

A STUDY OF THE QUALIFICATIONS AND SALARIES
OF HIGH SCHOOL TEACHERS IN CERTAIN THIRD CLASS
CITIES OF KANSAS

by

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INTRODUCTION

In Kansas there are high schools in 11 first class cities, 77 second class cities and over 600 third class cities. These high schools are ranked as class A, class B, or class C according to the standards and conditions as outlined in the Handbook (3). The schools which fail to meet the requirements for class A or class B are ranked as class C. One high school in a second class city and 151 in third class cities were ranked as class C for the school year 1935-36.

Although classification is not based primarily on size, in general the class C high schools are small and weak. They are either unable or unwilling to meet the standards set up by the State Board of Education. These schools have few teachers, few students, districts with a low valuation and most of them are located in villages whose population is less than 500 persons. Some of the general conceptions regarding these schools are that the teachers are poorly qualified and poorly trained, the members of the Board of Education inadequately prepared for controlling progressive schools, the graduates are not well trained, the principals and the teachers are inexperienced, the teachers are overloaded, overworked, underpaid and their tenure is very brief.

It is impossible to deal with all of these in this study. Some have already been studied by others. The purpose of this study is restricted to presenting detailed and accurate information upon the qualifications and the salaries of the teachers and the principals in

the class C high schools. Material will be presented dealing with the following questions:

1. What is the college preparation of the teachers and principals in the subjects which they are teaching?
2. When and where did the teachers and the principals receive their college training?
3. How much teaching experience do the principals and the teachers actually have?
4. Are the teachers overloaded with school work?
5. Is there any difference in the salary received due to the degree held?
6. Is there any difference in the salary received due to the sex of the teacher?
7. Is there any relation between the salary paid and the size of the school enrollment?
8. How do the salaries in the eastern part of the state compare with the salaries in the western part of the state?

MATERIALS AND METHODS

Every high school in Kansas wishing to be accredited by the State Board of Education must file annually with the high school supervisor a high school principal's organization report. Data for this study were taken from the reports filed in the fall of 1936 by all of the principals of class C high schools. This included the following information: the names of the principals and the teachers in the schools, information regarding the Kansas certificate held, the college training, scholastic preparation, salary, and experience of each teacher. Additional data were taken from the Kansas Educational Directory (6).

Data were collected from all the class C high schools in Kansas. Of the entire 152, one was eliminated from consideration because it was in a second class city, 20 because they were private schools, and five because their data were incomplete. This left a total of 126 schools for the study. The name and the location of each school is shown on the accompanying Kansas map. A number of studies were made based upon these data and the results have been prepared in the form of tables and frequency distributions. There is some variation in the total of the various tables because the records are not entirely complete.

THE GENERAL SITUATION

A number of the general conceptions regarding the class C high schools have already been pointed out in the introduction. If these

are representative of the actual situation, then good educational results would be almost impossible in these schools. However, certain studies which have been made in this field would indicate that the situation is not as bad as many have believed.

Since the schools are controlled by local boards, the traits and qualifications of these individuals are of considerable importance. The character of any institution is greatly influenced by the quality of those in control. Good schools are impossible without good board members. In his study of the board members, Montague (7) reaches this general conclusion, "So long as the schools of the third class cities of Kansas are controlled by men possessing the traits and qualifications of the members just described, the policies of the public schools will be so shaped and controlled as to serve the needs of the Kansas girls and boys to fit them for a worthy place in a democracy."

The results of an institution may be judged also by the quality of its products. Cragun (1) has studied the effect of the size of the high school upon the quality of the work which the high school graduates have accomplished in college. The results secured are very interesting in view of the prevalent opinion that the graduates of the larger high schools are better trained than the graduates of the smaller high schools. In summarizing his material, Cragun (1) states, "The results of this study indicate that the size of the high school is not a significant factor in college success."

From the two viewpoints which have just been mentioned the small

school appears in a rather favorable light, but from the standpoint of the valuation of the districts the situation is not so encouraging. Table 1 shows the valuations of the districts grouped as rural high schools, city village schools and consolidated schools.

Table 1. Valuations of the districts

Dollars	R.H.S.	C.V.S.	Cons.
Over 2,500,000	1	0	0
2,000,000 - 2,500,000	3	0	0
1,500,000 - 2,000,000	7	0	0
1,000,000 - 1,500,000	18	1	2
500,000 - 1,000,000	31	11	10
Below 500,000	0	30	11
Total	60	42	23

Two million dollars is now regarded as the minimum valuation for a district planning to organize a rural high school. Only four of the 60 rural high schools have a valuation that high. Thirty-one have a valuation below \$1,000,000.00. A six mill levy here could not raise more than \$6,000.00. Forty-one of the village or consolidated schools, out of a total of 65, have a valuation below \$500,000.00. A levy of 14 mills here would produce not more than \$7,000.00 for the entire school system. The lowest valuation reported was \$160,000.00. If their levy was 14 mills it would raise only \$2,240.00.

It is quite evident that a large number of the class C high schools are located in districts having a low valuation. Fifty-six of the schools are located in general tuition counties and 42 are located

in Barnes-law counties. Many of these schools could not operate without the revenue which they secure through the operation of these laws.

Facts relative to the number of teachers and the enrollment of the schools are presented in Table 2. In this table the principals are included in the number of teachers.

