A COMPARATIVE STUDY OF TEACHERS SALARIES IN KANSAS FROM 1900 TO 1930

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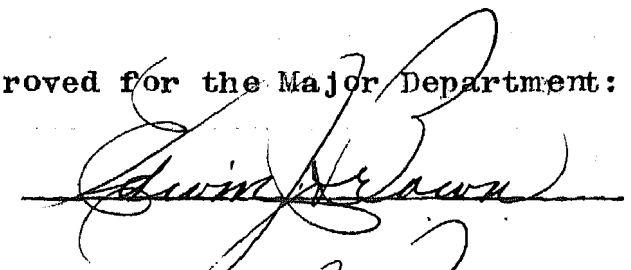

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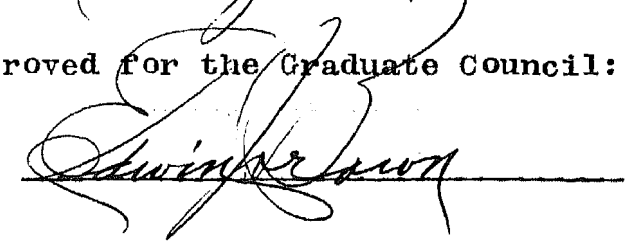

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INTRODUCTION

The purpose of this problem is to make a study of the teachers' salaries of Kansas, with a view to determining a salary expectancy of high school and elementary school teachers. By salary expectancy is meant a salary that the teachers of Kansas should receive in comparison with the salary received in other similar occupations, plus allowance for the investment of the teacher. The investment of the teacher is the time spent by the teacher in professional training. For this purpose this study has been divided into three parts.

Part I. A comparative study: This is subdivided into a historical study of teachers' salaries since 1900; and a comparative study of teachers' salaries with the earnings in other similar occupations. In the historical study data were compiled for the years 1900, 1910, 1913, 1915, 1918, 1920, 1924, 1927, and 1930. These dates were taken because they represent periods at which certain trends were believed to be evident. There were no reliable data for any period later than 1930.

The comparison of teachers' salaries with the earnings in other similar occupations was made with ten other occupations. These occupations cover all sections of the United States, with the greater number of those considered being Kansas occupations.

Part II. The basic salary: There are many ways ofdetermining the " basic salary " of teachers. Also, there are different meanings of " basic salary ". Many economists interpret it to mean a minimum salary. But in this study it is used to form a basis of comparison with the earnings in other similar

occupations. Almack and Lang[1] in writing of the minimum salary of teachers use the term " Subsistence principle " . They say this is the least for which any teacher should attempt to teach. They base this upon the cost of board and room, and they state that the cost of board and room should be equal to one half of the " Subsistence principle ". To get the minimum amount for which the teacher should teach, Almack and Lang multiply the cost of board and room by two. In their book, Problems of the Teaching Profession, which was published in 1925, they estimated the cost of board and room to be $600 per year. By multiplying this amount by two they got $1200 as the " Subsistence principle ". The cost of living is much lower now than in 1925, with the result that board and room should be figured somewhat lower than $600 per year. But whatever the " Subsistence principle " is estimated to be, it will be somewhat lower than the " basic salary " used in this report.

R. C. Clark[2] in an article entitled, " Principles Underlying the Minimum Teachers' Salary, " outlines seven basic principles used in determining the minimum salary of teachers. One of these principles is the " Living wage ", which is similar to the " Subsistence principle ", by Almack and Lang. Another principle Clark uses is based upon the comparison of teachers' salaries with salaries in other similar occupations.

The principle as outlined by Clark, " A comparison of teachers' salaries with salaries in other similar occupations, " is the one that will be used to determine the " basic salary "

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[1] Problems of the Teaching Profession, p. 42.

[2] AMERICAN SCHOOL BOARD JOURNAL, Feb. 1930, pp. 55-56.

in this study as it is believed to be the best for a state, such as Kansas, where the schools are controlled by local units of taxation. This " basic salary " is built up from the averages of ten different occupations as used in this study.

Part III. The salary expectancy: In addition to the " basic salary " found in Part II, a teacher is entitled to other remunerations. The teacher has a certain capital invested and is entitled to a return on this investment. This might be termed " interest on investment ". Another factor for which the teacher should make allowance is the economic factor of " depreciation ", as the teaching life of a teacher is limited. After the teaching service of the teacher is ended, the capital investment of the teacher is worthless. The teacher cannot leave her professional training in any tangible form of wealth after she has retired from the teaching service. Therefore, some allowance should be made for the " depreciation " of the service of the teacher. Another economic factor for which the teacher should receive pay is the factor of " risk ". The teacher runs the risk of losing her position at any time, and an allowance should be made to take care of this"risk".

The writer has made no attempt, whatever, to build a salary schedule for Kansas. That would be a study in itself. Instead, the writer has attempted, through a " basic salary " and an income on the investment of the teacher, to build a " salary expectancy " for teachers in general. Neither has any attempt been made to differentiate between the salaries of men and women teachers, nor between the salaries of high school and elementary teachers.

The material used in this study has been gathered from many different sources. All data relating to teachers in Kansas have been taken from the Biennial Report of the State Superintendent of Public Instruction. The data for the wages in the various occupations used in this study were found in the Monthly Labor Review, and the Bureau of Labor Statistics. References have been made freely to authorities in this field and to sources where this type of study has actually been put into practice or where extensive research and study have been carried out. The work of Elmer H. Staffelbach, Director of Research in the California Teachers Association, in a pamphlet entitled, " California Teachers Salaries," has been of great assistance in the organization and presentation of the material in this study.

The averages have been used in most cases in finding the central tendencies. This measure has been used because most of the data available were in averages. In a few cases, however, it was thought that the median was a better measure of the central tendency.

In the foot-notes letters have been used in noting numbers, but for reading matter citations have been made with numerals.

PART I

SECTION I

A HISTORICAL STUDY OF THE TEACHERS' SALARIES IN KANSAS

There are three variations to be considered in the historical study of teachers' salaries. These are (1) variations in the cost of living, (2) the number of days taught, and (3) the amount of professional training of the teachers.

It is somewhat difficult to make a comparison from a historical standpoint, as it is difficult to say with any degree of surety that teachers' salaries paid during any certain year were exactly right as to amount. However, until recent times there has been no great amount of pressure to reduce salaries, which indicates that teachers' salaries in general were not too high. In the present study, selected years between 1900 and 1930 have been covered. It has been assumed that the 1913 teacher's salary was at an approximately satisfactory level in comparison with the length of the school year, the amount of professional training of the teachers, and the cost of living.

The year 1913 has been selected because it was the year before the World War started and because this date has been used more often than any other date as a basis in the computation of various indices.

Attention here is invited to Table I. This table gives the average salary in high schools, the average salary in elementary schools, the average number of days taught in the high schools, the average number of days taught in the elementary schools, the percentage of high school teachers who are graduates of an

university, a normal school, or a college, and the percentage of elementary school teachers who are graduates of an university, a normal school, or a college, for the years of 1900, 1910, 1913, 1915, 1918, 1920, 1924, 1927, and 1930. The data for the year 1913 are supplied as a basis for the computation of indices. No period later than 1930 was taken because of the lack of reliable data.

The following assumptions are based upon Table I:

(1) That a teacher's salary should be influenced by the length of his service in number of days taught; that is, other things being equal, the more days the teacher works in a given year, the greater should be his salary. This is axiomatic in regard to salary and wage customs in all lines of endeavor.

(2) That the better quality of service rendered, other things being equal, the more salary the teacher should receive. It is widely recognized that professional training definitely affects the efficiency and effectiveness of the teacher. This is illustrated in the fact that high school teachers with a greater amount of training than that of the elementary school teachers, receive a much higher salary.

(3) That the real measure of the value of a salary is its purchasing power. This is a vital principle in all wages and salaries.

It may be noted in Table I that the high school and elementary school teachers' salaries have increased steadily until 1927. Salaries were at their highest point at that time. Since then salaries have been declining. The number of days of school maintained in the high schools remained constant, but in the

TABLE I

Average annual salaries for high school and elementary school teachers, the days of school maintained for the high schools and the elementary schools, and the per cent of elementary and high school teachers who are graduates of the University, a normal school, or a college, in Kansas for the years indicated.

	Average Salary		Days of School Maintained		Per cent of Teachers Graduates of University, Normal School, or College	
	High Schools	Elementary Schools	High Schools	Elementary Schools	High Schools	Elementary Schools
1	2[a]	3	4	5	6	7
1900	$236.[b]	$236.[b]	180[c]	126	*	*
1910	798.	340.	180	169	.85	.077
1913	779.	501.	180	170	.77[d]	.088
1915	797.	520.	180	170	.81[e]	.113
1918	870.	585.	180	172	.86	.119
1920	1126.	685.	180	171	.88	.110
1924	1581.	992.	180	175	.76[f]	.082[f]
1927	1685.	1021.	180	176	.73g	*
1930	1658.	885.	180	173	.93[g]	*

Read table thus: In 1900 the average high school salary was $236; the average elementary salary was $236; the number of days high schools were maintained was 180; the number of days in the elementary schools was 126; the professional training of the high school and elementary school teachers was not available. For the other years read rest of the table in like manner.

* Data not available.

[a] Data in columns 2, 3, 5, 6, and 7 are found in the Biennial Report of the State Superintendent of Kansas for the years indicated. See bibliography for complete references.

[b] The average was calculated from the given averages of men and women. High school and elementary school averages were given together, separate data not available.

[c] The length of school term for high schools since 1900 has been 36 weeks or 180 days.

[d] Data for 1914. Data for 1913 not available.

[e] Data for 1916. Data for 1915 not available.

[f] Data for 1923. Data for 1924 not available.

[g] Data for community high school teachers only. Data for other high schools not available.

elementary schools there was an increase until 1910. Since 1910 the number of days of school maintained in the elementary schools has remained about constant with only a slight variation.

