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Research Bulletin

OF THE

National Education Association

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FOREWORD

DO SCHOOL costs threaten the Nation's financial solvency? Are we allowing too many children the opportunities that come from attendance in the upper grades and in high school? Have the American people given the public school too high a place among the institutions ministering to the satisfaction of worthy human needs? These are questions which the American people are called upon to answer.

Fortunately the time is passing when such questions need be answered wholly on the basis of prejudice or unverified opinion. Tabulated facts and tested thought are rapidly becoming the basis of educational procedure. He who arrives at important educational conclusions, disregarding the facts, retards rather than advances school progress.

The National Education Association in publishing this Bulletin adds to the facts that are available in dealing with the problems of educational finance. The first part of the Bulletin presents figures as to the Nation's wealth and educational expenditures. They furnish a sound basis for conclusions as to the ability of the country to afford the expense of giving every child an educational opportunity. The second part of the Bulletin presents tabulations showing the salaries being paid in city school systems in all types of positions.

The inquiry, which made this salary information available, is representative of a type of endeavor that is becoming characteristic of the Association. The need for the inquiry was recognized by the President of the Association who appointed a salary committee and placed in its hands the responsibility for making an investigation of the salary situation. This Committee determined the scope and method of making the study and then placed in the hands of the Research Division the actual work of collecting and tabulating data.

The advantages of this type of procedure are these: (a) Investigations of the Association are directed and formulated by school experts of vision and experience, (b) The valuable time of Committee members is given wholly to the broader aspects of their studies rather than to the details of collecting and tabulating data, (c) Information collected becomes available promptly, in good form, for the use of school people in general and (d) Committee reports are based upon carefully collected data and concern themselves with the proper interpretation of these data.

I look upon this Bulletin as one of the most valuable that has been issued by the Association. Other bulletins have made information available as to minima, maxima and other features of salary schedules. This Bulletin reveals how the schedules have actually been applied in terms of salaries paid.

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

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Can The Nation Afford To Educate Its Children?

It would be difficult to find another twenty-five pages which raise as many fundamental educational issues as those which occur on pages 93 to 117 in the last Annual Report of the President and of the Treasurer of the Carnegie Foundation for the Advancement of Teaching.

Have the American people exalted the value of the social training given by the schools to an unwarranted extent?

Have the schools brought in and retained great numbers of pupils whose intellectual endowment is ill-suited for formal study?

Should the schools courageously eliminate great numbers of children at an earlier age and point to other openings in life such as those offered in the trades?

Has there been too great an "enrichment" of the curriculum, that is, has the school attempted to give instruction and training in too many fields?

These, briefly stated, are some of the questions that are brought out into the open by the Carnegie Report in the section headed, "The Rising Cost of Education." The author gives his opinion as to what the answers should be in a manner that is both clear and definite.

Had the Report ended with this it would have been a solid contribution toward the solution of some of our most pressing educational problems. Attempts to get such questions as these clearly before the American people are to be commended, and the opinions of the best thinkers of the Nation are badly needed in answering them.

The author of the Report, however, is not content to raise these questions and to indicate what he believes the answers should be—leaving it to the American people to make the final decision as to the merit of his answers. He insists that economic limitations are such that his answers must be

accepted. The schools are already "sorely taxing the ability of the American people to pay for them." Therefore, it is out of the question to continue along present lines. The schools must be reorganized and the *first essential* in any educational reorganization is a reduction of school costs.

Is this conclusion based on the facts? Do figures as to the cost of education and the ability of the Nation to pay for education support this attitude? The matter is of sufficient importance to justify a careful analysis of the main conclusions of the Report concerning the cost of education and a presentation of the facts and figures which bear upon them.

The first of the principal conclusions arrived at in the Report may be stated as follows: *The cost of the schools is enormous and is sorely taxing the ability of the American people to support them.*

This opinion is emphasized repeatedly by such statements as:

"The ability of the public to support expensive forms of education has been sorely taxed", p. 97.

"It is necessary today that those in charge of our agencies of education should realize that, generous as is the American public, the day is here when education must reckon with economic necessity", p. 97.

"Under the enormous load of taxation that society carries today communities will rise against the burdensome cost of public education", p. 116.

"That it (the public school) will be endangered within a comparatively short time is evident, unless the cost of public education shall be brought within a limit of expense which the public can bear . . .", p. 116.

Is there justification for the belief that the cost of the public schools is enormous and is sorely taxing the ability of the American people to support them?

WHILE IT is true that the educational budget has increased more rapidly than the population, it is not true that it has increased more rapidly than the wealth of the community. On the contrary, it may be affirmed, with little fear of contradiction, that from the economist's point of view the growth of prosperity in the United States as a whole has been so enormous as to make the proportion of educational expenditures to the real wealth of the community actually smaller than it was in past decades.—Edwin R. A. Seligman, *Trained Men*, December, 1921, page 205.

The figures in Table 1, are pertinent to this question. They give estimates both of the Nation's wealth and of its expenditures for education. The following statements are based on these figures:

1. The cost of all public elementary and secondary schools in 1920 was four tenths of one per cent of the Nation's wealth.

2. The cost of all public elementary and secondary schools in 1920 was one and five tenths per cent of the Nation's income in 1919 and one and four tenths per cent of the Nation's income in 1920.

3. The cost of all public elementary and secondary schools in 1920 was less than seven per cent of the amount of money lying in the "saving accounts" of the banks of the Nation in 1921, a year when the recent business depression was most acute.

The word enormous is, of course, a relative term. In order to decide whether a Nation's educational expenditures are enormous they should be compared with that Nation's ability to pay for education. A billion dollars spent for education in a Nation with an annual income of seventy billions is, of course, a different matter than would be a similar expenditure in a Nation such as the United Kingdom with an estimated annual income of twenty-five billions.

The fact is that the United States during the war decade devoted something less than two per cent of its yearly income to education. If this represents an enormous educational expenditure for a civilized Nation,

the statements of the Carnegie Report are justified, if it is not, they are unjustified.

In this connection it is also pertinent to present figures as to the cost of other things for which the Nation feels able to pay. The percentage of a Nation's annual supply of goods and services that can be devoted to any particular purpose is not fixed, except that it cannot be greater than the total income. The pleasure loving nation may expend great sums for the provision of amusements. The militaristic Nation may expend billions for armament. It is all a question of relative values.

The question of how much the United States should spend for education is, likewise, a relative one. Civilized countries generally rate the value of education high. The question of whether any National expenditure is enormous involves at the outset a decision as to the relative values of many different things. A Nation pays for what it values highly.

The figures of Table 2 indicate the cost of some of the things for which the Nation has felt able to pay. One large item can be classed under the head of luxuries, including the articles listed in Table 3. The Nation also considers it desirable to support many forms of public service other than education. Under this is included a number of large amounts such as expenditures for past wars, the current expenses of the army and navy, and the construction and maintenance of roads.

TABLE 1.—THE NATION'S WEALTH AND EDUCATIONAL EXPENDITURES

National wealth in 1920.....	\$250,578,155,336
National income in 1919.....	66,252,601,000
National income in 1920.....	70,000,000,000
Savings Deposits in 1921.....	16,618,595,000
Educational Expenditures in 1920.....	1,036,151,209

The estimate of National wealth in 1920 is based upon the last Census estimate of wealth, that of 1912, *Wealth, Debt and Taxation* Vol. 1, assuming that the increase between the eight years following 1912 was as great as between the years 1904 and 1912; see J. A. H. Keith, *Educational Opportunity as Related to School Revenue*, *Pennsylvania School Journal*, January, 1923, p. 194. The estimate given is probably conservative since other estimates of the wealth of the United States in 1920 place it at over \$350,000,000,000; see W. R. Ingalls, *Wealth and Income of the American People*, p. 310. National income in 1919 is the figure issued by the National Bureau of Economic Research in *Income in the United States*, National income in 1920 is independently estimated on the advice of one of the best informed economists at present working in the field. It is \$2,000,000,000 lower than an estimate recently made by the National Industrial Conference Board. The estimates of savings deposits for 1921 is that given in the *Journal of the American Bankers Association*, July, 1922, by Leo Day Woodworth. Educational expenditures include the cost of all public elementary and secondary schools according to the U. S. Bureau of Education, Bulletin, 1922, No. 29, p. 42.

The figures of this table justify the following statements:

1. The Nation in 1920 spent seventeen dollars for luxuries for every dollar that it spent for education.

2. In 1920 the Nation spent eight and one half dollars for other forms of public service for every dollar it spent for public elementary and secondary schools.

If an expenditure of a billion dollars for education sorely taxes the resources of a Nation that finds it possible to expend seventeen billions for luxuries and nine billions for other forms of public service, then the statements of the Carnegie Report are justified, if not they are unjustified.

The second of the main opinions arrived at in the Report may be stated as follows: *The relative burden of supporting the schools increased between 1910 and 1920.*

This conclusion is reiterated in such statements as these:

"In the decade ending with 1920 the cost of all public schools has shown an enormous increase", p. 96.

"For one reason and another the cost of the schools . . . has risen by leaps and bounds in the last decade . . .", p. 97.

"The evident and natural causes that make the cost of education in 1920 not only absolutely greater, but relatively greater than in 1910 have been mentioned", p. 100.

"It is perfectly clear that if the demands of the schools continue to increase at the present rate, or, as seems more probable, at an increased rate, the financial inability of society to pay the cost will in a measurable time bring radical curtailments", p. 116.

Is there justification for the belief that the relative burden of supporting the schools increased enormously between 1910 and 1920? Table 4 gives figures pertinent to this question.

TABLE 3.—ESTIMATED ANNUAL EXPENDITURES FOR LUXURIES, 1920.

Candy.....	\$1,000,000,000
Tobacco.....	2,111,000,000
Soft Drinks.....	350,000,000
Perfumery and Cosmetics.....	750,000,000
Admissions to theatres, dues, etc.....	800,000,000
Ice Cream.....	210,000,000
Cakes, Confections, etc.....	350,000,000
Luxurious Services.....	3,000,000,000
Luxuries in hotels and restaurants.....	750,000,000
Luxurious food, etc.....	5,000,000,000
Joy riding, races, pleasure resorts, etc.....	3,000,000,000
Cost of Luxuries.....	\$17,361,000,000
School Expenditures.....	1,036,000,000

The figures as to the expenditures for luxuries are taken from a statement issued by the Treasury Department, June 11, 1920. The figures as to the cost of education are the same as those given in Table 1.

The figures in the table do not reveal any radical change since 1910 in the percentage of the Nation's income that is going to our schools. The percentage of the Nation's income devoted to education in 1918 and 1920 was practically the same as that expended in the years preceding our entrance into the world war. They give no support to the conclusion that the relative burden of supporting the schools increased between 1910 and 1920.

A third general opinion arrived at in the Report may be stated as follows: *The cause of the rapid increase in school costs has been primarily the result of certain mistaken educational conceptions on the part of the public and the teachers and a lessening of these costs depends upon the correction of these conceptions.*

TABLE 2.—EDUCATIONAL EXPENDITURES AND OTHER EXPENDITURES IN 1920

Expenditures for Luxuries.....	\$17,361,000,000
Expenditures for all Governmental Activities, except Education.....	8,884,614,781
Expenditures for Education 1920.....	1,036,151,209

The estimated expenditures for luxuries are those issued by the Secretary of the Treasury, June 11, 1920. Expenditures for all governmental purposes, including education in 1920, was \$9,920,766,000 according to *Taxation and National Income*, issued by the National Industrial Conference Board, New York City, page 14. The subtraction of school costs in the same year results in the figures given here. Expenditures for Education for 1920 taken from U. S. Bureau of Education Bulletin, 1922, No. 29, p. 42. Expenditures for all of the items given in this table are not available for years later than 1920. The National Industrial Conference Board estimates all governmental expenditures in 1921, including education, at \$9,373,595,000. No reliable figures as to the total cost of public education subsequent to 1920 are available. Just what changes have taken place in the relative amounts expended for the items listed in this table cannot, therefore, be stated at the present time. It can be stated with certainty, however, that educational expenditures in 1922 constituted a minor fraction of the total expenditures for public purposes.

This point is brought out in a discussion which differentiates between the *normal factors* in the increased cost of education, such as, increase in population, greater cost of modern school facilities and increased salaries, and the *invisible causes* which rise out of "educational theories and strivings of the day," such as "the admission of great numbers of pupils, ill-fitted for the higher and more expensive schools" and "the so-called 'enrichment' of the curriculum."

That the invisible factors are primarily responsible for the increase in the cost of education is brought out in such statements as these:

"The rise in the cost of education has come in a large measure out of a transformation of the notion of what a school is for . . .", p. 102.

" . . . a second cause which has perhaps done more to increase the cost of public education than any other factor is the so-called 'enrichment' of the curriculum", p. 101.

"These educational theories [enrichment of curriculum, etc.] are those which have added most to the high cost of education", p. 102.

In analysing the trend of the cost of the schools during the last decade it is important to make a distinction between increases in school costs measured in dollars, which are largely fictitious, and real increases in school costs.

The figures of Table 4 reveal that during the last decade there was no general tendency on the part of the schools to consume an increased proportion of the Nation's supply of wealth and services. Therefore, there was no real increase in school costs during this decade in the sense that they constituted a

greater relative burden on the Nation. Any explanation of the increasing cost of the schools must, therefore, be an explanation of a fictitious increase in the burden of school costs, the result of the fluctuation of the purchasing power of the dollar, rather than an explanation of an actual increase in this burden.

The depreciation in the purchasing power of the dollar between 1910 and 1920 had the effect of causing a fictitious rise in the cost of nearly everything when that cost is measured in dollars. Index numbers of the United States Department of Labor and other reliable agencies indicate that the purchasing power of the dollar of 1920 was less than half of what it was in 1910. This rapid depreciation of the dollar makes fallacious any unqualified comparison of pre-war costs stated in dollars, with costs in 1920 stated in dollars.

The National income in the pre-war year, 1913, was thirty-one billions; in 1920 seventy billions. Uninterpreted this appears to be an "enormous increase." It, however, does not mean that the actual amount of the Nation's resources in 1920 was over twice as great as in 1913. Most of the apparent increase was fictitious rather than real. This fact is clearly pointed out by the National Bureau of Economic Research which estimates the National income measured in dollars in 1913 at thirty-one billions and in 1919 at sixty six billions, but states "that all of the extraordinary gains in money income after the United States entered the

TABLE 4.—NATIONAL INCOME AND SCHOOL COSTS

Year	National income	Expenditures for education	Per cent of income spent for education
1	2	3	4
1910	\$31,400,000,000	\$426,250,434	1.36
1912	33,000,000,000	482,886,793	1.46
1914	33,200,000,000	555,077,146	1.67
1916	45,400,000,000	640,717,053	1.41
1918	61,000,000,000	763,678,089	1.25
1920	70,000,000,000	1,036,151,209	1.48

The National income estimates are those issued by the National Bureau of Economic Research in *Income in the United States*, except for 1920. This figure is independently estimated as explained in Table 1. It is two billions below the estimate of the National Income for 1920 given on page 30 of *Taxation and National Income*, recently issued by the National Industrial Conference Board. The educational expenditures are those officially issued by the U. S. Bureau of Education and include the cost of all public elementary and secondary schools.

war were due to fluctuation in prices."¹ The Bureau concludes that the 1919 income at the price level of 1913 was thirty-seven billions rather than sixty-six billions. The apparent enormous increase in National income in this period the Bureau states to be "an illusion so far as current production of serviceable goods is concerned."¹

The Carnegie Report on page 94 recognizes this fact in minimizing the increase in National income, but wholly neglects to discuss its relation to school expenditures.

The fact is equally applicable in considering the so-called "enormous increase" in the cost of public education. The schools cost a half billion in 1913 and a billion in 1920. This does not mean that the percentage of the Nation's income devoted to the provision of schools in 1920 was twice what it was in 1913. Most of the apparent increase was fictitious rather than real. It may be said "that all of the extraordinary gains in money costs of the schools after the United States entered the war were due to fluctuations in prices" and that the apparent increase in school expenditures in this period is "an

illusion so far as the current consumption of serviceable goods is concerned."

Recognizing, then, that there has been little if any real growth in the burden of school costs, only a fictitious, dollar increase, it is desirable to analyse this increase in more detail. Table 5 presents an analysis of the cause of this fictitious increase in school costs between 1913 and 1920.

In column 4 of this table is given the increase in school costs, in dollars, necessary to offset the depreciation of the dollar during the war period. Between 1913 and 1914 the cost of the schools measured in dollars increased \$33,530,771. In the same year the depreciation of the dollar was such that any sum of dollars to retain their purchasing power had to be increased three per cent, since \$103 was required to purchase in 1914 what \$100 would purchase in 1913 (see index numbers, Table 8 column 3). Three per cent of the school expenditures of 1913, \$521,546,375, is \$15,646,391. The schools, therefore, gained \$17,884,380 between 1913 and 1914 in their power to command a supply of serviceable goods. Between 1913

¹ *Income in the United States*, National Bureau of Economic Research, Mitchell, King, et al., pp. 74 and 78.

TABLE 5.—AN ANALYSIS OF THE FICTITIOUS INCREASE IN SCHOOL COSTS DURING THE WAR PERIOD

Year	Cost of public education	Increase in cost of public education over 1913	Increase necessary to provide for depreciation of dollar	Gain or loss in purchasing power of school revenues due to depreciation of dollar
1	2	3	4	5
1913	\$521,546,375			
1914	555,077,146	\$33,530,771	\$15,646,391	\$17,884,380 gain
1915	605,461,785	83,915,410	26,077,319	57,838,091 gain
1916	640,717,053	119,170,678	93,878,347	25,292,331 gain
1917	702,197,000	180,650,625	219,049,477	38,398,852 loss
1918	763,678,089	242,131,714	385,944,317	143,812,603 loss
1919	895,000,000	373,453,625	516,330,911	142,877,286 loss
1920	1,036,151,209	514,604,834	521,546,375	6,941,541 loss

The figures of column 2 are from the *Statistical Abstract of the United States*, 1921, p. 119, except for the years 1917 and 1919, which are estimated. They represent expenditures for all public elementary and secondary schools by school years; the expenditures given for 1913 being for the school year 1912-13, etc. The amounts in column 4 are based upon the index numbers as to the purchasing power of the dollar issued by the United States Department of Labor in *Prices and Cost of Living*, 1923, p. 131. Due to the depreciation of the dollar between 1913 and 1914, it would have been necessary to increase the \$521,546,375 spent in 1913 by \$15,646,391 in 1914 in order to give it the same purchasing power since according to the index numbers of the purchasing power of the dollar (see Table 8, column 3) it required \$103 to purchase in 1914 what \$100 would purchase in 1913. Since the increase was actually \$33,530,771, the money appropriated for schools in 1914 represented a gain in purchasing power of \$17,884,380, as given in column 5. Similar figures are given for each year on the 1913 base.

and 1920 the cost of the schools increased \$514,604,834. The depreciation of the dollar during this period was sufficient to justify an increase of \$521,456,375 over the 1913 expenditure or a total appropriation of \$1,043,092,750. The expenditure for education was actually \$6,941,541 less than this, however, which represents the difference in the purchasing power of the total expenditure in 1920 as compared with that of 1913, in spite of the fact that the total sum, stated in dollars, had nearly doubled.

The figures in Table 5 indicate the real reason back of the fictitious increase in the cost of the Nation's schools during the war period. It can be accounted for by one outstanding cause—the depreciation of the dollar. The American people desired to keep their schools open. They, therefore, placed in the hands of school officials an increasing number of the steadily depreciating dollars. If this had not been done it would have been impossible to obtain either the material equipment necessary for the maintenance of the schools or the human services represented by the teachers' work. Even though the number of the depreciated dollars placed in the hands of school officials was greatly increased, they still were unable, in many cases, to hold their own in the open market.

Building programs were postponed, inferior grades of school supplies were purchased and thousands of teachers left the profession. Hundreds of schools were actually closed during this period for lack of teachers.

The inexorable effect of the depreciation of the dollar was not felt by the schools alone. The operating costs of all commercial concerns which continued to function increased as a result of the same factor. In order to command a day's labor in 1920 six dollars and sixty-six cents was necessary, when three dollars would have obtained the same amount of labor in 1914, according to a study of the Russell Sage Foundation. The cost of building materials similarly increased and required a greater expenditure of dollars for any unit of construction.

These facts and figures do not support the contention of the Carnegie Report that the rise in school costs is principally the result of certain mistaken "educational strivings of the day." They indicate that the rise in school costs is largely fictitious and is the normal result of the economic fact, familiar to everyone who uses money, that the dollar rapidly depreciated during the war decade.

It is of course true that increased attendance, placing a greater burden on the schools, operated as a minor factor to increase school

TABLE 6.—INCREASE IN SCHOOL ATTENDANCE AND THE INCREASED BURDEN PLACED UPON THE SCHOOLS

Year	Total number of days' schooling provided	Per cent increase over 1913	Increase necessary to provide for growth of attendance on basis of 1913 dollar	Actual increase necessary to provide for growth of attendance
1	2	3	4	5
1913	2,152,319,014			
1914	2,256,152,043	5	\$26,077,319	\$26,859,638
1915	2,385,402,828	11	57,370,101	60,238,606
1916	2,462,035,998	14	73,016,492	86,159,460
1917	2,480,354,160	15	78,231,956	111,089,378
1918	2,498,710,480	16	83,447,420	145,198,511
1919	2,564,501,441	19	99,093,811	197,196,684
1920	2,630,712,614	22	114,740,202	229,480,404

Figures in column 2 are obtained by multiplying the average daily attendance by the average number of days school was maintained as given in the *Statistical Abstract of the United States, 1921*, p. 119, except for 1917 and 1919, which are estimated. Figures in column 4 are the amounts of increase necessary to provide for increased attendance alone. These amounts assume that the value of the dollar remained stable throughout the period. In order to give the sums of column 4 the purchasing power which they had in 1913 it would have been necessary to increase them to the amounts given in column 5, using the index numbers of Table 8, column 3, as the basis of the increases.

expenditures. It is extremely doubtful, however, if the twenty-two per cent increase in school attendance between 1913 and 1920, and "educational theories or strivings of the day," taking the form of an enriched program, would have obtained anything but nominal increases in school expenditures had these factors alone been working. Table 5, assuming a static school system, accounts for all increases in school expenditures on the basis of the depreciation of the dollar alone. Table 6 gives figures to indicate the increased burden placed on the school during the war period as the result of the growth of attendance.

The whole truth is that a number of factors contributed to the increase in school costs stated in dollars. The depreciation of the dollar, however, was the main factor, the others being minor. Any attempt to account for the fictitious increase of educational costs on the basis of increasing attendance and the enrichment of the program, overlooks the main cause of this increase in a search for minor causes.

During the war, therefore, due to the depreciation of the dollar, there was a steady loss in the school's ability to command a supply of those material goods and services necessary for its maintenance on the 1913

basis. The billion dollars expended by the schools of 1920 represented less in purchasing power than the half billion dollars expended in 1913. During this same period the burden placed upon the schools grew because of a number of factors such as increased attendance. The position of the schools, therefore, became steadily worse in an economic sense. The purchasing power of the dollar depreciated more rapidly than the number of dollars at the disposal of school officials increased. At the same time the growth of attendance increased the burden by twenty-two per cent.

Table 7 pictures this situation more definitely. It compares the fictitious increase in school expenditures over the 1913 cost with the increase that would have been necessary to offset two factors, the important one represented by the depreciation of the dollar, and the minor one represented by growing attendance. The revenue placed at the schools' disposal each year was many millions less than it should have been. The school had more to do, but less to do with.

The question arises as to how the schools met this situation. Someone had to bear the burden of the growing disparity between the purchasing power of the money appro-

TABLE 7.—FICTITIOUS INCREASE IN SCHOOL COSTS AND INCREASE NECESSARY TO PROVIDE FOR DEPRECIATION OF DOLLAR AND INCREASE IN ATTENDANCE

Year	Actual increase in school expenditures in dollars over 1913 cost	Increase over 1913 required to offset depreciation of dollar and to provide for increased attendance	Difference between increase over 1913 required and increase actually allowed
1	2	3	4
1913			
1914	\$33,530,771	\$42,506,029	\$8,975,258
1915	83,915,410	86,315,925	2,400,515
1916	119,170,678	180,037,807	60,867,129
1917	180,650,625	330,138,855	149,488,230
1918	242,131,714	531,142,828	289,011,114
1919	373,453,625	713,527,595	334,073,970
1920	514,604,834	751,026,779	236,421,945

Figures of column 2 show that between 1913 and 1914 there was an actual increase of \$33,530,771 in school expenditures. The depreciation of the dollar and increased attendance would have justified an increase in school expenditures of \$42,506,029. There was, therefore, granted for the use of the schools \$8,975,258 less than they should have received. Similar figures are given for succeeding years.

The figures of column 2 are obtained from Table 5, column 3; those of column 3 are a combination of those given in Table 5, column 4 and Table 6, column 5.

priated for the schools and the responsibility which the schools carried.

Was it those who furnished the labor and building material necessary for the provision of school buildings? Did contractors offer to put up schools at "reduced rates"? Figures just issued by the Board of Education of Philadelphia show that school buildings of the same type which cost in 1913 twenty cents per cubic foot, in 1920 cost fifty cents per cubic foot. An investigation of school building costs in a number of cities scattered throughout the United States by the Russell Sage Foundation indicates an increase of one hundred and sixty per cent between 1913 and 1920.¹ While the number of dollars at the command of the school increased a hundred per cent, building costs increased a hundred and sixty per cent. The school could not meet the situation by saving in building costs.

Did those furnishing coal for heating school buildings bear some of the loss? Did the coal merchants furnish the schools coal at "special rates"? Everyone knows that they did not. The figures of the United States Bureau of Labor show that the cost of coal doubled between 1913 and 1920. In

July, 1913, anthracite coal cost \$7.46 a ton; in July, 1920, \$14.28. In July, 1913, bituminous coal cost \$5.39 and in July, 1920, \$10.55, or practically one hundred per cent increase in each case.² The producers of coal did not help the school in this situation. Neither did those who supply other necessary school equipment whether that be chalk, ink or paper.

It was the teachers who were forced to bear the loss in the public school's ability to command services and goods between 1913 and 1920. Since approximately seventy per cent of all school costs go for "instruction" it was easy to make a large "saving" by reducing the purchasing power of the teachers' salary. Table 8 shows how this was done.

The teachers' average salary in 1920 had but 81 per cent of its purchasing power in 1913, in spite of the substantial "dollar" increases that were quite generally granted throughout the country and which brought up the average yearly salary from \$515 to \$837. This fact is in agreement with the conclusion of a study recently completed by the Russell Sage Foundation which states, after a general study of the trends of school

¹ Burgess, W. Randolph, *Trends of School Costs*, Russell Sage Foundation, New York City, pp. 95 to 97.

² These figures from *Prices and Cost of Living, 1923*, U. S. Department of Labor, p. 90.

TABLE 8.—LOSS IN PURCHASING POWER OF TEACHERS' SALARY

Year	Actual average salary of teachers in U. S.	Index of cost of living	Purchasing power of average salary	Index of purchasing power of average salary
1	2	3	4	5
1913	\$515*	100	\$515	100.0
1914	525*	103	510	99.0
1915	543	105	517	100.4
1916	563	118	477	92.6
1917	599*	142	422	81.9
1918	635	174	365	70.8
1919	736*	199	370	71.8
1920	837	200	418	81.1

Read Table 8 as follows: The average salary of teachers between 1913 and 1920, for example, increased from \$515 to \$837. It took 200 cents in 1920 to purchase what 100 cents bought in 1913 (column 3). Therefore, the \$837 salary of 1920 had a purchasing power of \$418 (column 4) on the 1913 basis. Since this \$418 is but 81.1 per cent (column 5) of \$515, the 1913 average, the purchasing power of teachers' salaries in 1920 was 81.1 per cent of what it was in 1913. Similarly read the figures for the other years.

The average salary figures are those of the United States Bureau of Education, except those marked thus (*) which are estimated. The index figures on the cost of living are those of the United States Department of Labor, Bureau of Labor Statistics, as given in *Prices and Cost of Living, 1923*, p. 131; the average cost of living for 1913 being the base and the index number for each succeeding year being for the month of December.

costs, that teachers in 1920 were "in a worse situation financially than at any time since the Civil War period."¹

The facts and figures that have been presented are necessary in any scientific study of school costs. Some of their indications may be summarized as follows: *The cost of the schools during the war decade was less than two per cent of the Nation's income and constituted a levy of but four tenths of one per cent on the Nation's total wealth. During this period school expenditures showed no general tendency to grow more rapidly than did the Nation's ability to meet them.* The percentage of the Nation's income devoted to the schools at the close of the decade was practically the same as at the beginning. There was, therefore, no real increase in the school costs in the sense that they constituted a greater relative burden on the Nation, only a fictitious increase, most if not all of which can be accounted for by the generally recognized economic phenomenon—the depreciation in value of the dollar. The amount of money at the disposal of the schools in 1920 had less purchasing power, that is, less power to command tangible goods and human services in the open market, than the amount available in 1913.

The cost of education represents but a small fraction of all public expenditures. In 1920 but twelve cents out of every dollar expended for public purposes went for the maintenance of elementary and high schools.

These facts give little support to the contention that the wealth of the United States is inadequate to meet its school costs. A moderate degree of faith in the efficacy of the public school as an instrument of social progress would fully justify the school expenditures of 1920.