Table 2. Relation between enrollment and the number of teachers

Enrollment	Number of teachers							Total
	2	3	4	5	6	7	8	
80 - Over	0	0	3	0	1	0	1	5 ^a
75 - 79	0	0	1	0	0	0	0	1
70 - 74	0	0	2	1	1	0	0	4
65 - 69	0	2	1	0	0	0	0	3
60 - 64	0	1	2	1	0	0	0	4
55 - 59	0	1	2	1	0	0	0	4
50 - 54	0	5	5	0	0	0	0	10
45 - 49	2	7	7	1	0	0	0	17
40 - 44	2	7	4	1	0	0	0	14
35 - 39	1	12	7	0	0	0	0	20
30 - 34	5	7	6	1	0	0	0	19
25 - 29	4	4	1	0	0	0	0	9
20 - 24	7	3	0	0	0	0	0	10
15 - 19	3	1	0	0	0	0	0	4
10 - 14	1	0	0	0	0	0	0	1
5 - 9	1	0	0	0	0	0	0	1
0 - 4	0	0	0	0	0	0	0	0
Total	26	50	41	6	2	0	1	126
Mean	27.2	39.9	49.8	-----	-----	-----	-----	43.4
S.D.	10.0	11.0	18.5	-----	-----	-----	-----	21.1

The enrollment varies from nine students to 162 students. The number of teachers varies from two to eight. The minimum enrollment in

^aEnrollments of 162, 132, 123, 86, 83.

a two teacher school is nine students, the maximum is 46 students. There are 416 teachers in the 126 schools, an average of 3.3 teachers per school. The average school enrollment is 43.1 students, which is equal to 13 students per teacher. Although a wide variation is exhibited, there is a correlation between the number of students and the number of teachers.

PREPARATION OF TEACHERS AND PRINCIPALS

The preparation of the teachers was measured in terms of semester hours of college work in the field in which they were teaching. This does not give consideration to the professional courses. Since these teachers hold degrees, it is likely that most of them have had at least 18 hours in professional courses. Some even believe that the subject matter courses are of more importance than the professional courses. Judd (5) advocates that more responsibility in the training of teachers should be placed on the academic departments and fewer professional courses should be required.

The minimum preparation for teachers in the class A schools is 15 semester hours in the field (3). There are exceptions to this in the fields of Mathematics, Foreign Language, and Commerce. Adjustments have been made in this table so that 15 hours may be considered as the minimum in all fields for teachers in class A schools. In the commercial field training in a business college will be accepted in place of college credit.

Table 3. Teacher preparation in each field in terms of semester hours

Semester : hours	English:	Math.:	Social: science:	Science:	Foreign: language:	Commercial: subjects	Industrial: subjects	Music : and art:	Total
100 - 104:	0	0	0	0	0	0	0	2	2
95 - 99 :	0	0	0	0	0	0	0	1	1
90 - 94 :	0	0	0	0	0	0	0	1	1
85 - 89 :	0	0	0	0	0	0	0	2	2
80 - 84 :	0	0	0	0	0	0	0	5	5
75 - 79 :	0	0	0	0	0	0	1	1	2
70 - 74 :	0	0	1	2	0	0	0	9	12
65 - 69 :	2	0	1	1	0	0	0	5	9
60 - 64 :	2	2	4	6	1	0	4	3	22
55 - 59 :	1	0	3	5	1	0	1	3	14
50 - 54 :	3	1	3	3	1	1	6	2	20
45 - 49 :	3	1	4	1	1	1	2	2	15
40 - 44 :	8	4	14	10	2	7	10	2	57
35 - 39 :	12	5	7	6	2	2	9	3	46
30 - 34 :	31	16	27	23	7	8	12	8	132
25 - 29 :	23	8	20	15	3	7	4	1	81
20 - 24 :	25	24	27	22	9	7	7	4	125
15 - 19 :	39	27	40	25	7	24	11	4	177
10 - 14 :	8	21	22	30	5	12	9	2	109
5 - 9 :	4	20	17	14	3	26	23	5	112
0 - 4 :	2	7	6	13	1	52	17	11	109
Business : college :	0	0	0	0	0	11	0	0	11
Total :	163	136	196	176	43	158	116	76	1064
Median :	25.8	18.7	22.4	21.4	23.1	9.1	19.1	39.5	20.8

The results of Table 3 are summarized in Table 4 which shows the number of teachers with less than 15 semester hours of preparation and the number of teachers without college training in the field in which they are teaching. This table is significant in view of the belief that many teachers are teaching subjects which they did not study in college. Shippy (11) points out such a condition in 1931, but as this table shows, only 5 per cent are now teaching subjects without college preparation and over one-half of these are in the commercial field. The largest number are teaching typewriting. Most standard colleges will not grant college credit for typewriting. From this table it is also evident that the remainder of the teachers, or 95 per cent, are qualified to teach in a class B high school. When it is recalled that the graduates of the small high schools are able to do as well in college as the graduates of the larger schools, it is not surprising that most of the teachers in the smaller schools show adequate college preparation.

Analysis shows that 33 per cent of the teachers having less than 15 semester hours of college preparation had between 10 and 14 hours. Fifty-three per cent of those having less than 10 hours of preparation are found in either the commercial or the industrial field. Either the colleges have not trained their prospective teachers in these fields, or their graduates have found conditions of employment better in other fields than it was in the teaching field.