The data on the professional training of high school teachers were not available before 1910. Since then the professional training of high school teachers has remained about the same until 1927, when the amount of professional training dropped to seventy-three per cent. The 1927 data represented only the teachers in community high schools. The data for the other schools were not available. It is believed that there is not much difference between the amount of professional training of the teachers in the community high schools and the other high schools of Kansas. Judging from the ratio between the two for 1924 the amount of professional training for the teachers in the community high schools is somewhat lower than the amount of professional training found among the teachers in the other high schools in the state. But the difference is not very great and would not materially affect the amount

of professional training of the high school teachers in all the high schools in the state. The only apparent reasons for the decline in the amount of professional training of high school teachers in 1927 were chargeable to higher salaries, inducing old teachers to return to the teaching profession, and to the increasing number of high school positions in the state. Probably these two reasons will suffice; but by 1930 there had been a great increase in the amount of professional training of high school teachers. By this time there was a greater number of high school teachers with four years of college training, and many schools had raised their requirements for high school teachers.

There is a greater range in the amount of professional training among the elementary school teachers. There were no available data for 1900, 1927, or 1930. The data for 1927 and 1930 were combined with the high school teachers in the first and second class cities, making this information unusable. The amount of professional training of the elementary school teacher increased until 1918. After that, it declined until 1924, the last date on which any reliable data were available. Along with this drop in the amount of professional training of the elementary school teachers there was drop in the number of elementary school teachers employed. There are two reasons that can be used to account for the drop in the amount of professional training of the elementary school teacher. First, the One Year State Certificates that were offered in 1919 helped to provide an over supply of teachers without four years of professional training. The second reason was the large number of Normal Training

graduates each year from the high schools offering the Normal Training course, who were going directly into the teaching profession without any professional training. It is quite probable that if the data for 1927 and 1930 were available a decided increase in the amount of professional training would be seen. It is not uncommon to find college graduates teaching in the rural schools, and in many of the large school systems the degree is required of all elementary school teachers. This would indicate that the number of elementary school teachers with four years of professional training is probably greater at the present than in former times.

In Table II the figures in Table I are reduced to indices by dividing the figure for each year in each column by the figure for the year 1913 in the respective column. In other words, the indices are in each case based upon the year 1913.

The indices in Table II for both the high school and the elementary school teachers' salaries moved progressively upward until 1927, when the trend turned down. The index in Table IIA for the number of days of school maintained in the high schools has been constant since 1900, while the index for the number of days of school maintained in the elementary schools has varied some, but not to any great extent since 1910.

The index in Table IIB for the professional training of high school teachers reached its high point in 1920. After that there was a general falling off until 1927. The same general trend occurred in the professional training for the elementary school teachers, except that the high point was reached in 1918.

The index in Table IIC for the cost of living was based upon

TABLE II

Indices for average high school teachers salary, and average elementary school teachers salary in Kansas for the years indicated.[a]

Year	1900	1910	1913	1915	1918	1920	1924	1927	1930
High School	.30	.80	1.00	1.02	1.12	1.45	2.03	2.16	2.13
Elem. School	.47	.67	1.00	1.04	1.17	1.31	1.98	2.04	1.77

Read table thus: In 1900 the index for high school teachers salary was .30; for elementary school teachers it was .47. Read the rest of the table in like manner for the other years.

[a] Calculated from data in Table I. 1913 used as the basis of 100 per cent.

the cost of commodities in thirty-two localities in the United States. There were no reliable data for indices of the cost of living for Kansas alone. But the indications are that the cost of living in Kansas would not vary significantly from that given for the United States as a whole.

TABLE IIA

Indices for the days of school maintained in the high schools and the elementary schools in Kansas for the years indicated.[a]

Year	1900	1910	1913	1915	1918	1920	1924	1927	1930
High School	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Elem. School	.74	.99	1.00	1.00	1.01	1.01	1.03	1.04	1.02

Read table thus: The index for the days of school maintained in high schools in 1900 was 1.00; for the elementary schools it was .74. Read the rest of the table in like manner for the other years.

[a] Calculated from data in Table I. 1913 used as the basis of 100 per cent.

TABLE IIB

Indices of percentage of teachers in Kansas who are graduates of the University, a normal school, or a college for the years indicated.[a]

Year	1900	1910	1913	1915	1918	1920	1924	1927	1930
High School	*	1.10	1.00	1.05	1.12	1.14	.99	.95	1.21
Elem. School	*	.88	1.00	1.28	1.35	1.25	.93	*	*

Read table thus: In 1910 the index of the percentage of high school teachers in Kansas who are graduates of the University, a normal school, or a college is 1.10; for the elementary school teachers it is .88. Read the rest of the table in like manner for the other years.

* Data not available.

[a] Calculated from data in Table I. 1913 used as the basis of 100 per cent.

TABLE IIC

Index for the cost of living in the United States for the years indicated.[a]

Year	1900	1910	1913	1915	1918	1920	1924	1927	1930
Cost of Living	.69[b]	.93[b]	1.00	1.05	1.74	2.00	1.73	1.72	1.67

Read table thus: In 1900 the index for the cost of living is .69. Read the rest of the table in like manner for the other years.

[a] Data taken from the Monthly Labor Review, August 1930, vol. 31, No. 2, Table I, p. 265. This index is based upon the retail prices of food, clothing, rents, household goods, fuel, and light in various localities in the United States.

[b] Index based on retail cost of food only. Data taken from Bureau of Labor Statistics, No. 445, August 1927, p. 6. Table 4.

The indices for the high school and elementary school teachers' salaries, the number of days of school maintained in the high schools and the elementary schools, the professional training of the high school and the elementary school teachers, and the cost of living are shown graphically on Chart 1. The greatest variation, as will be noted, is in the cost of living; the peak of which was reached in 1920. The length of school terms for both the high schools and the elementary schools varies but slightly. The professional training for high school teachers was upward until 1920. At this time, it turned downward and by 1924 had gone below the 1913 level. The reason for this was the large number of high school teachers, many of which had only two years of professional training. The professional training for the elementary school teachers reached its high point in 1918, when the trend turned downward, and by 1924 had gone below the 1913 level. This was probably due to the fact that a large number of elementary school teachers were being admitted to the teaching profession without any great amount of professional training, due to the One Year State Certificates and the Normal Training Certificates that were issued in large numbers at the time. By 1930 the professional training of the high school teachers had made a decided trend upward. Had the data for the professional training of the elementary school teacher been available, no doubt there would have been shown a similar trend upward.

A very significant fact shown on Chart I is that teachers' salaries have followed the cost of living, with approximately a

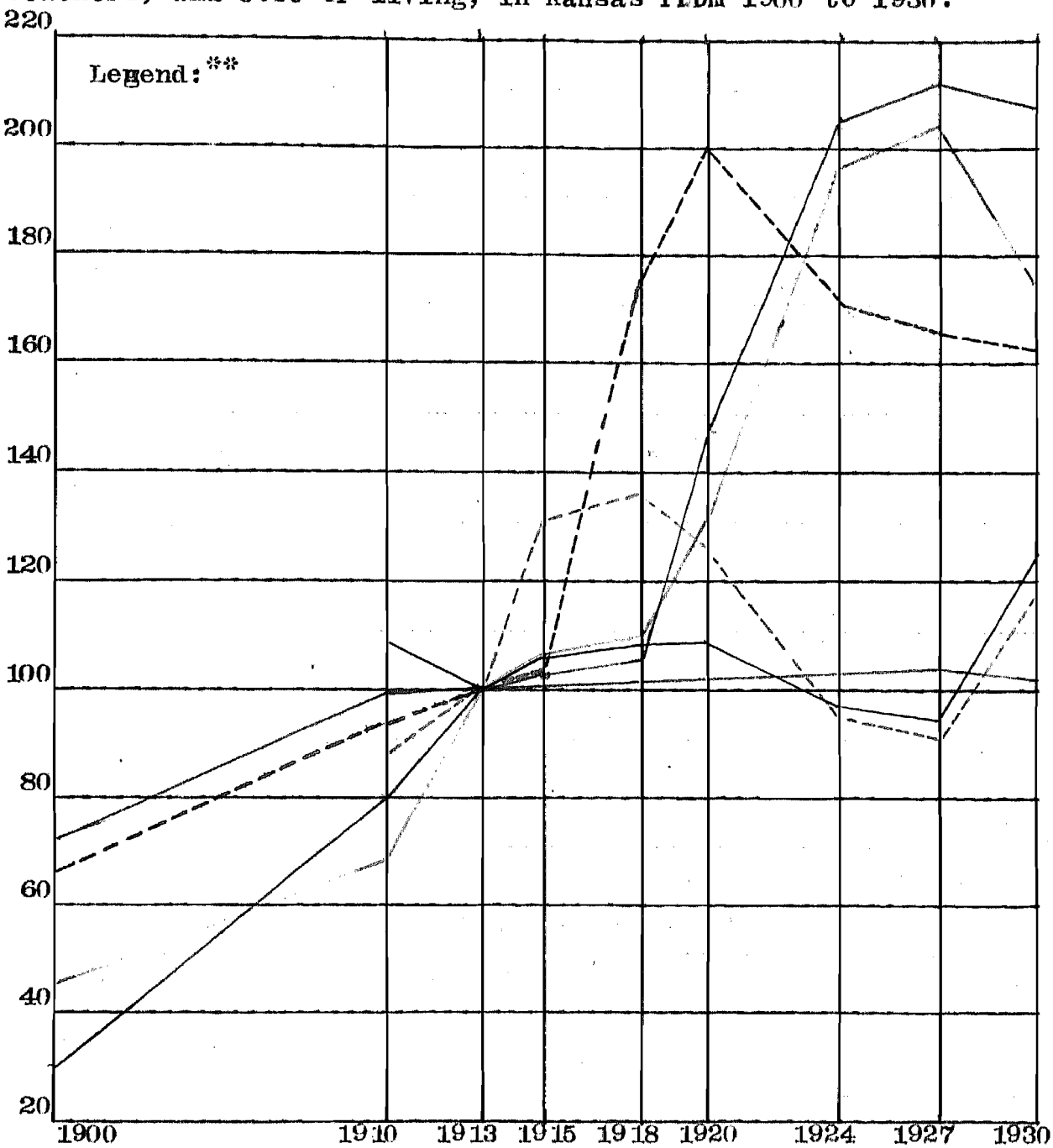
five year lag behind the cost of living. In 1920, when the cost of living was at the high peak, the salaries of the teachers were but slightly higher than for 1913. By 1924 the salaries of teachers were on the upgrade while the cost of living had reached its high peak and was following a downward course. This shows the tardy recognization that was given to the needs of the teachers. From 1924 to 1930 the teachers were benefited greatly by the increased buying power of their salaries.