It may be desirable, as the Carnegie Report suggests, to close the doors of the school to the masses at an earlier age. Perhaps there should be a narrowing of the curriculum offered the limited number allowed to remain in school beyond six or eight years. These are questions which school people and the American public must face and answer. A disregard of the facts, however, does not aid in making the decision.

That the schools need reorganizing few will deny. The confession in 1920 of five million illiterates, three million of whom were native born, that they had had no schooling whatever, is but one of the many facts that unmistakably point in that direction.

A realization of such facts, however, does not logically lead to the conclusion that the United States is unable to support its present school system or a better one if it wishes. To accept such a belief is to disregard the facts and to show a greater desire to protect fabulous incomes than to guarantee to every American child that most precious of gifts—"an unfettered start and a fair chance in the race of life."

¹ Burgess, W. Randolph, *Trends of School Costs*, p. 63, Russell Sage Foundation, 1920, New York City.

WHAT IN the way of culture, efficiency, and good citizenship has this country reason to expect in 1922 in return for the cost of operating the public schools? The answer is simple and direct; inasmuch as it is spending no more of purchasing power upon the schools in 1922 than it was expending in 1911, it has reason to expect no more by way of culture, efficiency, and good citizenship than it secured by the expenditures of 1911. It has reason to expect no more, but as a matter of fact it is getting more, the increase being chargeable to the devotion of the great body of teachers and school administrators to the cause of better America.—*Ideals of Public Education*, page 20, April, 1922, *The National Education Association*, Washington, D. C.

YOU MAY offer the people Utopian dreams and a quick climb up the ladder of civilization, and they may believe you. But only centuries of gradual education have been able thus far to give results.—*Arthur Brisbane in the Washington Times of February 10, 1923.*

Why School Costs Appear Burdensome

The United States is the richest Nation in the world. No Nation approaches it in total wealth or in wealth per capita. Its wealth and income should enable it to support a school system that would give each child a good educational opportunity. The Nation is committed to the policy of giving every child an education that will give him a fair start in the race of life.

Yet, in spite of these facts, the number of children who are not getting an educational opportunity can be stated only in the hundreds of thousands. In the 1920 Census, over three million native-born Americans, over a million of whom were white, confessed that they had had "no schooling whatever" and 1,400,000 children from seven to thirteen years of age reported that they had not attended school a single day between September 1, 1919, and January 1, 1920. These are but isolated facts from a great array telling us that equality of educational opportunity in America is a myth. As an ideal it may exist, but practically it does not.¹

Thus we have the anomalous situation of a great Nation well able to afford the cost of giving every child an education, the citizens in that Nation committed to the policy of giving every child a fair educational opportunity, and thousands of children in that Nation reaching maturity lacking the most elemental school attainments.

This situation is fundamentally the result of the continued use of an obsolete and discredited method of obtaining school revenue. Most of our school revenue is obtained by the property tax levied in the local district. Small units such as the district, township, or county

notoriously differ in their ability to provide revenue. Some districts even with the most heroic efforts are unable to provide adequate support for their schools, others can provide luxurious educational opportunities with little effort.²

The percentage of school money provided by the local district has been steadily increasing according to figures of the United States Bureau of Education:

Year	Per cent of school revenue from local taxation
1890	68
1900	69
1910	72
1920	83

Most of the money provided by the local communities, as well as a considerable portion of the fraction which comes from the State, is raised by a general tax on property. The general property tax, however, as a chief source of revenue is now universally condemned. Frank Laube, of the University of Washington, has recently summed up the situation as follows: "The general property tax has been a failure whenever it has been tried. As a chief source of revenue it has no supporters among scientific writers, and has been abandoned by every great nation except the United States. . . I challenge you to show a single commission report where scientific treatment is given, containing a defense of the system, or a single student of repute who does not condemn it in unmeasured terms."³

The tax on physical property is a heritage of the day when the possession of property was a reasonable indication of a man's ability

¹ Those interested in securing detailed figures concerning lack of equality of educational opportunity in America are referred to the following:

a. *Facts for American Education Week*, December 3-9, 1922, Bulletin 2 of the Research Division of the National Education Association, November, 1922, page 29.

b. *Facts on State Educational Needs*, Bulletin Number 1, Volume 1 Research Division of the National Education Association, January, 1923, page 34.

c. *An American Ideal* published in *The Journal of the National Education Association*, January, 1923, page 22.

² See the following references for typical illustrations of this point:

a. *The Nation and the Schools*, Keith and Bagley, Macmillan Co., Chapter XX.

b. *United States Bureau of Education*, Bulletin 1922, No. 6, pages 13-17.

c. Bulletin No. 2, entitled *Facts for American Education Week*, Dec. 3-9, 1922, of the Research Division of the National Education Association, published November, 1922, pages 29-31.

d. *Financing Schools Under the District System*—*Journal of Educational Research*, April, 1923, Fletcher Harper Swift, page 289.

³ Laube, Frank J., *Washington Educational Journal*, January, 1923, page 133.

to pay taxes. About the only form of wealth that existed was a man's farm. If he owned large areas of land, he was a rich man; if he did not, he was most likely poor. Since it was the intention to tax every man according to his ability, a general tax on property was a fair means of raising revenue.

Today it is different. A railroad president may receive a salary of \$100,000 a year and not pay one cent toward the support of the public schools. By investing his income in tax-free securities, of which there are at least twelve billion dollars' worth available in the United States, one may enjoy a large income and wholly escape his just share of the cost of the schools. A great wholesale merchant may carry on, in a few ramshackle buildings on land assessable at but a nominal value, a business that brings in profits of thousands of dollars each year and pays but a pittance toward the support of the schools.

Thus, while the mere possession of physical property has ceased to be a fair measure of wealth and of ability to pay, we have continued to place more and more of the burden of school costs upon the owners of land and other physical property. We have made the property tax the chief and in many communities almost the only source of revenue for school support.

Is it any wonder that in many districts tax rates that appear excessive to property owners fail to raise sufficient revenue to provide reasonable educational opportunities for the children of those districts?

What is the remedy? To begin with it must frankly be recognized, as Seligman advises, "that the farming localities are today losing their former significance from the point of view of the nation's wealth; and that they are no longer able, with any fiscal system, to support their proper local expenditures from purely local revenues. It is only equitable that the increasing wealth of the States as a whole, drawn in constantly larger degree from industry and commerce, should be drawn upon for local needs."¹

Taxation methods must be devised that will draw school revenues more and more from

those new and vast sources of wealth existing in the form of private and business income and that will decrease the proportion of the revenue raised by the general property tax levied in the local district. This is no new proposal. A beginning has already been made on a limited scale by a few States such as New York, Wisconsin, and California, and taxation authorities have for some time advocated this procedure.

Federal taxation methods, however, hold the biggest lesson for those who would place school finance on a sound basis. The income of the Federal Government, being largely derived from income and business taxes, is adequate even though the sums needed are vastly greater than the comparatively small amounts expended for education.

Witness what happened in the last decade when the Federal Government needed unusual sums of money. Table 9 tells us that the amount of money raised by the States for the Federal Government increased nearly sixteen-fold between 1912 and 1920. A sum that was from four to five times the amount spent for all public schools was obtained at a time when the liberty loans were making unprecedented demands upon the financial resources of all the States. More important still, these additional billions were obtained with comparative ease. No one was impoverished. In 1919, 192,037 corporations reporting a capitalization of \$66,130,351,148 enjoyed an average net return after taxes were paid of 10.8 per cent on the capital invested.² This was in spite of the fact that the "war profits and excess profits tax" was then in effect in addition to the normal income tax.

In 1920 the Federal government collected nearly five and one-half billion dollars from the States—five times the cost of all public schools. In the same year 187,833 corporations reporting a capitalization of \$68,427,073,288 enjoyed an average net return on the capital invested of nearly nine per cent after the Federal taxes were paid.³

After 1920, the war being over, the Federal government rapidly reduced the amount of revenue collected from the States as shown

¹ Seligman, Edwin R. A., *Sources of Increased Revenues for Education, Trained Men*, December, 1921, p. 206.

² See *Statistics of Income, 1919*, Treasury Department, Washington, D. C., p. 14.

³ *Statistics of Income, 1920*, Treasury Department, Washington, D. C., pp. 15 and 16.

in Table 9. In 1922 the sum collected by the Federal government from the States was \$3,181,214,360 as compared with the \$5,391,902,597 of 1920. The excess profits tax is no longer collected and the approach to "normalcy" has been rapid.

Table 10 shows how the situation worked out in each State during the period of the war.¹ It is interesting to study this table in the light of recent educational history in some of the States.

In Pennsylvania educational expenditures increased 26 per cent between 1915 and 1920. In the same time Federal collections in this State increased 700 per cent. Only recently it has been widely heralded in this State that the schools were costing more than could be borne, and some have advocated abandoning its forward-looking educational program for this reason. Yet, its school revenue is a mere bagatelle beside what it finds possible to ob-

tain using the taxation methods of the Federal Government.

Just now California's school system, recognized as one of the best, if not the best, in the Union is accused of extravagance and of spending beyond the State's ability to pay. What do the figures in Table 10 show about California's ability to contribute money for the prosecution of the war when called upon by the Federal Government? Is it less able to contribute much smaller amounts for society's great constructive institution—the public school?

North Carolina's State school system in 1918 ranked almost at the bottom of the list according to the Ayres Index.² It will probably make slow progress, in spite of the valiant efforts of its educational leaders, so long as its schools are principally dependent upon the property tax for their support. Yet, Table 10 tells us that the Federal Government each year obtains from this State many times the amount of revenue that would be necessary to put it in the front rank educationally.

What would have happened in these States and in the Nation as a whole if the billions required to finance the war had been obtained through the obsolete property tax? The financing of the war would have been impossible, and our military efforts would have failed just as our educational efforts in many localities are even now failing.

Table 10 clearly reveals the ability of the States to provide enormous sums of revenue when the modern methods of taxation used by the Federal Government are applied. No one can doubt that if similar methods were used, the additional school revenue necessary to provide an educational opportunity for all children would be readily available. The sum required would be but a small fraction of that which was readily available for war purposes.

So long as the larger sums of school revenue, made necessary by increasing population and the additional burden which modern civilization places upon the schools, are obtained by continued resort to the property tax levied

TABLE 9.—EXPENDITURES FOR EDUCATION AND FEDERAL TAXES PAID BY THE STATES

Year	Expenditures for education all States	Federal taxes paid by all States
1	2	3
1912.....	\$482,886,793	\$321,102,839
1913.....	521,546,375	343,253,450
1914.....	555,077,146	378,926,953
1915.....	605,460,785	414,385,581
1916.....	640,717,053	511,113,877
1917.....	¹ 702,197,000	806,490,912
1918.....	763,678,089	3,682,703,685
1919.....	¹ 895,000,000	3,831,731,307
1920.....	1,036,151,209	² 5,391,902,597
1921.....		4,572,654,540
1922.....		3,181,214,360
Per cent increase, 1912 to 1920...	114	1579

The figures in column 2 are taken from *Statistics of State School Systems*, Bulletin 1922, No. 29, p. 5, and Bulletin 1920, No. 11, p. 146 and 152 U. S. Bureau of Education; and *Statistical Abstract of the United States*, 1921, p. 119, and represent expenditures for all public elementary and secondary schools. Those in column 3 are taken from *Statistical Abstract of the United States*, 1921, p. 721, and represent total Internal Revenue collections of the Federal Government from the States. Those for 1922 are from the *Annual Report of Commissioner of Internal Revenue*, 1922, p. 101.

¹ These figures are estimated on the basis of the best data available.

² Figures as to educational expenditures in the United States are not available for any year since 1920.

¹ In Table 10 the expenditures for education represent the cost of all public elementary and secondary schools. The figures in columns 2, 4, and 6 are from *Statistics of State School Systems*, Bulletin 1922, No. 29, p. 5, and Bulletin 1920, No. 11, p. 146, U. S. Bureau of Education. The figures in column 8 are from *Statistical Leaflet No. 3*, Research Division, National Education Association. Figures in columns 3, 5, 7 and 9, representing the total Internal Revenue collections of the Federal Government from the States, are from *Statistical Abstract of the United States*, 1921, p. 720, and the *Annual Report of the Commissioner of Internal Revenue*, 1922, p. 101.

² An Index Number for State School Systems, by Leonard P. Ayres, published by the Russell Sage Foundation, New York City, page 37.

TABLE 10.—EXPENDITURES FOR EDUCATION AND FEDERAL TAXES PAID BY THE STATES

States	1915			1918			1920			1922			Percentage Increase 1915-1920		
	Expenditures for education	Federal Taxes paid	1	Expenditures for education	Federal Taxes paid	2	Expenditures for education	Federal Taxes paid	3	Expenditures for education	Federal Taxes paid	4	Expenditures for education	Federal Taxes paid	5
United States	\$605,460,785	\$414,385,581		\$763,672,089	\$3,682,703,685		\$1,036,151,209	\$5,391,902,597		\$3,181,214,360			71	1201	
Alabama	4,703,332	661,218		6,066,204	19,121,132		6,339,288	18,342,065		11,464,181			94	2674	
Arizona	2,574,484	208,912		3,533,433	6,725,337		6,339,288	3,597,515		8,622,653			146	1622	
Arkansas	4,454,737	394,536		4,994,759	6,312,611		7,066,621	12,556,172		2,141,235			73	3083	
California	31,691,961	13,129,027		34,111,434	48,980,298		48,980,298	62,727,566		22,067,046			55	1265	
Colorado	6,778,503	1,509,773		8,333,221	25,004,665		13,200,165	35,727,957		18,120,153			95	2266	
Connecticut	9,238,489	3,222,250		10,669,653	24,347,915		16,318,420	16,849,899		20,802,560			77	3216	
Delaware	366,189	722,299		323,983	32,943,383		1,676,503	2,429,613		5,889,266			358	2827	
District of Columbia	3,041,240	1,438,629		3,183,871	12,791,982		4,207,894	18,645,054		17,854,686			41	1196	
Florida	2,769,335	1,562,425		4,674,111	7,867,539		9,030,933	15,623,812		14,319,857			154	900	
Georgia	6,194,875	1,041,349		7,612,066	19,015,700		9,076,453	43,264,503		20,988,707			47	4055	
Idaho	3,828,462	208,005		5,178,845	2,316,927		8,591,942	4,924,648		8,945,384			124	2270	
Illinois	39,508,058	56,242,546		51,506,043	362,454,118		69,358,022	443,728,806		270,332,568			76	689	
Indiana	20,597,553	25,761,193		27,577,705	57,574,178		35,764,748	74,586,198		53,032,400			74	190	
Iowa	18,985,865	2,621,308		29,277,854	17,459,477		37,334,167	40,312,515		23,658,789			97	1438	
Kansas	12,210,174	1,101,868		17,102,644	29,211,777		26,257,009	41,263,379		30,379,622			115	3645	
Kentucky	7,435,382	33,653,848		8,355,991	98,764,473		11,117,074	49,687,761		33,122,196			9	48	
Louisiana	5,149,747	8,604,940		6,018,452	38,166,418		11,366,934	51,324,997		22,753,958			121	496	
Maine	3,719,904	718,084		4,431,108	13,237,356		6,403,673	20,631,889		14,804,208			72	2773	
Maryland	5,190,227	7,766,490		5,983,895	61,407,267		8,242,399	81,406,227		45,971,937			59	948	
Massachusetts	26,806,296	12,094,625		31,067,788	191,814,298		40,908,940	352,022,233		169,813,494			53	2811	
Michigan	22,384,232	11,085,043		32,121,246	103,678,759		47,683,763	283,296,069		201,874,185			113	2456	
Minnesota	19,833,230	5,195,258		24,997,003	70,706,095		35,734,096	77,598,716		46,253,943			80	1394	
Mississippi	2,806,862	14,874,846		4,263,954	5,328,335		5,474,796	11,786,386		4,640,488			95	5163	
Missouri	19,700,626	732,809		22,858,591	88,559,617		28,707,190	149,492,082		87,456,488			46	905	
Montana	5,789,133	2,875,265		6,991,867	13,875,816		12,207,631	6,770,257		13,341,277			111	799	
Nebraska	10,121,558	1,741,555		14,381,857	7,862,674		20,069,069	25,079,518		15,291,391			103	711	
Nevada	2,160,563	743,095		3,133,348	7,862,674		1,385,890	1,297,334		1,784,831			57	656	
New Hampshire	25,149,563	15,358,563		30,414,441	103,276,891		3,810,069	14,688,629		4,955,714			61	1776	
New Jersey	1,542,534	142,593		3,871,968	2,526,046		4,139,397	15,176,801		107,149,338			63	916	
New Mexico	69,723,630	76,271,908		81,058,361	834,714,075		106,045,319	1,416,515,760		4,756,316			168	3384	
New York	5,449,581	13,651,937		6,541,320	69,672,697		12,147,556	169,665,947		180,137,665			52	1757	
North Carolina	7,309,342	261,614		9,894,125	2,078,932		12,883,443	3,538,661		122,413,329			122	1092	
North Dakota	36,611,410	27,424,294		50,498,195	300,816,780		67,426,541	373,747,085		1,911,739			76	1176	
Ohio	6,306,915	729,323		14,166,210	19,534,935		9,997,892	26,289,802		192,301,680			85	1263	
Oklahoma	8,418,969	1,160,496		17,520,262	11,472,801		22,906,219	26,289,802		18,402,453			56	3505	
Oregon	58,114,226	37,611,791		69,520,271	589,056,143		73,490,734	557,376,844		18,792,189			172	2276	
Pennsylvania	3,336,386	1,797,904		4,048,771	20,473,549		4,766,333	44,452,923		336,708,043			26	704	
Rhode Island	3,267,256	453,397		4,965,037	8,451,785		6,627,017	27,074,437		35,743,707			2372	2372	
South Carolina	5,065,508	359,551		7,081,903	2,838,119		11,592,896	6,669,794		11,447,385			107	5871	
South Dakota	6,103,534	2,375,418		7,702,014	17,998,439		10,141,374	36,522,992		21,794,677			66	1438	
Tennessee	19,373,295	2,841,337		24,557,662	40,014,333		33,606,210	105,097,963		38,356,046			73	3599	
Texas	4,452,137	576,721		5,356,554	7,170,743		8,239,829	9,595,151		5,130,487			85	1564	
Utah	2,265,966	276,447		2,536,779	4,001,842		3,588,068	6,700,148		10,462,131			58	2324	
Vermont	6,705,490	8,642,359		8,304,507	36,003,209		12,975,069	69,750,138		46,585,649			94	940	
Washington	13,382,100	2,329,312		15,263,979	20,965,070		20,565,360	42,107,773		20,846,996			54	1708	
West Virginia	6,932,378	1,969,474		8,991,033	48,012,365		11,402,488	33,628,725		27,062,693			64	1607	
Wisconsin	15,455,668	11,330,244		17,656,591	58,817,703		27,255,056	93,512,769		33,452,438			76	721	
Wyoming	1,416,405	1,133,510		2,004,419	3,690,458		3,741,793	4,225,269		5,469,450			164	3065	

in the local district, we may expect educational progress to lag. There need be little surprise when, as a recent Bulletin of the U. S. Bureau of Education strikingly puts it, ". . . the investigator finds the richest nation on the earth denying multitudes of her children any educational opportunities and herding thousands upon thousands of others in dismal and insanitary hovels under the tutelage of wretchedly underpaid and proportionately ignorant, untrained, and negative teachers; finds hundreds of communities able to provide luxurious educational facilities with almost no effort, while thousands upon thousands, despite heroic exertions, cannot provide even the barest necessities."¹

Meanwhile vastly greater sums than the schools require will be collected yearly with

comparative ease by modern taxation methods for the maintenance of the army and the navy, for the payment of the cost of past wars, and for other public needs of less importance to the National welfare than is an adequate public school system.

The improvement of the methods of obtaining public school support constitutes the present outstanding educational problem. The additional school revenue that future needs will demand should be obtained by methods that will require all forms of wealth to bear their just share of the burden and will require none to bear an unjust share. The adoption of such a policy is a first step in providing sufficient school money so that every child may have his chance.

¹ Bulletin, 1922, No. 6, U. S. Bureau of Education, State Policies in Public School Finance, by Fletcher Harper Swift.

THROUGHOUT THE history of the last thirty years the almost universal tendency has been for the state to shirk more and more its share of the burden of school support and to place an ever increasing load upon the weakest and the most unequal units at its command, namely, the school districts. This situation must be remedied and our national policy reversed if the people of the United States are to equalize school revenues and school burdens and provide equal educational opportunities for the children of the United States.—Fletcher Harper Swift, *Journal of Educational Research*, April, 1923, page 296.

IN A complex community of modern times, the general property tax proves hopelessly impracticable. It leads to glaring inconsistencies and inequities, and fails completely of attaining its professed object. Property and income no longer run side by side.—F. W. Taussig, Professor of Economics in Harvard University, in his *Principles of Economics*, Vol. II, pp. 528, 532.

THE DIAGNOSIS of the Educational Finance Inquiry has thus far revealed no difficulties which are baffling in character. We have discovered no ailments which may not be expected to yield to proper treatment. I am not one of those who think that our youthful experiment in universal free education is doomed to die an early death from malnutrition. On the contrary, I believe that our resources are sufficient to carry out the program according to plan; that we have sufficient intelligence to marshal those resources without doing violence to the other vital interests of the community; and that we have sufficient moral stamina to undergo the exertions or to make the sacrifices which may be involved in securing what we really want in public education. Fundamentally, the problem is one of social values and the facts reveal no sound basis for a belief that, when the situation is fairly stated, the community will assign education to a lowly position in the scale of things which it holds precious. No serious student of history and of political institutions can seriously doubt that we shall, as a people, tend constantly to increase rather than diminish the share of our resources and effort which we devote to the ends of education.—Robert Murray Haig, *Journal of the New York State Teachers' Association*, March, 1923, p. 51.

PUT JUSTICE and equality into the tax system and the schools will have all the money they need.—Senator Frederick M. Davenport of New York.

Salary Schedules and Public School Efficiency

Less than half of the Nation's teachers are adequately prepared for their work. The table given on page 43 of the January Research Bulletin indicates that approximately three out of every five teachers have training less than the equivalent of Normal school graduation. In 1922-23 thousands of teachers are in charge of classrooms who have had less than one year's training beyond the eighth grade, are teaching their first year, and are less than twenty-one years of age.¹

A few of the States have recently made rapid strides in the improvement of their teaching personnel, but others are only just now returning to the inadequate pre-war standards in the certification of teachers. Much remains to be done before all children will be receiving instruction from trained and competent teachers.

Over a long period of time no other factor exerts as strong an influence in determining the character of the teaching personnel as salary schedules. In every large profession the number of recruits that will be available is vitally affected by the economic return which that profession promises. Opportunities for trained and competent young men and women to render genuine service at a reasonable return are not difficult to obtain today. It is too much to expect that people with vision and power will fit themselves for service in a profession that promises perpetual financial anxiety, thwarted ambitions, and bitter old age.

Another factor is also entering into this situation. The time was when few fields were open to women for remunerative service. Teaching was the one great, and about the only, opportunity for women to earn an inde-

pendent livelihood. The condition is different now. Less than eight per cent of the 8,549,000 women listed by the last Census as gainfully employed were teachers. Against the 658,000 in teaching we find 400,000 in other forms of "professional service," 900,000 in trade and transportation, 1,000,000 in agricultural and animal husbandry, 1,400,000 in clerical occupations and 2,000,000 in manufacturing and mechanical industries. Opportunities aplenty at good compensation are available for capable women today which involve a much less rigorous training than the better paid teachers of today must undergo. Since over eighty-six per cent of all teachers are women, and the percentage is increasing, it is apparent the teaching profession now suffers keen competition from other fields. No longer can the Nation trade upon the fact that the teaching profession is the only remunerative opportunity open to women.

Has the trend of salary schedules in the last decade been such as to promise eventually an adequate supply of competent and trained teachers for the classrooms of the Nation?

Table 11 gives the average salaries paid teachers in the country as a whole since 1913. The figures of column two are probably indicative of the salaries paid in the best rural schools of the country. The average yearly salary rose from \$515 to \$1020 in 1923.

This at first glance appears to be a substantial increase. The index numbers on the cost of living indicate, however, that where one hundred cents in 1913 were required to purchase a set amount of certain commodities, one hundred and seventy-two cents are necessary in 1923. The \$1020 of 1923 were there-

¹ "Better Salaries—Better Citizens," Journal of National Education Association, Washington, D. C., May, 1923, p. 205.

AS A result of recent price increases the purchasing power of the teacher's salary is less than at any other time since the Civil War period.

Through large increases in 1919 and 1920 teachers' salaries have begun to overtake the cost of living but only a beginning has been made.—*W. Randolph Burgess, Trends of School Cost, Russell Sage Foundation, 130 E. 22nd St., New York City, p. 64.*

IT WILL be necessary to pay teachers and other school workers twice as much in 1920 as was paid in 1915 to secure the same grade of ability.—*W. Randolph Burgess, Trends of School Cost, Russell Sage Foundation, 130 E. 22nd Street, New York City, p. 117.*

fore really worth \$593 in 1913 dollars, or a real increase of 15.1 per cent over the average salary of 1913. The depreciation of the dollar has taken away most of the apparent increases. The figures in columns six to nine, presenting similar figures for a typical large city, tell us that in spite of substantial dollar increases in the average salary paid in this city, there was really a decrease in the purchasing power of teachers' salaries. The \$1143 salary of 1913 was replaced in 1923 by a salary with a purchasing power of 94.5 per cent of what it was in 1923. If there had been no changes in the purchasing power of the dollar between 1913 and 1923, and if the average salary paid in this city had remained at \$1143 throughout these years, the teachers would be better off than they actually are.

The question probably arises, will not decreases in the cost of living give teachers' salaries an increasing purchasing power following 1923. Indications at present are to the contrary. Between March, 1922, and December, 1922, this was an increase of three points in the cost of living figures of the United States Department of Labor. The leading article in the *Literary Digest* of March 24, 1923, gives figures showing that there has been a rapid rise of prices during the first

months of 1923 and quotes a statement that "during the last twenty-one months this country has experienced the sharpest advance in prices that has ever taken place during peace times and on a gold basis." The cost of living will probably rise rather than fall during 1923-24. Briefly, then, this is the situation. The United States has not in the past and is not now maintaining salary schedules necessary to provide even a major fraction of the classrooms of the country with qualified teachers. Millions of children are today being taught by teachers wholly unfitted for a duty so vital to the Nation's welfare. Due to the depreciation of the dollar, present salary schedules have little more drawing power than they had before the war. The higher salaries paid in the large cities which are the most influential in attracting recruits into the profession, generally have less purchasing power than before the war.

The trend of salary schedules in the last decade does not promise a general improvement in personnel of those charged with training the Nation's children. Salary schedules in 1923-24 should be revised upward so as to give real increases. Nothing else will guarantee an adequate supply of trained and competent teachers.

TABLE II.—PURCHASING POWER OF TEACHERS' SALARIES

Year	Average salary of teachers in the U. S.	Index of cost of living	Purchasing power of average salary	Index of purchasing power of average salary	Average salary in a large city	Index of cost of living	Purchasing power of average salary in city	Index of purchasing power of city salary
1	2	3	4	5	6	7	8	9
1913.....	\$515	100	\$515	100.0	\$1,143	100	\$1,143	100.0
1914.....	525	103	510	99.0	1,160	103	1,126	98.5
1915.....	543	105	517	100.4	1,167	105	1,111	97.2
1916.....	563	118	477	92.6	1,204	118	1,056	92.4
1917.....	599	142	422	81.9	1,257	142	955	83.5
1918.....	635	174	365	70.8	1,327	174	762	66.6
1919.....	736	199	370	71.8	1,483	199	745	65.2
1920.....	837	200	418	81.1	1,703	200	851	74.4
1921.....	987	174	567	110.1	1,809	174	1,039	90.9
1922.....	1,017	170	598	116.1	1,848	170	1,087	95.1
1923.....	1,020	172	593	115.1	1,860	172	1,081	94.5

Read the figures of this table as follows: The average salary of teachers between 1913 and 1920, for example, increased from \$515 to \$837. It took 200 cents in 1920 to purchase what 100 cents bought in 1913 (column 3). Therefore, the \$837 salary of 1920 had a purchasing power of \$418 (column 4) on the 1913 basis. Since this \$418 is but 81.1 per cent (column 5) of \$515, the 1913 average, the purchasing power of teachers' salaries in 1920 was 81.1 per cent of what it was in 1913. Similarly read the figures for the other years and for the large city.

The average salary figures are based on those of the U. S. Bureau of Education, except for 1921 on, which are estimated. The index figures on the cost of living are those of the U. S. Department of Labor, except for 1923, which is estimated on the basis of present indications. See Bulletin I of the Research Division, June, 1922, page 44, for a full statement of the sources of information and methods of calculation used in this table.

Salaries Paid in Cities in 1923

The subsequent tables present the results of the recent salary inquiry of the Salary Committee of the National Education Association. This inquiry was sent to all of the cities in the United States having a population over 2500 in 1920. Replies were received from 964 cities in time to be included in the tabulation. The cities replying in each population group are given on pages 130 to 134.

The number and the geographic distribution of the cities reporting are such that the results may be accepted as representative for all cities. Since the inquiry covers the salaries paid in all types of positions, both teaching and administrative, it furnishes an unusually complete picture of the city school salary situation.

In the tables presented in this BULLETIN the emphasis has been placed on the presentation of data that reveal *actual salaries paid* in various positions, rather than possible maxima and minima. Recent bulletins issued by the Association has made available data relative to salary schedule provisions in various sized cities, such as maxima, minima, etc. Late figures as to how these schedules have been applied, in terms of salaries actually paid in all the types of city school positions have not been available. The following tables supply this information for the school year 1922-23.