Table 4. Summary of teachers with less than 15 semester hours in their field

Fields	Teachers below 15 hours		Teachers without college credit	
	Number	Per cent	Number	Per cent
English	14	8.6	0	0.0
Mathematics	48	35.3	7	5.1
Social science	45	23.0	0	0.0
Science	57	32.4	10	5.7
Foreign language	9	21.0	1	2.3
Commercial	90	57.0	28	17.7
Industrial	49	42.2	6	5.1
Music and art	18	23.7	1	1.3
Total	330	31.0	53	5.0

A careful study of the principals' reports indicates that the situation could be improved in some cases by a different arrangement of the present teachers. In some schools, for example, we find two English teachers, one of them well qualified and the other poorly qualified. In other schools we sometimes find a teacher assigned to four or five teaching fields. In such cases the teacher is often well prepared in three or four fields but poorly prepared in the others. Improvement could be made in these situations by the administrator in charge. In other situations considerable improvement could be made by a little more care in the employment of teachers. If the State Department of Education would establish a minimum standard of teacher preparation for the class C high schools, improvement could be made in a very few years without working a hardship on anyone.

Table 5 shows the distribution of the teachers according to the year of graduation and the Kansas college from which they received a Bachelor's degree. The principals are included with the teachers in this table.

Every Kansas college is represented among the teachers in the class C high schools by at least two representatives. Kansas State College is at the top of the list with 56 graduates in the group. There are 375 teachers, or principals, from Kansas colleges and 47 from colleges out of the state. The records indicate that a number of these have taken some work from Kansas colleges but not enough to receive a degree. Of the 422 teachers and principals, 80 graduated in 1936 and only 64 graduated before 1926. Fifty-three per cent of the group finished their college training within the last five years and 80 per cent within the last 10 years. The small high schools do not have many teachers who have outlived their usefulness, but who are still remaining in their positions. A number of excellent teachers are among the beginners in these high schools but, unfortunately for these schools, they are likely to leave soon for the larger systems.

Table 6 presents the result of a study of the teachers who have been granted Master's degrees.

There are 27 teachers with Master's degrees. Fourteen of these hold the degree Master of Arts and 13 the degree Master of Science. Five women and 22 men hold Master's degrees. Nineteen of the men are principals in their high schools. Six of the Master's degrees were

Table 5. Distribution of teachers according to college and year of graduation

College	:Before:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	: 1926	:1926:	1927:	1928:	1929:	1930:	1931:	1932:	1933:	1934:	1935:	1936:	Total		
Kansas State	: 6	: 2	: 0	: 3	: 2	: 2	: 6	: 7	: 3	: 3	: 11	: 11	: 56		
Pittsburg Teachers	: 2	: 6	: 1	: 2	: 2	: 6	: 3	: 5	: 3	: 4	: 8	: 7	: 49		
Fort Hays State	: 8	: 0	: 1	: 2	: 9	: 3	: 1	: 3	: 5	: 2	: 4	: 6	: 44		
Emporia Teachers	: 8	: 3	: 1	: 3	: 1	: 4	: 1	: 2	: 2	: 5	: 4	: 8	: 42		
Kansas University	: 6	: 2	: 4	: 0	: 4	: 1	: 2	: 4	: 2	: 0	: 5	: 9	: 39		
Bethany College	: 2	: 1	: 0	: 0	: 0	: 2	: 0	: 1	: 2	: 2	: 2	: 4	: 16		
Baker University	: 4	: 0	: 1	: 0	: 1	: 0	: 1	: 1	: 2	: 1	: 3	: 1	: 15		
College of Emporia	: 1	: 0	: 0	: 1	: 0	: 1	: 3	: 3	: 0	: 1	: 2	: 3	: 15		
Friends University	: 1	: 0	: 2	: 0	: 2	: 0	: 0	: 1	: 1	: 1	: 5	: 1	: 14		
Southwestern College	: 1	: 1	: 0	: 0	: 0	: 1	: 1	: 1	: 2	: 1	: 1	: 4	: 13		
Wichita University	: 0	: 0	: 1	: 0	: 0	: 1	: 2	: 0	: 1	: 1	: 2	: 4	: 12		
Ottawa University	: 0	: 0	: 1	: 0	: 1	: 2	: 0	: 2	: 0	: 1	: 1	: 4	: 12		
Bethel College	: 1	: 0	: 0	: 0	: 2	: 0	: 0	: 1	: 1	: 1	: 1	: 3	: 10		
Washburn College	: 0	: 1	: 0	: 0	: 0	: 0	: 1	: 2	: 0	: 2	: 3	: 1	: 10		
Kansas Wesleyan	: 2	: 0	: 1	: 1	: 0	: 0	: 1	: 0	: 0	: 1	: 0	: 2	: 8		
McPherson College	: 1	: 0	: 0	: 2	: 0	: 1	: 0	: 0	: 1	: 0	: 0	: 1	: 6		
Sterling College	: 2	: 2	: 0	: 0	: 1	: 0	: 0	: 0	: 1	: 0	: 0	: 0	: 6		
Marymount College	: 0	: 0	: 0	: 0	: 0	: 1	: 0	: 0	: 0	: 0	: 0	: 1	: 2		
Mount St. Scholastica	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 1	: 0	: 1	: 0	: 0	: 2		
St. Mary College	: 0	: 0	: 1	: 0	: 0	: 0	: 0	: 1	: 0	: 0	: 0	: 0	: 2		
St. Benedict's College	: 0	: 0	: 0	: 0	: 0	: 1	: 0	: 0	: 0	: 0	: 0	: 1	: 2		
Kansas Total	: 45	: 18	: 14	: 14	: 25	: 26	: 22	: 35	: 26	: 27	: 52	: 71	: 375		
Out of state	: 19	: 4	: 3	: 3	: 1	: 4	: 1	: 1	: 0	: 2	: 0	: 9	: 47		
Total	: 64	: 22	: 17	: 17	: 26	: 30	: 23	: 36	: 26	: 29	: 52	: 80	: 422		

awarded by the Kansas State College, six by the Kansas University, three by Pittsburg State Teachers College and one each by the Fort Hays Kansas State College and the Wichita University. The length of time between the Bachelor's degree and the Master's degree varied up to 17 years with a median of five years. The reports showed that a number of other teachers and principals were doing graduate work. There is a tendency to move into the larger systems after the degrees have been granted. It is evident that a number of these teachers and principals are interested in continuing their professional training.