In columns two and three of Table III are given composite indices for the average salary expectancy in the high schools and the elementary schools, each built up from the three indices, the number of days of school maintained found in Table IIA, the professional training of teachers found in Table IIB, and the cost of living found in Table IIC, for the corresponding years for high schools and elementary schools. From these composite indices the average salary expectancy is built up from the 1913 salary for the designated years since 1900.

Three factors produce the composite index for any given year, namely: the index for the length of school term times the index for the professional training of the teachers times the index for the cost of living. This reduced to a formula is TPC= I, where T equals the index for the length of school term; P equals the index for the professional training of teachers; C equals the index for the cost of living; and I equals the composite index. These three variables; the length of school term, the professional training of teachers, and the cost of

CHART 1

Indices of average salary for elementary teachers, average salary for high school teachers, length of elementary and high school term in days, training of elementary and high school teachers, and cost of living, in Kansas from 1900 to 1930.



Read chart thus: The index for high school salaries was .30 in 1900, .80 in 1910, 1.00 in 1913, 1.02 in 1915, 1.12 in 1918, 1.45 in 1920, 2.03 in 1924, 2.16 in 1927, and 2.13 in 1930. For the other items read the chart in like manner.

**

——High school salary.——Elementary salary.——Elementary days of school maintained.——Training of high school teachers.——Training of elementary teachers.——Cost of living. Length of high school term is constant.

living, affect the average salary expectancy of the teacher for any given year. The average salary expectancy is derived by multiplying the composite index of a certain year by the actual salary in 1913. If the composite index is below 100 then the average salary expectancy for any given year will be below the 1913 salary, such as was the case in 1900. But when the composite index is above 100 then the average salary expectancy for any given year will be above the 1913 salary, such as was the case in 1930.

Columns four and five of Table III give for the various years the salary which, allowing for the difference in the three variables; the length of school term, the professional training of teachers, and the cost of living, represents parity with the average salary paid high school and elementary school teachers in 1913.

A comparison of the figures in columns four and five of Table III with the figures in columns two and three of Table I will be of interest. For instance, in 1900 the actual average salary of high school teachers was $236. Whereas, considering a salary which represents a parity with 1900, an average salary of $656 would have been comparable to $779, the actual average salary in 1913 for high school teachers. The actual salary of the elementary school teacher in 1900 was $236, whereas, considering a salary which represents a parity with 1900, an average salary of $255 would have been comparable to $501, the actual average salary of elementary school teachers in 1913.

TABLE III

Index of average salary expectancy in the high school and elementary school in Kansas; allowing for variations in number of days taught, the amount of professional training, and the cost of living. The average salary in the high school and elementary school that is necessary in order to equal the average remuneration of high school and elementary school teachers for similar service in 1913; for stated years, 1900 to 1930.

	Composite Index; Average salary Expectancy in		Average Salary Necessary to Represent Parity with 1913 Remuneration of Average Teacher	
Year	High School	Elementary School	High School	Elementary School
1	2	3	4	5
1900	.687[a]	.508[a]	$656.[b]	$255.[b]
1910	1.013	.810	789.	406.
1913	1.000	1.000	779.	501.
1915	1.103	1.355	859.	679.
1918	1.949	2.372	1518.	1188.
1920	2.280	2.523	1776.	1264.
1924	1.730	1.657	1348.	830.
1927	1.720	1.789	1273.[d]	896.[c]
1930	1.670	1.703	1566.[d]	853.[c]

Read table thus: The index for high schools in 1900 was .687, for elementary schools .508; the average salary necessary to represent parity with 1913 salary for high schools was $656, for elementary schools $255. Read rest of table in like manner.

[a] The composite index is produced from the three factors: the days of school maintained, the professional training of teachers, and the cost of living.

[b] The average salary expectancy is derived by multiplying the composite index number by the actual salary in 1913.

[c] The only variables acting upon the salary in 1927 and 1930 were the days of school maintained and the cost of living. There were no reliable data on the professional training of elementary school teachers for these dates. There is every reason, however, to believe that the professional training of elementary school teachers was considerably higher in both 1927 and 1930.

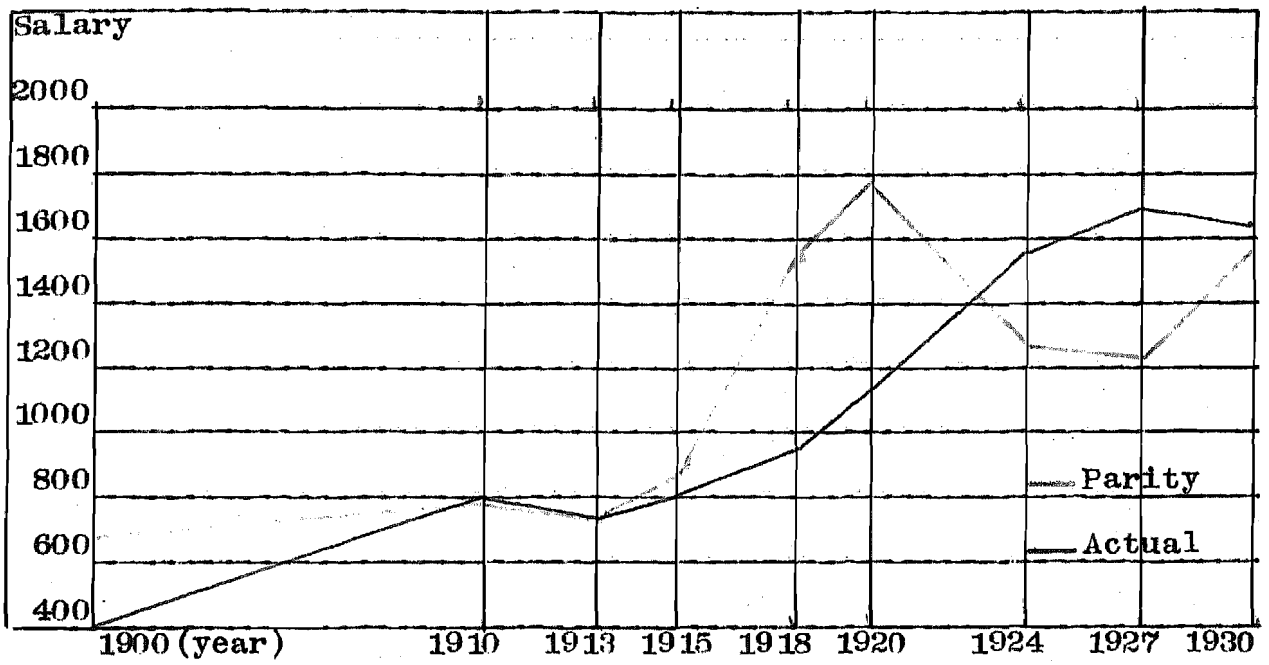
[d] Data for community high schools. Other data not available.

In like manner, the average high school teachers' salary of $1566 in 1930 would be comparable to $779, the actual average high school teachers' salary in 1913. For elementary school teachers in 1930 an average salary of $853 would be comparable to $501, the actual average salary for elementary school teachers in 1913.

The comparisons of the actual average salaries and the average salaries necessary to represent parity with the 1913 salaries are represented graphically on Charts 2 and 3. On Chart 2, which represents the high school teachers' salaries, it will be noted that the average salary which represents parity with the 1913 salary runs well above the actual average salary until about 1923. At this time, due to the drop in the cost of living and the percentage of the professional training of the high school teachers being lower, which caused the average salary expectancy of the teachers to be lower, the actual average salary became greater than the average salary representing parity with the 1913 salary, and remained in this position until 1930. From the indications on the chart the average salary representing parity with the 1913 salary will soon, after 1930, become greater than the actual average salary. The actual average salary never was as great as the average salary representing parity with the 1913 salary. In 1920 the average high school teacher's salary representing parity with the 1913 salary was $1776, while the highest actual average salary reached $1685 in 1927.

CHART 2

Average high school teacher's salary and the average salary necessary to represent parity with the average 1913 salary, in Kansas from 1900 to 1930.

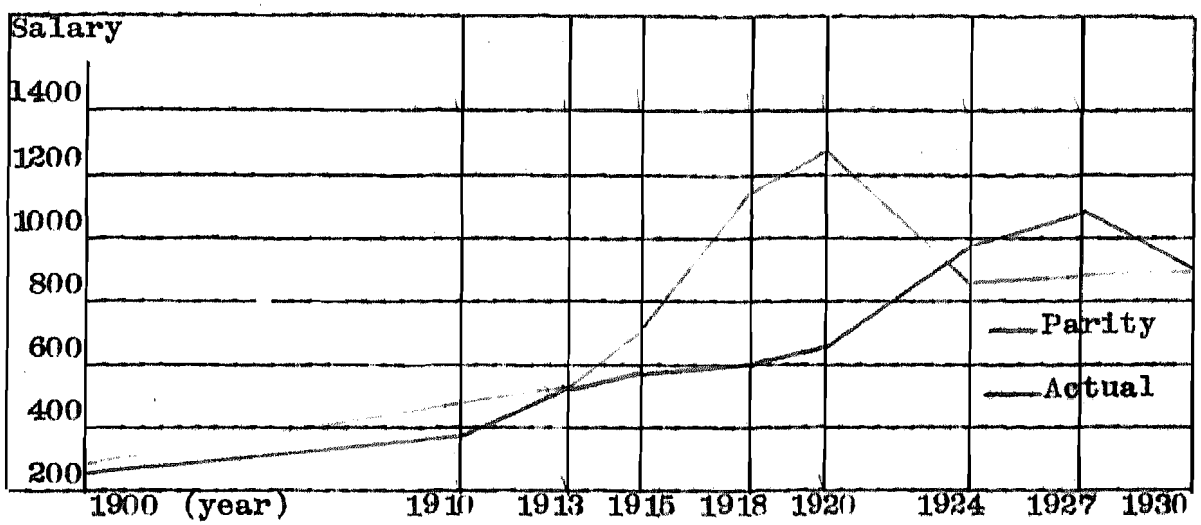


Read chart thus: In 1900 the salary necessary to represent parity with 1913 salary was $656. The actual average salary in 1900 was $236. For other years read rest of chart in like manner.