Further information concerning the methods used in preparing these tables is given on page 130.

Special Salary Service

There is now available at the headquarters of the National Education Association information concerning the salary situation in the 964 cities which replied to the recent inquiry. This will make it possible for the Association to furnish on order, special tabulations revealing the salary situation in a representative number of cities of any size located in any section of the country. There can thus be made available salary information in addition to that printed in bulletins and reports of the Association for any list of cities that may be selected from those printed on page 130 and following.

We have information as to minimum salaries, maximum salaries, number and amount of

increments, actual salaries being paid as well as other salary schedule features. These special tabulations can be prepared at a nominal cost to cover the extra work involved. Teacher's organizations and superintendents can thus be provided with exact information concerning the salary situation in cities comparable to their own as a guide to their work in revising salary schedules. Inquiries relative to the cost and preparation of special tabulations should be addressed to the Secretary at Association Headquarters.

Report of Salary Committee

The Salary Committee under direction of its Chairman, Dr. E. S. Evenden, is at present preparing a report largely based upon the findings of the salary inquiry. This report will contain additional salary information of interest to teachers and school executives such as the fundamental considerations that should underlie the preparation of salary schedules, the relationship of teachers' salaries and cost of living, etc. This report will be available in July, 1923.

State Salary Medians

Tables 12 to 16 present in summarized form by States the median salaries paid teachers and principals in the 964 cities which reported, classified in five population groups.

Columns 2 to 6 in Table 12 taken in connection with Tables 17 to 21, give a good indication of the progress that the kindergarten movement has made in the cities of the country. Progressive cities of all sizes are rapidly recognizing the desirability of kindergarten instruction. Out of the 325 cities replying of 2500 to 5000 in population, 90 or 28 per cent, Table 20, reported salaries paid kindergarten teachers. These 90 cities employed 177 "regular kindergarten teachers in full charge of a kindergarten room."

The fact that in the smaller cities the median salaries paid kindergarten teachers are generally higher than those paid elementary teachers is due to the fact that kindergarten instruction has been thus far provided for by but a fraction of the smaller cities of the progressive type which maintain

salary schedules somewhat above the average paid in similar sized cities.

Most of the large cities reported salaries paid kindergarten teachers. In the large cities the kindergarten median is slightly below that of elementary teachers. This is probably the result of two factors. In a few cities the kindergarten schedule is below

that of elementary teachers, and kindergarten generally have had a shorter period of experience than elementary teachers.

A comparison of the median salaries paid elementary teachers as given in Table 12, columns 7 to 11, and Tables 22 to 26, with the table given on page 17 of Bulletin One of the Research Division¹ clearly reveals

¹ Bulletin One of the Research Division, National Education Association, *Facts on the Cost of Public Education*.

TABLE 12.—MEDIAN SALARIES PAID KINDERGARTEN AND ELEMENTARY TEACHERS, 1922-23

States	Kindergarten teachers in cities with a population of					Elementary teachers in cities with a population of				
	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000
	2	3	4	5	6	7	8	9	10	11
United States.....	\$1193	1264	1318	1462	1791	1105	1200	1277	1467	1876
Alabama.....				750		825	816	921	960	1227
Arizona.....		1450	1625			1400	1466	1649		
Arkansas.....						900		1306	1132	
California.....	1366	1450	1350	1644	1594	1433	1507	1739	1833	1923
Colorado.....	1200	1275			2000	1225	1342	1617	1433	1950
Connecticut.....	1125	1150	1284	1610	1515	1166	1144	1394	1642	1568
Delaware.....					1250	1060				1742
District of Columbia.....					1535					1546
Florida.....						740	850			
Georgia.....	883			1185	1150	874	841	907	846	1220
Idaho.....						1179	1394			
Illinois.....	883	1290	1075	1275	2057	940	1016	1129	1336	2505
Indiana.....		1250	1341	1583		1082	1090	1322	1583	2004
Iowa.....		1150	1164	1554		1088	1142	1278	1525	
Kansas.....		1150	1300	1350	1424	1098	1054	1236	1622	1670
Kentucky.....				1150	1387	819	750	832	1100	1298
Louisiana.....					1629	870		972		1621
Maine.....		960	1117	1330		700	937	1058	1423	
Maryland.....					1473			1005		1613
Massachusetts.....		1200	1323	1516	1523	1117	1268	1326	1486	1580
Michigan.....	1233	1239	1317	1404	1804	1227	1234	1248	1443	1780
Minnesota.....	1300	1366	1350	1500	1440	1206	1160	1428	1486	1619
Mississippi.....					1655	982	692	700		
Missouri.....		1600				894	1028	980	1527	1820
Montana.....			1400			1304	1389	1482		
Nebraska.....		1200	1190	1240		1094	1200	1175	1523	1827
Nevada.....						1383				
New Hampshire.....			1100	1162		948	1050	1220	1328	
New Jersey.....	1550	1493	1570	1686	1875	1398	1486	1556	1699	1800
New Mexico.....		1250				1250	1350			
New York.....	1150	1333	1313	1559	2187	1259	1354	1344	1551	2584
North Carolina.....						875	1090	1185	1207	
North Dakota.....		1300				1173	1312	1438		
Ohio.....		1050	2025	1350	1768	1037	1041	1247	1441	1783
Oklahoma.....				1466		985	954	1152	1651	
Oregon.....					1450	1104	1326	1135		1767
Pennsylvania.....		1225		1300	1950	1020	1195	1207	1338	2004
Rhode Island.....			1079	1540	1611	779	973	1234	1624	1627
South Carolina.....						911	855	1162	1153	
South Dakota.....			1438				1223	1414		
Tennessee.....										1052
Texas.....		875		1093	1517	831	952	926	1247	1440
Utah.....					1350					1377
Vermont.....		1250				786	1004	1065		
Virginia.....		1300			1475		796	980	1065	1125
Washington.....	1450				1590	1296	1265	1418	1804	1751
West Virginia.....						1040	1020	1291	1278	
Wisconsin.....	1065	1096	1164	1319	1969	1129	1143	1234	1460	2400
Wyoming.....			1585			1250		1654		

Read Table 12 as follows: \$1193 is the median salary paid kindergarten teachers in the United States in cities with a population of 2500 to 5000. \$1366 is the median salary paid kindergarten teachers in cities of this size in California, etc. Similarly read median salaries paid elementary teachers. Detailed data are given in other tables as to the number of cities reporting in the various population groups, the number of teachers reported, etc. For example see table 20 in connection with column 2 of this table. Also see page 130 for a general explanation of this and other tables.

that between 1921-22 and 1922-23 there was a decided increase in the salaries actually paid elementary teachers in all sized cities. The median salary paid in the cities over 30,000 in population is approximately \$100 higher in 1923 than in 1922 and in the smaller cities is between \$100 and \$200 higher.

Table 13 taken with Tables 27 to 36 gives detailed information as to salaries

paid Junior and Senior High-School teachers.

It is probable that the Junior High-School teachers' tables are somewhat diluted by the inclusion of teachers instructing in the upper grades of elementary schools that are Junior High-School in name but not in actual organization and curriculum content.

It is gratifying, however, that so many cities have recognized the desirability of at

TABLE 13.—MEDIAN SALARIES PAID JUNIOR HIGH-SCHOOL AND SENIOR HIGH-SCHOOL TEACHERS IN 1922-23

States	Junior high-school teachers in cities with a population of					Senior high-school teachers in cities with a population of				
	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000
I	2	3	4	5	6	7	8	9	10	11
United States.....	\$1271	1370	1439	1665	2136	1469	1567	1670	1917	2487
Alabama.....			—1100			1086	1050	1398	1607	1533
Arizona.....	1525	1325				1836	1938			
Arkansas.....	1450		1029	1544		885		1750	1712	
California.....	1900	1579	1789	2087	2219	2236	2062	2293	2404	2432
Colorado.....	1300	1300	1617		1965	1535	1588	1850	1869	2225
Connecticut.....	1550	1200	1430	1911		1400	1493	1699	2085	2031
Delaware.....					1750	1466				1854
District of Columbia.....					1700					2417
Florida.....		1056				1160	1257			
Georgia.....		850		1066		1356	1254	1400	1700	2051
Idaho.....	1375	1508				1511	1828			
Illinois.....	1148	1289	1100	1567		1527	1473	1580	1833	3080
Indiana.....	1139	1330	1538	1604		1369	1455	1690	2066	2950
Iowa.....	1350	1307	1381	1717		1508	1527	1553	2000	
Kansas.....	1229	1325	1453	1673	1908	1495	1512	1634	1943	2156
Kentucky.....	1017		1077	1135	1625	1225		1288	1545	1804
Louisiana.....						1160		1279		2338
Maine.....			1353			1166	1425	1379	1707	
Maryland.....					1802	1275		1325		2263
Massachusetts.....	1257	1437	1561	1616	1914	1370	1579	1624	1863	2223
Michigan.....	1396	1372	1425	1698	2497	1591	1629	1658	1872	2585
Minnesota.....	1283	1300	1586	1667	1880	1479	1421	1759	1928	2094
Mississippi.....		1150	1275			1188	1238	1366		
Missouri.....	1400	1128	1162		2039	1375	1455	1361	1850	2600
Montana.....	1300	1486	1500			1600	1450	1784		
Nebraska.....	1225	1236	1540	1668		1481	1596	1635	1992	2115
Nevada.....						1650				
New Hampshire.....		1050	1361	1550		1188	1300	1483	1627	
New Jersey.....	1266	1545	1802	1996	1918	1769	1844	2017	2197	2770
New Mexico.....		1350				1625	1670			
New York.....	1416	1621	1442	1550	3236	1522	1645	1628	1880	3517
North Carolina.....		1240	1175			1214	1272	1725	1580	
North Dakota.....		1310				1450	1469	1792		
Ohio.....	1162	1229	2075	1545	2078	1448	1480	1776	2004	2373
Oklahoma.....	1166	1296	1430	1392		1351	1496	1775	1893	
Oregon.....	1166		1154			1319	1636	1431		2117
Pennsylvania.....	1282	1327	1316	1536	2143	1401	1571	1591	1814	3247
Rhode Island.....		1200	1317				1679	1723	1767	2256
South Carolina.....		1393				983	957	1275	1407	
South Dakota.....			1484				1663	1760		
Tennessee.....										1534
Texas.....		1340	—1100	1460		1179	1359	1418	1633	1811
Utah.....					1622					1806
Vermont.....		1300	1400			1325	1320	1525		
Virginia.....		—1100		1278	1660		1197	1325	1497	1670
Washington.....	1457	1283	1433			1566	1612	1760	2134	2113
West Virginia.....	1329		1418	1348		1518	1578	1902	1806	
Wisconsin.....	1260	1329	1442	1680		1497	1550	1756	1931	2608
Wyoming.....						1460		2050		

Read Table 13 as follows: \$1271 is the median salary paid junior high-school teachers in the United States in cities with a population of 2500 to 5000. \$1525 is the median salary paid junior high-school teachers in cities of this size in Arizona, etc. Similarly read median salaries paid senior high-school teachers. Detailed data are given in other tables as to the number of cities reporting in the various population groups, the number of teachers reported, etc. For example see Table 31 in connection with column 2 of this table. Also see page 130 for a general explanation of this and other tables.

least beginning the organization of Junior High-Schools and that teachers in this type of school are receiving salaries somewhat in accord with the additional qualifications that have been demanded for this type of work. The salaries paid both Junior and Senior High-Schools are still too low, however, considering the qualifications generally required of teachers in these schools.

Table 14 gives the median salaries paid special class teachers (ungraded, sub-normal, cardiac and other atypical classes) and school nurses. Space did not permit reproducing

the tables giving in detail the distribution of salaries paid the special class teachers and school nurse. These tables are available, however, and may be obtained by addressing Association Headquarters.

Of the 325 cities reporting between 2500 and 5000 in population 89 cities in 26 states reported the employment of 251 special class teachers at a median salary of \$1563, as compared with the median of \$1105 paid elementary teachers in cities of the same size. Similar differences exist in the other population groups. This is due to the higher

TABLE 14.—MEDIAN SALARIES PAID SPECIAL CLASS TEACHERS AND SCHOOL NURSES IN 1922-23

States	Special class teachers in cities with a population of					School nurses in cities with a population of				
	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000
	2	3	4	5	6	7	8	9	10	11
United States.....	\$1563	1463	1578	1653	2071	1388	1425	1510	1395	1423
Alabama.....					1575					1250
Arizona.....			2050			2000	1450	1850		
California.....		1570	2036	1866	2020	1550	1550	1850	1550	1581
Colorado.....	1417			1860	2100	1575	1550			1557
Connecticut.....	1183	1517	1550	1792	1650	1350	1250	1683	1339	
Delaware.....	1533				2517					1250
District of Columbia.....					1550					1450
Florida.....							1550			
Georgia.....					1500	—1000				
Illinois.....		1850	1372	1500	2488	1450	1417	1438	1537	
Indiana.....	1314		1475	1711		1550		1525	1531	
Iowa.....	1400	1450	1525	1620		1250	1525	1283	1550	
Kansas.....			1525	1650	1800		1300	1750		1550
Kentucky.....			1350		1360	1250				758
Louisiana.....					1750			1250		1257
Maine.....		1250	1350				1550	1050		
Maryland.....					1916					
Massachusetts.....	1542	1280	1462	1523	1719	1050	1400	1388	1400	1508
Michigan.....	1392	1540	1583	1592	2124	1275	1375	1300	1634	
Minnesota.....	1660	1525	1650	1818	1665	1450	1400	1730	1325	1333
Mississippi.....							1550	1250		
Missouri.....					2062		1550			1475
Montana.....			1550				1550			
Nebraska.....				1700	1550	—1000	1575	1650		1600
New Hampshire.....			1364					1300	1150	
New Jersey.....	1550	1560	1817		2192	1275	1800	1612	1467	1400
New York.....	1550	1266	1525	1617	2631	1500	1600	1400	1367	1414
North Carolina.....		1225	1550					1500		
North Dakota.....							1350	1450		
Ohio.....	1250	1490	2083	1750	1923	1650	1350	1650	1363	1525
Oklahoma.....	1162		1660	1563				1750		
Oregon.....	1650		1500		1870		1250	1350		
Pennsylvania.....	1300	1550	1566	1675	2304		1150	1250	1325	1198
Rhode Island.....			1366		1790		1350	1550		1250
South Carolina.....				1350		1250		1250		
South Dakota.....							1650	2050		
Texas.....					1760			1550	1150	962
Utah.....					1710					
Vermont.....			1350				1300	1750		
Virginia.....			1350	1525	1703			1550	1125	1346
Washington.....			1650	1750	1817	1550		1600	1516	1568
West Virginia.....			1375				1350	1500	1530	
Wisconsin.....		1450	1666	1650	2426	1550	1650	1650		
Wyoming.....			1950					1900		

Read Table 14 as follows: \$1563 is the median salary paid special class teachers in the United States in cities with a population of 2500 to 5000. \$1417 is the median salary paid special class teachers in cities of this size in Colorado, etc. Similarly read median salaries paid school nurses. Also see page 130 for a general explanation of this and other tables.

schedule under which special class teachers are employed in some cities as well as to the fact that only the more progressive cities that generally maintain higher schedules employ special class teachers.

Of the 325 cities 2500 to 5000 in population 64 in 19 states reported the employment of 66 at nurses at a median salary of \$1388. The percentage of cities reporting the em-

ployment of special class teachers and school nurses increases with the size of the city. The special class teacher and the school nurse are coming to be recognized as a necessity by the more progressive city school systems.

Tables 15 and 16 show the median salaries paid principals. These tables taken in connection with Tables 37 to 54 give a detailed statement of the salaries school principals

TABLE 15.—MEDIAN SALARIES PAID NON-SUPERVISING ELEMENTARY PRINCIPALS AND SUPERVISING ELEMENTARY PRINCIPALS IN 1922-23

States	All principals in cities with a population of		Non supervising principals in cities with a population of			Supervising elementary principals in cities with a population of				
	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000
1	2	3	4	5	6	7	8	9	10	11
United States.....	\$1358	1505	1590	1867	2160	1850	1900	2008	2344	3126
Alabama.....	966	950	1217		1217	950		1450	1913	2493
Arizona.....	1900	1788	1940			2500	1900	2300		
Arkansas.....	950		1530					2150	2425	
California.....	1875	2123	2075	2057	2256	1850	2050	2475	2782	2912
Colorado.....	1438	1738			2750	1950			2150	2975
Connecticut.....	1450	1470	1671	2338	2115			2062	2338	2579
Delaware.....					1900					2230
Dist. of Columbia.....					1821					1849
Florida.....		975								
Georgia.....	1950	900	1350	1700	1750				1870	2108
Idaho.....	1450	1700				1425				
Illinois.....	1193	1342	1515	1650			1550	1620	2085	5027
Indiana.....	1290	1419	1642	2000				1863	2375	
Iowa.....	1175	1396	1721	1786				1812	2475	
Kansas.....	1350	1450	1582	2270	2034	2550				2150
Kentucky.....	938		1250		1650					1938
Louisiana.....					2150					2553
Maine.....		1350	1150						2250	
Maryland.....			1575							2557
Massachusetts.....	1283	1611	1562	1600	2150		2000	1988	2550	2800
Michigan.....	1525	1430	1688	1829	1950	2050	1683	1625	1966	3220
Minnesota.....	1488	1286	1657		1900	1950			2275	2380
Mississippi.....		1350								
Missouri.....	1058	1400	1337	1184	2317				2175	3496
Montana.....	1750	1766	2050					2238		
Nebraska.....	1312	1458	1650	2088		1350			2250	2620
New Hampshire.....		1150	1342			1250			1970	
New Jersey.....	2050	2079	2225		1950		2162	2616	3031	3280
New Mexico.....		1550								
New York.....	1583	1492	1723	2450	3619	2525	2100	1940	2388	4638
North Carolina.....		1817								
North Dakota.....	1050	1475				1850		2050	2750	
Ohio.....	1250	1262	1468	1862	2304			1875	2304	2816
Oklahoma.....	1288	1515	2050	2450		1325	1500	2050	3009	
Oregon.....	1412	1812	1480		2172			1750		3216
Pennsylvania.....	1400	1502	1549	1744	2206		2000	1850	2236	3497
Rhode Island.....	900	1500	1390	1640	1947					3454
South Carolina.....		950								
South Dakota.....		1550						1925		1766
Tennessee.....					1458					
Texas.....	1000	1375	1457	2025	1875			1612	2012	2533
Utah.....					2150					2450
Vermont.....		1233	1300							
Virginia.....		1180				950			1850	2533
Washington.....	1800	1570	2030	2033	2025	2050	1575	2188	2500	3005
West Virginia.....	1200	1583	1800			1350		2084	2083	
Wisconsin.....	1208	1442	1618	2520	2684			2050	2700	4150
Wyoming.....			2028					2225		

Read Table 15 as follows: \$1358 is the median salary paid non supervising principals in the United States in cities with a population of 2500 to 5000. \$966 is the median salary paid non supervising principals in cities of this size in Alabama, etc. Similarly read median salaries paid supervising elementary principals. Detailed data are given in other tables as to the number of cities in the various population groups, the number of teachers reported, etc. For example see Table 41 in connection with column 2 of this table. See also page 130 for a general explanation of this and other tables.

were actually receiving in 1923. The inquiry intended that vice-principals should be reported as teachers, not principals and when ever possible vice-principals were tabulated as teachers rather than principals. It is likely, however, that some vice-principals are included in these tables. For this reason the medians given are probably slightly lower than would

have been the case had it been possible to exclude all vice-principals.

Even keeping this fact in mind, however, these tables indicate that many cities must increase the salaries paid principals in the next few years if they expect to attract and hold men and women of training and capacity for this keystone position in the educational arch.

TABLE 16.—MEDIAN SALARIES PAID JUNIOR HIGH-SCHOOL AND SENIOR HIGH-SCHOOL PRINCIPALS IN 1922-23

States	Junior high-school principals in cities with a population of					Senior high-school principals in cities with a population of				
	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000	2500 to 5000	5000 to 10,000	10,000 to 30,000	30,000 to 100,000	Over 100,000
1	2	3	4	5	6	7	8	9	10	11
United States.....	\$1594	1917	2350	3050	3485	2062	2502	3051	3806	4400
Alabama.....						1350		2700		3150
Arizona.....						3150				
Arkansas.....						1200		3050		
California.....	2500		3025	3225	3200	3100	3275	4025	4300	3628
Colorado.....	1950				3617	2550		3050		4900
Connecticut.....	2050					2400	2475	3050	3950	3300
Delaware.....					2550					3050
District of Columbia.....					2900					3275
Florida.....						1800				
Georgia.....						1150		1975	3300	2850
Idaho.....						2000				
Illinois.....	1400			2450		2150	2450	3050	4050	5048
Indiana.....	1450					2012	2200	3050	3667	4400
Iowa.....	1600			3066		1900	2275	3425		
Kansas.....	2000				3500	2266		3200		3050
Kentucky.....						1866		2250		4100
Louisiana.....						2450		3050		3075
Maine.....						1850		2850		
Maryland.....					3034			2450		4075
Massachusetts.....	2450	2150	2550	3186	3450	2225	2586	3212	4100	4050
Michigan.....	1475			3016	4700	2050	2717	3150	3700	5017
Minnesota.....	1475				3850	2150	2080	3500		4050
Mississippi.....	1450					1750		2450		
Missouri.....	2050				3850	2100	2250	2600	3550	4760
Montana.....						2300		3300		
Nebraska.....	1550					2250	2525	3400		4300
Nevada.....	1750					2550				
New Hampshire.....						2550		3000		
New Jersey.....					4250	2900	2675	3500	4550	5000
New York.....	1950	2000			4633	2100	2400	2950	4100	6500
North Carolina.....						1350	2150	3050		
North Dakota.....	1450					2150		3050		
Ohio.....	1750			2675	3402	2050	2283	2850		4416
Oklahoma.....	1650					2010	2384	3900		
Oregon.....	1550					2062		2600		4033
Pennsylvania.....	1475	1716	1962	2700	4650	1950	2475	2825	3380	5025
Rhode Island.....								3050		4533
South Carolina.....						1300		3050		
South Dakota.....								3950		
Tennessee.....										3050
Texas.....						1825	2084	2275		3150
Utah.....					3200					3900
Vermont.....	1850					2650		3050		
Virginia.....					3150	2050		3050		3550
Washington.....	2050					2233		3050		3960
West Virginia.....	1486					2150		3050		
Wisconsin.....	1550				4500	1950	2725	3500	3950	4883
Wyoming.....						2150		3900		

Read Table 16 as follows: \$1594 is the median salary paid junior high-school principals in the United States in cities with a population of 2500 to 5000. \$2500 is the median salary paid junior high-school principals in cities of this size in California, etc. Similarly read median salaries paid senior high-school principals. Detailed data are given in other tables as to the number of cities reporting in the various population groups, the number of teachers reported, etc. For example see Table 49 in connection with column 2 of this table. Also see page 130 for a general explanation of this and other tables.

Distribution of Salaries Paid Teachers and Principals

The subsequent tables give the salaries reported paid teachers and principals by 964 cities in the United States classified in five population groups. All cities did not report salaries for all grades of teachers. For example, cities having no kindergarten, did not report salaries for kindergarten teachers. Hence, the number of cities reporting for each group of teachers as given in the last column of each table is sometimes less than the number of cities listed as reporting on page 130 and following. For example, although twelve cities of 10,000 to 30,000 in population are listed on page 131 as reporting from Connecticut, Table 19, column 16, shows that only seven reported salaries paid kindergarten teachers.

TABLE 17.—DISTRIBUTION OF SALARIES PAID KINDERGARTEN TEACHERS
Cities 100,000 population and over

States	Median salary	Total No. teachers	Below \$1200										Over \$1200										Over 2399	No. cities reporting
			4	5	6	7	8	9	10	11	12	13	14	15	16	17	18							
United States.....	\$1791	4994	226	252	249	370	393	617	428	332	278	731	116	172	32	798	52							
California.....	1594	392	50	47	23	26	53	12	19	13	53	96					3							
Colorado.....	2000	64		1	3	1	3	10	6	6	1	4					1							
Connecticut.....	1515	96	23	8	7	8	13	20	12	5							2							
Delaware.....	1250	2			1												1							
District of Columbia.....	1535	165				68	42	54	1								1							
Georgia.....	1150	3															1							
Illinois.....	2057	537					28	48	70	75		84	13	27	12	180	1							
Indiana.....	1837	43		3	8	2	1	2	2								1							
Kentucky.....	1367	40		23	11	6											1							
Louisiana.....	1629	78		7	10	7	11	14	29								1							
Maryland.....	1473	77															1							
Massachusetts.....	1523	118	14	15	13	3	32	31	5	22	7						4							
Michigan.....	1804	274	2	10	26	16	20	50	21	59							3							
Minnesota.....	1440	198	36	30	30	12	53	5	3	2	59	56					2							
Missouri.....	1655	325	19	27	26	17	9	119	10	15	74	3					2							
New Jersey.....	1875	223		4	5	13	14	15	25	19	22	10	12	11	71	1	5							
New York.....	1828	313	10	13	6	30	31	29	32	20	20	100	6	4	2	10	3							
New York City.....	2861	853						16	37	43	77	72	48	14	5	54	1							
Ohio.....	1768	445	15	25	35	47	20	41	58	43	17	98	7	31		8	7							
Oregon.....	1450	8			4		4										1							
Pennsylvania.....	1950	439	11	25	18	26	37	45	30	19	17	189	17	5			4							
Rhode Island.....	1611	62	22	3	2	1		35									1							
Texas.....	1517	48	6	3	6	7	12	3	9							2	2							
Utah.....	1350	21	6	2	1	3	3	1	1								1							
Virginia.....	1475	20	6														1							
Washington.....	1590	22			1	4	8					8					1							
Wisconsin.....	1969	158		6	13	8	2	10	2	11	13	3	9	7		56	1							

Read Table 17 as follows: \$1791 (column 2) is the median salary of the 4994 kindergarten teachers (column 3) reported employed in the United States in cities over 100,000 in population. Of these teachers 226 receive salaries below \$1200 (column 4), 252 receive salaries between \$1200 and \$1299 (column 5), etc. A total of 52 cities reported (column 18). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 18.—DISTRIBUTION OF SALARIES PAID KINDERGARTEN TEACHERS

Cities 30,000 to 100,000 population

States		Median salary \$700	Total No. teachers	Below \$700	700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	Over 2099	No. cities reporting
I	2																			
United States.....	\$1462	1086	8	20	19	26	55	97	115	131	111	140	141	73	84	30	8	22	75	
Alabama.....	750	16		16				4											1	
California.....	1644	81			2		1	4	4	8	5	7	24	7	15	3	1	1	5	
Connecticut.....	1610	74				2	4	6	8	7	3	5	10	14	14				4	
Georgia.....	1185	21			1			10	9	2									1	
Illinois.....	1275	31	3				4	7	2	10	2	3							5	
Indiana.....	1583	104			5	1	4	2	8	7	6	23	24	10	4	10			4	
Iowa.....	1354	50						2	5	6	6	11	6	3	11				2	
Kansas.....	1350	21							9	3	3	3	3						1	
Kentucky.....	1150	7						7											1	
Maine.....	1330	25	2			4	1	2	2	5	5	4							1	
Massachusetts.....	1516	85						4	5	5	12	16	19	10					6	
Michigan.....	1404	120	2		1	6	7	4	10	18	28	17	2	4	1	5	2	2	7	
Minnesota.....	1500	38					4	2	3	4	1	3	2	5	2				1	
Nebraska.....	1240	30			6	3	5	4	2	7									5	
New Hampshire.....	1162	21																	1	
New Jersey.....	1586	84							8	7	9	12	7	6	18	1	4	12	5	
New York.....	1559	107					3	9	6	20	6	16	19	2	8	11		7	5	
Ohio.....	1350	9			3	1				1	2	1			1				2	
Oklahoma.....	1466	28				3	2	1		6	3	1	3	5	3		1		3	
Pennsylvania.....	1300	32					4	5	7	4	4	1	6						3	
Rhode Island.....	1540	6								1		5							1	
Texas.....	1023	16		4	1	2	3		1	2	2	1							1	
Wisconsin.....	1319	65	1			4	3	11	12	8	11	3	11	1					4	
Three States ¹		9							1	2	2	1	1	1	2				3	

Three States each reporting salaries for less than five teachers are combined in the distribution on this line.

Read Table 18 as follows: \$1462 (column 2) is the median salary of the 1086 kindergarten teachers (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these teachers 8 receive salaries below \$700 (column 4), 20 receive salaries between \$700 and \$799 (column 5), etc. A total of 75 cities reported (column 20). Similarly read the data given for each State. See page 130 for further explanation of this table.

PUBLIC INTEREST is subserved, not only by inducing persons who are not in the public service to enter, but as well as in inducing competent persons already in public employment to continue in it and to render better service, so that they may secure such continuance. Teaching should be made a vocation instead of a stepping stone to another profession, and anything which tends to make the present educational force so regard it is a distinct public benefit.—From the decision of the Supreme Court of Wisconsin upholding the constitutionality of the teachers' retirement law as reported in the *Wisconsin Journal of Education*, May, 1923, p. 87.