Summary

1. Sixty-nine per cent of the teachers in the class C high schools are qualified to teach in class A high schools, and 95 per cent are qualified to teach in class B high schools.

2. Better trained teachers are most needed in the commercial and industrial subjects.

3. Within the last five years 53 per cent of the teachers and principals have received a Bachelor's degree and 5 per cent have received a Master's degree.

4. Although every Kansas college is represented in the group of teachers, the five state colleges have graduated 61 per cent of those graduating from Kansas schools.

5. Fifteen per cent of the principals and 2 per cent of the teachers have Master's degrees.

Table 6. Information regarding the teachers holding Master's degrees

School	: Prin.:	: B.S.:	: A.B.:	: Yr.:	College	: M.S.:	: M.A.:	: Yr.:	College	: Years : : Between:Sex
Athol	: x	: x	:	:	17:Emporia Teachers	: x	:	:	27:Kansas State	: 10 : M
Belmont	: x	:	:	x	26:Oklahoma Central Teachers:	:	x	:	30:Wichita University	: 4 : M
Bavaria	: x	: x	:	:	33:Emporia Teachers	:	:	x	37:Greeley, Colorado	: 4 : M
Bern	: x	: x	:	:	28:Emporia Teachers	: x	:	:	33:Kansas University	: 5 : M
Cockerill	: x	: x	:	:	29:Pittsburg Teachers	: x	:	:	34:	: 5 : M
Carneiro	:	:	:	x	:Bethany College	: x	:	:	:Kansas University	: : F
Elgin	:	:	:	x	17:Kansas University	:	:	x	27:Columbus University	: 10 : F
Edwardsville	: x	:	:	x	22:Missouri University	:	:	x	29:Missouri University	: 7 : M
Elwood	: x	: x	:	:	19:Kansas State College	: x	:	:	36:Kansas State College	: 17 : M
Elwood	:	:	:	x	27:Kansas University	:	:	x	34:Kansas University	: 7 : F
Fellsburg	: x	:	:	x	26:Sterling College	:	:	x	36:Colorado University	: 10 : M
Glen Elder	:	:	:	x	33:Kansas University	:	:	x	36:Kansas University	: 3 : M
Greeley	: x	: x	:	:	29:Hays Teachers	: x	:	:	32:	: 3 : M
Grenola	:	:	:	x	31:Wichita University	: x	:	:	34:Kansas State College	: 3 : F
Huron	: x	: x	:	:	26:Kansas State College	: x	:	:	35:Kansas State College	: 9 : M
Irving	:	:	:	x	16:Park College	:	:	x	32:Kansas University	: 16 : F
Lafontaine	: x	: x	:	:	27:Springfield, Missouri	: x	:	:	33:Pittsburg Teachers	: 9 : M
Liberty	: x	: x	:	:	30:Pittsburg Teachers	:	:	x	34:Colorado University	: 4 : M
Michigan Valley:	x	:	:	x	22:Kalamazoo	:	:	x	35:University of Michigan	: 13 : M
Morehead	:	:	:	x	28:Pittsburg Teachers	:	:	x	31:Iowa University	: 3 : M
Pierceville	: x	: x	:	:	26:S. W. Missouri Teachers	:	:	x	26:George Peabody College	: : M
Parkerville	: x	: x	:	:	30:Kansas University	: x	:	:	36:Kansas University	: 6 : M
Roxbury	: x	:	:	x	23:Baker University	: x	:	:	28:Kansas State College	: 5 : M
Stockdale	: x	: x	:	:	32:Kansas State College	: x	:	:	36:Kansas State College	: 4 : M
Tonovay	: x	: x	:	:	30:Pittsburg Teachers	: x	:	:	35:	: 5 : M
Viola	: x	: x	:	:	23:Emporia Teachers	:	:	x	36:Colorado State Teachers	: 13 : M
Vinland	:	:	:	:	34:William Jewell	:	:	x	36:Brown University	: 2 : M

EXPERIENCE OF TEACHERS AND PRINCIPALS

The study by Simon (12) showed that in the school year of 1930-31 the median length of time the principals in the smaller secondary schools of Indiana had been in their present positions was 2.7 years and the median length of time the teachers had been in their present positions was 1.4 years. This would indicate a rapid turnover. Of this shifting, 37 per cent was voluntary and 61 per cent was caused by the dismissal of teachers. Simon (13) showed that personal reasons were given in 19 per cent of the cases for the dismissal of principals and teachers. Simon believes this could be greatly reduced through the efforts of teacher training institutions.

Everdeen (2) has shown that for the school year of 1930-31 the ratio of new teachers to old teachers in the senior high schools in the nation was 1:4.24 and in Kansas the ratio was 1:3.74. Of these new teachers, 35 per cent came from another school system in the same state and 8.2 per cent came from a school system in another state.