In Chart 3 the same situation is found in the elementary school teachers' salaries as was found in the high school teachers' salaries. A noticeable item in Chart 3 is the fact that the actual average salary began to climb about the same time the average salary representing parity with the 1913 salary began to drop. In about 1923 the actual average salary became greater than the average salary representing parity with the 1913 salary and remained in this position until 1930 when the two were about equal. The actual average salary never became so great as the average representing parity with the

CHART 3

Average elementary school teacher's salary and the average salary necessary to represent parity with the average salary in 1913, in Kansas from 1900 to 1930.



Read chart thus: The salary necessary to represent parity with the 1913 salary for 1900 was $255. The actual average salary was $236. For the other years read the rest of the chart in like manner.

1913 salary. In 1920 the average salary representing parity with the 1913 salary reached $1264, while the highest actual average salary was $1021. This was the actual average elementary teachers' salary for 1927.

CONCLUSIONS ON SECTION I

PART I

The study of Section I, Part I, has had for its objective a historical study of the salaries of teachers in Kansas between 1900 and 1930. The study indicates:

1. That although we have no assurance that the salaries paid in 1913 were exactly right as to amount, there is reason to believe that the year 1913 represents, for comparative purposes, the best approximation available during the entire period in this study.
2. That the public is tardy in its recognition of the needs of the teacher.
3. That the teachers are benefiting decidedly by the increase in the buying power of their salaries.
4. That the trend in actual salaries was upward until 1927 when it turned downward.
5. That the number of days of school maintained remained about constant during the period studied.
6. That the extent of the professional training of high school and elementary school teachers was steadily increasing until 1918. Then it turned downward until 1927. Since 1927 there has been a rapid rise in the amount of professional training of teachers.
7. That the downward trend of the cost of living since 1920 has increased the buying power of the teachers' salary.
8. That by 1931 the actual salaries of teachers were on a parity with 1913.

PART I

SECTION II

A STUDY OF TEACHERS SALARIES IN COMPARISON WITH OTHER LINES OF EMPLOYMENT

To compare teachers' salaries with other lines of employment with any degree of reliability, it has been necessary to go into many different fields of endeavor. Certainly, it seems, teachers should be paid as well as workers in other fields. according to the American economic system a great many factors enter into the problem of adjusting compensation for individual service. What one individual earns is determined to a great extent by what other individuals in similar occupations earn. This should be the case of the earnings of teachers. Of course, any comparisons made can be only approximations. The tables on succeeding pages show the earnings in various lines of employment.

In Table IV is found the union scale wage as used in Kansas City, Missouri for 1931. These wages were reported on the weekly basis. There are no data available to show how much time the employees in the various occupations put in. It is assumed, however, that under normal times or conditions they worked full time or nearly so. For the purpose of determining a yearly salary it has been assumed that union scale employees worked forty- eight weeks each year. It may be noted that while the employees may not have worked forty-eight weeks each year, the teachers rarely exceed thirty-six weeks each year.

TABLE IV

Union scale wage for Kansas City, Missouri for 1931.[a]

	Per Week	Annual Salary
Carpenters	$33.	$1684.[b]
Hardwood Finishers	45.	2160.
Cooks	28.	1344.
Waitresses	14.	672.
Bottlers	30.	1440.
Journeymen Tailors	43.	2064.
Pieceworkers (Cutters)	35.	1680.
Engravers	53.	2544.
Newspaper Handlers	39.	1872.
Newspaper Stereotypers	50.	2400.
Average	$37.	$1776.

Read table thus: Carpenters received $33 per week, or an annual salary of $1684. For the other items read the rest of the table in like manner.

[a] Data taken from the Bureau of Labor Statistics, No. 566, June 1932, pp. 195, 189, 181, 179, 175, 174, 130, 87. Tables 40, 34, 33, 27, 25, 20, 19, A.

[b] Wages were given per week. To get annual salary the wages per week were multiplied by 48.

The list in Table IV includes employees in various lines of work. Most of these represent work requiring about the same ability as teachers. This list also includes both men and women employees.

In Table V are found lines of work that are more nearly like those of the teaching profession than are those found in Table IV. In this table the minimum and maximum salaries are given in order that the range of salaries may be seen. The data in this table represent clerical workers in various localities in the State of New York. The range in yearly salary is from $1140 for file girls to $2688 for accountants. Although the range is wide, the large sampling permits of considerable accuracy in arriving at a satisfactory measure of central tendency. It has been assumed in this table that the employees worked forty-eight weeks per year.

In Table VI is found a salary schedule for certain skilled occupations in various localities in the United States. These localities represent many sections of the United States. Again, in this table the low and high salaries are given to show the range. This type of labor runs high partly because it is time work. There is no certain amount of time each laborer works during the year, but to get a yearly salary it has been assumed that employees worked forty-eight weeks per year. These figures may seem high, yet they are true to salaries paid for this type of work in 1931.

TABLE V

Monthly and annual salaries paid clerical workers by banks, advertising agencies, and insurance companies in New York.[a]

	Minimum Average	Maximum Average	Monthly Average	Yearly Average
Accountants	$150.	$298.	$224.	$2688.[b]
Auditors	149.	298.	214.	2568.
Secretaries	117.	201.	159.	1908.
Stenographers	97.	155.	126.	1512.
Typists	79.	115.	97.	1164.
Dictaphone Operators	92.	131.	112.	1344.
Telephone Operators	97.	135.	116.	1392.
Comptometer Operators	91.	124.	108.	1296.
Clerks, Bookkeepers	86.	152.	119.	1428.
Ledger Clerks	96.	143.	120.	1440.
File Girls	72.	117.	95.	1140.
Mail Clerks	78.	122.	100.	1200.
Payroll Clerks	110.	193.	151.	1812.
Building Machine Operators	91.	124.	108.	1296.
Average				$1584.

Read table thus: Accountants received a minimum salary of $150 per month, a maximum salary of $298 per month, a monthly average salary of $224, and a yearly average salary of $2688. For the other items read the rest of the table in like manner.

[a] Data taken from Monthly Labor Review, July 1931, vol. 35, No. 1, Table I, p. 172.

[b] The yearly average salary is computed by multiplying the monthly average salary by 12.

TABLE VI

Salary schedule for certain skilled occupations in various localities in the United States.[a]

Occupation	Weekly Salary			Yearly Salary
	Low	High	Average	Average
Bakers (New York and New Orleans)	$28.	$49.	$39.	$1872.
Bricklayers (San Francisco and St. Louis)	40.	55.	48.	2304.
Carpenters (Hazleton, Pennsylvania)	44.	47.	46.	2208.
Electrical Workers (Fresno, Cal. and Rochester)	40.	46.	43.	2064.
Hod Carriers and Laborers (Brockton, Mass. and Boston)	30.	43.	37.	1776.
Painters (Davenport, Iowa)	40.	50.	45.	2160.
Plumbers (Tacoma, Wash. and Orange, New Jersey)	44.	56.	50.	2400.
Truck Drivers (Auto) (Lombard, Illinois)			45.	2160.
Carpet and Linoleum Layers (Cleveland)			43.	2060.
Garage Workers[c]			28.	1344.
Average				$2034.

Read table thus: Bakers received a low weekly salary of $28, a high weekly salary of $49, an average weekly salary of $39, and an average yearly salary of $1872. Read the other items in the rest of the table in like manner.

[a] Data taken from Monthly Labor Review, Aug. 1932, vol. 35, No. 2, pp. 359-361.

[b] The average yearly salary was computed by multiplying the weekly salary by 48.

[c] Data taken from Monthly Labor Review, July 1932, Table 4, vol. 35m No. 1, p. 148.

It seems that the type of work as outlined in Table VII is more readily comparable with the work of the school teacher than most any other line of work. The salaries from New York were taken because they were the only available ones for office work of this type. The salaries of office help in the various industries as listed in Table VII are quite uniform, the range being from $1488 to $2112.

The salaries in Table VIII are for county officials. The salaries represent the average for the entire state of Kansas. The type of work in the county offices is very similar to that of the teaching profession, although to do the work of the county offices, no training beyond the elementary or high school is required. The various offices selected were chosen because it was possible to get more reliable data in these.

In Table IX are found the salaries of clergymen in the Methodist Churches in Kansas. Ministers represent all communities in the state, and since their training and work are similar to that of teachers, they have been included in this report. In place of the average salary as is used in the other tables, the median has been used here because of the few extremely high salaries paid in a few large cities. The few high salaries paid in the large cities pulled the central tendency above the salary received by the average minister in Kansas, therefore, it was thought best to use the median which was not influenced by the few high salaries.. Only ministers that devote their full time to the ministry were used in this report.

TABLE VII

Average wage for office help in various industries in New York for the year of 1931.[a]

Industry	Average Salaries	
	Per Week	Per Year
Stone, Clay, and Glass	$36.	$1728.[b]
Metals and Machinery	38.	1824.
Wood Manufacturinf	37.	1776.
Fur, Leather, and Rubber Goods	31.	1488.
Chemicals, Oils, and Paints	35.	1680.
Printing and Paper Goods	44.	2112.
Textiles	33.	1584.
Food and Tobacco	37.	1776.
Clothing and Millinery	33.	1584.
Water, Light, and Power	33.	1584.
Average		$1713.

Read table thus: The wages received by office help in stone, clay, and glass industries were $36 per week and an average yearly salary of $1728. For the other industries read the rest of the table in like manner.

[a] Data taken from Bureau of Labor Statistics, 1931, No. 541, p. 800.

[b] The average salary per year was computed by multiplying the salary per week by 48.

TABLE VIII

The average annual salary paid selected county officials for the state of Kansas in 1932.[a]

	Annual Salary	Range of Salary in Different Counties
County Treasurer	$1607.	$1200-$3250.
County Clerk	1460.	1000- 3250.
County Attorney	1243.	600- 3750.
Sheriff	1649.	600- 4000.
Clerk of District Court	1238.	600- 3250.
Register of Deeds	1572.	900-3250.
Average	$1462.	

Read table thus: County Treasurers received an average annual salary of $1607 with a range in the different counties from $1200 to $3250. For other officials read in like manner.

[a] The average salary for each office was computed in the following way: The salaries in all the counties were added and the sum divided by 105, the number of counties in the state. Salaries in the various counties are determined by the population in each county. The population data for 1930 were taken from Fifteenth Census of the United States, 1930, Population Bulletin of Kansas, pp. 14-22.