TABLE 19.—DISTRIBUTION OF SALARIES PAID KINDERGARTEN TEACHERS
Cities 10,000 to 30,000 population

States	Median salary	Total No. teachers	Below \$1100	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States...	\$1318	545	93	63	97	107	75	21	39	12	15	9	7	7	96
Arizona.....	1625	6	1				1		4						1
California.....	1350	69	6	7	15	13	13	3	1	2	5	4			8
Connecticut.....	1284	30	4	6	6	6	5		3						7
Illinois.....	1075	6	4	1		1									3
Indiana.....	1341	23	4		5	6	6	1	1						5
Iowa.....	1164	26	2	4	11	4	4				1				4
Kansas.....	1300	14		1	6	5	2								3
Maine.....	1117	7	3	3	1										2
Massachusetts.....	1323	38	5	3	8	13	9								6
Michigan.....	1317	25	3	4	5	3	4	2	4						5
Minnesota.....	1350	19	2	1	3	7	3		1		1	1			3
Montana.....	1400	8			3	1	3		1						1
Nebraska.....	1190	11	1	5	3	1	1								2
New Hampshire.....	Below 1100	10	10												1
New Jersey.....	1570	76	1	1	12	6	11	10	16	5	6	2	5	1	10
New York.....	1313	53	11	8	5	19	8		2						10
Ohio.....	2025	15							2	2	1	2	2	6	3
Rhode Island.....	1079	27	17	1	1	8									3
South Dakota.....	1438	15			3	3	4	4		1					2
Wisconsin.....	1164	48	17	11	9	9	1	1							6
Wyoming.....	1585	7							4	2	1				6
Five States ¹		12	2	7	1	2									5

¹ Five States each reporting salaries for less than five teachers are combined in the distribution on this line. Read Table 19 as follows: \$1318 (column 2) is the median salary of the 545 kindergarten teachers (column 3) reported employed in the United States in cities 10,000 to 30,000 in population. Of these teachers 93 receive salaries below \$1100 (column 4), 63 receive salaries between \$1100 and \$1199 (column 5), etc. A total of 96 cities reported (column 16).

Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 20.—DISTRIBUTION OF SALARIES PAID KINDERGARTEN TEACHERS
Cities of 2500 to 5000 population

States	Median salary	Total No. teachers	\$600	700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
United States...	\$1193	177	5	2	8	18	24	34	31	19	12	13	3	1	2	2	3	90
California.....	1366	14					1	1	3	3	4				1	1		8
Colorado.....	1200	16						6	5	3								1
Connecticut.....	1125	5					1	2		1								3
Georgia.....	883	11	2	1	3	5												1
Illinois.....	883	5			3	1		1										2
Michigan.....	1233	20				1	1	6	6	3		3						9
Minnesota.....	1300	24					1	4	6	4	2	2	2	1	1			7
New Jersey.....	1550	10							1	1	1	4					3	5
New York.....	1150	21			1		8	3	4	2	1	1				1		16
Washington.....	1465	5							1		3	1						2
Wisconsin.....	1065	23				5	10	2	3	2	1							15
Eleven States ¹		23	3	1	1	4	2	7	2			2	1					21

¹ Eleven States each reporting salaries for less than five teachers are combined in the distribution on this line. Read Table 20 as follows: \$1193 (column 2) is the median salary of the 177 kindergarten teachers (column 3) reported employed in the United States in cities 2500 to 5000 in population. Of these teachers 5 receive salaries between \$600 and \$699 (column 4), 2 receive salaries between \$700 and \$799 (column 5), etc. A total of 90 cities reported (column 19). Similarly read the data given for each State. See page 130 for further explanation of this table.

THE GREATEST obligation that any generation owes is the obligation that it owes to the next generation. That obligation we discharge through the function of education.—Payson Smith, *Idaho Teacher*, January, 1923, page 220.

TABLE 21.—DISTRIBUTION OF SALARIES PAID KINDERGARTEN TEACHERS

Cities 5000 to 10,000 population

States	Median salary	Total No. teachers	Below \$600										No. cities reporting									
			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
United States.....	\$1264	266	1	1	.....	1	5	10	41	47	59	36	31	32	14	5	1	1	2	100		
Alabama.....	1450	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2		
Arizona.....	1450	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10		
California.....	1275	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2		
Colorado.....	1150	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3		
Connecticut.....	1250	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4		
Illinois.....	1250	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Indiana.....	1250	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1		
Iowa.....	1150	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7		
Kansas.....	1150	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2		
Maine.....	950	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1		
Massachusetts.....	1200	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7		
Michigan.....	1239	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14		
Minnesota.....	1364	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2		
Missouri.....	1600	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1		
Nebraska.....	1200	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4		
New Jersey.....	1493	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12		
New Mexico.....	1250	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1		
New York.....	1333	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8		
North Dakota.....	1300	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1		
Ohio.....	1050	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1		
Pennsylvania.....	1225	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4		
Texas.....	875	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2		
Vermont.....	1250	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2		
Virginia.....	1300	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1		
Wisconsin.....	1096	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9		

Read Table 21 as follows: \$1264 (column 2) is the median salary of the 266 kindergarten teachers (column 3) reported employed in the United States in cities 5000 to 10,000 in population. Of these teachers, 1 receives a salary below \$600 (column 4), 1 receives a salary between \$700 and \$799 (column 6), etc. A total of 100 cities reported (column 20). Similarly read the data given for each State. See page 130 for further explanation of this table.

THE WORLD'S greatest waste is its constant waste of human potentialities. The waste of intellectual, spiritual and economic possibilities. The human potentialities of the future are all gathered in the school rooms of today. The loosening of these bonds are largely in the hands of the teachers. The potentialities of day after tomorrow likewise are in the hands of tomorrow's teachers. To place before a group of children a teacher with any form of handicap is to continue human waste. The world can only afford to place in such a position of leadership, a teacher of broadest vision, of highest ideals, of the greatest intellectual and spiritual calibre. No one can measure the potentialities of a group of twenty children. Unless the bonds of those possibilities are loosened, unless vision is kept before these children, the probability of waste is immeasurable.—Taken from an article entitled *Why Maintain the Present Salary Schedules and the Obligations Involved* by M. G. Clark, Superintendent of Schools, Sioux City, Iowa, published in the *Journal of the New York State Teachers' Association*, May, 1922, page 111

TABLE 22.—DISTRIBUTION OF SALARIES PAID ELEMENTARY TEACHERS
Cities over 100,000 population

States	Median salary	Total No. teachers	Below \$1100	No. cities reporting																			
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
United States.....	1876	76,039	1414	882	3087	2917	4399	6257	6930	8060	5342	3848	12069	1885	2078	1235	773	3878	1034	631	5909	3411	59
Alabama.....	1227	651	239	51	130	87	60	32	43	8	255	717	1814	6	22	44	5						3
California.....	1923	4893	.....	.....	10	39	39	96	115	29	37	34	81	6	80	168	.....	.....	.....	.....	.....	1	
Colorado.....	1950	764	.....	.....	69	67	111	72	147	165	140	245	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
Connecticut.....	1568	1195	179	69	111	72	147	165	140	245	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Delaware.....	1742	213	17	15	.....	.....	25	9	25	96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
District of Columbia.....	1546	1233	.....	.....	.....	.....	466	329	132	266	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Georgia.....	1280	567	.....	95	238	17	81	106	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Illinois.....	2505	6277	.....	.....	.....	.....	.....	307	349	465	516	.....	681	215	230	222	2042	350	.....	.....	.....	1	
Indiana.....	2004	986	.....	2	40	46	53	62	89	106	89	170	329	.....	.....	.....	.....	.....	.....	.....	.....	1	
Iowa.....	1670	356	.....	.....	16	32	54	41	50	163	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Kansas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Kentucky.....	1298	679	.....	.....	340	130	104	105	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Louisiana.....	1621	872	3	1	114	83	104	107	112	218	94	32	4	3	9	.....	.....	.....	.....	.....	.....	1	
Maryland.....	1613	1737	.....	.....	157	200	272	114	957	2	15	4	4	.....	.....	.....	.....	.....	.....	.....	.....	1	
Massachusetts.....	1580	1450	58	38	110	65	48	512	62	349	207	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	
Michigan.....	1780	3511	.....	.....	32	79	273	408	459	628	218	445	709	31	58	129	22	5	15	.....	.....	2	
Minnesota.....	1619	1685	5	9	189	141	204	206	458	58	34	52	329	144	15	6	.....	.....	.....	.....	.....	2	
Missouri.....	1820	2987	1	.....	228	205	192	220	219	281	587	715	84	.....	.....	.....	.....	.....	.....	.....	.....	2	
Nebraska.....	1827	750	.....	.....	14	16	31	56	129	100	109	115	60	120	.....	.....	.....	.....	.....	.....	.....	1	
New Jersey.....	1800	3635	1	10		84	163	356	315	446	443	383	146	373	124	342	245	102	23	7	44	27	1
New York.....	1861	3424	4	9	82	212	158	250	269	588	228	151	1092	91	66	67	22	110	19	44	.....	4	
New York City.....	2806	17,857	.....	.....	.....	.....	.....	731	842	854	727	16	1449	920	824	276	738	637	576	5858	3409	1	
Ohio.....	1783	6281	85	42	305	324	484	508	673	866	640	421	1382	90	382	39	25	7	3	5	.....	7	
Oregon.....	1767	881	.....	.....	20	89	93	30	24	274	337	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Penns. vauis.....	2004	7379	62	174	466	437	480	399	550	368	343	269	3618	50	14	4	110	7	3	24	.....	4	
Rhode Island.....	1627	702	50	66	45	48	46	46	185	98	91	25	1	.....	.....	.....	.....	.....	.....	.....	.....	1	
Tennessee.....	1052	274	197	51	16	1	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Texas.....	1440	1442	148	132	219	190	81	267	56	337	8	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
Utah.....	1377	496	126	38	44	52	42	59	46	87	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Virginia.....	1125	514	239	72	65	21	26	79	1	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Washington.....	1751	1387	.....	8	6	62	159	257	106	187	99	483	18	2	35	487	.....	.....	.....	.....	.....	2	
Wisconsin.....	2409	1061	.....	.....	50	42	73	56	53	29	38	34	30	53	35	.....	.....	.....	.....	.....	.....	1	

Read Table 22 as follows: \$1876 (column 2) is the median salary of the 76,039 elementary teachers (column 3) reported employed in the United States in cities over 100,000 in population. Of these teachers 1414 receive salaries below \$1100 (column 4), 882 receive salaries between \$1100 and \$1199 (column 5), etc. A total of 59 cities reported (column 24). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 23.—DISTRIBUTION OF SALARIES PAID ELEMENTARY TEACHERS

Cities 30,000 to 100,000 population

States	Median salary	Total No. teachers	Below \$700		700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	Over 2299	No. cities reporting
			4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
United States.....	\$1467	18,390	161	205	254	499	962	1421	1913	2083	2533	2659	1695	1102	1660	651	238	189	57	99	101	1
Alabama.....	960	131	7	24	19	26	13	37	5	17	8	22	7	14	15	351	171	95	10	2	1	1
Arizona.....	1132	180	13	6	8	38	19	19	23	10	29	18	74	137	128	351	171	95	10	2	5	5
California.....	1833	1025					5	4	10	10	15	5	8	12	8	12	8				1	1
Colorado.....	1433	86																			1	1
Connecticut.....	1642	816	1			17	41	37	51	78	59	90	81	130	203	28					203	4
Georgia.....	846	438	96	97	56	53	24	25	77	1	1	1	1	3		5					2	2
Illinois.....	1326	1192				18	20	123	153	203	223	133	221	24	47	11	8	5	2	1	5	5
Indiana.....	1583	1148				30	8	13	20	64	85	200	179	195	97	85	150	8	4	2	3	3
Iowa.....	1525	556					1	8	7	16	47	33	81	138	21	79					4	4
Kansas.....	1622	415																			2	2
Kentucky.....	1100	112				11	26	19	56												1	1
Maine.....	1423	318			5		9	5	15	78	38	39	97	26	2	3	1				2	2
Massachusetts.....	1496	1696	2		12	16	62	82	169	98	472	399	75	67	203	35	2	1		1	11	1
Michigan.....	1443	1252					37	94	198	179	273	158	71	73	28	51	43	20	12	6	8	8
Minnesota.....	1486	310					24	10	35	50	42	41	43	27	35	3					1	1
Missouri.....	1527	304					19	14	28	25	48	68	80	20	2	13					1	1
Nebraska.....	1523	197					14	13	10	26	10	26	27	27	8	22	13	1			1	1
New Hampshire.....	1328	168					15	18	11	15	89	13	4		2						5	5
New Jersey.....	1699	1168							61	61	164	143	156	133	180	34	40	117	25	54	1	1
New York.....	1551	1183					8	81	87	184	137	184	192	70	56	101	17	14	35	6	6	6
North Carolina.....																					1	1
Ohio.....	1207	132					5	15	11	33	31	23	11	3							3	3
Oklahoma.....	1441	693				30	70	61	39	46	55	109	63	73	55	90					2	2
Oregon.....	1651	446						3	16	37	45	49	48	49	67	57	44	21	9	1	2	2
Pennsylvania.....	1338	1858				14	30	165	383	218	315	322	246	103	48	10	4				10	10
Rhode Island.....	1624	200					10	4	6	10	18	21	128	3							2	2
South Carolina.....																					1	1
Texas.....	1153	105						22	12	35	18	18									3	3
Texas.....	1247	626	14	22	1	49	80	68	180	64	80	52	11	5							3	3
Virginia.....	1065	524	28	51	54	68	94	113	40	43	18	15									3	3
Washington.....	1804	366						2	13	19	30	41	52	18	179	7	4				1	1
West Virginia.....	1278	345				1	18	32	71	65	78	37	43	52	18						2	2
Wisconsin.....	1460	400					5	30	25	47	55	63	69	49	57						4	4

Read Table 23 as follows: \$1467 (column 2) is the median salary of the 18,390 elementary teachers (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these teachers, 161 receive salaries below \$700 (column 4), 205 receive salaries between \$700 and \$799 (column 5), etc. A total of 101 cities reported (column 22). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 24.—DISTRIBUTION OF SALARIES PAID ELEMENTARY TEACHERS
Cities 10,000 to 30,000 population

States	Median salary	Total No. teachers	Below \$600	600	700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	Over 2095	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States.....	\$1288	12,370	89	73	217	405	829	1310	1552	1935	2060	1404	1024	514	295	236	188	164	75	214
Alabama.....	921	159	4	4	9	55	36	37	11	3	4	8	11	70	32	..	..	..	..	4
Arizona.....	1649	135	..	..	..	..	4	..	..	..	..	..	6	5	..	..	..	..	..	1
Arkansas.....	1306	138	..	..	..	..	..	..	15	12	35	6	19	5	..	..	..	..	..	2
California.....	1739	576	..	..	..	..	21	14	15	16	29	64	92	61	66	89	83	75	1	8
Colorado.....	1617	18	..	..	..	..	..	..	..	1	3	1	3	6	2	2	..	..	..	1
Connecticut.....	1395	716	..	..	..	..	30	52	64	89	129	105	109	39	3	6	..	..	..	12
Georgia.....	907	128	25	13	16	9	15	27	21	2	..	..	..	..	..	..	..	..	..	3
Illinois.....	1129	767	8	63	127	133	123	133	123	135	70	61	13	4	..	3	1	..	..	15
Indiana.....	1322	313	..	..	..	..	13	30	52	42	88	44	32	11	1	..	..	..	..	7
Iowa.....	1278	384	..	..	..	..	17	82	82	120	109	36	16	4	..	..	..	..	..	6
Kansas.....	1236	225	..	..	..	2	24	22	44	57	44	17	9	2	1	2	..	1	..	5
Kentucky.....	832	138	..	10	45	44	23	16	..	..	..	..	..	..	..	..	..	..	..	2
Louisiana.....	972	50	..	..	..	12	18	19	..	..	..	..	1	..	..	..	..	..	..	2
Maine.....	1058	111	1	..	7	12	9	46	11	24	..	..	..	..	..	..	1	..	..	1
Maryland.....	1005	98	..	2	9	14	23	21	5	6	18	..	..	..	..	..	..	..	..	3
Massachusetts.....	1326	1141	..	..	..	..	29	80	119	238	329	154	151	20	..	..	..	1	..	21
Michigan.....	1248	205	..	..	..	..	31	40	65	24	25	19	1	6	..	..	..	..	..	5
Minnesota.....	1428	130	..	..	..	..	..	1	8	65	31	36	17	6	5	..	15	..	..	3
Mississippi.....	700	42	18	3	2	..	..	3	4	..	11	..	1	..	..	..	..	..	..	1
Missouri.....	980	293	..	7	22	50	84	90	31	2	..	..	..	..	..	..	..	..	..	5
Montana.....	1482	115	..	..	..	..	..	..	4	9	14	37	17	23	11	..	..	..	..	2
Nebraska.....	1175	112	..	..	..	1	14	..	36	16	12	19	..	..	..	..	..	..	..	2
New Hampshire.....	1230	138	..	..	..	..	4	..	11	66	8	2	4	2	..	..	..	..	..	4
New Jersey.....	1556	896	..	..	..	..	..	12	30	78	126	128	133	102	92	58	60	47	30	11
New York.....	1344	523	..	..	..	..	..	44	55	111	116	143	43	9	..	1	1	..	..	12
North Carolina.....	1185	297	13	3	15	27	15	22	10	26	36	30	7	2	1	..	..	..	..	3
North Dakota.....	1438	61	..	..	..	..	..	..	..	10	13	20	15	2	..	..	..	..	..	1
Ohio.....	1247	670	..	..	..	36	68	65	107	126	43	19	33	32	32	18	13	36	42	11
Oklahoma.....	1152	176	..	..	..	4	5	22	27	25	22	15	22	11	2	..	..	..	..	3
Oregon.....	1135	103	..	..	..	..	12	31	24	25	11	..	..	..	..	..	..	..	..	2
Pennsylvania.....	1207	1419	..	..	23	10	60	213	386	254	233	212	13	6	3	3	2	1	..	25
Rhode Island.....	1234	372	..	..	3	27	25	12	28	209	4	6	..	..	..	..	..	..	..	4
South Carolina.....	1162	62	..	..	..	..	9	14	13	26	..	..	..	..	..	..	..	..	..	1
South Dakota.....	1414	159	1	..	2	1	..	..	..	21	49	38	44	1	1	1	..	..	..	2
Texas.....	926	244	7	21	43	40	77	39	3	1	..	..	..	..	..	..	3	..	..	6
Vermont.....	1065	91	..	..	..	3	14	44	29	1	..	..	..	..	..	..	..	..	..	2
Virginia.....	980	80	..	..	..	4	15	18	13	4	2	..	..	..	..	..	..	..	..	1
Washington.....	1418	413	12	10	2	4	15	18	17	99	74	70	84	24	10	30	1	..	..	5
West Virginia.....	1291	224	..	..	..	..	11	19	43	43	44	57	5	20	3	..	..	..	..	3
Wisconsin.....	1234	357	..	..	..	..	6	64	70	109	57	21	19	62	34	17	7	2	..	6
Wyoming.....	1654	161	..	..	..	..	..	..	..	..	5	23	..	..	..	..	..	..	..	2

Read Table 24 as follows: \$1277 (column 2) is the median salary of the 12,370 elementary teachers (column 3) reported employed in the United States in cities 10,000 to 30,000 in population. Of these teachers 100 receive salaries below \$600 (column 4), 92 receive salaries between \$600 and \$699 (column 5), etc. A total of 214 cities reported (column 21). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 25.—DISTRIBUTION OF SALARIES PAID ELEMENTARY TEACHERS

Cities of 5000 to 10,000 population

States	Median salary	Total No. teachers	Below \$600	600	700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	Over 1999	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
United States.....	\$1200	7265	37	159	155	494	671	873	1222	1142	854	751	520	196	122	51	9	9	260
Alabama.....	816	39			16	22		6	7	15	27	60	30	19	33	3			2
Arizona.....	1466	184								40	27	113	156	27	6			1	4
California.....	1567	381								10	38	43	27	9	1	11			12
Colorado.....	1342	144	1							24	52	49	27	7		1			7
Connecticut.....	1144	226				9	16	41	24	51	2								7
Florida.....	850	161		33	8	19	23	15	1	2									2
Georgia.....	841	66		1	9	56													3
Idaho.....	1394	56							6	6	17	13	12	2					2
Illinois.....	1016	628	10	56	38	57	141	75	61	56	43	33	17	14	13	9	4	1	19
Indiana.....	1090	218					36	32	45	54	47	2							8
Iowa.....	1142	210						24	50	53	17	4	1						9
Kansas.....	1054	50					1	17	13	9	10								2
Kentucky.....	750	10			10														1
Maine.....	937	98			3	30	19	8	1	25	3								3
Massachusetts.....	1268	585				6	31	91	85	117	99	78	69	5	5	2		2	23
Michigan.....	1234	403						49	110	124	55	38	19	3	1			4	16
Minnesota.....	1169	151					7	23	66	16	15	19	5						6
Mississippi.....	692	23	12					9		1									1
Missouri.....	1028	145	2	9	1	21	32	27	13	7	2	5	15	5	3	1	2		6
Montana.....	1389	112						8	10	7	35	29	11	12					5
Nebraska.....	1200	124					1	38	23	34	17	11							5
New Hampshire.....	1050	20						20											1
New Jersey.....	1466	487					2	19	37	41	74	82	99	65	51	13	3	1	14
New Mexico.....	1350	30									30	77	47	14	4	3			1
New York.....	1354	361						4	44	91	77	77	47	14	4				11
North Carolina.....	1090	112	4	4	3	2	15	31	12	31	13	4	6						5
North Dakota.....	1312	43																	2
Ohio.....	1041	383					50	75	75	42	22	18	4	0		1			15
Oklahoma.....	1044	164		12	8	35	52	52	44	10	4								4
Oregon.....	1326	109						23	3	15	40	12	7	3	3				4
Pennsylvania.....	1195	823						87	300	164	105	90	18	9	7	5			29
Rhode Island.....	973	59						24	2	3	16	2							2
South Carolina.....	855	32					29	3											1
South Dakota.....	1222	29																	1
Texas.....	963	239	4	12	11	56	66	22	60	2	3		1						10
Vermont.....	1004	79																	4
Virginia.....	796	86		13	27	20	13	13	9	13	5								3
Washington.....	1265	73																	4
West Virginia.....	1020	34						14	15	5									2
Wisconsin.....	1143	170						13	46	60	36	6	9						1

Read Table 25 as follows: \$1200 (column 2) is the median salary of the 7265 elementary teachers (column 3) reported employed in the United States in cities 5000 to 10,000 in population. Of these teachers 37 receive salaries below \$600 (column 4), 159 receive salaries between \$600 and \$699 (column 5), etc. A total of 260 cities reported (column 20). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 26.—DISTRIBUTION OF SALARIES PAID ELEMENTARY TEACHERS. Cities of 2500 to 5000 population

States	Median salary	Total No. teachers	Below \$6000																	No. cities reporting
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
United States	\$1105	5515	74	163	230	429	860	948	903	824	504	232	157	99	36	24	15	12	10	324
Alabama	825	64	22	4	11	24	11	1	2	8	9	6	7	22	6	4				5
Arizona	1400	90	11	3	7	3	7	14	3	3	8	6	7	6						3
Arkansas	900	28	11	3	7	3	7	14	3	3	8	6	7	6						3
California	1433	173	11	3	7	3	7	14	3	3	8	6	7	6						8
Colorado	1235	146	11	3	7	3	7	14	3	3	8	6	7	6						6
Connecticut	1166	182	11	3	7	3	7	14	3	3	8	6	7	6						10
Delaware	1060	34	11	3	7	3	7	14	3	3	8	6	7	6						2
Florida	740	22	11	3	7	3	7	14	3	3	8	6	7	6						1
Georgia	874	172	20	29	34	3	8	19	7	24	4	6								5
Idaho	1179	71	11	3	7	3	7	14	3	3	8	6	7	6						4
Illinois	940	265	2	26	37	52	39	42	34	22	8	3	4							16
Indiana	1082	221	2	26	37	52	39	42	34	22	8	3	4							15
Iowa	1088	67	11	3	7	3	7	14	3	3	8	6	7	6						5
Kansas	1098	127	11	3	7	3	7	14	3	3	8	6	7	6						9
Kentucky	819	119	13	8	33	20	25	11												8
Louisiana	870	23	13	22	22	1	5	4	2	44	21	5	2							2
Maine	700	70	13	22	22	1	5	4	2	44	21	5	2							4
Massachusetts	1117	255	13	22	22	1	5	4	2	44	21	5	2							14
Michigan	1227	219	13	22	22	1	5	4	2	44	21	5	2							12
Minnesota	1206	312	13	22	22	1	5	4	2	44	21	5	2							17
Mississippi	942	23	13	22	22	1	5	4	2	44	21	5	2							2
Missouri	894	112	13	22	22	1	5	4	2	44	21	5	2							6
Montana	1304	35	13	22	22	1	5	4	2	44	21	5	2							2
Nebraska	1094	64	13	22	22	1	5	4	2	44	21	5	2							2
Nevada	1383	13	13	22	22	1	5	4	2	44	21	5	2							1
New Hampshire	948	44	13	22	22	1	5	4	2	44	21	5	2							3
New Jersey	1398	244	13	22	22	1	5	4	2	44	21	5	2							13
New Mexico	1250	16	13	22	22	1	5	4	2	44	21	5	2							6
New York	1259	370	13	22	22	1	5	4	2	44	21	5	2							2
North Carolina	875	58	13	22	22	1	5	4	2	44	21	5	2							24
North Dakota	1173	26	13	22	22	1	5	4	2	44	21	5	2							3
Ohio	1037	253	13	22	22	1	5	4	2	44	21	5	2							13
Oklahoma	985	206	13	22	22	1	5	4	2	44	21	5	2							6
Oregon	1104	76	13	22	22	1	5	4	2	44	21	5	2							12
Pennsylvania	1020	525	13	22	22	1	5	4	2	44	21	5	2							5
Rhode Island	779	19	13	22	22	1	5	4	2	44	21	5	2							37
South Carolina	911	47	13	22	22	1	5	4	2	44	21	5	2							1
Texas	831	87	13	22	22	1	5	4	2	44	21	5	2							3
Vermont	786	39	13	22	22	1	5	4	2	44	21	5	2							6
Washington	1296	144	13	22	22	1	5	4	2	44	21	5	2							2
West Virginia	1040	227	13	22	22	1	5	4	2	44	21	5	2							8
Wisconsin	1129	219	13	22	22	1	5	4	2	44	21	5	2							7
Wyoming	1250	18	13	22	22	1	5	4	2	44	21	5	2							15

Read Table 26 as follows: \$1105 (column 2) is the median salary of the 5515 elementary teachers (column 3) reported employed in the United States in cities 2500 to 5000 in population. Of these teachers 74 receive salaries below \$600 (column 4), 168 receive salaries between \$600 and \$699 (column 5), etc. A total of 324 cities reported (column 20). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 27.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL TEACHERS
Cities 100,000 population and over

States	Median salary	Total No. teachers	\$1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	No. cities reporting				
																								3	4	5	6	7
United States.....	2136	5916																							28			
California.....	2219	222	20	22	70	130	182	165	389	416	390	433	580	440	351	346	201	170	186	31	123	73	1198	2				
Colorado.....	1945	219				11	4	16	26	4	33	24	30	16	37	36	3	14						1				
Delaware.....	1750	114	4	5	25	9	5	8	53															1				
District of Columbia.....	1760	60					15	4	11	14	9	1	1	2	1	2								1				
Kansas.....	1908	33						2	3	5	5	18												1				
Kentucky.....	1625	26			1	2	7	1	8	3		3												1				
Maryland.....	1962	313					43	17	59	43	22	121	10	1	1		2							1				
Massachusetts.....	1914	237				1	3	7	5	33	63	38	47	32	6	1								2				
Michigan.....	2497	243							4	16	2	20	6	18	16	20	20	32	76	1	1		11	1				
Minnesota.....	1880	405	5		10	16	25	48	39	42	22	21	128	17	11	3	6	3	1	3	2	1	2	2				
Missouri.....	2039	196	1				2	5	6	25	16	16	23	16	28	4	7	15	5	2	1	2	4	2				
New Jersey.....	1918	221				1	1	4	8	20	19	36	19	20	21	15	10	13	11	21	1	1	3	3				
New York.....	2081	258						2	23	16	29	34	31	22	26	19	24	8	5	9	6	4	1	1				
New York City.....	3260	1512										25	29		28	61			22	59	58	63	1167	1				
Ohio.....	2081	1282	1		3	71	54	19	101	92	128	39	152	125	76	185	99	67	13	15	6	7	9	4				
Pennsylvania.....	2143	306						1		1	8	12	83	111		10	15	11	6		48		2	2				
Utah.....	1622	168	2	13	11	10	14	27	32	49					3									1				
Virginia.....	1660	121	7	4	19	7	3	8	21	1		41	7	1		2								1				

Read Table 27 as follows: \$2136 (column 2) is the median salary of the 5916 junior high-school teachers (column 3) reported employed in the United States in cities over 100,000 in population. Of these teachers 20 receive salaries between \$1000 and \$1099 (column 4), 22 receive salaries between \$1100 and \$1199 (column 5), etc. A total of 28 cities reported (column 25). Similarly read the data given for each State. See page 130 for further explanation of this table.

THERE ARE three fundamental errors in the ordinary salary schedule:

First, it assumes in effect that the child is of more value at sixteen than at six. This is reflected in the higher standards of preparation required of teachers in secondary schools, with correspondingly higher salaries. The traditional idea that less ability is required to teach young children than older ones is responsible for the great body of teachers who have little, if any, professional training for the most important work in the world.