In his study, Obrien (9) summarizes his results by saying, "An absence of varied or extended teaching experience was particularly marked among the teachers in the small high schools."

The material presented in Table 7 deals with the teaching experience of the principals and the teachers in the class C high schools in Kansas.

Table 7. Teaching experience of principals and teachers

Years	Principals			Teachers		
	This school	Other schools	Total	This school	Other schools	Total
Over 20:	0	3	4	0	2	2
20 :	0	0	3	0	0	1
19 :	0	0	1	0	0	1
18 :	0	1	0	0	1	1
17 :	0	1	5	0	0	2
16 :	0	1	4	0	1	3
15 :	0	1	8	0	3	1
14 :	0	2	8	1	1	6
13 :	0	4	4	0	1	3
12 :	0	7	7	0	4	2
11 :	0	5	10	1	2	7
10 :	1	7	7	2	4	10
9 :	6	7	8	0	5	8
8 :	4	9	10	2	7	15
7 :	3	8	5	4	12	9
6 :	11	9	10	14	10	26
5 :	16	7	12	8	9	17
4 :	11	8	5	20	14	20
3 :	19	6	1	34	22	33
2 :	21	8	2	62	32	54
1 :	23	7	1	141	33	68
0 :	0	14	0	0	126	0
Total :	115	115	115	289	289	289
Q ₁ :	1.8		6.3	1.0		1.6
Median :	3.2		10.0	1.5		3.2
Q ₃ :	5.3		14.0	2.9		6.5
Q :	1.8		3.9	1.0		2.5

Table 7 indicates that principals have been in their present schools from one to 10 years with a median of 3.2 years. Fourteen of them have never had any experience in any other school. The total teaching experience for the principals varies from one to 30 years with a median of 10.0 years. The average principal has had several years of

teaching experience but his tenure is rather brief.

Teachers have been in their present positions for a period varying from one up to 14 years. It is interesting to note that the maximum is above the maximum for the principals. One hundred twenty-six of the teachers have never taught in another school. The total teaching experience ranges up to 26 years although 68, or 24 per cent, are teaching their first year. The median length of time teachers have been in their present positions is 1.5 years. The ratio of new teachers to old teachers in these schools is 1:1.05.

The tenure of the principals and the teachers in the small high schools in Kansas is only slightly above that found in Indiana by Simon (12). There is a very rapid turnover which is not favorable to good schools. There is a great waste in the needless shifting of many of these teachers from year to year. Shippy (11) discussed this situation and has proposed a uniform salary schedule to reduce the amount of voluntary moving by the teachers. Simon (12) also believes that a salary schedule which is uniform among the schools would reduce the amount of voluntary turnover. Stronger educational leadership in the schools should be able to reduce the amount of unnecessary dismissals. Scott (10) believes that the argument for teacher tenure should be based upon the teachers' need and a philosophy of job security rather than upon the improvement which it would make in the schools. Regardless of the philosophy of the proposal, the present situation is certainly a strong argument for the need of some system of protective teacher tenure.

The opinion is widely held that in our smaller schools the teachers are required to teach in several fields and that they have a very large number of daily classes. Data dealing with this are presented in Table 8. A number of the principals and teachers are omitted from this table because some of the principals' reports are incomplete in this regard.

Table 8. Number of teaching fields and daily classes

Number	Teaching fields		Daily classes	
	Principals	Teachers	Principals	Teachers
7	0	0	2	4
6	0	0	12	25
5	2	2	40	114
4	11	24	37	85
3	53	128	22	4
2	53	109	3	0
1	7	39	0	0
Total	126	302	116	232
Mean	2.5	2.5	4.3	4.7

The recommendation in the Handbook (3) is that teachers should teach in not more than three fields. It will be seen from the table that only 13 of the principals and 26 of the teachers are exceeding this standard. Neither is the number of daily classes excessive for the average teacher, as only 14 principals and 29 teachers have more than five classes a day. Since the average enrollment of the classes in the small high school is low, the pupil-teacher ratio in terms of pupil periods a day is well below the maximum of 150. If the average school has 43 pupils and three teachers, theoretically, the principal would

have 48 pupil periods per day and each teacher would have 62 pupil periods per day. From these viewpoints it would seem that the teaching load is not exceedingly heavy. Teaching assignments may vary from year to year but there is such a large teacher turnover that this factor would be difficult to study and probably would not be as important as the changing of the teachers.

Summary

1. The median length of time principals have been in their present positions is 3.2 years.

2. The median length of time teachers have been in their present positions is 1.5 years.

3. One principal out of every five is in his present position for the first year, and a second one out of every five is in his present position for the second year.

4. Forty-nine per cent of the teachers are in their present positions for the first year.

5. The median of the total teaching experience of the principals is 10.0 years.

6. The median of the total teaching experience of the teachers is 3.2 years.

7. The rate of teacher turnover is high and could be reduced through the efforts of the teacher training institutions, stronger educational leadership in the schools, and a uniform salary schedule.