The average salaries of municipal offices in certain representive cities in Kansas are found in Table X. Most of the work carried on in these offices is conducted by men. But since a great number of teachers are men, similar occupations employing men should be included. Women are found quite frequently as city clerks, while women are always found as public health nurses. The city clerks and public health nurses represent a higher average salary than any of the other offices included, except the superintendent of water works. A fair

TABLE IX

Average and median salaries for Methodist ministers in Kansas.

	Number of Ministers	Total of Salaries
Northwest Kansas Conference	122[a]	$189,777.[b]
Kansas Conference	279[c]	463,670.[d]
Southwest Kansas Conference	210[e]	389,401.[f]
Total	611	$1,042,848.
Average Salary		$1,707.[g]
Median Salary		1,575.

Read table thus: In the Northwest Kansas Conference there were 122 ministers who received a total of $189,777. For the other conferences read in like manner.

[a] Data taken from Year Book and Minutes, of the Fiftieth Session of the Northwest Kansas Conference of the Methodist Episcopal Church, Norton, Kansas, Sept. 30 to Oct. 4, 1931, vol. XIII, No. 4, pp. 301, 305, 309, 313. The total was found by counting the ministers from the following districts: Colby, Concordia, Hays, and Salina.

[b] Ibid. Statistician's Report, Ministerial support, p. 317.

[c] Data taken from the Official Record of the 77th Annual Session, Kansas Conference, Methodist Episcopal Church, Topeka, Kansas, March 8-14, 1932, pp. 420-439. The total was found by counting the ministers from each of the following districts: Emporia, Kansas City, Manhattan, Parsons, and Topeka.

[d] Ibid. Statistician's Recapitulation Report, Ministerial support, p. 440.

[e] Data taken from the Minutes of the Southwest Kansas Annual Conference of the Methodist Episcopal Church, Fiftieth Session, El Dorado, Kansas, 1931, pp. 450-458. The total was found by counting the ministers in the following districts: Dodge City, Hutchinson, Kingman, Liberal, Wichita, and Winfield.

[f] Ibid. Statistician's Recapitulation Report, Support of Pastors, p. 460.

[g] The salaries include the rental of the parsonage.

TABLE X

The average annual salaries for municipal officers in certain selected cities in Kansas for the year 1931.[g]

	Average Salaries	Range of Salaries
City Clerk	$1632.[a]	$ 300-$3000.
City Attorney	1481.[b]	400- 4000.
Chief of Police	1776.[c]	1200- 3600.
Street Commissioner	1663.[d]	1080- 2700.
Superintendent of Water Works	2199.[e]	1200- 3300.
Public Health Nurse	1844.[f]	1500- 2700.
Average	$1766.	

Read table thus: The average salary for city clerks was $1632 with a range from $300 to $3000. For the other offices read in like manner.

[a] The cities taken in this report were: Cheney, Ellsworth, Elkhart, Hoxie, Goodland, Fredonia, Dodge City, Emporia, Clay Center, Horton, Lawrence, Manhattan, Salina, Kansas City, Hutchinson.

[b] The cities taken in this report were: Liberal, Newton, Winfield, Emporia, Dodge City, Concordia, Chanute, Belleville, Wichita, Salina, Parsons, Abilene, El Dorado.

[c] The cities taken in this report were: Burden, Cheney, Clyde, Ellsworth, Elkhart, Hoxie, St. Francis, Goodland, Fredonia, Dodge City, Emporia, Clay Center, Horton, Lawrence, Manhattan, Salina, Kansas City, Hutchinson.

[d] The cities taken in this report were: Liberal, Newton, Winfield, Horton, Emporia, Dodge City, Concordia, Clay Center, Chanute, Belleville, Wichita, Salina, Parsons, Abilene, El Dorado, Hiawatha, Humboldt, Mc Pherson.

[e] The cities taken in this report were: Cheney, Clyde, Ellsworth, Fredonia, Dodge City, Emporia, Horton, Lawrence, Manhattan,

[f] The cities taken in this report were: Atchinson, Kansas City, Pittsburg, El Dorado, Topeka, Independence, Lawrence, Liberal.

[g] Data taken from the Directory of the City Officials and Index to Kansas Cities, Bulletin No. 89, July 1, 1931.

TABLE XI

Average salaries of employees of the Union Pacific Railway Company for 1931.[a]

	Salary Per Week	Annual Salary
Clerks (Class B)	$33.	$1536.[b]
Stenographers (Chief)	43.	2064.
Conductors	54.	2592.
Signalmen	41.	1968.
Baggagemen Handling Government Mail	42.	2016.
Chief Clerks	40.	1920.
Averages	$42.	$2016.

Read table thus: Class B Clerks received $32 per week with an annual salary of $1536. Read for other employees in like manner.

[a] Data taken from Bureau of Labor Statistics No. 566, June 1932, pp. 153, 147, 145, Tables 10, 9, 8.

[b] The salaries per week were multiplied by 48 to get a yearly salary. Fractions of dollars have been added if equal to fifty cents or more. If less than fifty cents they have been dropped.

salary was paid in all the cities selected. These cities cover all sections of the state and represent both large and small cities.

In Table XI are found the average salaries paid railway employees of the Union Pacific Railway Company of the North Central Section of the United States. The type of work that is most representative of the nature of the school teachers work was selected. Again, it was assumed that the railway employees

TABLE XII

Union wage scale in specified trades in Wichita, Kansas for 1931.[a]

	Salary Per Week	Annual Salary
Linemen	$41.	$1968.[b]
Granite and Stone Trades	60.	2880.
Tile Layers	55.	2640.
Stone Masons	66.	3168.
Steam Fitters	44.	2112.
Plumbers	44.	2112.
Plasterers	66.	3168.
Painters	44.	2112.
Averages	$52.50	$2520.

Read table thus: Linemen received $41 per week with an annual salary of $1968. Read for other employees in like manner.

[a] Data taken from Bureau of Labor Statistics No. 566, June 1932, pp. 87, 84, 66, 63, 61, 58, 57, 56, Table A.

[b] The weekly wages were given. No estimate of the time each person worked was given. To get a yearly salary the wages per week were multiplied by 48.

worked forty-eight weeks each year. These salaries seemingly run high, yet these figures are authentic.

The only wage scale found in Kansas was for Wichita. As is shown in Table XII these salaries run high. They are higher than any of the other salaries used in this study. The occupations in Table XII represent almost an entire line of work for men, yet if men teachers were not teaching, they

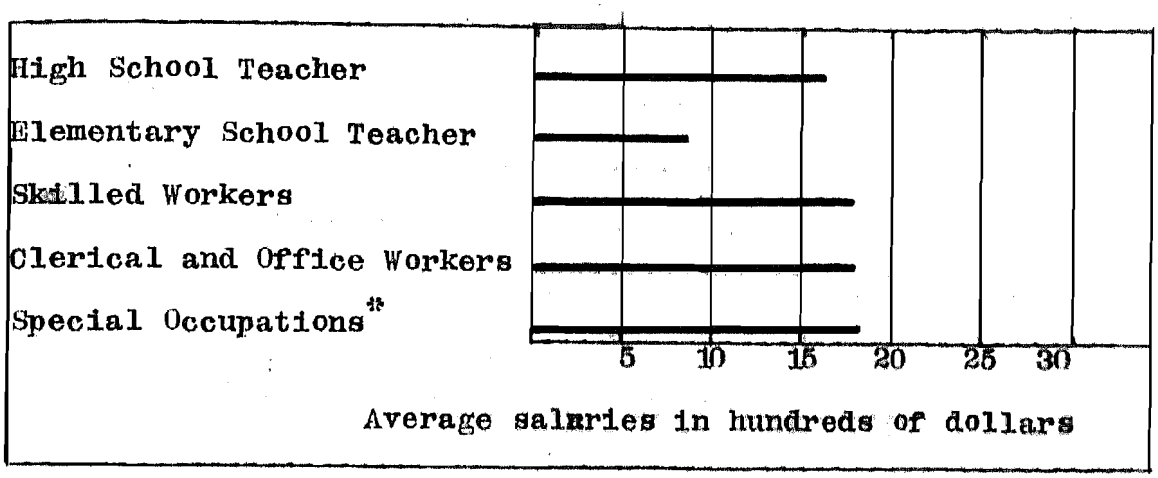
could have the choice of following this type of work. Had the men entered the type of work as presented in Table XII they would have added to the problem of unemployment, which is prevalent in most lines of industry.

A series of representative occupations have been presented in the foregoing tables. The occupations call for a similar type of work as that of teachers. The same type of mental and physical ability and efficiency is needed. The tables show the salaries of employees in certain occupations. They are presented here for comparisons and will be used later on to build up a basic salary for teachers. A further comparison of the salaries of teachers and the salaries received by employees in certain other lines of work is shown graphically on the following charts.

In Chart 4 the comparison of elementary and high school teachers' salaries is shown graphically with the salaries of skilled workers, clerical and office workers, and special occupations. It will be noted that the teachers' salaries lag behind all the others. The elementary school teachers' salaries are very low in comparison with the other salaries, being only about one half of the high school teachers' salaries. The high school salaries compare rather favorably with the salaries in the other occupations. The extremely low salary of the elementary school teacher is probably due to the large number of one teacher schools in the state that pays a very low salary.

CHART 4

Average salaries for high school and elementary teachers in Kansas in 1930, average salaries for skilled workers in Kansas City, Missouri in 1931, average salaries for clerical and office workers in New York in 1931, and average salaries for special occupations in Kansas in 1931.