Second, the ordinary schedule offers no inducement for continued study and self-improvement. Particularly does the usual elementary schedule defeat both incentive and opportunity for additional training while in service. It enters teachers with varying degrees of training with the same initial salary, often too small to make saving for another year of study possible, without actual hardship; provides regular increments for experience over a stated period of years, but holds out no reward whatever for any additional amount of training and study in the elementary field.

Third, the constantly increasing teacher-shortage is proof that young people of capability and ambition are looking to other fields of endeavor. Replacement ranks are thinned. Not until society has established the dignity and value of an adequately trained and adequately compensated teaching profession will they again be filled. Recognition must come through acceptance of the principle of a professional wage for professional standards of preparation and achievement.—*May Wade, Teacher-Rating and the Single Salary Schedule, Bulletin of the President, National League of Teachers' Associations, April, 1923, p. 18.*

TABLE 28.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL TEACHERS

Cities 30,000 to 100,000 population

States	Median salary	Total No. teachers	Below \$1100	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	No. cities reporting
<i>i</i>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
United States.....	\$1665	3267	91	80	153	217	285	494	483	275	388	249	158	104	181	31	45	17	6	4			6	55
Arkansas.....	1544	69	3	.....	11	10	7	8	13	6	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
California.....	2087	483	.....	.....	3	1	.....	13	11	15	50	73	67	51	117	10	34	7	4	.....	.....	.....	4	
Connecticut.....	1911	86	1	2	3	1	2	3	5	11	11	37	3	2	1	3	.....	.....	.....	.....	.....	.....	1	
Georgia.....	1066	61	46	6	3	5	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Illinois.....	1567	73	1	2	8	3	16	9	13	9	8	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	4	
Indiana.....	1604	140	2	.....	1	4	20	42	24	23	12	4	3	3	1	1	.....	.....	.....	.....	.....	.....	3	
Iowa.....	1717	198	.....	.....	.....	2	9	47	26	30	44	7	6	11	1	1	4	.....	.....	.....	.....	.....	2	
Kansas.....	1673	123	.....	.....	1	9	7	24	28	13	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
Kentucky.....	1135	22	5	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Massachusetts.....	1616	483	3	3	26	19	34	113	176	9	10	48	6	2	3	1	.....	.....	.....	.....	.....	.....	8	
Michigan.....	1698	366	.....	.....	1	7	28	32	47	52	28	22	21	16	19	8	1	3	2	4	.....	.....	6	
Minnesota.....	1667	147	1	2	8	5	17	23	26	29	24	4	2	2	3	1	.....	.....	.....	.....	.....	.....	7	
Nebraska.....	1668	96	3	1	3	5	13	10	19	6	21	13	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
New Hampshire.....	1550	15	.....	.....	.....	1	5	1	6	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
New Jersey.....	1996	119	.....	.....	.....	.....	2	7	16	7	15	13	36	1	20	1	.....	1	.....	.....	.....	.....	2	
New York.....	1550	60	.....	.....	6	5	19	.....	1	3	2	4	.....	.....	1	5	4	5	.....	.....	.....	.....	2	
Ohio.....	1545	94	4	6	5	7	16	20	6	3	15	2	1	6	3	.....	.....	.....	.....	.....	.....	.....	2	
Oklahoma.....	1392	29	1	4	4	6	10	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	
Pennsylvania.....	1536	287	8	22	18	42	37	46	25	32	32	8	7	3	7	.....	.....	.....	.....	.....	.....	.....	4	
Texas.....	1450	63	6	1	10	12	5	17	5	4	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Virginia.....	1278	48	7	3	18	8	5	2	4	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
West Virginia.....	1348	56	.....	3	10	31	9	1	1	.....	1	13	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
Wisconsin.....	1680	200	.....	7	10	9	24	33	21	21	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	

Read Table 28 as follows: \$1665 (column 2) is the median salary of the 3267 junior high-school teachers (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these teachers 91 receive salaries below \$1100 (column 4), 80 receive salaries between \$1100 and \$1199 (column 5), etc. A total of 55 cities reported (column 25). Similarly read the data given for each State. See page 130 for further explanation of this table.

THE AVERAGE patron who approaches the public school is met with argument. His request is against "The Rules." It is clearly evident that the teacher knows what is best for the child. Since the parent is held to be untrained in psychology and pedagogy, he is thought to have no proper standards by which to be a competent judge of the welfare of his child.

For these reasons antagonisms develop. Patrons become hypercritical. They think teachers are self-opinionated, conceited, narrow-minded, selfish, and anti-social. Patrons expect and are entitled to receive the same treatment from the school which is accorded in the business world.

If the teacher, in dealing with patrons, will act upon the principle that "The Patron is Right," a new atmosphere will be created. Suspicion, dislike, and back-biting will disappear. Friendliness, good will and cooperation will result. Then the home and the school will work in unison for the good of the child.—Taken from an article entitled *Aspects and Outlook of Education published in the American Educational Digest, May, 1923, page 425.*

TABLE 30.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL TEACHERS

Cities 5000 to 10,000 population

States	Median salary	Total No. teachers	Below \$1100										Over 2259										No. cities reporting
			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					
United States	\$1370	751			63	126	152	112	88	56	28	11	11	10	3	7	4	108					
Arizona	1325	33				2	1	4	3	5	6	1	1		2	5	1	2					
California	1579	21						1	12	4	1				2		2	2					
Colorado	1300	10				5	1		4								2	2					
Connecticut	1200	12	3	3	3	1		2	1	2							2	2					
Florida	1056	29	26	1	1	1												3					
Georgia	850	3	3																				
Idaho	1508	19					4	5	6	4							1	2					
Illinois	1289	24		4	4	9	3		2	1		1	2				1	4					
Indiana	1336	20	1	4	2	2	10	1			2						2	2					
Iowa	1307	27	2	5	5	6	7	3	4									4					
Kansas	1325	17			6	1	6	3										2					
Massachusetts	1437	87			5	16	17	15	10	13	3	2	3	2		1		11					
Michigan	1372	37				7	16	8	2	1		1		2			7	4					
Minnesota	1300	30			8	7	8	4	3									1					
Mississippi	1150	2			2																		
Missouri	1128	13	9	3			1											2					
Montana	1486	16					2	7	5	2								2					
Nebraska	1236	19	1	6	7	4	1											2					
New Hampshire	1050	4	4															4					
New Jersey	1545	49		1	1	2	7	6	19	7	3	2	1	1				1					
New Mexico	1350	4					4																
New York	1621	64			1	2	5	14	7	14	10	3	4		1	1	2	8					
North Carolina	1240	10	1	2		5		2	2								2	2					
North Dakota	1310	13			1	6	5	2										2					
Ohio	1229	23	7	1		12	2	1										3					
Oklahoma																							
Oklahoma	1296	25	1			12	2	10										3					
Pennsylvania	1327	57	2	9		8	13	11	7	1								10					
Rhode Island	1230	11	5			1		5										2					
South Dakota	1293	17				2	7	3	3		1			1				1					
Texas	1340	6	1				5											2					
Vermont																							
Vermont	1300	10				1	4	1										3					
Virginia	1100	4																2					
Washington	1283	5			2	3	8	1		1								2					
Wisconsin	1329	30					17	2		1								1					

Read Table 30 as follows: \$1370 (column 2) is the median salary of the 751 junior high school teachers (column 3) reported employed in cities 5000 to 10,000 in population. Of these teachers 80 receive salaries below \$1100 (column 4), 63 receive salaries between \$1100 and \$1199 (column 5), etc. A total of 108 cities reported (column 18). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 31.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL TEACHERS
Cities 2500 to 5000 population

States	Median salary \$500	Total No. teachers	Below \$500	1000										1500										2000										No. cities reporting
				4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19															
United States.....	\$1271	712	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20														
Alabama.....	1525	5																			1													
Arizona.....	1450	15																			2													
Arkansas.....	1900	12																			2													
California.....	1300	12																			2													
Colorado.....	1550	13																			1													
Connecticut.....																					3													
Delaware.....																					3													
Florida.....	1375	8																			3													
Georgia.....	1148	43																			5													
Idaho.....	1139	15																			5													
Illinois.....	1350	5																			5													
Indiana.....	1229	32																			5													
Iowa.....																					5													
Kansas.....																					5													
Kentucky.....	1017	15																			5													
Massachusetts.....	1457	20																			5													
Michigan.....	1396	49																			10													
Minnesota.....	1283	70																			11													
Missouri.....	1400	12																			2													
Montana.....	1300	6																			2													
Nebraska.....	1225	11																			1													
New Jersey.....	1266	18																			2													
New York.....	1416	50																			13													
Ohio.....	1162	52																			10													
Oklahoma.....	1166	44																			7													
Oregon.....	1166	34																			7													
Pennsylvania.....	1252	76																			18													
Texas.....	1457	10																			2													
Washington.....	1329	38																			4													
West Virginia.....	1329	28																			4													
Wisconsin.....	1260	19																			7													
Seven States ¹																					8													

¹ Seven States each reporting salaries for less than five teachers are combined in the distribution on this line.

Read Table 31 as follows: \$1271 (column 2) is the median salary of the 712 junior high-school teachers (column 3) reported employed in the United States in cities 2500 to 5000 in population. Of these teachers 8 receive salaries below \$500 (column 4), 7 receive salaries between \$500 and \$599 (column 5), etc. A total of 140 cities reported (column 19). Similarly read the data given for each State. See page 130 for further explanation of this table.

THROUGH FORTY years the teacher has steadily been gaining in recognition as a professional worker. She has been receiving constantly more and better training. This has been made possible by a constantly advancing salary. Now in two years all of the ground gained has been lost and the teacher finds herself in a worse situation financially than at any time since the Civil War period.

There seems good reason, in the experience of the past, to believe that adequate adjustment to the new price levels will be made. It should be realized, however, that only a good beginning has been made in effecting that adjustment. The major part of the task is still to be carried through.—*W. Randolph Burgess, Trends of School Cost, Russell Sage Foundation, pages 62 and 63.*

TABLE 32.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL TEACHERS
Cities 100,000 population and over

States	Median salary	Total No. teachers	Below \$1500	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3400	Over \$499	No. cities reporting
United States	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Alabama.....	2487	20,239	493	344	602	634	991	791	1115	1547	1251	935	1572	926	1645	519	816	319	506	234	1472	801	2676	59
Alaska.....	1533	154	44	27	18	10	17	11	14	7	1	1	1	3	1	1	3	6	41	1	3	6	0	3
California.....	2432	2086	1	1	8	13	1	53	135	392	186	83	443	8	619	24	33	6	2	7	5	2	2	1
Colorado.....	2223	224	2	1	2	1	17	32	5	52	20	12	22	26	8	8	13	9	1	1	5	1	1	1
Connecticut.....	2811	309	29	15	19	19	45	37	29	32	16	10	10	10	10	6	9	1	1	1	1	1	1	1
Delaware.....	1854	82	14	8	4	8	13	7	27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
District of Columbia.....	2417	438	1	4	41	26	17	25	20	15	16	20	206	11	4	32	1	1	1	1	1	1	1	1
Florida.....	2951	295	1	7	1	28	37	59	42	32	32	44	142	180	180	44	90	73	232	28	95	157	486	1
Georgia.....	3080	1623	1	1	1	1	1	20	32	35	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Illinois.....	2950	382	1	7	7	4	11	4	12	8	29	7	2	3	1	1	1	1	1	1	1	1	1	1
Indiana.....	2156	89	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Iowa.....	1804	190	29	16	25	24	25	11	18	18	8	3	1	11	11	11	1	1	1	1	1	1	1	1
Kentucky.....	2338	147	8	3	1	5	7	1	7	17	12	33	20	15	2	3	1	1	1	1	1	1	1	1
Louisiana.....	2263	322	18	5	18	6	19	19	4	62	16	1	1	1	11	24	32	1	1	1	1	1	1	1
Maryland.....	2223	483	11	15	14	12	92	15	41	32	42	30	36	43	8	43	15	6	3	6	14	2	3	4
Massachusetts.....	2585	914	1	18	32	25	18	47	24	53	68	39	65	80	237	4	77	2	30	2	85	1	2	2
Michigan.....	2094	842	49	38	40	63	66	69	102	62	145	21	37	134	11	11	2	2	1	2	2	1	1	2
Minnesota.....	2600	866	20	7	37	23	35	31	68	24	47	37	42	32	143	59	51	47	29	4	66	4	1	2
Missouri.....	2115	280	5	7	17	13	24	15	49	65	21	11	41	2	1	1	3	2	1	1	1	1	1	1
Nebraska.....	2770	735	5	8	16	31	10	24	40	47	30	18	25	36	35	61	32	10	24	10	79	51	143	5
New Jersey.....	2391	1101	7	1	40	116	63	128	50	39	42	71	165	62	92	88	17	11	27	23	25	17	17	4
New York.....	3644	3027	35	34	58	52	90	79	96	132	139	245	100	195	71	56	129	59	38	27	69	49	35	7
New York City.....	2373	1758	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ohio.....	2117	324	15	17	9	8	63	82	11	112	38	64	22	28	45	8	90	6	54	1	895	102	81	4
Oregon.....	3247	1736	11	7	5	7	7	15	31	10	17	22	17	4	18	1	6	6	7	1	5	1	1	1
Pennsylvania.....	2256	205	19	37	65	23	137	27	47	36	17	10	16	1	1	1	1	1	1	1	1	1	1	1
Rhode Island.....	1534	51	113	29	95	23	18	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Tennessee.....	1811	177	12	12	13	13	23	18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Texas.....	1866	127	45	8	15	2	8	1	98	75	185	13	4	6	2	1	1	1	1	1	1	1	1	1
Vermont.....	1670	356	6	10	36	80	27	101	14	15	17	17	18	23	81	25	1	26	4	4	6	7	22	1
Virginia.....	2113	335	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Washington.....	2668	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wisconsin.....	2668	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Read Table 32 as follows: \$2487 (column 2) is the median salary of the 20,239 senior high-school teachers (column 3) reported employed in the United States in cities over 100,000 population. Of these teachers 493 receive salaries below \$1500 (column 4), 344 receive salaries between \$1500 and \$1999 (column 5), etc. A total of 59 cities reported (column 25). Similarly read the data given for each State. See page 130 for further explanation of this table.

EVERY PROPOSAL that strengthens this activity of the Government should have your most careful consideration. The State should continue its policy of liberal appropriations to localities so that the salaries of the school teachers may be maintained at a figure commensurate with the great work that they are doing for the State.—*Alfred S. Smith, Governor of New York, Pennsylvania School Journal, February, 1923 page 268.*

TABLE 33.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL TEACHERS

Cities 30,000 to 100,000 population

States	Median salary	Total No. teachers	Below \$1200	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	Over 3299	No. cities reporting
United States...	\$1917	5,937	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Alabama.....	1607	55	77	84	150	335	446	542	591	653	531	574	440	439	224	294	205	106	76	43	26	43	13	17	28	101
Arkansas.....	1712	55	10	5	2	5	7	22	4	5	3	3	1	1	1	3	3	1	1	4	1	3	1	2	1	5
California.....	2404	486	1	1	1	1	2	3	6	5	15	49	47	91	13	124	74	28	11	1	1	1	1	2	1	5
Colorado.....	1860	26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
Connecticut.....	2065	281	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
Georgia.....	1760	92	11	1	3	14	7	10	10	14	4	5	3	2	4	1	2	1	1	1	1	1	1	1	1	2
Illinois.....	1833	363	3	6	6	14	36	54	42	62	38	37	14	21	3	13	5	5	2	1	1	1	1	1	1	7
Indiana.....	2066	344	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5
Iowa.....	2000	162	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
Kansas.....	1943	125	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Kentucky.....	1545	30	1	4	2	4	9	6	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maine.....	1707	132	4	1	6	24	10	20	15	21	6	6	4	5	4	1	3	2	1	1	1	1	1	1	1	2
Massachusetts.....	1863	697	4	13	8	26	35	82	113	107	56	50	51	14	41	20	16	14	14	6	4	5	6	1	11	11
Michigan.....	1872	404	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8
Minnesota.....	1928	97	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Missouri.....	1850	96	1	4	2	4	9	6	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nebraska.....	1922	79	3	1	6	14	5	16	6	7	10	5	6	9	3	1	1	1	1	1	1	1	1	1	1	1
New Hampshire.....	1627	59	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New Jersey.....	2197	279	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New York.....	1890	357	9	18	20	21	34	58	42	29	23	23	30	25	17	15	9	3	8	8	1	4	3	6	10	5
North Carolina.....	1590	36	3	1	5	1	10	3	1	3	1	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Ohio.....	2004	126	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Oklahoma.....	1893	163	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pennsylvania.....	1814	564	1	4	2	53	57	53	71	77	77	77	31	41	5	11	6	3	4	1	1	1	1	1	1	1
Rhode Island.....	1767	49	2	2	1	1	4	6	16	3	3	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1
South Carolina.....	1407	26	4	8	14	22	44	91	11	6	10	10	6	5	5	5	5	5	1	1	1	1	1	1	1	1
Texas.....	1633	193	11	5	21	23	17	16	13	11	7	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Virginia.....	1497	119	15	15	13	17	8	6	10	8	22	3	16	4	6	4	2	1	1	1	1	1	1	1	1	1
Washington.....	2124	141	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
West Virginia.....	1866	79	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wisconsin.....	1931	162	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4

Read Table 33 as follows: \$1917 (column 2) is the median salary of the 5937 senior high-school teachers (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these teachers 77 receive salaries below \$1200 (column 4), 84 receive salaries between \$1200 and \$1299 (column 5), etc. A total of 101 cities reported (column 27). Similarly read the data given for each State. See page 130 for further explanation of this table.

IN TIMES of competition for funds, any organization which fails to make its needs forcibly felt, is almost certain to receive insufficient support, irrespective of actual deserts.—Taken from an article entitled "Campaigns for Teachers Salaries" by Carter Alexander and W. W. Theisen, published in the Educational Review, October, 1920, page 191.

TABLE 34.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL TEACHERS

Cities 10,000 to 30,000 population

States	Median salary	Total No. teachers	Below \$1300	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3400	No. cities reporting	
<i>i</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>	
United States.....	\$1670	4788	407	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Alabama.....	1398	55	28	8	8	6	4	4	7	2	2	3	3	3	1	8	2	1	1	1	1	1	1	1	1	4
Arkansas.....	1750	66	2	11	4	4	3	2	7	13	20	27	29	51	71	27	29	14	4	1	1	1	1	1	1	3
California.....	2293	301	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7
Colorado.....	1850	25	13	12	17	27	35	17	36	4	15	12	8	7	3	1	1	1	1	1	1	1	1	1	1	11
Connecticut.....	1699	207	13	8	12	5	5	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3
Georgia.....	1400	42	13	15	54	31	52	39	21	23	8	11	7	9	2	3	1	4	3	1	1	1	1	1	1	10
Illinois.....	1580	283	3	9	16	30	23	30	20	6	6	3	6	1	1	1	1	1	1	1	1	1	1	1	1	3
Indiana.....	1680	153	3	16	30	23	30	20	6	6	3	6	1	1	1	1	1	1	1	1	1	1	1	1	1	6
Iowa.....	1553	196	2	18	55	43	30	10	15	7	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6
Kansas.....	1634	103	5	10	14	15	22	10	3	7	12	2	3	1	1	1	1	1	1	1	1	1	1	1	1	5
Kentucky.....	1288	42	24	5	7	1	3	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Louisiana.....	1279	22	14	3	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maine.....	1379	61	16	12	10	7	1	2	1	4	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maryland.....	1325	37	17	6	1	65	69	55	36	16	11	7	8	7	7	5	1	2	1	1	1	1	1	1	1	1
Massachusetts.....	1624	395	24	25	57	6	69	55	36	16	11	7	8	7	7	5	1	2	1	1	1	1	1	1	1	20
Michigan.....	1658	94	5	8	10	17	12	8	11	8	11	8	1	1	3	2	2	1	1	1	1	1	1	1	1	3
Minnesota.....	1759	93	1	4	2	16	18	11	7	9	2	2	3	4	4	2	2	1	1	1	1	1	1	1	1	3
Mississippi.....	1366	12	39	9	1	1	1	1	6	3	2	2	3	4	1	1	1	1	1	1	1	1	1	1	1	1
Missouri.....	1361	116	39	31	13	16	5	7	6	3	6	12	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Montana.....	1784	59	1	1	1	1	2	13	16	7	6	12	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Nebraska.....	1635	39	1	2	4	9	10	3	8	5	2	3	4	3	2	2	2	2	2	2	2	2	2	2	2	2
New Hampshire.....	1483	75	8	12	21	4	6	2	5	1	2	3	4	3	2	2	2	2	2	2	2	2	2	2	2	2
New Jersey.....	2017	234	1	1	1	17	26	23	28	17	23	17	21	12	17	9	3	6	6	6	1	4	2	1	1	4
New York.....	1628	249	21	21	26	47	34	46	20	12	14	4	2	2	2	2	2	2	2	2	2	2	2	2	2	9
North Carolina.....	1725	58	6	7	6	6	3	4	3	3	6	1	1	2	3	3	1	1	1	1	1	1	1	1	1	12
North Dakota.....	1792	27	1	1	1	1	2	5	6	3	5	5	1	2	2	2	2	2	2	2	2	2	2	2	2	1
Ohio.....	1776	267	8	23	25	26	34	23	31	18	16	11	10	8	15	4	1	1	2	3	1	7	4	1	1	11
Oklahoma.....	1775	106	8	6	2	21	13	4	14	9	12	2	3	2	4	1	1	1	2	3	1	7	4	1	1	3
Oregon.....	1431	63	24	5	8	19	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Pennsylvania.....	1591	450	40	62	64	65	90	46	25	14	17	10	8	3	1	4	1	1	1	1	1	1	1	1	1	24
Rhode Island.....	1723	98	8	4	6	12	16	13	10	10	11	4	3	1	1	1	1	1	1	1	1	1	1	1	1	4
South Carolina.....	1275	20	12	6	2	4	9	5	6	5	4	3	8	1	4	7	1	1	2	3	1	7	4	1	1	1
South Dakota.....	1760	60	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Texas.....	1418	114	23	33	11	23	16	3	7	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	6
Vermont.....	1525	46	9	4	7	12	4	3	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Virginia.....	1325	22	10	4	1	2	2	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Washington.....	1760	207	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
West Virginia.....	1756	135	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Wisconsin.....	1756	135	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Wyoming.....	2050	37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2

Read Table 34 as follows: \$1670 (column 2) is the median salary of the 4788 senior high-school teachers (column 3) reported employed in the United States in cities 10,000 to 30,000 in population. Of these teachers 407 receive salaries below \$1300 (column 4), 441 receive salaries between \$1300 and \$1399 (column 5), etc. A total of 200 cities reported (column 26). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 35.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL TEACHERS

Cities 5000 to 10,000 population

States	Median salary	Total No. teachers	Below \$1200	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
United States.....	\$1567	3049	183	247	383	420	432	406	230	274	141	118	49	77	21	38	13	6	5	1	1	4	1	229
Alabama.....	1050	5	5				5	10	11	3	4	6	6	10	3	4								1
Arizona.....	1938	63			1																			4
Arkansas.....	1566	156							3	30	29	24	8	30	4	16	2	5	2			1		6
California.....	2042	156		3	13	9	16	13	5	5	3	4	1	2		3	1							3
Colorado.....	1588	78																						6
Connecticut.....	1493	47	2		7	8	7	6	10	3			1											3
Florida.....	1257	48	20	7	11	4	3	1																3
Georgia.....	1254	28	24	1																				3
Idaho.....	1828	29						4	3	9	4	2	1	1										3
Illinois.....	1286	126	13	13	39	15	18	14	6	13	3	3			1				1					2
Indiana.....	1405	113	7	17	21	21	8	18	14	4														8
Iowa.....	1527	142	2	8	16	37	30	15	10	11	3	9		1										9
Kansas.....	1512	46	3	3	7	9	8	3		1						1								2
Maine.....	1425	32																						3
Massachusetts.....	1579	218	6	20	13	40	38	38	14	23	11	6	4	4	1	4	1	1						22
Michigan.....	1629	239	9	8	18	28	50	47	29	21	11	12	5	5		3								16
Minnesota.....	1421	81	7	5	25	17	4	5	6	8	1	2					1							6
Mississippi.....	1238	7	2																					1
Missouri.....	1455	73	7	17	7	10	10	4	3	3	6	1	1	1		3								6
Montana.....	1450	11	2																					1
Nebraska.....	1596	90		1	8	10	27	21	6	5	2	5	1		1							3		5
New Hampshire.....	1300	10	3	2	2	1																		1
New Jersey.....	1844	152		1	6	12	15	17	13	27	23	19	8	3	3	3	2							13
New Mexico.....	1670	14						10	10	4														1
New York.....	1645	139		10	13	12	20	32	19	13	10	4	1	4	1									11
North Carolina.....	1272	43	15	9	4	11	1			2														5
North Dakota.....	1469	11				8	1		1															1
Ohio.....	1480	179	20	16	28	32	27	27	5	10	9	2	1	1			1							13
Oklahoma.....	1496	87	1	12	17	14	15	7	14	3	2	1				1								6
Oregon.....	1636	47	2	2	3	5	4	7	3	4	3	3	1	3	2									3
Pennsylvania.....	1571	349	2	36	50	41	64	53	32	34	12	7	4	9	4					1				28
Rhode Island.....	1679	13				1		7	1	3	1													1
South Carolina.....	957	8	7			3				1														1
South Dakota.....	1663	15					2	4	1	2	1		2											1
Texas.....	1359	111	19	16	35	14	13	3	3	2	1	1												10
Vermont.....	1320	36	8	9	5	7	4	1		2														4
Virginia.....	1197	26	14	6	1			2	2	1														3
Washington.....	1612	32				10	6	5																2
West Virginia.....	1578	16						5								1								1
Wisconsin.....	1556	134	3	6	21	37	20	18	15	9	5	1	1	3		3	1		1					10

Read Table 35 as follows: \$1567 (column 2) is the median salary of the 3049 senior high-school teachers (column 3), reported employed in the United States in cities 5000 to 10,000 in population. Of these teachers 183 receive salaries below \$1200 (column 4), 247 receive salaries between \$1200 and \$1300 (column 5), etc. A total of 229 cities reported (column 25). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 36. DISTRIBUTION OF SALARIES PAID SENIOR HIGH SCHOOL TEACHERS
Cities of 2500 to 5000 population

States	Median salary	Total No. teachers	Below \$800	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	No. cities reporting
			4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
United States	\$1469	2555	6	22	38	62	149	288	469	361	375	195	109	177	59	87	42	45	20	16	11	12	5	3	4	292
Alabama	1086	21																								4
Arizona	1836	31																								3
Arkansas	885	17																								3
California	2236	94																								4
Colorado	1533	91																								6
Connecticut	1400	26																								5
Delaware	1466	16																								2
Florida	1160	6																								1
Georgia	1356	48																								4
Idaho	1511	38																								4
Illinois	1527	82																								8
Indiana	1369	127																								15
Iowa	1508	48																								5
Kansas	1495	108																								9
Kentucky	1225	51																								9
Louisiana	1160	14																								8
Maine	1166	26																								2
Maryland	1275	30																								1
Massachusetts	1370	53																								11
Michigan	1591	110																								12
Minnesota	1479	170																								16
Mississippi	1188	11																								2
Missouri	1375	50																								6
Montana	1600	14																								2
Nebraska	1481	47																								5
Nevada	1650	14																								1
New Hampshire	1188	23																								3
New Jersey	1769	79																								10
New Mexico	1625	6																								1
New York	1522	178																								23
North Carolina	1214	16																								3
North Dakota	1450	17																								2
Ohio	1448	119																								16
Oklahoma	1351	85																								12
Oregon	1319	57																								5
Pennsylvania	1401	229																								34
South Carolina	983	15																								3
Texas	1179	41																								6
Vermont	1325	16																								2
Washington	1566	89																								8
West Virginia	1518	56																								6
Wisconsin	1497	166																								14
Wyoming	1460	10																								1

Read Table 36 as follows: \$1469 (column 2) is the median salary of the 2551 senior high-school teachers (column 3) reported employed in the United States in cities 2500 to 5000 in population. Of these teachers 6 receive salaries below \$900 (column 4), 22 receive salaries between \$900 and \$999 (column 5), etc. A total of 292 cities reported (column 27). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 37.—DISTRIBUTION OF SALARIES PAID NON-SUPERVISING ELEMENTARY PRINCIPALS
Cities 100,000 and over

States	Median salary	Total No. teachers	Below \$1500	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	Over 2499	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States...	2160	666	21	4	9	69	80	61	44	75	64	29	56	154	38
Alabama.....	1217	15	12			2	1								1
California.....	2256	39								5	26		8		2
Colorado.....	2750	9													1
Connecticut.....	2115	59	1		1	3	11	11	1	10	4		1	8	2
Delaware.....	1900	2					1	1						16	1
D. of C.....	1821	73			2	25	46								1
Georgia.....	1750	2				2									1
Kansas.....	2034	35						11	19	4			1		1
Kentucky.....	1650	4			4										1
Louisiana.....	2150	7								7					1
Massachusetts...	2150	69		1	1	22		3	8	1	4	2	3	25	4
Michigan.....	1950	4				1		2	1						1
Minnesota.....	1900	14		1	1	5				7					2
Missouri.....	2317	26				1	1	1	4	3	2	6	7	1	1
New Jersey.....	1950	10					3	4	2	1					2
New York.....	2916	5												5	1
New York City...	3630	80								1		1		77	1
Ohio.....	2364	68				1		2	1	9	10	17	18	10	3
Oregon.....	2172	33						5		13	6			6	1
Pennsylvania.....	2206	51				7	5	2	3	8	9	3	14		2
Rhode Island...	1947	17					1	16							1
Tennessee.....	1458	7	6	1											1
Texas.....	1875	15	2	1			6	2	1		3				2
Utah.....	2150	1								1					1
Washington.....	2025	16					5	2	4	2			3		2
Wisconsin.....	2684	5												5	1

Read Table 37 as follows: \$2160 (column 2) is the median salary of the 666 elementary principals (column 3) reported employed in the United States in cities of 100,000 population and over. Of these principals 21 receive salaries below \$1500 (column 4), 4 receive salaries between \$1500 and \$1599 (column 5), etc. A total of 38 cities reported (column 16). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 38.—DISTRIBUTION OF SALARIES PAID NON-SUPERVISING ELEMENTARY PRINCIPALS
Cities 30,000 to 100,000 population

States	Median salary	Total No. principals	Below \$1500	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	Over 2599	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States...	\$1867	542	47	11	55	68	49	28	56	29	37	25	12	21	47	71
California.....	2057	10						1	7	1		1				5
Connecticut.....	2338	45		1	1			1	1	4	13	4		4	13	4
Georgia.....	1700	12	4	2			1						1		4	6
Illinois.....	1650	16	4	3	2	2	1	1		1		2				5
Indiana.....	2000	18				3	6			4	1	1	1	1	1	4
Iowa.....	1786	16			2	7	1	1	2		3					3
Kansas.....	2270	24					2		3		10	9				1
Mass.....	1600	95	18	29	12	14	5		4	1	1	2		2	7	9
Michigan.....	1829	52	1	1	7	15	7	12	5	1	2	1				6
Missouri.....	1184	22			2	4	6	1	6	3						1
Nebraska.....	2088	7							4		1			3		1
New York.....	2450	31		2	1			1	3	6	1		3	2	12	3
Ohio.....	1862	15	2	3			4	1	3	1	1					2
Oklahoma.....	2450	7						1			2		1		3	1
Penn.....	1744	97	15	9	17	17	13	6	5	5	2	1	1	4	2	8
R. Island.....	1640	30		11	10	2	1		2			1	1		2	2
Texas.....	2025	14		1		4			8				1			2
Washington.....	2033	6						2	3	1						1
Wisconsin.....	2520	14					1			1	1	3		5	3	3
Four States ¹		11	3	6	1		1									4

¹ Four States each reporting salaries for less than five principals are combined in the distribution on this line. Read Table 38 as follows: \$1867 (column 2) is the median salary of the 542 principals (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these principals 4 receive a salary below \$1500 (column 4), 7 receive a salary between \$1500 and \$1599 (column 5), etc. A total of 71 cities reported (column 17). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 39.—DISTRIBUTION OF SALARIES PAID NON-SUPERVISING ELEMENTARY PRINCIPALS

Cities of 10,000 to 30,000 population

States	Median salary	Total No. principals	\$900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	Over 2499	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States.....	\$1590	906	10	15	20	44	92	139	148	107	71	80	34	78	18	16	18	6	10	168
Alabama.....	1217	7	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Arizona.....	1940	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Arkansas.....	1530	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
California.....	2075	56	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Connecticut.....	1671	38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Georgia.....	1350	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Illinois.....	1515	64	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Indiana.....	1642	21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Iowa.....	1721	31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Kansas.....	1552	32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Kentucky.....	1250	16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maine.....	1570	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maryland.....	1575	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Massachusetts.....	1562	105	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Michigan.....	1683	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Minnesota.....	1657	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Missouri.....	1337	40	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Montana.....	2050	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nebraska.....	1650	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New Hampshire.....	1342	20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New Jersey.....	2225	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New York.....	1723	41	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ohio.....	1468	58	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Oklahoma.....	2050	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Oregon.....	1480	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pennsylvania.....	1549	80	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rhode Island.....	1390	49	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Texas.....	1457	31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Vermont.....	1300	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Washington.....	2030	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
West Virginia.....	1800	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wisconsin.....	1618	30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wyoming.....	2028	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Eight States ¹.....	.....	23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

¹ Eight States each reporting salaries for less than five principals are combined in the distribution on this line.