8. There is a need for some form of protective teacher tenure.

9. Only 10 per cent of the principals and 9 per cent of the teachers are teaching in more than three teaching fields.

10. Only 12 per cent of the principals and 13 per cent of the teachers have more than five classes daily.

THE SALARY SITUATION

In dealing with the question of salaries in the class C high schools, no attempt is to be made to develop a proper salary schedule or to evaluate the present salary scale except upon the basis of other studies. Teachers often feel that the salaries are low. Farmers often believe that they are high. In order to be convincing, more than personal opinions are needed. One must also recognize the wide variation in the purchasing power of the dollar from year to year and from community to community. Another question is bound up in the slogan of "equal pay for equal work." Shippy (11) has pointed out that the teacher without dependents fares well. If society wishes to retain married men with families in the profession, some effort must be made to pay a salary which will adequately care for a family.

Due to the unsettled conditions of the last few years, salaries have varied very widely. Shippy (11) found a common salary for beginning teachers to be \$145.00 monthly. This year in the class C schools the typical salary was \$90.00 monthly. Teachers in the larger schools usually consider the wages low in the smaller schools because

the salary is lower in dollars. Many figures that are published upon the question are misleading because of the difference in the cost of living in a rural community and in a larger community. Until this question has been carefully studied, a difference in salary of one or two hundred dollars, and possibly more, in favor of the larger villages or cities cannot fairly be considered as a better salary in terms of the living which it would provide.

Heistand (4) found the average salary in the third class cities to be \$99.00 per month and the lowest salary average of any county to be \$62.50. Among his conclusions he states, "Results of the study indicate that current teachers' salaries are too low in comparison with present existing conditions in the business world." It is doubtful if the changes that have taken place in the past year have been more favorable to the teachers than to business.

A survey conducted by the N.E.A. (8) shows recovery in the salaries of all school employees in the groups studied, which extended over cities whose population was 2,500 or more. The larger cities showed more improvement than the smaller ones.

Since teachers' salaries are low in comparison with conditions in the business world, and since improvement is taking place more rapidly in the larger cities, both of these factors will operate to draw the better teachers away from the smaller schools. Schools paying salaries below the average will find it increasingly difficult to secure experienced and well trained teachers.

Table 9. Salaries of principals and teachers according to degree held

Salaries	Principals					Teachers					
	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Music	Total
\$1687.50 - 1732.49	1	0	0	0	1	0	0	0	0	0	0
1642.50 - 1687.49	1	1	0	0	2	0	0	0	0	0	0
1597.50 - 1642.49	1	2	0	0	3	0	0	0	0	0	0
1552.50 - 1597.49	0	0	0	0	0	0	0	0	0	0	0
1507.50 - 1552.49	0	1	2	0	3	0	0	0	0	0	0
1462.50 - 1507.49	3	0	0	0	3	0	0	0	0	0	0
1417.50 - 1462.49	3	0	1	1	5	0	0	0	0	0	0
1372.50 - 1417.49	0	1	0	0	1	0	0	0	0	0	0
1327.50 - 1372.49	9	3	2	1	15	0	0	0	0	0	0
1282.50 - 1327.49	4	2	1	0	7	1	0	0	0	0	1
1237.50 - 1282.49	1	3	1	0	5	3	1	0	0	0	4
1192.50 - 1237.49	4	10	2	1	17	0	0	0	0	0	0
1147.50 - 1192.49	5	2	0	0	7	0	0	0	0	0	0
1102.50 - 1147.49	5	6	0	2	13	2	1	0	0	0	3
1057.50 - 1102.49	6	3	0	1	10	3	3	0	1	0	7
1012.50 - 1057.49	1	2	0	0	3	5	5	0	0	0	10
967.50 - 1012.49	1	1	1	0	3	5	5	0	1	0	11
922.50 - 967.49	2	0	0	0	2	5	8	0	0	1	14
877.50 - 922.49	4	1	0	0	5	15	23	0	1	2	41
832.50 - 877.49	1	0	0	0	1	13	10	0	1	1	25
787.50 - 832.49	2	0	0	0	2	29	30	1	1	4	65
742.50 - 787.49	0	0	0	0	0	14	8	0	1	2	25
697.50 - 742.49	1	0	0	0	1	20	14	0	0	2	36
652.50 - 697.49	0	0	0	0	0	6	7	0	0	1	14
607.50 - 652.49	0	0	0	0	0	2	3	0	0	1	6
562.50 - 607.49	0	0	0	0	0	2	0	0	0	0	2
Total	55	38	10	6	109	125	118	1	6	14	264
Mean	1199	1229	1319	1223	1222	841	845		910	794	841
S.D.	220	167	155		196	135	113			86	123

Table 9 has been presented to show the salaries actually paid for the school year 1936-37. The teachers and the principals have been grouped according to the degree which they are holding.

There is little difference in salary between those holding the B.S. degree and those holding the A.B. degree among either the teachers or the principals. Principals holding Master's degrees receive a higher average salary than the other principals, but the number of cases involved is small. The mean salary of the principals is \$381.00 higher than the mean salary of the teachers. There is wide variation as the salaries of the teachers vary from \$565.00 to \$1300.00 and the salaries of the principals range from \$720.00 to \$1700.00

Table 10 shows the salaries paid to the men and the women teachers. Shippy (11) found women with the Bachelor's degrees receiving a median salary of \$1300.00 in Kansas and the men receiving a median salary of \$1650.00. This represents a large difference in favor of the men. No such variation was seen in the class C schools last year. The salaries here show a much smaller variation either in number of dollars or on a percentage basis, the average being \$85.00. However, this does not necessarily indicate that the smaller schools are uninterested in the marital status of their teachers. It should be remembered that most of these men are just out of college and unmarried. A majority of them will not stay in the teaching profession. Those that do may soon move up to a principalship, and the average salary of the principals is much higher than the average salary of the teachers, as was shown in Table 9.