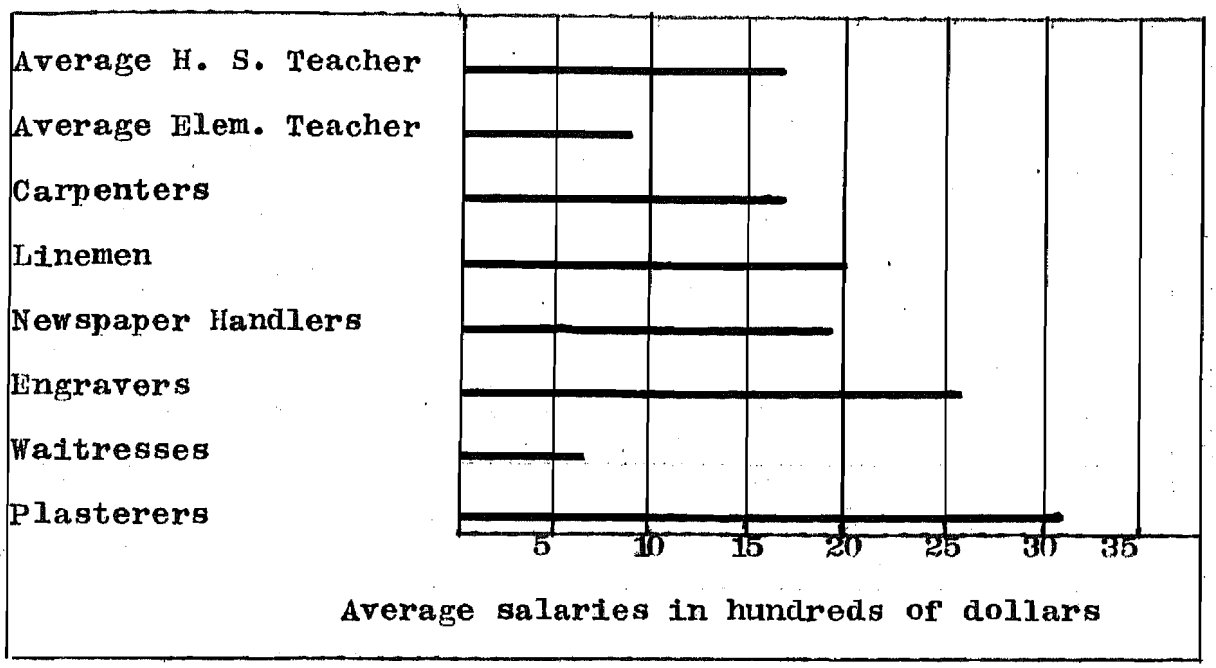
Read chart thus: The average salary for high school teachers in 1930 was $1658. For other workers read in like manner.

* Includes salaries of ministers, county officials, and municipal officials in Kansas.

Chart 5 on the following page compares the elementary and high school teachers' salaries with certain selected occupations in Wichita, Kansas and Kansas City, Missouri. Here with the exception of wages paid waitresses the teachers lag far behind, especially when compared with engravers and plasterers. This chart shows clearly how school teachers in Kansas are paid in comparison with other lines of work. It may be mentioned here that teachers do not work a full year, while the other occupations are figured on a full years basis. Although teachers do not work a full year, the only salary

CHART 5

Average annual salaries for high school and elementary teachers in Kansas compared with salaries in selected occupations in Wichita, Kansas and Kansas City, Missouri.



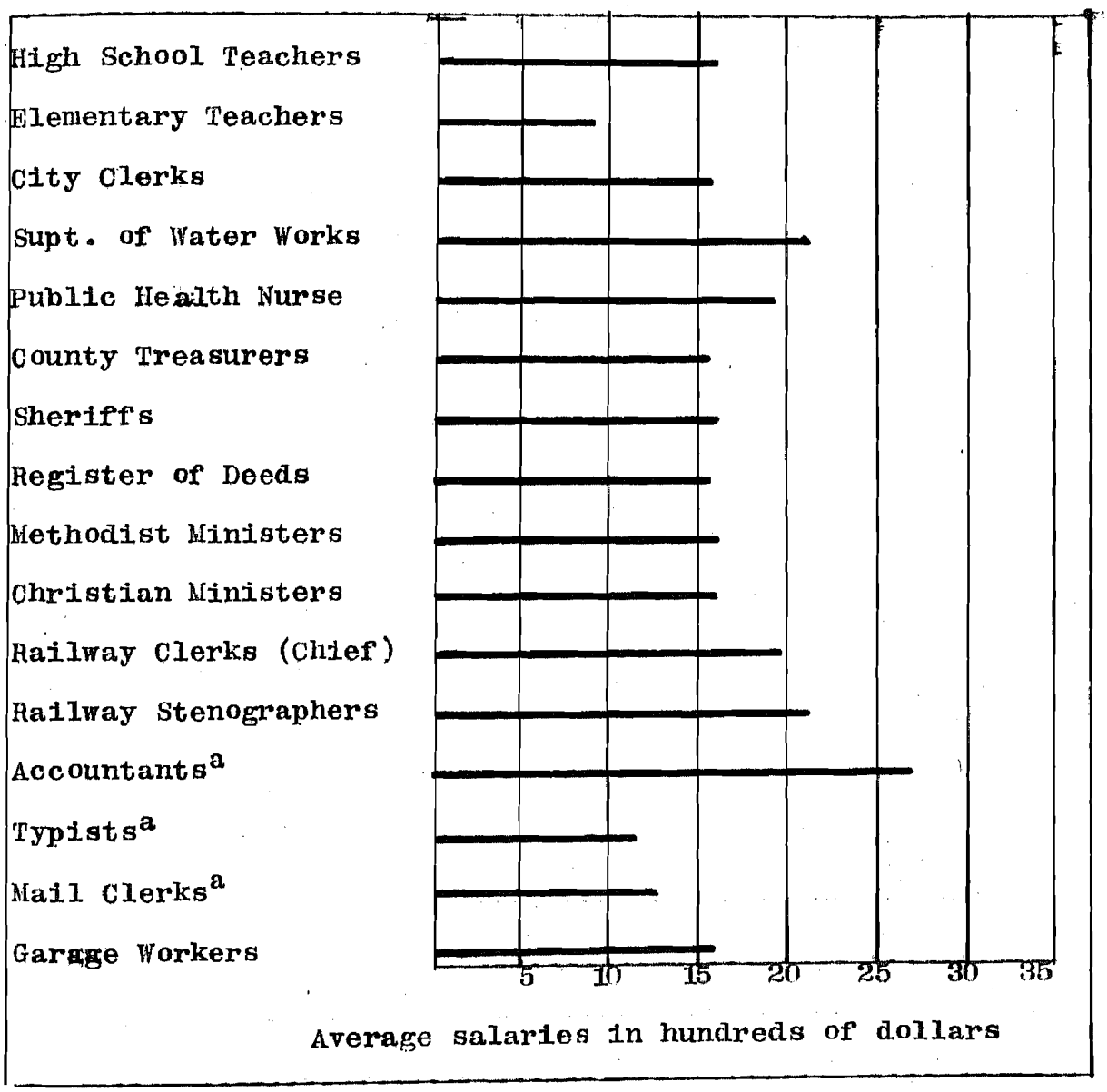
Read chart thus: The average salary received by high school teachers in 1930 was $1658. Read for other occupations in like manner.

most teachers draw is what they receive from teaching and they must live the whole year on the salary they draw for the eight, nine, or ten months which they work. It makes no difference whether a salary is paid in eight, ten, or twelve payments. This study is to compare the yearly income of teachers in Kansas with the yearly income in certain other lines of work, and it makes no difference whether the salary is paid weekly, monthly, or yearly.

Chart 6 gives a graphical comparison of elementary and high school teachers' salaries with the salaries in certain occupations in Kansas and with the salaries of typists, accountants, and mail clerks in New York. It is seen that the

CHART 6

Average salaries by occupations in Kansas and New York.[1]



Read chart thus: The average salary received by high school teachers in 1930 was $1658. Read for other occupations in like manner.

[a] In New York.

[1] Salaries for 1930 and 1931.

high school salaries compare favorably with most of the other salaries. But the elementary school teachers' salaries lag far behind all the other salaries.

CONCLUSIONS ON SECTION II

PART I

The study of Section II, Part I, has had for its objective the comparison of teachers' salaries with the salaries received in other occupations similar to those of teaching. The study indicates:

1. That the high school and elementary school teachers are paid less than employees in other similar lines of work.
2. That elementary school teachers received a salary equal to only about one half that received by high school teachers.
3. That the salaries of the high school and elementary school teachers must be increased to be in line with salaries in other similar occupations.
4. That the range in the average salaries paid in the various occupations selected is from $1462 for the county officials in Kansas to $2520 for Union Scale Wages in Wichita, Kansas. This compares with the range in teachers salaries in 1930 of $885 for elementary teachers to $1658 for high school teachers.

PART II

A BASIC SALARY FOR TEACHERS IN KANSAS

There are many different principles used in determining the " basic salary " for teachers. In many cases the " basic salary " means the minimum salary in a salary schedule. In this study, however, " basic salary " means the salary the teacher should receive irrespective of professional training or the capital invested. The " basic salary " in this case will run somewhat higher than the minimum salary in a salary schedule and will be lower than the maximum salary. " Basic salary"means the amount the teacher would earn in some other similar line of work were he not teaching.

Almack and Lang[1] determine the " Subsistence principle " as they call the minimum salary by the cost of board and room to the teacher. This will vary in different localities, and from year to year. They state in their book, Problems of the Teaching Profession, that board and room should be $600. To get the " Subsistence principle " they multiplied the $600 by two. This produces $1200, which would be the " basic salary " or the " Subsistence principle " that the teacher should receive. They state further in the same reference:

> Subsistence. This means that every teacher is entitled to a salary that will permit her to maintain a decent standard of living. Her annual salary must be enough to procure the necessities for twelve months.

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[1] John C. Almack and Albert R. Lang, Problems of the Teaching Profession, Houghton Miff lin Co. Boston, 1925, p. 242;

It must be noted that this " Subsistence principle " of $1200 was estimated in 1925 when Almack and Lang published their book, Problems of the Teaching Profession. The cost of living has changed greatly, since then, and is probably much lower now than it was at that time. This principle shows how " basic salaries " are determined by certain authorities.

R. C. Clark[1] in an article entitled, " Principles Underlying the Minimum Teachers' Salary, " lists seven basic principles used in determining the minimum salary for teachers. They are: (1) common practice, (2) a living wage, (3) prospects of increases, (4) comparison with other like occupations, (5) amount of training, (6) some positions require a higher initial salary than others, (7) higher initial salary for men. There are several good suggestions in this list of principles. Number (2)"a living wage, " is similar to the one used by Almack and Lang. This principle must be accounted for in any " basic salary ". Teachers must have a living wage if they are to do justice to the teaching profession. It is somewhat difficult to determine just what a living wage is. It will differ in different occupations. But surely the living wage of a teacher should, at least, be higher than the living wage of an unskilled laborer. Very likely, number (4) " comparison with like occupations " will tend to build a living wage scale that will be very appropriate for teachers. In fact, from this principle the present study plans to build the " basic salary " for teachers of Kansas. Number (5) " the amount of train-

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[1] AMERICAN SCHOOL BOARD JOURNAL, Feb. 1930, pp. 55-56

ing " will be used later in this study to build a reasonable average salary expectancy and will not be considered here as an item in determining the " basic salary ". The other principles will not be followed in this study. However, as will be noted later, there will be no distinction made between the salary of the elementary and high school teachers, nor between the salary of men and women teachers.