Read Table 39 as follows: \$1590 (column 2) is the median salary of the 906 elementary principals (column 3) reported employed in the United States in cities 10,000 to 30,000 in population. Of these principals 10 receive salaries between \$900 and \$999 (column 4), 15 receive salaries between \$1000 and \$1099 (column 5), etc. A total of 168 cities reported (column 21). Similarly read the data given for each State. See page 130 for further explanation of the table.

TABLE 41.—DISTRIBUTION OF SALARIES PAID ELEMENTARY PRINCIPALS
(Both Teaching and Supervising.) Cities of 2500 to 5000 population

States	Total No. principals	Median salary	No. cities reporting																			
			Below \$900	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	Over 2499	No. cities	
			4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
United States	482	\$1358	16	32	33	56	70	59	45	41	26	18	27	10	17	10	6	2	3	11	211	
Alabama	6	966	1	3	2				1		1			1					1	1	3	
Arizona	6	1900																			3	
Arkansas	3	950	1	1		1			3	2	4	3			2	2				1	2	
California	22	1675						3	3	2	4			1							7	
Colorado	21	1438				1	5		4	4				2							6	
Connecticut	14	1450				5		1	2	1	2	1	2	2		5					6	
Georgia	16	1950	3	1					1	1											3	
Idaho	10	1450						1	2	4		1	1								4	
Illinois	21	1193	1	2	1	7	2	2	4			1	1		1						11	
Indiana	26	1290			2	2	10	4	2	3										1	11	
Iowa	7	1175			2	2	1	1	2	1	2										4	
Kansas	18	1350				2	5	2	1	2											8	
Kentucky	938		4	4		1		1	2	1	2	1				1			1	1	7	
Massachusetts	13	1283			4			3	2	1	2	1									7	
Michigan	27	1525			1		8	2	1	2	4	1	2	1	1		1			2	9	
Minnesota	31	1488					5	7	4	2		3	3	2	3		1	1			11	
Missouri	19	1058	6	6		2	2	3					1								6	
Montana	5	1750									1	3	1							1	8	
Nebraska	13	1312			2	2	4		2		1										5	
New Jersey	7	2050									2		1		1					3	6	
New York	15	1583						3	2	3				1	1		1	1		2	10	
North Carolina	7	1050	1	2	1	4	2		1				1								3	
Ohio	17	1259	3	1	3	4	4	2	2	2	3				2	1					10	
Oklahoma	27	1288				3	1	2	4	2					3				1		12	
Oregon	11	1412																			3	
Pennsylvania	16	1400			3	2	2	3	2	5	1										11	
Rhode Island	6	900	3	1					2												1	
Texas	10	1000	2	3	1	1	2														5	
Washington	14	1800							2	2	2	1	3	1	1		2				7	
West Virginia	10	1200						1	8	4											6	
Wisconsin	28	1208	1	1	1	7	6					1	2								7	
Twelve States ¹	18			3	2	2	2	1	2	3		1	2								15	

¹Twelve States each reporting salaries for less than three principals are combined in the distribution on this line. Read table 41 as follows: \$1358 (column 2) is the median salary of the 482 elementary principals (column 3) reported employed in the United States in cities 2500 to 5000 in population. Of these principals 16 receive salaries below \$900 (column 4), 32 receive salaries between \$900 and \$999 (column 5), etc. A total of 211 cities reported (column 22). Similarly read the data given for each State. See page 130 for further explanation of this table.

¹ Twelve States each reporting salaries for less than three principals are combined in the distribution on this line.
Read table 41 as follows: \$1258 (column 2) is the median salary of the 482 elementary principals (column 3) reported employed in the United States in cities 2500 to 5000 in population. Of these principals 16 receive salaries below \$900 (column 4), 32 receive salaries between \$900 and \$999 (column 5), etc. A total of 211 cities reported (column 22). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 42.—DISTRIBUTION OF SALARIES PAID SUPERVISING ELEMENTARY PRINCIPALS
Cities 100,000 population and over

States	Median salary	Total No. principals	Below \$1700	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3400	3600	3800	4000	4200	4400	No. cities reporting
United States	3126	3181	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Alabama	2493	35	26	15	51	30	54	111	82	149	127	184	131	139	155	142	178	64	23	294	124	93	219	45	615	54
California	2912	290	7			3	3	1	5	37	16	15	33	9	24	52	22	13	56	1		8				1
Colorado	2975	43					1				1	1	4	3	3	11	2	9	5							3
Connecticut	2579	27									2	7	2	2	2		1		3	2						1
Delaware	2230	19			1		3	4	5	3	2	1														1
D. of C.	1849	36		1	35																					1
Georgia	2168	43		2		7	11	21			2															1
Illinois	3027	263															6		8	7	3	14	11	12	204	1
Kansas	2160	4																								1
Kentucky	1938	52	12	8	3	8	6	8	7																	1
Louisiana	2553	58							6	10	4	17	17	1	3											1
Maryland	2457	45							3	30	1	20	2	31					1							1
Massachusetts	2400	42			7	1	8	1	3	2	3	3	1	2	3	4	8	2	14							3
Michigan	3220	159		1			3	8	8	16	15	10	16	8	9		5	23	23	34			28		21	2
Minnesota	2380	107			1	8	3	8	8	19	8	10	16		6	1	5	5	5	1						2
Missouri	2496	163							1	3	4	3	7	5	12	3	3	9	14	26	11	1	56			2
Nebraska	2420	50				1			3	3	3	1	5	11	4	2	4	4	7	7	7	7	23	21	7	1
New Jersey	3250	160					2	6	10	4	7	3	3	5	5	12	10	3	15	9	24	39	9	2	2	5
New York	3522	157						17									5	18	13	13	9	25	17	10	352	1
New York City	4683	405																								1
Ohio	2816	327			1		4	8	17	8	27	38	33	21	40	53	11	12	25	28	1					7
Oregon	3316	38															8	30	8							1
Pennsylvania	3197	286						2	2	2	2	15	3	1	15	7	18	15	13	105	10	5	74			2
Rhode Island	3454	21						1	2	1			1					1	1	13						1
Tennessee	1766	14		5	3	2	1	1	2																	1
Texas	2537	75			1		5	8	4		14	3	3	18	2		16									3
Utah	2450	27						6	3	4	1	2	2		2		8	1								1
Virginia	2533	24					3	1			18															1
Washington	3005	87				1		1	2	3	5	14	3	12			32	1	12	1	9	17	2	1	2	1
Wisconsin	4150	61																								1

Read Table 42 as follows: \$3126 (column 2) is the median salary of the 3181 elementary principals (column 3) reported employed in the United States in cities over 100,000 in population. Of these principals 26 receive salaries below \$1700 (column 4), 15 receive salaries between \$1700 and \$1799 (column 5), etc. A total of 54 cities reported (column 27). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 43.—DISTRIBUTION OF SALARIES PAID SUPERVISING ELEMENTARY PRINCIPALS
Cities 30,000 to 100,000 population

States	Median salary	Total No. principals	\$1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	No. cities reporting
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
United States.....	\$2344	799	19	35	20	45	67	51	83	57	74	52	48	51	45	34	10	118	79
Alabama.....	1913	7	4	1	2	..	4	..	..	..	..	..	..	..	..	..	..	1	1
Arkansas.....	2425	18	..	..	..	..	2	1	..	..	..	..	..	..	..	..	..	5	5
California.....	2782	51	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	1
Colorado.....	2150	6	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	1	1
Connecticut.....	2338	15	..	..	..	..	..	1	2	2	4	..	..	..	..	2	..	3	3
Georgia.....	1870	11	1	1	..	..	..	..	..	2	..	..	..	..	2	..	..	1	1
Illinois.....	2085	71	..	2	5	8	12	10	8	2	9	..	..	4	..	..	..	10	4
Indiana.....	2375	68	..	..	..	..	4	1	3	8	12	9	5	7	3	2	..	5	5
Iowa.....	2475	35	..	..	..	1	5	1	4	2	3	2	2	12	..	..	..	3	3
Maine.....	2250	11	2	1	..	..	..	1	..	3	..	..	..	3	..	1	..	2	2
Massachusetts.....	2550	52	4	4	..	..	2	4	11	..	3	..	4	2	1	5	1	15	8
Michigan.....	1966	54	1	6	8	8	6	2	1	7	1	..	5	3	..	..	..	6	7
Minnesota.....	2275	19	..	..	..	..	3	..	2	6	4	2	..	..	..	2	..	1	1
Missouri.....	2175	6	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..	..
Nebraska.....	2250	10	..	..	..	..	..	2	..	2	2	2	..	..	..	..	..	..	..
New Hampshire.....	1970	14	..	..	..	..	10	..	2	1	..	..	..	..	..	..	..	1	1
New Jersey.....	3031	3031	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New York.....	2588	70	..	8	..	..	..	2	16	2	8	..	7	3	5	1	2	39	4
North Carolina.....	2730	8	..	..	..	1	..	..	..	..	..	..	1	..	..	..	..	6	1
Ohio.....	2304	33	..	..	..	5	..	1	4	6	14	1	2	..	..	..	..	2	3
Oklahoma.....	3009	20	..	..	..	..	1	5	3	..	..	..	..	..	..	..	..	11	2
Pennsylvania.....	2236	63	..	..	1	2	7	6	13	7	7	13	3	3	..	1	..	..	7
Texas.....	2012	21	1	..	..	4	5	4	..	2	1	..	2	1	..	..	..	2	2
Virginia.....	1850	29	5	5	2	5	..	..	..	1	..	2	1	2	3	..	..	3	3
Washington.....	2500	22	..	..	..	..	..	6	1	2	2	6	1	3	4	2	..	1	1
West Virginia.....	2083	18	1	..	2	1	..	..	..	..	..	3	4	..	..	..	..	2	2
Wisconsin.....	2700	16	..	..	..	..	..	..	3	..	1	2	1	1	..	..	..	7	3

Read Table 43 as follows: \$2344 (column 2) is the median salary of the 799 elementary principals (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these principals 19 receive salaries between \$1500 and \$1599 (column 4), 25 receive salaries between \$1600 and \$1699 (column 5), etc. A total of 79 cities reported (column 20). Similarly read the data given for each State. See page 130 for further explanation of this table.

THE UNITED STATES has not in the past and is not now maintaining salary schedules necessary to provide even a major fraction of the classrooms of the country with qualified teachers. Millions of children are today being taught by teachers wholly unfitted for a duty so vital to the Nation's welfare. Due to the depreciation of the dollar, present salary schedules have little more drawing power than they had before the war. The higher salaries paid in the large cities which are the most influential in attracting recruits into the profession, generally have less purchasing power than before the war.—*Better Salaries—Better Citizens, The Journal of the National Education Association, May, 1923, p. 207.*

TABLE 44.—DISTRIBUTION OF SALARIES PAID SUPERVISING ELEMENTARY PRINCIPALS. Cities 10,000 to 30,000 population

States	Median salary	Total No. principals	1900													No. cities reporting												
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
United States.....	\$2008	359																										104
Alabama.....	1450	9																										3
Arizona.....	2300	8																										1
Arkansas.....	2150	6																										1
California.....	2475	21																										5
Connecticut.....	2062	19																										8
Illinois.....	1620	22																										7
Indiana.....	1863	15																										4
Iowa.....	1812	16																										4
Massachusetts.....	1988	29																										8
Michigan.....	1625	6																										1
Montana.....	2238	5																										1
New Jersey.....	2616	33																										9
New York.....	1940	24																										8
North Carolina.....	2050	9																										3
Ohio.....	1875	15																										5
Oklahoma.....	2050	5																										1
Oregon.....	1750	5																										2
Pennsylvania.....	1850	24																										7
South Dakota.....	1925	13																										2
Texas.....	1612	7																										1
Washington.....	2168	15																										3
West Virginia.....	2064	10																										3
Wisconsin.....	2050	8																										1
Wyoming.....	2225	5																										3
Thirteen States 1.....		21																										14

1 Thirteen States each reporting salaries for less than five principals are combined in the distribution on this line.
Read Table 44 as follows: \$2008 (column 2) is the median salary; the 359 elementary principals (column 3) reported employed in the United States in cities 10,000 to 30,000 in population. Of these principals 5 receive salaries between \$1200 and \$1299 (column 4), 13 receive salaries between \$1300 and \$1399 (column 5), etc. A total of 104 cities reported (column 26). Similarly read the data given for each State. See page 130 for further explanation of this table.

¹ Thirteen States each reporting salaries for less than five principals are combined in the distribution on this line.

Read Table 44 as follows: \$2008 (column 2) is the median salary of the 350 elementary principals (column 3) reported employed in the United States in cities 10,000 to 30,000 in population. Of these principals 5 receive salaries between \$1200 and \$1299 (column 4), 13 receive salaries between \$1300 and \$1399 (column 5), etc. A total of 104 cities reported (column 26). Similarly read the data given for each State. See page 130 for further explanation of this table.

THAT NATION which, after the war, employs the best teachers with the highest pay and as a part of the best school system will be the best governed and therefore the greatest nation. Of that I am absolutely certain. No people which do not respect education will demand and support good government, and if there is not a vital impulse running through its education the people of no nation can be expected to respect it.

I believe, and an increasing number of other people are beginning to believe, that education lies at the root of happiness for every people. Worthy education is impossible where inferior teaching forces are employed, and only inferior teaching forces can be secured where inferior pay is offered. Where teaching is inferior good government cannot be expected.—H. A. L. Fisher.

TABLE 45.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL PRINCIPALS
Cities over 100,000 population

States	Median salary	Total No. principals	Below \$3000	3000	3100	3200	3400	3600	3800	4000	4200	4400	4600	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States.....	\$3485	131	15	16	9	14	27	15	6	2	2	6	19	30
California.....	3200	22		9	2	2	9							3
Colorado.....	3617	5			1		1	3						1
Delaware.....	2550	5	5											1
Kansas.....	3500	1					1							1
Maryland.....	3034	10	3	6	1									1
District of Columbia.....	2900	2	1	1										1
Massachusetts.....	3450	7				3	2	1		1				2
Michigan.....	4700	8											8	1
Minnesota.....	3850	6						2	4					2
Missouri.....	3850	5						2	2			1		2
New Jersey.....	4250	6	1					1		1			2	3
New York ¹	4500	3									1	1	1	1
New York City.....	4700	2											2	1
Ohio.....	3492	27	2		1	5	12	6			1			4
Pennsylvania.....	4650	9			1	1	1					1	6	3
Utah.....	3200	6	2		1	2	1							1
Virginia.....	3150	5	1		3	1	1							1
Wisconsin.....	4500	2										2		1

Read Table 45 as follows: \$3485 (column 2) is the median salary of the 131 junior high-school principals (column 3) reported employed in the United States in cities of over 100,000 population. Of these principals 15 receive salaries below \$3000 (column 4), 16 receive salaries between \$3000 and \$3099 (column 5), etc. A total of 30 cities reported (column 15). Similarly read the data given for each State. See page 130 for further explanation of this table. ¹ Excludes New York City.

TABLE 46.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL PRINCIPALS
Cities 30,000 to 100,000 population

States	Median salary	Total No. principals	Below \$2300	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3400	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States....	\$3050	103	11	1	2	4	6	9	8	1	23	10	17	11	46
California.....	3225	13									5	1	4	3	4
Illinois.....	2450	6	2	1		1	1							1	4
Iowa.....	3066	6					1				3			2	2
Massachusetts.....	3186	24						4	2		7	5	5	1	7
Michigan.....	3016	7				2		1			3		1		5
Ohio.....	2675	5	1				2				1		1		2
Pennsylvania.....	2700	10	3		1		1	1			2	2			5
Fourteen States ¹		32	5		1	1	1	3	6	1	2	2	6	4	17

¹ Fourteen States each reporting salaries for less than five principals are combined in the distribution on this line.

Read Table 46 as follows: \$3050 (column 2) is the median salary of the 103 junior high-school principals (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these principals 11 receive salaries below \$2300 (column 4), 1 receives a salary between \$2300 and \$2399 (column 5), etc. A total of 46 cities reported (column 16). Similarly read the data given for each State. See page 130 for further explanation of this table.

IF THE schools are to secure and retain able leaders, the salaries paid must rise to meet new salary levels. To make the case more pointed, the city which paid its superintendent \$10,000 before the war should now be paying \$20,000 for the same kind of ability. The principal who did receive \$4,000, should now receive \$8,000. In discussions of salary schedules there should be as great care taken to ensure able leadership for the schools as to insure for the lowest paid teachers a reasonable standard of living.—*W. Randolph Burgess, Trends of School Cost, Russell Sage Foundation, 130 E. 22nd St., New York City, p. 109.*

TABLE 47.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL PRINCIPALS
Cities 10,000 to 30,000 population

States	Median salary	Total No. principals	Below \$2000	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	\$2350	66	18	7	1	6	.....	6	3	4	6	2	.....	13	57
California.....	3025	6	.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	4	5
Massachusetts.....	2550	9	2	.....	1	1	.....	.....	1	1	.....	1	.....	2	8
Pennsylvania.....	1962	5	4	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	5
Twenty-three States ¹.....	.....	46	12	7	.....	3	.....	6	2	3	5	1	.....	7	39

¹ Twenty-three States each reporting salaries for less than five principals are combined in the distribution on this line. Read Table 47 as follows: \$2350 (column 2) is the median salary of the 66 junior high-school principals (column 3) reported employed in the United States in cities 10,000 to 30,000 in population. Of these principals 18 receive salaries below \$2000 (column 4), 7 receive salaries between \$2000 and \$2099 (column 5), etc. A total of 57 cities reported (column 16). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 48.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL PRINCIPALS
Cities 5000 to 10,000 population

States	Median salary	Total No. principals	Below \$1600	1600	1700	1800	1900	2000	2100	2200	2300	2400	Over 2499	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	\$1917	75	18	10	5	5	6	9	2	5	3	5	7	71
Massachusetts.....	2150	9	.....	2	.....	.....	.....	2	1	2	1	.....	1	8
New York.....	2000	6	.....	1	.....	1	1	2	.....	.....	1	.....	.....	6
Pennsylvania.....	1716	9	4	.....	3	.....	1	1	.....	.....	.....	.....	.....	8
Twenty-seven States ¹.....	.....	51	14	7	2	4	4	4	1	3	1	5	6	49

¹ Twenty-seven States each reporting salaries for less than five principals are combined in the distribution on this line. Read Table 48 as follows: \$1917 (column 2) is the median salary of the 75 junior high-school principals (column 3) reported employed in the United States in cities 5000 to 10,000 in population. Of these principals 18 receive salaries below \$1600 (column 4), 10 receive salaries between \$1600 and \$1699 (column 5), etc. A total of 71 cities reported (column 15). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 49.—DISTRIBUTION OF SALARIES PAID JUNIOR HIGH-SCHOOL PRINCIPALS
Cities of 2500 to 5000 population

States	Median salary	Total No. principals	\$1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	Over 2499	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	\$1594	75	29	9	3	4	10	3	10	.....	.....	.....	1	6	65
California.....	2500	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1
Colorado.....	1950	3	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	1	3
Connecticut.....	2050	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1
Illinois.....	1400	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Indiana.....	1450	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Iowa.....	1600	2	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
Kansas.....	2000	4	.....	.....	.....	1	.....	1	2	.....	.....	.....	.....	.....	4
Massachusetts.....	2450	3	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1	1	3
Michigan.....	1475	3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Minnesota.....	1475	6	4	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	6
Missouri.....	1450	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Montana.....	2050	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1
Nebraska.....	1550	2	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
Nevada.....	1750	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
New York.....	1950	5	2	.....	.....	.....	.....	1	2	.....	.....	.....	.....	.....	5
North Dakota.....	1450	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Ohio.....	1750	8	2	1	.....	2	.....	.....	2	.....	.....	.....	.....	1	8
Oklahoma.....	1650	4	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	4
Oregon.....	1550	5	2	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....	4
Pennsylvania.....	1475	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	3
Vermont.....	1850	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
Washington.....	2050	3	.....	.....	1	.....	1	.....	1	.....	.....	.....	.....	1	2
West Virginia.....	1486	12	7	4	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	4
Wisconsin.....	1550	3	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	3

Read Table 49 as follows: \$1594 (column 2) is the median salary of the 75 junior high school principals (column 3) reported employed in cities 2500 to 5000 in population. Of these principals 29 received salaries between \$1400 and \$1499 (column 4), 9 received salaries between \$1500 and \$1599 (column 5), etc. A total of 65 cities reported (column 16). Similarly read the data given for each State. See page 130 for further explanation of this table.

TABLE 50.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL PRINCIPALS
Cities 100,000 population and over

States	Median salary	Total No. principals	\$2400	2500	2600	2700	2800	2900	3000	3100	3200	3400	3600	3800	4000	4200	4400	4600	4800	Over 5000	No. cities reporting
<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>o</i>	<i>p</i>	<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>	<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>	
United States.....	\$4400	334	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Alabama.....	3150	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
California.....	3628	42	1	1	1	1	1	1	3	7	7	10	7	5	1	2	7	1	1	2	3
Colorado.....	4900	5	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1
Connecticut.....	3150	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Delaware.....	3050	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
District of Columbia.....	3275	7	1	1	1	1	1	1	1	4	4	4	1	1	1	1	1	1	1	1	1
Georgia.....	2850	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Illinois.....	5048	24	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	23	1	1
Indiana.....	4400	4	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
Kansas.....	3050	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Kentucky.....	4100	3	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1	1	1
Louisiana.....	3075	3	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
Maryland.....	4075	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Massachusetts.....	4050	13	1	1	1	1	1	1	1	4	4	4	2	2	2	2	3	2	2	2	2
Michigan.....	5017	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	1	1
Minnesota.....	4050	11	1	1	1	1	1	1	1	1	1	1	1	3	2	1	3	5	5	6	2
Missouri.....	4760	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nebraska.....	4300	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New Jersey.....	5000	10	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	2	1	9	1
New York (excludes N. Y. City).....	4400	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	1
New York City.....	6500	29	1	1	1	1	1	1	2	1	1	1	1	1	2	1	1	1	29	1	1
Ohio.....	4416	34	1	1	1	1	1	1	2	1	1	6	1	3	1	1	13	2	1	2	7
Oregon.....	4033	8	1	1	1	1	1	1	1	1	1	1	3	3	2	2	3	1	20	1	1
Pennsylvania.....	5025	30	1	1	1	1	1	1	1	1	1	1	6	3	1	1	1	1	1	1	1
Rhode Island.....	4533	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Tennessee.....	3050	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Texas.....	3150	15	5	1	1	1	1	1	2	1	1	2	1	1	4	1	1	1	1	1	1
Utah.....	3900	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1
Virginia.....	3550	2	1	1	1	1	1	1	1	1	1	1	1	5	1	1	3	1	6	1	1
Washington.....	3960	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wisconsin.....	4883	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Read-Table 50 as follows: \$4400 (column 2) is the median salary of the 334 senior high-school principals (column 3) reported employed in the United States in cities over 100,000 in population. Of these principals 7 receive salaries between \$2400 and \$2499 (column 4), 11 receive a salary between \$2500 and \$2599 (column 5), etc. A total of 59 cities reported (column 22). Similarly read the data given for each State. See page 130 for further explanation of this table.

IN OTHER words, the reason why our revenues are inadequate is because we are tinkering with an outworn and irremediably defective machine. You can't patch it up. I don't mean to say that there are not States in this country which are more agricultural in character than, let us say, New York or Massachusetts or Illinois, where for some time perhaps the general property tax will linger. But I do mean to say that the sooner we realize that the real basis of taxation, the real criterion of ability to pay has changed from property to produce, or yield, or earnings, or profits, or income, the better for all concerned.—Prof. Edwin R. A. Seligman, *Financing Public Education*, p. 33, *National Education Association, Washington, D. C.*

TABLE 51.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL PRINCIPALS
Cities 30,000 to 100,000 population

States	Median salary	Total No. principals	Below \$3100	3100	3200	3400	3600	3800	4000	4200	4400	4600	4800	5000	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States.....	\$3806	127	13	7	14	11	18	12	20	10	12	1	4	5	93
California.....	4300	6						1	1	2	1			1	5
Connecticut.....	3950	5					1	2	1				1		3
Georgia.....	3300	5	2		1		2								2
Illinois.....	4050	7	1		1		1		2	1			1		7
Indiana.....	3667	6	2				3			1					4
Massachusetts.....	4100	16		1		2			10	1	2				11
Michigan.....	3700	9	1	1	1	1	1	1					1	1	7
Missouri.....	3550	5	1			2	1			1					1
New Jersey.....	4550	5							1		2		1	1	5
New York.....	4100	8				2		1	1	3				1	7
Pennsylvania.....	3380	13		2	5	1	3				2				11
Wisconsin.....	3950	5					1	2		1		1			4
Seventeen States ¹		37	6	3	6	3	5	5	3		5			1	26

¹Seventeen States each reporting salaries for less than five principals are combined in the distribution on this line.

Read Table 51 as follows: \$3806 (column 2) is the median salary of the 127 senior high-school principals (column 3) reported employed in the United States in cities 30,000 to 100,000 in population. Of these principals 13 receive salaries below \$3100 (column 4), 7 receive salaries between \$3100 and \$3199 (column 5), etc. A total of 93 cities reported (column 16). Similarly read the data given for each State. See page 130 for further explanation of this table.

THE USUAL discussion regarding school costs consists of wild gesticulation for the purpose of attracting attention. The object is often headline publicity rather than presentation of fact or enlightenment of the reader.