Table 10. Salaries of teachers grouped by sex and by degree

Salaries	Women			Men		
	B.S.	A.B.	Total	B.S.	A.B.	Total
\$1282.50 - 1327.49	0	0	0	1	0	1
1237.50 - 1282.49	0	0	0	3	1	4
1192.50 - 1237.49	0	0	0	0	0	0
1147.50 - 1192.49	0	0	0	0	0	0
1102.50 - 1147.49	1	0	1	1	1	2
1057.50 - 1102.49	0	1	1	3	2	5
1012.50 - 1057.49	0	5	5	5	0	5
967.50 - 1012.49	2	5	7	3	0	3
922.50 - 967.49	4	7	11	1	1	2
877.50 - 922.49	10	15	25	5	8	13
832.50 - 877.49	8	8	16	5	2	7
787.50 - 832.49	14	24	38	15	6	21
742.50 - 787.49	10	8	18	4	0	4
697.50 - 742.49	16	12	28	4	2	6
652.50 - 697.49	5	7	12	1	0	1
607.50 - 652.49	2	3	5	0	0	0
562.50 - 607.49	2	0	2	0	0	0
Total	74	95	169	51	23	74
Mean	798	831	817	904	900	902
S.D.	99	105	104	153	126	145

Many schools insist upon married men for their principals.

There is a general feeling that higher salaries and greater prestige go with larger schools. Many teachers desire to move into larger schools and make an effort to do so. Heistand (4) presents evidence showing that over a period of 20 years the average monthly salary of high school teachers in second class cities is only seven dollars per month higher than the average monthly salary for high school teachers in the third class cities. Table 11 shows the relationship in the class C high schools between the size of the school and the salaries that were paid principals and teachers for the year of 1936-37.

It is noticeable that the average salary of the principals and the teachers tends to increase with the enrollment of the school, although there is much overlapping of the salary ranges. The increase in the salaries of the principals is greater than the increase in the salaries of the teachers. Among the principals the lower salaries are all received in the smaller schools but the higher ones are scattered and the highest is paid in a school with an enrollment of 48 pupils. The five highest salaries go to principals without Master's degrees.

For a number of years there has been a prevalent belief that salaries in the western part of Kansas were higher than the salaries in the eastern part of the state. The following tabulation was designed to show the situation in the class C high schools for the past school year.

Table 11. Correlation between salaries and school enrollment

Salaries	: Principals salary and			: Teachers salary and		
	: school enrollment			: school enrollment		
	: 1-29	: 30-49	: Over 50	: 1-29	: 30-49	: Over 50
\$1687.50 - 1732.49	: 0	: 1	: 0	: 0	: 0	: 0
1642.50 - 1687.49	: 0	: 1	: 1	: 0	: 0	: 0
1597.50 - 1642.49	: 0	: 0	: 2	: 0	: 0	: 0
1552.50 - 1597.49	: 0	: 0	: 0	: 0	: 0	: 0
1507.50 - 1552.49	: 0	: 1	: 1	: 0	: 0	: 0
1462.50 - 1507.49	: 0	: 2	: 1	: 0	: 0	: 0
1417.50 - 1462.49	: 0	: 3	: 2	: 0	: 0	: 0
1372.50 - 1417.49	: 0	: 0	: 1	: 0	: 0	: 0
1327.50 - 1372.49	: 0	: 9	: 6	: 0	: 0	: 0
1282.50 - 1327.49	: 2	: 4	: 1	: 0	: 0	: 1
1237.50 - 1282.49	: 2	: 2	: 0	: 0	: 1	: 3
1192.50 - 1237.49	: 4	: 10	: 3	: 0	: 0	: 0
1147.50 - 1192.49	: 0	: 6	: 1	: 0	: 0	: 0
1102.50 - 1147.49	: 2	: 8	: 3	: 1	: 0	: 2
1057.50 - 1102.49	: 1	: 8	: 1	: 0	: 3	: 4
1012.50 - 1057.49	: 0	: 3	: 0	: 2	: 6	: 2
967.50 - 1012.49	: 1	: 1	: 1	: 0	: 8	: 3
922.50 - 967.49	: 1	: 1	: 0	: 1	: 6	: 7
877.50 - 922.49	: 3	: 2	: 0	: 4	: 18	: 19
832.50 - 877.49	: 1	: 0	: 0	: 1	: 16	: 8
787.50 - 832.49	: 1	: 1	: 0	: 3	: 41	: 21
742.50 - 787.49	: 0	: 0	: 0	: 4	: 8	: 13
697.50 - 742.49	: 1	: 0	: 0	: 5	: 27	: 4
652.50 - 697.49	: 0	: 0	: 0	: 1	: 11	: 3
607.50 - 652.49	: 0	: 0	: 0	: 3	: 3	: 1
562.50 - 607.49	: 0	: 0	: 0	: 2	: 0	: 0
Total	: 19	: 63	: 24	: 27	: 148	: 91
Mean	: 1071	: 1215	: 1328	: 793	: 826	: 876
S.D.	: 180	: 171	: 176	: 138	: 109	: 132