There are still other principles used in determining the bases for teachers' salaries. For instance, the one used in Florida by the Florida Educational Survey Commission[1] in 1929 where the minimum salary was determined by taking the medians of salaries, training, and experience of teachers in the state of Florida. In the work of the Florida Educational Survey Commission many of the principles were used as were suggested by R. C. Clark, namely " the principle of common practice ", " the principle of the prospects of the increases ", and " the principle of the amount of training ".

From the report of the Florida Educational Survey Commission, Florida will be a number of years in reaching the minimum salary the teachers should receive. By 1943 the minimum salary for elementary teachers in Florida will be $1500 and for high school teachers $2145, providing times are such as to permit the carrying out of such a program. These salaries are for white teachers. They are somewhat lower for

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[1] Paul R. Spencer, A State Minimum Teachers' Salary Schedule, pp. 100-104, Bureau of Publications, Teachers College, Columbia University, New York City, 1932.

colored teachers.

In determining the basis for teachers' salaries a comparison with other occupations of like nature will be used in this study. A " basic salary " could not be determined by the median of the salaries of teachers in Kansas. From the comparisons of teachers' salaries as made in Section II, Part I, of this study with the salaries in other similar occupations, the teachers' salaries are too low, and to place teachers' salaries in line with other occupations these salaries must be raised. The training of teachers will influence the reasonable average salary expectancy of teachers, as will be shown later in this study, and will not be taken up at present. Experience will influence the salary expectancy of teachers, but this need not be considered here in the building of the " basic salary."

The occupations selected in this study have been representative of the nature of the work done by teachers. The employees in the selected occupations require about the same ability and efficiency as do teachers. But the employees in these occupations do not need any great amount of professional training. In most of these occupations no professional training above the high school is required. However, in these occupations experience plays a great part.

In carrying out this comparison of the work of teachers with that in certain other occupations, there must be made this assumption, that teachers represent a class of people with ability and skill to be found in the upper division of employees. It seems more logical to assume this than to assume that teachers

should be classified with the employees in the lower division of labor, where, if they were not in the teaching profession, they would be receiving the common wages of the unskilled laborer.

By placing the teacher in the class of people with ability and skill of the upper division of labor, the teacher should receive compensation for his services in like proportion to that received by the employees in this division of employment. Quoting from Almack and Lang[1] again, the following is found in regard to the comparison of the worth of the teacher with employees in other lines of employment:

> Doubtless no one will contend that the barber and the teamster contribute more to society than does the teacher. Very few would give the lawyer and dentist a higher place in the scale of social worth. It is a common remark that teaching is the highest of all vocations.

It will be noted here that the teaching profession has been compared with the skilled occupations, and not with the professional and business men. The professional and business men have more of the administrative nature in their work, while the teacher does not have so much of this. The superintendents and principals have more of the administrative work and to a certain degree could be compared with the professional and business men, but this study deals only with teachers and not with superintendents and principals.

In such occupations as carpenters, newspaper workers, painters, clerical workers, office help, county officials of Kansas,

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[1] Almack and Lang, op. cit., p. 237.

ministers, municipal officers of Kansas, railway employees, and garage workers as presented in this study are found employees in the so called " upper division of labor." Each of these occupations represent work calling for a high type of ability and skill. Surely the teaching profession calls for as high a type of ability and skill as do any of these. Generally, teachers leaving the teaching profession will be found entering some of these occupations. In some instances, teachers will be found taking up other professions or entering the business world, which indicates that teachers should be classed in the upper division of labor.

If teachers are to be classed in this division of labor, then they will be required to maintain the same standard of living as other employees of this upper division. The higher the standard of living, the higher the cost of living will be. According to Almack and Lang[1] wages follow the cost of living in most occupations. They have the following to say in regard to this:

> In the trades the wages paid bear a fairly close relationship to the cost of living. As the latter go up, wages also mount. They respond almost immediately to any marked changes in the prices of necessities.

If teachers are to maintain a certain standard of living in comparison with that maintained by employees in other similar occupations, then the salary they receive should be sufficient to maintain the same standard of living. According to Paul R. Spencer[2] in A State Minimum Teachers' Salary Schedule the teacher

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[1] Ibid. pp. 238-239.

[2] Paul R. Spencer, op. cit., p. 125.

should be able to maintain the " Minimum of comfort, or ' American Standard '" of living. He has the following to say in regard to this standard of living:

> The minimum health and decency standard gives an allowance for sufficient food and shelter, for clothing that is comfortable, for a degree of recreation and miscellaneous service. The minimum of comfort standard of living has been called the " American " standard of living, because it is the standard of the most skilled workingmen of the United States.

The teacher will be expected to maintain this type of a standard of living in Kansas regardless of what salary he receives. The teacher must receive a salary sufficient to maintain this standard of living or through necessity will have to lower his standard of living. According to Paul R. Spencer[1] the average salary necessary to maintain the " American Standard " of living in fifteen selected communities in Florida would be $1800. These communities represent places where the cost of living varies from an index of $89.82 in Marianna to and index of $109.32 in Miami.

In working out a " basic salary " for teachers in Kansas, it is necessary to take an average salary for the teachers in the entire state. The average salary of the fifteen cities in Florida of $1800 is given here as comparison of how the basis of teachers' salaries are computed in other parts of the United States. This average salary is based upon the cost of maintaining a certain standard of living, while the average " basic salary " in this study is based upon the comparison of the salaries received in other occupations. But salaries in other occupations are all determined bt the cost

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[1] Ibid. p. 132.

of maintaining a certain standard of living for that particular class of work. There are no available figures on the cost of maintaining a certain standard of living in Kansas. The only way of determining what a " basic salary " for teachers in Kansas should be, in order to maintain the " American Standard " of living, is by comparison with other occupations, which are influenced by the cost of living.

From the comparison of salaries in other occupations, the average has been used in computing the central tendency of these salaries, with the exception of the salaries of the Methodist ministers where it was thought the median was the better measure for the central tendency. The reason the averages were used was because the data were given in averages in most cases, and the data for the teachers' salaries in Kansas were all given in averages.

However, in computing the central tendency for the salaries in the different occupations listed in Table XIII the median has been used. The median seems to be the better measure to use here due to the high union wage scale in Wichita, Kansas where the average salary is about $500 higher than in any other occupation. By leaving the Wichita union wage scale out, the average for the remaining nine occupations is about the same as the median is for the ten occupations. The median is the better measure of the central tendency, when the range is wide between the highest and lowest item in any distribution.

This median is found to be $1733. This represents wages at their highest point, or nearly so. It may seem that wages

at this time were higher than they should be in normal times. At any rate, wages were reduced in 1932. For this study in building a " basic salary " for teachers in normal times, a comparison should be made with wages of normal times. Inview of this fact the wages compiled for 1931 should be reduced. The amount of reduction should be somewhat in line with the times. By assuming that the wages of 1932 in the occupations selected represent normal times, the wages of 1931 should be reduced to the 1932 basis. According to the Monthly Labor Review[1], weekly wages in the United States were 12.6 per cent lower in 1932 than in 1931. According to this rate the $1733 should be reduced 12.6 per cent. This reduction would leave the median at $1515. A " basic salary " of $1515 for teachers compares favorably with the average salary in other similar occupations in normal times. It is assumed that the 1932 wages in these occupations represent normal wages. This does not mean that the general condition of affairs in 1932 represents a normal condition. The wages in these occupations are higher in 1932 than they were in 1913, which shows that they have not been lowered as much as have the prices in certain commodities.

In Table XIII are listed the average salaries found in Tables IV, V, VI, VII, VIII, IX, X, XI, and XII and the estimate of the average salary of the Christian ministers in Kansas, together with the average of these averages, and the median of these averages. It has been noted in Table IX that the median was used in finding the central tendency of the salaries of the Methodist ministers.

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[1] Vol. 35, No. 5, p. 1153, Nov. 1932.

at this time were higher than they should be in normal times. At any rate, wages were reduced in 1932. For this study in building a " basic salary " for teachers in normal times, a comparison should be made with wages of normal times. Inview of this fact the wages compiled for 1931 should be reduced. The amount of reduction should be somewhat in line with the times. By assuming that the wages of 1932 in the occupations selected represent normal times, the wages of 1931 should be reduced to the 1932 basis. According to the Monthly Labor Review[1], weekly wages in the United States were 12.6 per cent lower in 1932 than in 1931. According to this rate the $1733 should be reduced 12.6 per cent. This reduction would leave the median at $1515. A " basic salary " of $1515 for teachers compares favorably with the average salary in other similar occupations in normal times. It is assumed that the 1932 wages in these occupations represent normal wages. This does not mean that the general condition of affairs in 1932 represents a normal condition. The wages in these occupations are higher in 1932 than they were in 1913, which shows that they have not been lowered as much as have the prices in certain commodities.

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[1] Vol. 35, No. 5, p. 1153, Nov. 1932.

TABLE XIII

The average salaries found in Tables IV, V, VI, VII, VIII, IX, X, XI, XII.

Union Wage, Kansas City, Missouri	$1776.
Clerical Workers, New York	1584.
Skilled Occupations	2034.
Office Help, New York State	1713.
County Officials of Kansas	1462.
Methodist Ministers of Kansas	1575.[a]
Municipal Officers of Kansas	1766.
U. P. Railway Employees	2064.
Union Wage, Wichita, Kansas	2520.
Christian Ministers of Kansas	1600.[b]
Average	$1800.[c]
Median	1733.
Less 12.6 per cent from average	1581.
Less 12.6 per cent from median	1515.

Read table thus: The union scale wage for Kansas City, Missouri was $1776. Read for other occupations in like manner.

[a] Median.

[b] Estimated by John B. Zimmerman, Secretary of Christian Church of Kansas, Topeka, Kansas.

[c] By subtracting the high union wage salary in Wichita from the total of all the occupations the average of the remaining occupations is $1730.

