount paid out of the road tax for secondary roads. Why should there be a limit on the necessary for maintenance of elementary schools?

Thus, with increased minimum requirements for amount of school money to be raised by taxes and annually and the limit removed on the elementary school tax, the schools of the future will be able to compare as they never have done help this to do so the part.

Lastly, the time has come when there must be more national aid for schools. Vast amounts of money are spent annually by the national government for everything else but schools. Just as the states must give more aid to schools to help all the schools

in a greater way, so must the national government give large appropriations to help all the states.

It is reasonable, at the present time, to hold that instead of the state having to raise a balance of approximately $5,000,000. in order to give the $1000 per teacher, much of this amount, at least, should be given by the national government.

If the time comes when the nation and the state shall give that united financial support to the schools of the country to which they are entitled, then will there dawn a new era in educational development throughout this whole land.

Acknowledgment.

The greater part of the data used in the tables ~~have~~ has been obtained from the offices of the county and state superintendents. I wish to express my appreciation for the valuable assistance rendered by the officials in these offices. I take special pleasure in publicly expressing my thanks to Mr. Arthur Mock, chief deputy in the county superintendent's office, who was ever willing to give of his time in assisting me to collect the data needed for the campaign.

Due Jul. 1, 1930.