The total cost of public education in the state of New York for the school year ending July 31, 1922, was \$188,604,973. Of this amount there was contributed from the state budget \$35,833,018, or approximately 19 per cent. In other words the total school expenditures for the year mentioned, based on the 1920 population, were approximately \$18.16 per capita. Is this a prohibitive per capita expenditure for the people of the Empire State?

On the other hand let us note the per pupil cost. The amount expended for school maintenance in the state for school year ending July 31, 1922, was \$99.19 for each pupil in average daily attendance. The amount would, of course, be much less if based on total registration. While commercial and economic costs of all kinds have increased anywhere from 100 to 150 per cent as compared with pre-war levels, school costs on the per pupil basis have increased less than 100 per cent. Schools are therefore being maintained more economically now than before the war. At the present time we are investing approximately \$100 per year in the education of each pupil in our schools. If the average pupil should complete the eight elementary grades, which he does not, this would mean a total educational investment in each child of only \$800. Is the investment impossible? Is the exchequer of the state thus easily embarrassed? Is this a prohibitive per pupil expenditure for the people of the Empire State?

It may be of further interest to note briefly the ability of the state to support education. We frequently think of the wealth of the state in terms of assessed valuation of property, although property may be assessed from full or real value to a relatively small amount. The real value of property in the state is approximately \$17,500,000,000. There is other wealth than property, however. The total wealth of the state according to the most reliable estimates is approximately \$35,000,000,000. It is unfortunate that a large part of this wealth is taxed in no way for the support of public education. The National Bureau of Economic Research estimates the annual income of the state at approximately \$9,000,000,000. On the basis of these figures the total cost of education in the state at the present time represents a tax of approximately one per cent on the real value of property. It represents a tax of approximately five-tenths of one per cent on the total estimated wealth of the state. It further means that of our annual income we are using approximately two dollars out of every hundred for purposes of education. Is it reasonable to conclude from the facts above stated that the development of the system of public education in the state is forcing us into bankruptcy?

The schools need the constant constructive suggestion and helpful criticism of all groups. There should be free and frank discussion of educational problems. It is vital, however, to present the facts in full or at least to give as complete a picture as possible that the perspective may be reasonably correct.—*Excerpt from Editorial Is Education a Luxury*, George M. Wiley, Assistant Commissioner of Education, New York. *The Journal of New York State Teachers' Association*, May, 1923, p. 118 and 119.

TABLE 52.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL PRINCIPALS—Cities 10,000 to 30,000 population

States	Median salary	Total No. principals	Below \$2000	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3400	3600	3800	4000	4200	4400	No. cities reporting
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
United States.....	\$3051	202	9	2	4	8	5	10	10	6	11	14	2	35	2	29	18	12	4	10	4	7	189
California.....	4025	6														1							6
Connecticut.....	3050	11														1							11
Illinois.....	3050	9														1							9
Indiana.....	3050	7														3							6
Iowa.....	3425	7															2						6
Massachusetts.....	3212	19																					19
Michigan.....	3150	5														4							5
Missouri.....	2600	6														1							5
New Jersey.....	3500	8															1						8
New York.....	2950	9														3							9
Ohio.....	2850	11														2							11
Pennsylvania.....	2825	22														1							22
Texas.....	2275	7															2						7
Washington.....	3050	7																					5
West Virginia.....	3050	3																					3
Wisconsin.....	3500	6														2							6
Twenty-four States.....		57													15	6	4	6		1	1	3	53

TABLE 53.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH-SCHOOL PRINCIPALS—Cities 5000 to 10,000 population

States	Median salary	Total No. principals	Below \$2100	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3300	3400	3600	3700	3800	3900	4000	No. cities reporting
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
United States.....	\$2502	223	47	16	22	5	22	28	19	16	11	2	12	4	11		5	2					215
California.....	3275	5																					5
Connecticut.....	2475	5																					5
Illinois.....	2450	7																					6
Indiana.....	2200	8																					8
Iowa.....	2275	9																					9
Massachusetts.....	2586	20																					20
Michigan.....	2717	14																					14
Minnesota.....	2060	6																					6
Missouri.....	2250	7																					6
Nebraska.....	2525	7																					5
New Jersey.....	2875	12																					12
New York.....	2400	10																					10
North Carolina.....	2150	5																					5
Ohio.....	2283	15																					14
Oklahoma.....	2351	5																					5
Pennsylvania.....	2475	25																					25
Texas.....	2084	10																					10
Wisconsin.....	2725	9																					9
Twenty States.....		44																					42

TABLE 54.—DISTRIBUTION OF SALARIES PAID SENIOR HIGH SCHOOL PRINCIPALS. Cities 2500 to 5000 population

States	Median salary	Total No. principals	Below \$1100	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	Over 3199	No. cities reporting
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
United States	\$2062	231	4	8	4	3	6	4	5	11	31	14	33	10	32	3	11	13	8	4	1	1	10	11	11	214
Alabama	1350	2	1																				1		1	2
Arizona	3150	2																								1
Arkansas	1200	2																								1
California	3100	2																								2
Colorado	2550	7									1						2	1		2						5
Connecticut	2400	6																								6
Florida	1800	2																								1
Georgia	1150	12																								4
Idaho	2000	4																								4
Illinois	2150	6																								5
Indiana	2012	15																								14
Iowa	1900	4																								4
Kansas	2264	6																								6
Kentucky	1866	6																								6
Louisiana	2450	1																								1
Maine	1850	3																								3
Massachusetts	2225	9																								9
Michigan	2050	9																								9
Minnesota	2150	14																								14
Mississippi	1750	2																								2
Missouri	2100	6																								6
Montana	2300	2																								2
Nebraska	2250	4																								4
Nevada	2550	2																								2
N. Hampshire	2530	2																								2
New Jersey	2900	4																								4
New York	2100	14																								14
N. Carolina	1350	3																								3
North Dakota	2150	2																								2
Ohio	2050	11																								11
Oklahoma	2010	11																								11
Oregon	2062	5																								5
Pennsylvania	1950	22																								22
South Carolina	1300	2																								2
Texas	1825	5																								4
Vermont	2650	2																								2
Virginia	2050	1																								1
Washington	2233	8																								8
West Virginia	2150	7																								7
Wisconsin	1950	3																								3
Wyoming	2150	1																								1

Read Table 54 as follows: \$2062 (column 2) is the median salary of the 231 senior high-school principals (column 3) reported employed in the United States in cities 2500 to 5000 in population. Of these principals, 8 receive salaries below \$1100 (column 4), 4 receive salaries between \$1100 and \$1199 (column 5), etc. A total of 214 cities reported (column 27). Similarly read the data given for each State. See page 130 for further explanation of this table.

Administrative Salaries, 1922-23

The subsequent tables indicate the salaries paid in the administrative and supervisory positions common to the largest number of cities.

TABLE 55.—SALARIES PAID ADMINISTRATIVE OFFICERS, 1922-1923
Cities over 100,000 population

City	Superintendent of schools	Associate or assistant superintendent			Secretary of Board	Business manager	Superintendent buildings and grounds	Secretary to superintendent	Chief attendance officer	Director of research	Director tests and measurements
		No.	Maximum	Minimum							
1	2	3	4	5	6	7	8	9	10	11	12
Median	\$7750		\$4800	\$4200	\$4000	\$4250	\$3600	\$1928	\$2500	\$4000	\$2500
Birmingham	6000	2	6000	6000	3000	4250	2400	1540	2200	2700	
Los Angeles	8000	6	4800	4200	5000	7200	3900	3600	3000	4200	2700
Oakland	10,000	3	5500	4500	4000	4000		2520		4000	
San Francisco	4000	6	3780		1800		3300	2400	2400		3500
Denver	10,000	4	5600	4300	4000	5000		1800	2700		
Bridgeport	6,000	2	3850	3850	3000		2400	1600		2400	
New Haven		3	4150	4150							2200
Wilmington	5000	1	3000		3250	1	2500	1400		4000	
Atlanta	6000	2	3600	3000	600	3000	2400	1500	1200	2400	
Chicago	12,000	1	8700		6000	10,000				5500	3600
Indianapolis	8000	3	4800	4000	4000	5000	3500	1900	3800	3600	
Kansas City	5000				3000	3000		1800	1560	2448	
Louisville	5000	3	2800		4200	4600	1950	2400	2500	3500	2400
New Orleans	8000	5	4500	3000	5400	1	3600	1980	2100		
Baltimore	8000	4	6000	4000	2750	3500	2300	1300	1860	5000	
Boston	10,000	5	6000		5496	6000	3780	3300	3500		
Cambridge	6000	1	4600			3000	2500				
Fall River	5000	1	3400		2200						
New Bedford	6500	2	5000	3600			2800				1770
Springfield	5800	1	3500			3000		2150	2300		
Worcester	6000	3	4600		4600	1		2000	2100		
Detroit	12,000	2	7680	6600	6000	1	4000	3000	4800	5100	6000
Grand Rapids	8000	1	4000	4000	5000		3000	1800	2200	4500	
Minneapolis	8000	3	5000	5000		6000	3700	2800		4200	
St. Paul	5000	2	3300	2600			2500	1956	3400	3800	2500
Kansas City	8000	4	5000	4200	4800	3900	4800	2700	4000	4500	
St. Louis	10,000	6	6000	5000	7500		9000	5000	2200		
Omaha	10,000	3	4200	3600	4800	1	4800	1500	3300		
Camden	7000				3500	3500			2800		
Jersey City	10,500	1	7000		4500			4000	4500		
Newark	10,000	5	7000	5800	6000	9000		4800	2500		
Paterson	6500				4000			1800	1500	4500	
Trenton	8000				3000	3000	3500	2220	1800		
Buffalo	10,000	5	4800		4000	5000	4000		7700	7000	
New York	12,000	8	8250		6500		11,000	2820			
Rochester	8000	2	5500	5500	4000		5000	1840	1500		
Syracuse	6000				2400		2600	2000			
Yonkers	6500	2	5000	4400	4500			1800			
Columbus	7500	3	4500	3000	4000			1800		4000	
Akron	9000	1	5700		2500		3800	1800		3600	
Cincinnati	10,000	2	5000	3600	3600	5000		4000	4500	4500	
Cleveland	10,000	5	6750	5000	4445	10,000	3650	1800	2100		
Dayton	8000				4000		5200	1320	4250		
Toledo	9750	1	4000		4000	5000		1000		3500	
Youngstown	10,000	1	4500		2400	5000		1800	2500		2500
Portland	7500	2	4700	4450	4500		3900	2400	5000		
Philadelphia	12,000	12	6000	5000	7800		7200	2600	4500	4500	
Pittsburgh	12,000	3	6000		5000		7000	960		1800	
Reading	6000	1	2900		3000	1	2500	4000	1800		
Seranton							2600	1800	2700	3500	
Providence	6000	3	4500	2750	4600			1200	1250		
Nashville	4800					3000	3000	2400			
Dallas	7200	1	6000		4800	3000		2100			2000
Fort Worth	5400	1	3000			3000		1500			
San Antonio	6000	1	3584			3600		2220	2600		
Salt Lake City	6000	3	4500	3800	3600	3600		1782			
Richmond	7500	1	4800		4500		4500	1680			
Seattle	7500	2	5100	4200	3900		3600	2400			
Spokane	6500	1	2450		3500		3100	3600	4200	5000	
Milwaukee	9000	4	5000	4400	7500	7500	4000				

¹ The secretary of Board of Education acts as Business Manager.

Table 55 gives salaries paid certain administrative officers in sixty cities over 100,000 in population in 1922-23. Column 4 gives the highest salary being paid to Assistant Superintendents, and column 5 the lowest salary paid. In listing the Assistant Superintendents, the number actually reported is given in column 3. As far as possible duplication of salaries was eliminated. The officers for which salaries are given are employed in addition to the Assistant Superintendents indicated. It is true in some cases where no salary is given for Director of Research, for example, that one of the Assistant Superintendents exercises this function. In such cases, however, the Assistant Superintendent is listed under "Associate or Assistant Superintendents" and no salary is listed in column 11. This same method was followed in all tables giving the salaries paid Administrators, Directors and Supervisors in cities over 100,000 in population.

TABLE 56.—SALARIES PAID DIRECTORS OR SUPERVISORS, 1922-23
Cities over 100,000 population

City	Vocational education	Manual training	Home Economics	Health	Physical education	Art	Music	Penman- ship	Attendance Officers Not including chief officer		
									No.	Maximum	Minimum
1	2	3	4	5	6	7	8	9	10	11	12
Median.....	\$650	\$3300	\$2725	\$3100	\$3000	\$2850	\$2950	\$2500	.....	\$1775	\$1400
Birmingham.....	3600	2700	2800	3000	3000	2500	2800	2350	1	1200	.....
Los Angeles.....	3900	3400	3400	4200	3900	3400	3400	3400	21	2700	1600
Oakland.....	3900	.....	2760	3744	.....	3060	3660	2580	5	1680	.....
San Francisco.....	3600	.....	2580	.....	3000	3600	2580	.....	3	1500	.....
Denver.....	3200	3500	3300	4400	2540	3150	3500	2260	7	1520	1200
Bridgeport.....	.....	.....	.....	2500	3000	2400	2600	2400	3	2100	.....
New Haven.....	.....	1950	.....	.....	2750	2850	2750	2950	.....	.....	.....
Wilmington.....	4000	.....	2100	1500	.....	2700	2100	.....	2	1150	2000
Atlanta.....	.....	.....	.....	.....	2186	2186	2186	.....	1	1180	.....
Chicago.....	5600	5600	5100	.....	5100	4600	4600	.....	.....	.....	.....
Indianapolis.....	4000	.....	2400	.....	4000	3500	4000	3900	11	.....	.....
Kansas City.....	.....	.....	.....	.....	2208	2328	2328	2328	3	1125	.....
Louisville.....	.....	2400	.....	2250	1800	2200	2350	2300	5	1200	.....
New Orleans.....	2300	3300	2450	2400	3600	2600	2600	.....	6	1680	1000
Baltimore.....	5000	3660	3390	.....	4000	2000	2650	.....	7	1130	1030
Cambridge.....	.....	.....	1560	.....	2460	3380	3500	.....	18	1800	1400
Fall River.....	.....	.....	2240	.....	2400	2880	2880	.....	7	1800	1700
New Bedford.....	.....	2850	.....	4000	2700	2975	2975	.....	4	1800	.....
Springfield.....	3000	.....	3000	3000	4500	3300	3175	.....	4	1900	1700
Worcester.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1900	.....
Detroit.....	5000	4000	4000	.....	4500	4000	4000	4000	.....	.....	.....
Grand Rapids.....	5000	4800	.....	.....	2300	2700	3800	2300	4	1200	775
Minneapolis.....	.....	3400	2800	3720	3500	3000	3400	2500	4	1550	1350
St. Paul.....	3500	2150	2100	3500	2700	2650	2700	2200	2	1877	1677
Kansas City.....	2700	2700	2700	.....	3500	2900	3500	.....	8	1400	850
St. Louis.....	.....	.....	.....	5000	4000	4000	4000	4000	20	1900	1800
Omaha.....	2000	2700	.....	2700	3900	2400	2500	2400	2	1800	1500
Camden.....	.....	3000	2400	.....	2600	2900	3000	2000	.....	.....	.....
Jersey City.....	4800	.....	.....	2500	4100	.....	4100	.....	20	1800	1600
Newark.....	.....	3500	3600	3000	4300	3600	4300	3500	27	2500	1260
Paterson.....	3300	4500	2700	1000	3100	2700	2500	2600	6	1800	1500
Trenton.....	.....	3350	2750	4500	4000	2600	2950	2650	8	1500	1200
Buffalo.....	3700	2900	3000	.....	3600	3700	3600	3400	19	1700	1000
New York.....	7500	5500	5000	.....	5500	5500	5500	.....	268	2390	1560
Rochester.....	.....	3900	3000	4100	.....	4000	4100	.....	.....	.....	.....
Syracuse.....	3600	.....	.....	2000	2800	2450	2650	2650	2	1500	.....
Yonkers.....	.....	4800	.....	.....	3000	3850	3700	2700	3	1400	1300
Columbus.....	.....	2500	2500	.....	2750	2750	2750	1000	4	1500	.....
Akron.....	3600	.....	.....	.....	2800	2100	3000	.....	4	2000	1400
Cincinnati.....	3300	3600	3600	.....	3600	3600	3600	3600	8	2000	1500
Cleveland.....	4500	3900	3600	3615	3600	3860	3900	3600	30	2000	1500
Dayton.....	3600	2500	2500	.....	2400	2400	2600	2400	3	.....	.....
Toledo.....	.....	4250	.....	1900	2600	2600	2900	.....	7	2000	1200
Youngstown.....	2500	.....	.....	.....	3300	3050	2375	2375	.....	.....	.....
Portland.....	.....	2500	2500	.....	3900	2500	2900	2500	3	1700	1400
Philadelphia.....	5000	.....	2800	5000	5000	2800	2800	5000	68	2000	1200
Pittsburgh.....	.....	.....	4000	.....	7000	4000	6000	5000	32	1750	1600
Reading.....	2900	.....	1700	1800	3000	1600	2800	1500	2	1575	.....
Seranton.....	.....	.....	2190	1800	3000	2490	2350	2190	4	1500	.....
Providence.....	4000	.....	.....	.....	3000	.....	3500	2000	.....	.....	.....
Nashville.....	.....	1700	1700	1250	.....	.....	1700	1700	.....	.....	.....
Dallas.....	.....	3000	2400	.....	2400	3000	3000	2400	.....	.....	.....
Fort Worth.....	.....	.....	.....	4200	2750	2250	2250	1800	.....	.....	.....
San Antonio.....	.....	2214	2214	.....	.....	2214	2214	.....	.....	.....	.....
Salt Lake City.....	.....	.....	.....	.....	2700	.....	.....	2600	2	2000	1500
Richmond.....	.....	2530	2000	3100	1745	2000	2530	2530	4	1500	600
Seattle.....	.....	3360	3360	4000	3360	2850	3360	.....	4	2850	2070
Spokane.....	.....	2450	2450	3400	2450	2550	2550	.....	1	2000	.....
Milwaukee.....	5500	.....	4080	.....	3600	4080	3960	.....	11	2400	.....

AS ITS administrative agent the school board should employ a competent superintendent of schools. To assist in assuring his competency, the salary should be made large enough and the conditions of employment such as to attract men of first-rate ability, preparation, and successful experience. No man worthy of the position of superintendent of schools works for pay alone or thinks of salary first, but in America, where we have put everything on a money basis and have eliminated to a large extent at least patronage, favoritism, and special privilege, we should not expect such service as is required of a superintendent of schools in a city of any size for much less pay than a man of equal ability might earn elsewhere for services requiring as much effort and responsibility and no more risk of uncertainty. No superintendent whose heart is in his work will want the difference between his own salary and the salary of his assistants and the teachers to be so great as to create discontent or result in giving to a competent head incompetent assistants. Yet since the value of all the work of all connected with the school system depends on the wisdom, energy, tact, and executive ability of the superintendent, it is utmost folly for a board to attempt to save money by skimping his salary. This is coming to be understood and is recognized more and more, as is shown by a comparison of salaries of superintendents.—Walter S. Deffenbaugh, *Salaries of Administrative Officers and Their Assistants in School Systems of Cities of 25,000 Inhabitants or More*, U. S. Bureau of Education, Bulletin, 1921, No. 30, p. 4.

TABLE 57.—SALARIES PAID DIRECTORS OR SUPERVISORS, 1922-1923
Cities over 100,000 population

City	High schools	Junior high-schools	Intermediate and grammar grades	Primary grades	Kinder-garten	Continuation schools	Evening schools	Americanization
1	2	3	4	5	6	7	8	9
Median.....			\$3000	\$2800	\$2800	\$3790	\$3600	\$2950
Birmingham.....				2500				
Los Angeles.....				3400		3900	3400	3300
Oakland.....				2880	2820			
San Francisco.....				2500		3780		
Denver.....			2700	2880				
Bridgeport.....			3000	2200			2800	
New Haven.....					2200			
Wilmington.....								3000
Chicago.....						1400		2000
Kansas City.....			2700			6840		
Louisville.....				3250		4000		
New Orleans.....					2500			
Baltimore.....		2260	2230	2230	2630			3800
Cambridge.....			2460	2460				2200
Fall River.....			2400	2400	2240	3400	4000	
New Bedford.....					2000	3800		2700
Springfield.....			2700	2750		3000		2300
Worcester.....								2000
Detroit.....	4000		4800	4000		4000	4800	3500
Grand Rapids.....					2900			
Minneapolis.....							2600	2900
St. Paul.....	3200			2850	1950			
Kansas City.....			3850		3500			
St. Louis.....				4000	4000		5000	
Omaha.....					2700			2200
Camden.....			3400	3400				
Jersey City.....			3800	3400	4100			
Newark.....					3600			
Paterson.....			5500					
Trenton.....		3100			2800	8000	4000	
Buffalo.....					3200	3000		
New York.....	6800	6800			5000		7000	
Rochester.....					3900			5000
Syracuse.....			3700		2450			
Yonkers.....					2625	3550		
Columbus.....					2375			2500
Akron.....				3000				3000
Cincinnati.....				2700	3200	3300		3000
Cleveland.....			3650	3360	3650			3800
Dayton.....				2400	2400			
Toledo.....			2400	2900	2900			
Youngstown.....				3000				
Portland.....							1280	
Philadelphia.....					4000		5000	
Pittsburgh.....				4000	4000			4500
Reading.....			2050	2050				
Scranton.....					2310	2400		
Providence.....				2500	2500			
Nashville.....			1500	1500				
Dallas.....	5000		4000	3000			3300	
Fort Worth.....			2500	2250				
San Antonio.....			2214	2214				
Salt Lake City.....							3600	
Richmond.....		3960		2310	2310		1210	
Seattle.....			3360		3000	4000		
Spokane.....							2550	
Milwaukee.....						7500	4000	2520

IN EVERY large city the superintendent of schools should have the assistance of a competent business manager and assistant superintendent for each important division of the school work, and should have under his direction a competent corps of directors or supervisors of special subjects. There should also be under his direction an efficient bureau of research or investigation and statistics. There should also be sufficient clerical and office help to relieve the superintendent and all his assistants from time and energy consuming details and leave freedom for larger and more important tasks. Through these, under the general authority of the board of education and in harmony with its larger policies, the administration of the schools should be such as to bring out and utilize to the fullest possible extent all the latent energies of all administrative and supervising officers and all teachers and students. Everywhere there should be such definiteness of purpose, combined with such freedom of initiative, as will inspire the heartiest and most effective cooperation for the fullest attainment of the great work of the schools, the right education of all the children, and the inspiration of the entire community with higher ideals, inspiring purposes, and clearer conceptions of the duties and responsibilities of patriotic American citizens.—Walter S. Deffenbaugh, *Salaries of Administrative Officers and Their Assistants in School Systems of Cities of 25,000 Inhabitants or More*, U. S. Bureau of Education, Bulletin, 1921, No. 30, p. 4.

TABLE 58.—DISTRIBUTION OF SALARIES PAID ADMINISTRATIVE OFFICERS, 1922-1923
Cities 30,000 to 100,000 population

Salaries Paid	Superintendent of schools	Associate or assistant superintendent	Secretary of board	Business manager	Superintendent of buildings and grounds	Secretary to superintendent	Chief attendance officer	Director of research	Director tests and measurements
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Median.....	\$5861	3333	2457	3050	2543	1500	1900	2575	2150
8000 and over....	4								
7500-7999.....	4								
7000-7499.....	3								
6500-6999.....	6	2							
6000-6499.....	30								
5500-5999.....	9								
5000-5499.....	21	1							
4800-4999.....	4		1						
4600-4799.....	1								
4400-4599.....	6	1			1				
4200-4399.....	2		2	1	1			1	
4000-4199.....	4	4	4	3					
3800-3999.....	1								1
3600-3799.....	1	4	6	3	7				
3400-3599.....	1	5	4		1				
3200-3399.....	1	3	4						
3000-3199.....	1	5	3	6	5			2	1
2800-2999.....		2		1	3		1	1	1
2600-2799.....		4	4	3	3		1	1	1
2400-2599.....		3	7	2	7	1	5	4	
2200-2399.....			3	3	5	3	1	1	1
2000-2199.....		1	5	2	6	5	6		4
1800-1999.....		1	5		5	14	8	1	2
1600-1799.....						9	4		1
Under 1600.....			18		2	54	10		
Total.....	99	36	66	25	46	86	36	11	12

Read Table 58 as follows: 4 Superintendents of schools were reported receiving salaries \$8000 or over, 4 salaries between \$7500 and \$7999, etc. Of the 103 cities of this size replying 99 reported salary paid the superintendent. The median salary paid was \$5861. Similarly read the distribution of salaries paid other Administrative officers.

TABLE 59.—DISTRIBUTION OF SALARIES PAID ADMINISTRATIVE OFFICERS, 1922-23
Cities 10,000 to 30,000 population

Salary Group	Superintendent of schools	Associate or assistant superintendent	Secretary of board	Business manager	Superintendent of buildings and grounds	Secretary to superintendent	Chief attendance officer	Director of research	Director of tests and measurements
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Median.....	\$4110	3025	811	2520	1930	1225	1434	2600	1850
6000 and over....	10								
5500-5999.....	6								
5000-5499.....	22								
4800-4999.....	4								
4600-4799.....	5								
4400-4599.....	30								
4200-4399.....	10								
4000-4199.....	41			1					
3800-3999.....	5	1							
3600-3799.....	25								
3400-3599.....	27	1							
3200-3399.....	9			1					
3000-3199.....	9	4	4	2	3			1	
2800-2999.....	1	2	1	1	1				
2600-2799.....	4		1		2			1	
2400-2599.....	3		9	5	4		1	1	1
2200-2399.....		1	1	1	2				1
2000-2199.....			8	1	7				
1800-1999.....		1	8	1	10	10	4	1	
1600-1799.....			8		5	10			2
1400-1599.....			9	1	3	18			1
1200-1399.....			10		3	56	2		2
1000-1199.....			4		1	36	2		1
Under 1000.....		1	80		4	47	3		
Total.....	211	11	143	14	45	180	15	4	9

Read Table 59 as follows: 10 Superintendents of schools were reported receiving salaries of \$6000 and over, 6 salaries between \$5500 and \$5999, etc. Of the 215 cities of this size replying 211 reported the salaries paid superintendents of schools. The median salary paid was \$4110. Similarly read the distribution of salaries paid other Administrative officers.

TABLE 60.—DISTRIBUTION OF SALARIES PAID ADMINISTRATIVE OFFICERS, 1922-23
Cities 5000 to 10,000 population

Salary Group	Superintendent of schools	Associate or assistant superintendent	Secretary of board	Business manager	Superintendent of buildings and grounds	Secretary to superintendent	Chief attendance officer	Director of tests and measurements
1	2	3	4	5	6	7	8	9
Median.....	\$3557	2000	400		1700	1032	800	
5500 and over.....	4							
5000-5499.....	7							
4800-4999.....	3							
4600-4799.....	1							
4400-4599.....	11							
4200-4399.....	15							
4000-4199.....	37							
3800-3999.....	8							
3600-3799.....	33							
3400-3599.....	37							
3200-3399.....	22							
3000-3199.....	44	1						
2800-2999.....	9							
2600-2799.....	13	2		1	1			
2400-2599.....	5		2	1				
2200-2399.....	1		1		2	1		
2000-2199.....	2		5		1	1		
1800-1999.....		1	4	1	3	3		1
1600-1799.....	1	1	4		1	1		
1400-1599.....		1	6		2	11		1
1200-1399.....	1	1	4		2	44	3	2
1000-1199.....			4		1	25		1
800-999.....			9			35		
600-799.....			21		1	25	2	
Under 600.....			96		1	18	3	
Total.....	254	8	156	4	15	164	10	5

Read Table 60 as follows: 4 Superintendents of schools were reported receiving salaries of \$5500 and over, 7 salaries between \$5000 and \$5499, etc. Of the 281 cities of this size replying 254 reported the salaries paid superintendents of schools. The median salary paid was \$3557. Similarly read the distribution of salaries paid other Administrative officers.

TABLE 61.—DISTRIBUTION OF SALARIES PAID ADMINISTRATIVE OFFICERS, 1922-23
Cities 2500 to 5000 population

Salaries Paid	Superintendent of schools	Associate or assistant superintendent	Secretary to board	Business manager	Superintendent of buildings and grounds	Secretary to superintendent	Chief attendance officer	Director of research	Director of tests and measurements
1	2	3	4	5	6	7	8	9	10
Median.....	\$3082		266		1700	726			
5000 and over.....	6								
4800-4999.....	4								
4600-4799.....									
4400-4599.....	5								
4200-4399.....	5								
4000-4199.....	13								
3800-3999.....	2								
3600-3799.....	25	1							
3400-3599.....	28								
3200-3399.....	30								
3000-3199.....	61		1						
2800-2999.....	17			1					
2600-2799.....	42								
2400-2599.....	40	1	2		3				1
2200-2399.....	13								
2000-2199.....	8	1			2				
1800-1999.....	9		1		2	3			
1600-1799.....			3		2	6		1	
1400-1599.....			1		2	6			
1200-1399.....			4		1	13			
1000-1199.....			2		1	10			
800-999.....			9		2	16			
600-799.....			11		1	43			
Under 600.....			191			43	3		1
Total.....	398	3	225	1	14	140	3	1	2

Read Table 61 as follows: 6 Superintendents of schools were reported receiving salaries of \$5000 and over, 4 salaries between \$4800 and \$4999, etc. Of the 320 cities of this size replying 308 reported the salaries paid superintendents of schools. The median salary paid was \$3082. Similarly read the distribution of salaries paid other Administrative officers.