Table 12. Number and average salary of principals and teachers

	Principals		Teachers	
Western counties	Number	Average salary	Number	Average salary
Rawlins	1	\$ 1,620	4	\$ 1,045
Decatur	1	945	1	630
Norton	2	968	5	684
Phillips	2	945	2	725
Smith	3	1,153	6	833
Jewell	3	1,170	8	685
Sherman	1	1,350	4	746
Thomas	3	1,060	6	795
Rooks	2	1,040	3	735
Mitchell	1	1,215	2	720
Logan	2	1,225	7	765
Trego	1	1,350	2	810
Lincoln	2	1,410	7	842
Lane	1	1,125	3	780
Ness	1	1,170	4	721
Finney	1	1,350	2	959
Hamilton	1	1,215	1	900
Stanton	1	1,125	3	810
Morton	2	810	3	675
Ellsworth	1	855	-	---
Edwards	1	1,080	3	825
Stafford	2	1,350	3	900
Kingman	3	1,303	6	870
Total	38	\$43,952	85	\$67,318
Mean		\$ 1,157		\$ 792
Eastern counties :				
Republic	2	\$ 1,215	5	\$ 816
Washington	1	1,080	2	675
Marshall	3	1,317	9	975
Nemaha	3	1,300	6	752
Brown	2	1,460	4	844
Doniphan	8	1,323	20	925
Ottawa	2	1,373	6	863
Clay	1	1,425	3	810
Pottawatomie	3	1,140	4	782
Atchison	3	1,040	6	743
Jefferson	1	1,125	2	788

Saline	:	2	:	\$ 1,210	:	4	:	\$ 939
Dickinson	:	1	:	1,080	:	3	:	735
McPherson	:	1	:	1,440	:	3	:	960
Marion	:	2	:	1,320	:	6	:	880
Morris	:	1	:	1,193	:	2	:	900
Harvey	:	1	:	1,600	:	7	:	1,050
Chase	:	2	:	1,140	:	6	:	806
Sedgwick	:	1	:	1,460	:	3	:	840
Lyon	:	1	:	1,215	:	4	:	878
Greenwood	:	4	:	1,292	:	9	:	835
Elk	:	1	:	1,035	:	6	:	848
Chautauqua	:	2	:	1,013	:	4	:	765
Osage	:	2	:	1,015	:	5	:	740
Coffey	:	1	:	1,650	:	3	:	1,065
Woodson	:	1	:	1,125	:	1	:	900
Wilson	:	1	:	1,260	:	2	:	878
Montgomery	:	3	:	1,140	:	7	:	789
Douglas	:	-	:	---	:	3	:	840
Franklin	:	3	:	1,520	:	8	:	831
Anderson	:	2	:	1,210	:	5	:	813
Allen	:	1	:	810	:	1	:	765
Neosho	:	2	:	1,230	:	3	:	840
Labette	:	2	:	1,240	:	7	:	815
Miami	:	1	:	1,080	:	2	:	990
Bourbon	:	1	:	1,215	:	3	:	720
Crawford	:	2	:	1,590	:	7	:	910
Total	:	70	:	\$87,948	:	181	:	\$154,972
Mean	:		:	\$ 1,256	:		:	\$ 856

County averages were first determined and the results are shown in the table. The line of division between the eastern and the western parts of the state was drawn south from the boundary line between Jewell and Republic counties. Comparisons are made on the basis of the mean salary for each group. The results indicate average salaries in the eastern part of the state are \$99.00 higher for the principals and \$64.00 higher for the teachers than the average salaries in the western part of the state. There is, of course, wide variation in each section and much overlapping of salary ranges.

Summary

1. Salaries have varied widely in the past 10 years in terms of dollars.
2. The mean salary for the high school teacher in the class C high school for the school year 1936-37 was \$841.00.
3. The mean salary for the high school principal in the class C high school for the school year of 1936-37 was \$1222.00.
4. Improvement in teachers' salaries began in 1934 in the larger cities. This improvement is slower in the smaller cities and did not show in the class C high schools last year.
5. Unless many of the smaller schools increase their salaries, they will find it increasingly difficult to retain well qualified teachers.
6. The mean salary for men teachers was \$85.00 higher than the mean salary for women teachers.
7. The salary of the principal and the teachers tends to increase with the size of the high school although the increase is greater for the principals.
8. The salaries of the teachers varied from \$565.00 to \$1300.00 and the salaries of the principals varied from \$720.00 to \$1700.00.
9. Salaries in the eastern part of the state average higher for both principals and teachers than the salaries in the western part of the state.

CONCLUSIONS

Bigness is too often associated with greatness. The quality of work that is accomplished in a school need not be controlled by the size of the school. Good educational leadership will yield adequate returns in the small high school, as well as in the large high school.

Most of the teachers in the class C high schools in Kansas are adequately prepared in their subject matter fields. The others would quickly prepare themselves, if the State Board of Education would establish minimum standards of preparation. The writer would recommend that each teacher in the class C high schools be required to have some college credit in the field of each subject taught.

Many of the teachers and principals are lacking in experience. Well trained administrators can do much to improve the situation. The writer believes some form of a uniform salary schedule would reduce voluntary moving and some form of protective teacher tenure would prevent unnecessary teacher turnover each spring. It would seem advisable for the State Board of Education to establish minimum standards for the principals also in the class C high schools. The writer would recommend that the minimum training for principals be six semester hours of graduate work in professional courses. People in these smaller communities are deserving of good educational leadership and often have a greater need of it than the people of larger communities.

With a carefully planned school program it is unnecessary for the

teachers to teach in more than three fields or to have more than five classes a day. The teaching load should not be excessive and does not need to be.

Good educational work is already being carried on in many of these class C high schools. Proper leadership will make certain improvements possible and thus improve the quality of the work that can be accomplished.

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