TABLE 62.—DISTRIBUTION OF SALARIES PAID DIRECTORS OR SUPERVISORS, 1922-23. Cities 30,000 to 100,000 population

Salaries Paid	Kinder- garden	Primary grades	Inter- mediate	High- schools	Continu- ation schools	Evening schools	American- ization	Vocational education	Manual training	Home economics	Health	Physical education	Art	Music	Pennan- ship	Attendance officers
Median	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
5000 and over	\$2467	2400	2484		2550	600	2060	3040	2610	2110	2300	2479	2055	2292	2060	1583
4800-4999								1			1	1				
4600-4799											2					
4400-4599											1					
4200-4399											1					
4000-4199					1											
3800-3999										1						
3600-3799										1						
3400-3599	1	1														
3200-3399				2	1	3			3			1				
3000-3199				1	2		1		5			2			1	
2800-2999			3		4	1			10			3			2	
2600-2799			6		4				4			14			1	
2400-2599			2		6	1			7			11				
2200-2399			1		2				6			13				
2000-2199			2		1				3			10				
1800-1999			8						10			7				
1600-1799			2						3			5				
1400-1599					1				1			3				
1200-1399					1							2				
1000-1199						10										
Under 1000							3									
Total	21	36	15	5	28	17	17	30	49	57	28	67	86	94	43	102

TABLE 63.—DISTRIBUTION OF SALARIES PAID DIRECTORS OR SUPERVISORS, 1922-23. Cities 10,000 to 30,000 population

Salaries Paid	Kinder- garden	Prim ry grades	Inter- mediate	High- schools	Continu- ation schools	Evening schools	American- ization	Vocational education	Manual training	Home economics	Health	Physical education	Art	Music	Pennan- ship	Attendance officers
Median	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
3600 and over	\$1975	1871	2200		1800	531	800	2433	2095	1633	1180	2117	1682	1766	1714	1035
3400-3599			1		1	1			2		1	1				
3200-3399			1	1					1							
3000-3199																
2800-2999																
2600-2799																
2400-2599																
2200-2399																
2000-2199																
1800-1999																
1600-1799																
1400-1599																
1200-1399																
1000-1199																
Under 1000																
Total	15	39	14	9	26	17	24	21	87	99	25	101	147	172	50	130

TABLE 64.—DISTRIBUTION OF SALARIES PAID DIRECTORS AND SUPERVISORS, 1922-23. Cities 5000 to 10,000 population

SALARIES PAID	KINDERGARTEN	PRIMARY GRADES	INTER-MEDIATE	HIGH SCHOOLS	CONTINUATION	EVENING SCHOOLS	AMERICANIZATION	VOCATIONAL EDUCATION	MANUAL TRAINING	HOME ECONOMICS	HEALTH	PHYSICAL EDUCATION	ART	MUSIC	PENMANSHIP	ATTENDANCE OFFICERS
<i>I</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>
Median.....								\$2900	1978	1511	1400	1889	1565	1504	1457	384
3800-3999.....												1				
3600-3799.....																
3400-3599.....																
3200-3399.....								2								
3000-3199.....				1				3	1					1		
2800-2999.....				2	2			1	6			4				
2600-2799.....		1	2	1								9				
2400-2599.....		2	3	2				1	10	1		5	2	2		
2200-2399.....	1	2	3						30	2		19	6	9	1	
1800-1999.....		2	1						23	10		20	12	20		
1600-1799.....		5	1		1				15	22	3	15	34	30	7	1
1400-1599.....	2	1	1			1		1	11	38	5	13	34	55	7	3
1200-1399.....	1	2	1						5	25	4	11	25	40	9	4
1000-1199.....								1		6		1	5	15	2	4
800-999.....						1				1	1		4	1		
600-799.....						1			1		4	1			1	15
400-599.....						1										11
200-399.....					1											25
Under 200.....																21
Total.....	5	15	9	7	7	4	7	11	105	106	20	39	124	181	28	83

TABLE 65.—DISTRIBUTION OF SALARIES PAID DIRECTORS AND SUPERVISORS, 1922-23. Cities 2500 to 5000 population

SALARIES PAID	KINDERGARTEN	PRIMARY GRADES	INTER-MEDIATE	HIGH SCHOOLS	CONTINUATION	EVENING SCHOOLS	AMERICANIZATION	VOCATIONAL EDUCATION	MANUAL TRAINING	HOME ECONOMICS	HEALTH	PHYSICAL EDUCATION	ART	MUSIC	PENMANSHIP	ATTENDANCE OFFICERS
<i>I</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>
Median.....									\$1865	1455	1233	1714	1385	1423	1429	335
2600 and over.....				3					2	1		2	1	1		
2400-2599.....				1				1	1	1		5	1	2		
2200-2399.....			2	2					3	3	3	2	2	1		
2000-2199.....	1	2	1	1				1	13	2		8	2	2	2	1
1800-1999.....			3	1					17	12		12	6	11	1	3
1600-1799.....	1								11	9	1	7	20	20	3	1
1400-1599.....	2	1	1						9	22	2	12	30	26	7	6
1200-1399.....	3	1			1				2	22	3	14	27	30	5	1
1000-1199.....									1	3		1	8	16	4	2
800-999.....									1	3		1		4		3
600-799.....										1	2			5		5
400-599.....											3	1	4	5	1	17
200-399.....									1		2			2		25
Under 200.....							3				1					
Total.....	11	7	7	9	4		3	4	61	70	17	66	74	123	24	73

Read Table 65 as follows: 1 Supervisor of Kindergarten was reported receiving a salary between \$2000 and \$2199, 1 a salary between \$1600 and \$1799, etc. A total of 11 Kindergarten Supervisors was reported by the 320 cities of this size that replied. Similarly read the distribution of salaries paid other Directors and Supervisors.

Appendix

GENERAL EXPLANATION OF TABLES

POPULATION GROUPS: The cities replying to the salary inquiry were divided into five population groups as follows:

- I. Cities 100,000 and over.
- II. Cities 30,000 to 99,999.
- III. Cities 10,000 to 29,999.
- IV. Cities 5,000 to 9,999.
- V. Cities 2,500 to 4,999.

SALARY GROUPS: Salaries were distributed in \$100 groups. For example, the teachers included in the \$1200 salary group receive salaries somewhere between \$1200 and \$1299 inclusive; those grouped under \$1300 receive salaries between \$1300 and \$1399 inclusive, etc. Salaries over \$3399 are combined in \$200 groups. For example, teachers included in the \$3400 salary group receive salaries somewhere between \$3400 and \$3599, etc.

MEDIAN SALARIES: The best paid fifty per cent of a group of teachers receive salaries equal to or exceeding the "median" salary, and the poorest paid fifty per cent of a group of teachers receive salaries that are equal to or less than the median salary. A median salary for practical purposes is practically the same as an "average" salary. In some of the tables the medians given are based on a report of too small a number of teachers'

salaries to be representative. Since both the number of cities reporting and the number of teachers reported are given in connection with each median, however, it is possible to judge as to how representative the figure is.

COMPUTATION OF MEDIANS: For purposes of computing medians and quartiles in this study the plan was adopted of making the steps take their names from the beginning of the steps. Thus, salary group \$1200 extends from \$1200 to \$1299. This arrangement of the steps tends to make all medians a little higher than they are in reality, because of the prevailing custom of granting salaries, increases, etc., in round numbers. Thus, in the \$1200 salary group there will be more teachers receiving an even \$1200 than will be distributed between \$1200 and \$1299. It was considered that this "padding of salaries" was less harmful than the lack of uniformity, or than the additional work and chances of error involved in other methods. In all statements and computations involving salaries and other items the results have been computed to the nearest dollar or to the nearest unit. A few exceptions to this are necessary where several medians are so close that the fractions are necessary in order to make comparisons.

Cities Replying to Salary Inquiries

The cities which replied to the salary inquiry in time for their data to be included in the tabulations are listed below according to population groups. A number of cities which sent in replies

too late to be used are not included.

A few cities made partial replies reporting maxima and minima, but did not give distributions of salaries being paid. These are not listed here.

60 Cities Over 100,000 Population

ALABAMA: Birmingham.	KENTUCKY: Louisville.	NEW JERSEY: Camden, Jersey City, Newark, Paterson, Trenton.	PENNSYLVANIA: Philadelphia, Pittsburgh, Reading, Scranton.
CALIFORNIA: Los Angeles, Oakland, San Francisco.	LOUISIANA: New Orleans.	NEW YORK: Buffalo, New York City, Rochester, Syracuse, Yonkers.	RHODE ISLAND: Providence.
COLORADO: Denver.	MARYLAND: Baltimore.	OHIO: Akron, Cincinnati, Cleveland, Columbus, Dayton, Toledo, Youngstown.	TENNESSEE: Nashville.
CONNECTICUT: Bridgeport, New Haven.	MASSACHUSETTS: Cambridge, Fall River, New Bedford, Springfield, Worcester.	OREGON: Portland.	TEXAS: Dallas, Fort Worth, San Antonio.
DELAWARE: Wilmington.	MICHIGAN: Detroit, Grand Rapids.		UTAH: Salt Lake City.
DISTRICT OF COLUMBIA: Washington.	MINNESOTA: Minneapolis, St. Paul.		VIRGINIA: Richmond.
GEORGIA: Atlanta.	MISSOURI: Kansas City, St. Louis.		WASHINGTON: Seattle, Spokane.
ILLINOIS: Chicago.	NEBRASKA: Omaha.		WISCONSIN: Milwaukee.
INDIANA: Indianapolis.			
KANSAS: Kansas City.			

102 Cities with Population of 30,000 to 100,000

ALABAMA: Mobile.	COLORADO: Pueblo.	ILLINOIS: Aurora, East St. Louis, Moline, Quincy, Rockford, Rock Island, Springfield.	Fort Wayne, Gary, South Bend, Terre Haute.
ARKANSAS: Little Rock.	CONNECTICUT: Meriden, New Britain, Stanford, Waterbury.	INDIANA: East Chicago,	IOWA: Davenport, Dubuque, Sioux City, Waterloo.
CALIFORNIA: Berkeley, Fresno, Long Beach, San Diego, San Jose.	GEORGIA: Augusta, Savannah.		

KANSAS:
Topeka,
Wichita.
KENTUCKY:
Covington.
MAINE:
Lewiston,
Portland.
MASSACHUSETTS:
Brockton,
Brookline,
Chelsea,
Chicopee,
Haverhill,
Holyoke,
Lynn,
Malden,
Medford,
Newton,
Somerville.
MICHIGAN:
Battle Creek,
Flint,
Highland Park,

Jackson,
Lansing,
Muskegon,
Pontiac,
Saginaw.
MINNESOTA:
Duluth.
MISSOURI:
St. Joseph.
NEBRASKA:
Lincoln.
NEW HAMPSHIRE:
Manchester.
NEW JERSEY:
Bayonne,
East Orange,
Elizabeth,
Passaic,
West Hoboken.
NEW YORK:
Binghamton,
Mount Vernon,
Newburgh,

Niagara Falls,
Schenectady,
Utica,
Watertown.
NORTH CAROLINA:
Winston-Salem.
OHIO:
Canton,
Portsmouth,
Springfield.
OKLAHOMA:
Muskegee,
Tulsa.
PENNSYLVANIA:
Allentown,
Altoona,
Chester,
Erie,
Harrisburg,
Hazleton,
Lancaster,
McKeesport,
New Castle,

Norristown,
Wilkes-Barre.
RHODE ISLAND:
Newport,
Woonsocket.
TEXAS:
Beaumont,
El Paso,
Waco.
VIRGINIA:
Newport News,
Portsmouth,
Roanoke.
WASHINGTON:
Tacoma.
WEST VIRGINIA:
Charleston,
Wheeling.
WISCONSIN:
La Crosse,
Racine,
Sheboygan,
Superior.

216 Cities with Population of 10,000 to 30,000

ALABAMA:
Anniston,
Bessemer,
Gadsden,
Selma.
ARIZONA:
Phoenix.
ARKANSAS:
Fort Smith,
North Little Rock.
CALIFORNIA:
Alameda,
Eureka,
Glendale,
Richmond,
Riverside,
Santa Ana,
Santa Barbara,
Santa Monica.
COLORADO:
Greeley.
CONNECTICUT:
Ansonia,
East Hartford,
Enfield,
South Manchester,
Middletown,
Milford,
Naugatuck,
Norwalk,
Stratford,
Torrington,
Wallingford,
Willimantic.
GEORGIA:
Albany,
Athens,
Rome.
ILLINOIS:
Berwyn,
Blue Island,
Canton,
Chicago Heights,
Elgin,
Freeport,
Galesburg,
Jacksonville,
Kewanee,

Lincoln,
Mattoon,
Murphysboro,
Ottawa,
Streator,
Urbana.
INDIANA:
Crawfordsville,
Elwood,
Forest Park,
Huntington,
Mishawaka,
Richmond,
Whiting.
IOWA:
Keokuk,
Fort Dodge,
Iowa City,
Marshalltown,
Mason City,
Ottumwa.
KANSAS:
Arkansas City,
Coffeyville,
Laurence,
Leavenworth,
Salina.
KENTUCKY:
Owensboro,
Paducah.
LOUISIANA:
Lake Charles.
MAINE:
Auburn,
Bath,
Biddeford.
MARYLAND:
Hagerstown.
MASSACHUSETTS:
Amesbury,
Belmont,
Beverly,
Braintree,
Clinton,
Danvers,
Easthampton,
Gardner,
Gloucester,

Greenfield,
Leominster,
Methuen,
Newburyport,
North Adams,
Northbridge,
Norwood,
Peabody,
Plymouth,
Watertown,
Weymouth,
Winchester.
MICHIGAN:
Escanaba,
Ironwood,
Marquette,
Monroe,
Traverse City.
MINNESOTA:
St. Cloud,
Virginia,
Winona.
MISSISSIPPI:
Greenville.
MISSOURI:
Carthage,
Columbia,
Hannibal,
Joplin,
Moberly.
MONTANA:
Anaconda,
Great Falls,
Missoula.
NEBRASKA:
Grand Island,
Hastings.
NEW HAMPSHIRE:
Berlin,
Dover,
Laconia,
Nashua.
NEW JERSEY:
Asbury Park,
Belleville,
Englewood,
Hackensack,
Long Branch,

North Bergen,
Plainfield,
Weehawken,
West New York,
West Orange,
Summit.
NEW YORK:
Beacon,
Corning,
Cortland,
Dunkirk,
Gloversville,
Herkimer,
Hornell,
Ilion,
Middletown,
North Tonawanda,
Olean,
Plattsburg,
Saratoga Springs.
NORTH CAROLINA:
Durham,
Goldsboro,
Rocky Mount.
NORTH DAKOTA:
Grand Forks.
OHIO:
Barberton,
Chillicothe,
Cleveland Heights,
Coshocton,
Elyria,
Findlay,
Hillsboro,
Norwood,
Piqua,
Salem,
Zanesville.
OKLAHOMA:
Okmulgee,
Sapulpa,
Shawnee.
OREGON:
Astoria,
Salem.
PENNSYLVANIA:
Ambridge,
Berwick,

Braddock,
Bradford,
Butler,
Canonsburg,
Carbondale,
Charleroi,
Coatesville,
Dubois,
Farrell,
Greensburg,
Jeannette,
Lebanon,
Mahanoy City,
Mount Carmel,
Nanticoke,
North Bellevue,
New Kensington,

Portsville,
Punxsutawney,
Sharon,
Washington,
West Chester,
Woodlawn.
RHODE ISLAND:
Central Falls,
Cranston,
Pawtucket,
West Warwick.
SOUTH CAROLINA:
Spartanburg.
SOUTH DAKOTA:
Aberdeen,
Sioux Falls.

TEXAS:
Corsicana,
Denison,
Marshall,
Palestine,
Ranger,
Texarkana.
VERMONT:
Burlington,
Rutland.
VIRGINIA:
Danville.
WASHINGTON:
Bellingham,
Everett,
Hoquiam,

Walla Walla,
Yakima.
WEST VIRGINIA:
Fairmont,
Morgantown,
Parkersburg.
WISCONSIN:
Appleton,
Beloit,
Eau Claire,
Stevens Point,
Wausau,
West Allis.
WYOMING:
Casper,
Cheyenne.

261 Cities with Population of 5,000 to 10,000

ALABAMA:
Alabama City,
Talladega.
ARIZONA:
Bisbee,
Douglas,
Globe,
Nogales.
CALIFORNIA:
Brawley,
Chico,
El Centro,
Memoria,
Monterey,
Ontario,
Redlands,
San Leandro,
San Louis Obispo,
Santa Clara,
Santa Rosa,
Whittier.
COLORADO:
Ft. Collins,
Grand Junction,
Sterling,
Walsenburg.
CONNECTICUT:
Killingly,
Plymouth,
Seymour,
Shelton,
Southington,
Watertown,
Winchester.
FLORIDA:
Orlando,
St. Augustine,
West Palm Beach.
GEORGIA:
Dublin,
Fitzgerald,
Maretta.

IDAHO:
Coeur d'Alene,
Idaho Falls.

ILLINOIS:
Beardstown,
Benton,
Carbondale,
Charleston,
Clinton,
Dixon,
Highland Park,
Hillsboro,

Johnston City,
La Grange,
Lawrenceville,
Macomb,
Maywood,
Monmouth,
Mt. Vernon,
Normal,
Pontiac,
West Hammond,
Winnetka.
INDIANA:
Bicknell,
Brazil,
Columbus,
Greensburg,
Lebanon,
Mt. Vernon,
Portland,
Wabash.
IOWA:
Creston,
Cherokee,
Cedar Falls,
Grinnell,
Newton,
Oelwein,
Oskaloosa,
Perry,
Shenandoah.

KANSAS:
Dodge,
Manhattan.

KENTUCKY:
Burlington.

MAINE:
Caribou,
Rockland,
Westbrook.

MASSACHUSETTS:
Agawam,
Bridgewater,
Canton,
Concord,
Dartmouth,
Easton,
Grafton,
Ipswich,
Ludlow,
Marblehead,
Milton,
Montague,
North Andover,
North Attleboro,

Rockland,
South Hadley,
Spencer,
Stoneham,
Uxbridge,
Walpole,
Ware,
Wellesley,
Whitman.

MICHIGAN:
Albion,
Alman,
Cadillac,
Charlotte,
Coldwater,
Dowagiac,
Grand Haven,
Hastings,
Hillsdale,
Manistee,
Midland,
Mt. Clemens,
Negaunee,
River Rouge,
St. Joseph,
Ypsilanti.

MINNESOTA:
Cloquet,
Moorhead,
New Ulm,
South St. Paul,
Stillwater,
Willmar.

MISSISSIPPI:
Yazoo City.

MISSOURI:
Clinton,
Marshall,
Mexico,
Poplar Bluff,
St. Charles,
University City.

MONTANA:
Bozeman,
Havre,
Kalispell,
Lewistown,
Livingston.

NEBRASKA:
Beatrice,
Columbus,
Kearney,
Norfolk,
York.

NEW HAMPSHIRE:
Derry.
NEW JERSEY:
Boonton,
Cliffside,
East Rutherford,
Fort Lee,
Nutley,
Princeton,
Red Bank,
Ridgefield Park,
Rutherford,
Salem,
Secaucus,
Somerville,
South River,
West Field.
NEW MEXICO:
Raton.
NEW YORK:
Canandaigua,
Endicott,
Johnson City,
Massena,
Mechanicsville,
North Tarrytown,
Rockville Center,
Salamanca,
Saranac Lake,
Solvay,
Wellsville.

NORTH CAROLINA:
Greenville,
Kinston,
Monroe,
Reidsville,
Thomasville.

NORTH DAKOTA:
Bismarck,
Devils Lake.

OHIO:
Athens,
Bellefontaine,
Bowling Green,
Circleville,
Galion,
Gallipolis,
Greenville,
Nelsonville,
Mount Vernon,
Shelby,
Sidney,
Wellsville.

Wilmington,
Xenia.
OKLAHOMA:
Ada,
Blackwell,
Miami,
Pawhuska,
Ponca City.
OREGON:
Medford,
Oregon City,
Pendleton,
The Dalles.
PENNSYLVANIA:
Bellvue,
Bloomsburg,
Clearfield,
Coaldale,
Carey,
Crafton,
Darby,

Dormont,
Ellwood,
Hanover,
Jersey Shore,
Johnsburg,
Kane,
Kittanning,
Latrobe,
Lewistown,
Midland,
Minersville,
Munhall,
Palmerston,
Pitcairn,
Ridgway,
Rochester,
Tarentum,
Taylor,
Titusville,
Tyrone,
Waynesboro,
Wilmerding.

RHODE ISLAND:
Johnston,
Westerly.
SOUTH CAROLINA:
Gaffney.
SOUTH DAKOTA:
Mitchell.
TEXAS:
Bonham,
Bryan,
Burkburnett,
Cisco,
Eastland,
Gainesville,
Mineral Wells,
Navasota,
Sulphur Springs,
Vernon.
VERMONT:
Bennington,
Springfield,

Washington,
Woodstock.
VIRGINIA:
Bristol,
Clifton Forge,
Harrisonburg.
WASHINGTON:
Anacortes,
Wenatchee.
WEST VIRGINIA:
Grafton.
WISCONSIN:
Antigo,
Chippewa Falls,
Kaukauna,
Marshfield,
Menomonie,
Neenah,
South Milwaukee,
Two Rivers,
Wisconsin Rapids

325 Cities with Population of 2500 to 5000

ALABAMA:
Andalusia,
Attalia,
Brighton,
Eufaula,
Tuscumbia.
ARIZONA:
Glendale,
Jerome,
Mesa.
ARKANSAS:
Conway,
Mena,
Stuttgart.
CALIFORNIA:
E. San Diego,
Fullerton,
Oroville,
Piedmont,
Red Bluff,
Santa Maria,
Watts City,
Woodland.
COLORADO:
Canon City,
Florence,
Ft. Morgan,
Lamar,
Montrose,
Rocky Ford.
CONNECTICUT:
Berlin,
Bethel,
Darien,
E. Windsor,
Guilford,
Litchfield,
Sprague,
Suffield,
Thomaston,
Wethersfield.
DELAWARE:
Dover,
Milford.
FLORIDA:
Ocala.
GEORGIA:
Carrollton,
Cedartown,

Columbus,
Statesboro,
Waynesboro.
IDAHO:
Blackfoot,
Montpelier,
Noscov,
Preston.
ILLINOIS:
Anna,
Bushnell,
Galva,
Geneseo,
Georgetown,
Glen Ellyn,
Madison,
Mendota,
Naperville,
Paxton,
Princeton,
Robinson,
Rochelle,
Rock Falls,
Sesser,
Westville.
INDIANA:
Alexandria,
Aurora,
Boonville,
Columbia City,
Dunkirk,
Franklin,
Greenfield,
Lawrenceburg,
Martinsville,
Mitchell,
Noblesville,
N. Vernon,
Union City,
W. Lafayette,
Winchester.
IOWA:
Anamosa,
Cresco,
Le Mars,
Maquoketa,
Osage.
KANSAS:
Abilene,

Augusta,
Fredonia,
Girard,
Hays,
Hiawatha,
Horton,
McPherson,
Paola.
KENTUCKY:
Cynthiana,
Fulton,
Harlan,
Ludlow,
Morganfield,
Russellville,
Shelbyville,
Somerset.
LOUISIANA:
Jeanerette,
Mansfield.
MAINE:
Bridgton,
Camden,
Lubec,
Paris.
MASSACHUSETTS:
Auburn,
Ayer,
Dalton,
Holden,
Hampden,
Hopedale,
Lee,
Medfield,
Rockport,
Rutland,
Somerset,
Sutton,
Wareham,
Williamstown.
MICHIGAN:
Allegan,
Big Rapids,
Birmingham,
Boyer City,
Crystal Falls,
Durand,
Ferndale,
Grand Ledge,

Iron River,
Kingston,
Lapeer,
St. Johns.
MINNESOTA:
Alexandria,
Aurora,
Columbia Hts.
Crosby,
Detroit,
Ely,
Fairmont,
Gilbert,
Grand Rapids,
Hutchinson,
Lake City,
Luverne,
Melrose,
St. James,
Sauk Center,
Thief River Falls,
Two Harbors,
Waseca.
MISSISSIPPI:
Canton,
Grenada.
MISSOURI:
Bonne Terre,
Kirkwood,
Lexington,
Monett,
Richmond,
W. Plains.
MONTANA:
Red Ledge,
Whitefish.
NEBRASKA:
Broken Bow,
Chadron,
Gering,
Superior,
University Place.
NEVADA:
Sparks.
NEW HAMPSHIRE:
Littleton,
Milford,
Northumberland.

NEW JERSEY: Bergenfield, Bordentown, Fairview, Flemington, Freehold, Glen Ridge, Hightstown, Merchantville, Metuchen, Ocean City, Prospect Park, Westwood, Wildwood.	Lincolnton, Morehead City. NORTH DAKOTA: Wahpeton, Williston.	Barrington, Beaver, Bellefonte, Bellwood, Birdsboro, Boyetown, Brackenridge, Catasauqua, Coudersport, Copley, Downington, Doylestown, E. Stroudsburg, Elizabeth, Elizabethtown, Ellsworth, Freedom, Galeton, Grove City, Hamburg, Hellertown, Honesdale, Ingram, Jenkintown, Mechanicsburg, Monaca, Mount Union, Nazareth, Northumberland, Oakmont, Parnassus, Portage, Reynoldsville, Shippensburg, S. W. Greensburg.	Mercedes, Mission, Quanah, Pittsburg, Teague.
NEW MEXICO: E. Las Vegas.	OHIO: Barnesville, Bedford, Berea, Bryan, Celina, Crestline, Crooksville, Fairport, Greenfield, Medina, Maumee, Montpelier, Orrville, Salineville, Shadyside, Willard.		VERMONT: Middleburg, Richford.
NEW YORK: Avon, Baldwinsville, Bronxville, Canastota, Canton, Dobbs Ferry, Frankfort, Gowanda, Hamburg, Kenmore, Le Roy, Lyons, Mount Kisco, Oswego, Patchogue, Penn Yan, Sag Harbor, Scotia, Spring Valley, Suffern, Waterford, Walton, Westfield, Whitesboro.	OKLAHOMA: Claremore, Cleveland, Commerce, Elk City, Frederick, Mangum, Perry, Poteau, Purcell, Sand Springs, Stillwater, Wynona.		WASHINGTON: Chehalis, Ellensburg, Pasco, Port Townsend, Renton, Roslyn, Sedro-Wooley, Toppenish.
NORTH CAROLINA: Hendersonville,	OREGON: Albany, Hood River, Marshfield, McMinnville, Roseburg.		WEST VIRGINIA: Richwood, St. Albans, Salem, Sistersville, South Charleston, Welch, Wellsburg.
	PENNSYLVANIA: Ambler, Athens,	RHODE ISLAND: Tiverton.	WISCONSIN: Berlin, Burlington, Clintonville, Edgerton, Hurley, New London, Oconomowoc, Plymouth, Reedsburg, Richland Center, Ripon, Sturgeon Bay, Tomahawk, Waupaca, Waupun.
		SOUTH CAROLINA: Alberville, Beaufort, Summerville.	WYOMING: Evanston.
		TEXAS: Honey Grove,	

THE TIME was when few fields were open to women for remunerative service. Teaching was the one great, and about the only, opportunity for women to earn an independent livelihood. The condition is different now. Less than eight per cent of the 8,549,000 women listed by the last Census as gainfully employed were teachers. Against the 658,000 in teaching we find 400,000 in other forms of "professional service," 900,000 in trade and transportation, 1,000,000 in agricultural and animal husbandry, 1,400,000 in clerical occupations and 2,000,000 in manufacturing and mechanical industries. Opportunities aplenty at good compensation are available for capable women today which involve a much less rigorous training than the better-paid teachers of today must undergo. Since over eighty-six per cent of all teachers are women, and the percentage is increasing, it is apparent the teaching profession now suffers keen competition from other fields. No longer can the Nation trade upon the fact that the teaching profession is the only remunerative opportunity open to women.—*Better Salaries—Better Citizens, The Journal of the National Education Association, May, 1923, p. 207.*

Selected Bibliography on Salaries

- Teachers and School Executives may obtain current salary information by addressing the Secretary of the National Education Association. See page 21 of this Bulletin under *Special Salary Service*.
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IT MAY be the result of the example set by the National Education Association or it may be the result of a new attitude towards a great profession but, in any event, it is the fact that American teachers have suddenly sensed the value of closer co-operation for the common welfare and awakened to the possibility of lending substantial aid to that movement which has better public schools as its ultimate goal. By the formation, in many states, of research councils, the teachers are serving notice both of their readiness to undertake a scientific study of educational problems and of their appreciation of the largely increased confidence placed in them by those who have the administration of the schools in charge.

It is no light responsibility that the teachers have thus assumed. What good will come from all these efforts it is much too early to determine. But it is not without significance that the whole movement has the enthusiastic support of the Nation's educational leaders. In the high places today there is full realization of the worth of the assistance which teachers can render and a disposition to leave to the teachers themselves the solution of strictly teaching problems. To a greater extent than ever before education is now a community enterprise which cannot be wholly successful unless it enlists the interested cooperation of parents, children, superintendents and teachers. Meanwhile, the research department of the N. E. A. is already functioning.—
Selected from an editorial in the Christian Science Monitor.