The average of all the averages was found to be $1809. This perhaps, is not the true central tendency of these averages as the high union wage scale in Wichita, Kansas has a tendency to pull the average above the true central tendency. By eliminating the union wage scale in Wichita the average for the remaining nine occupations is about the same as the median is for ten occupations. The median is found to be $1733. By reducing this amount 12.6 per cent the median representing the 1932 salary would be $1515. This " basic salary " of $1515 as computed from the foregoing method will be used for all teachers, both in the high schools and the elementary schools, and for both men teachers and women teachers.

There are several good reasons why elementary school teachers should receive the same " basic salary " as do high school teachers with the same amount of training and experience, and of the same average ability. Several reasons for the single salary scale have been summed up by Rosewell Pages Bowles[1] from which the following quotation was taken:

> The principal arguments in favor of the single salary schedule are:
>
> 1. By paying teachers according to preparation rather than position, it tends to provide in all grades, teachers who are as well trained as those provided in high schools.
>
> 2. It gives to elementary teachers a professional recognition equal to that accorded high school teachers.
>
> 3. It tends to place and retain teachers in positions in which they can do the most effective work. The career of an elementary teacher has the same financial, professional, and social recognition as that of a high school teacher.

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[1] The Operation and Effects of the Single Salary Schedule, p. 2.

4. It guarantees the teacher increased returns on increased investment in training beyond the minimum initial training required of all teachers entering the school system.

5. It provides objective bases for placing teachers on the salary schedule and for granting future salary increases. This tends toward ease of administration and similar treatment of all teachers.

6. It motivates professional growth and improvement in efficiency while in service.

7. It insures better prepared teachers.

8. It tends toward developing a united teaching corps and eliminating cliques within the teaching profession.

9. It contributes to improvement in the morale of the teaching staff and builds up among the teachers and the public a concept of the teaching as a profession.

The same opinion as shown in the preceding quotation will be taken in this study. If an attempt should be made to make any difference between the salaries of the elementary and high school teachers, there would be no scientific means of determining the proper ratio between the two. It is true that there is a difference shown between the elementary and high school teachers' salaries in Kansas under the present system. There are good arguments opposing the single salary scale, but in view of the fact that there is no scientific way of balancing the ratio between the salary of the elementary school teacher and that of the high school teacher, and that it is rapidly becoming the practice in many school systems to have the single salary schedule, this study will use the single salary scale in building the " basic salary " for elementary and high school teachers in Kansas. J. W. Crabtree[1] had the following to say

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[1] Teachers' Salaries and Salary Trends in 1923, Report of the Salary Commission, 1201, 16th Street Northwest, Washington D. C., July 1923, pp. 58-59

in regard to the practices in respect to the single salary schedule in the United States in 1923:

> One of the most gratifying results of this study is the increasing number of cities shown to be basing their salary schedules upon the professional training and service rather than the grade taught and experience. This policy, advocated by the National Education Association report in 1919, has gained very rapidly in the favor of school men and Boards of Education according to the present report.

For the similar reasons as stated above there seems to be several reasons why there should be no distinction made between the salary received by men teachers and that received by women teachers. There are several arguments in favor of a salary difference for men and women teachers, but according to Almack and Lang[1] in referring to the efficiency of men teachers over women teachers, the following statement is found: " Few significant sex differences have been discovered."

It is a common practice in Kansas to pay men teachers more than women teachers, especially in the upper grades and high school. But for the purpose of this study no distinction will be made between the salaries of men teachers and women teachers with like amount of training and service.

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[1] Almack and Lang, op. cit., p. 246.

CONCLUSIONS ON

PART II

The study of Part II has had for its objective the building of a " basic salary " for teachers in Kansas by means of comparisons with salaries in other occupations similar to that of teaching. This study indicates:

1. That the " basic salary " is determined from the median derived from the average salaries found in the ten different occupations listed in Table XIII.
2. That the " basic salary " is determined to be $1515.
3. That the best means for determining a " basic salary " is by comparison with salaries in occupations of a similar nature to that of teaching.
4. That the " basic salary " is not a minimum salary in a salary schedule, but instead, it represents a salary comparable to the salary received in other occupations.
5. That no distinction is made between the salaries of elementary teachers and high school teachers.
6. That no distinction is made between the salaries of men teachers and women teachers.

PART III

THE SALARY EXPECTANCY OF TEACHERS

The purpose of this phase of the study is to determine a total reasonable average salary expectancy for teachers in Kansas based upon the " basic salary " found in Part II plus reasonable allowances for time spent in professional training.

The " basic salary " was computed to be $1515 after deductions for the lower salaries in 1932 had been made. This represents the estimated basic earning expectancy of the teachers of Kansas. This is the amount the teachers would be expected to earn if they were in some other occupation than teaching. In addition to this " basic salary " the teacher is entitled to an income on his investment, which is in the form of time spent while in professional training.

All business concerns are expected to pay dividends on the capital invested. This dividend comes in addition to all overhead costs in operating the business. Three economical factors must be taken into account in determining the overhead cost of operating the business. These factors are: (1) interest on investment, (2) risk on investment, and (3) depreciation of investment.

The teacher has decreased his earning time expectancy from one to four years of non-earning while in training. This period of non-earning of from one to four years represents the investment of the teacher from which he can realize no income only through the one avenue of his salary.

The value of the teacher's time is estimated in various ways. Some economists figure the actual expense the teacher would be put to in the form of board and room, tuition, cost of books, and other such items in connection with going to school. This is discounted by many authorities on the ground that it does not cost the teacher any more to live while in college than it would, were he not in college, except the cost of tuition and books; and since the state furnishes the schools at a comparatively low cost of tuition to the teacher, this need not be a big item. Other authorities place the value of the teacher's investment in the time spent. What the teacher would be making were he not in school is the way many estimate the value of this investment. Elmer H. Staffelbach[1] estimates the teacher's time while in college to be worth $1200 per year. He estimates that the teacher could earn this amount if he were not going to school.

In this study the value of the investment of the teacher will be estimated by what the teacher would be earning were he not in school. The matter of tuition, the cost of books, and other costs while in school will not be taken into consideration as these represent a comparatively small capital outlay, since the state schools furnish professional training at a very small cost to the teachers.

The individual just out of high school would not be expected to find employment among skilled laborers, but among the unskilled laborers. For this reason if for no other, the

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[1] CALIFORNIA TEACHERS SALARIES, Factors to Be Considered in the Adjustment of Teachers Salaries, p. 15.

salary of the unskilled laborer should be used as the basis of determining the value of the investment of the teacher.

In Table XIV the average wage earned in the United States in 1931 by the unskilled laborer is presented. This table represents employees from all sections of the United States. This is made up of three items, (1) the entrance wage in many industries in various sections of the United States, (2) the wage of filling station employees, and (2) the wages of hotel and restaurant workers. This represents the type of work the individual would be expected to enter upon going directly from the high school to some form of employment. The fact that many college students are thus employed while in training for teaching was taken into consideration in selecting the latter two types of work. The average salary this type of employment pays should be used as the basis for determining the yearly investment of the teacher.

The average salary found in Table XIV was $864. This represents the wages on the 1931 wage level. This amount should be reduced to the 1932 level, the same as the figures in determining the " basic salary " were reduced. The whole study is being put on a basis of normal times, and it is thought that the 1932 wage level is more representative of a wage level in normal times than the 1931 wage level. The same rate of reduction should be used for the $864 as was used in reducing the 1931 salaries used in determining the " basic salary." By reducing $864 by 12.6 per cent, the same rate as was used previously, the resulting amount is $756. This amount represents

TABLE XIV

Wages for common labor in various localities in the United States for 1931.

Entrance Wage in All Industries in Various Sections of the United States	$988.[a]
Filling Station Employees	912.[b]
Hotel and Restuarant Workers	691.[c]
Average	$864.
Less 12.6 per cent	756.

Read table thus: The entrance wage in all industries in various sections of the United States in 1931 was $988. Read for other workers in like manner.

[a] Data taken from Monthly Labor Review, vol. 35, No. 4, Oct. 1932, p. 918, Table 1.

[b] Data taken from Monthly Labor Review, vol. 34, No. 6, June. 1932, p. 1389, Table 1.

[c] Data taken from Monthly Labor Review, vol. 35, No. 1, July 1932, p. 148, Table 4.

the annual earnings of the unskilled employee in 1932, and is used as the basis to represent the yearly investment of the teacher.

In computing the total reasonable average salary that teachers in Kansas should expect it is assumed that all teachers have had at least one year of college training. This assumption is not true at the present time in Kansas, but since the state is working toward this goal, the arbitrary standard has been accepted as a working basis.

Since the yearly investment of the teacher has been placed at $756, the teacher should receive compensation upon this amount for each year of professional training. Figuring the yearly investment at this rate, the investment of the teacher for one year is $756, for two years $1512, for three years $2268, and for four years $3024. There is no allowance, as was stated before, made for the cost of tuition, books, or any other such costs in connection with teacher training, since the state supports several institutions for teacher training at a low cost of tuition.

The assumption is made that the professional training of the teacher represents an economic investment, upon which he is entitled to a return in terms of salary consistent with several economic factors involved, namely (1) the amount of investment, (2) interest on investment, (3) risk on investment, and (4) depreciation of investment.

The amount of investment has been stated above. Every business man tries to place his investment where it is safe

and where he is reasonably sure he will receive interest on the investment. The economic investment of the teacher involves risk. The owner of the investment is entitled to an income that will protect him against the risk and the depreciation of the investment, as well as, one that will insure him a fair rate of interest.

Just as the business man's salary, interest, insurance, and risk must be taken care of out of the earnings of his business, so should the economic factors in the teacher's situation be met by his salary. The teacher has no other compensation. His salary should be sufficient to meet the demands of the economic factors as stated above, in addition to his basic earning expectancy.

The first of these factors, interest, is relatively easy to calculate. The rate of 4 per cent per year, where a high degree of safety is assured with respect to principal, is about in line with the rate of interest on such investments at the present time. This rate is used in this study to calculate the legitimate interest expectancy of the average teacher. On the investment representing one year of training the interest produces $30, for two years $60, for three years $90, and for four years $120.

The factor of risk begins at the beginning of the training period, when capital outlay starts, and continues to the time of retirement at which time the investment ceases entirely to have economic value.

The laborer's time is the most perishible of all commodities. Lost time cannot be made up. In so far as the salary expectancy of the laborer is concerned, the teacher shares the fate of the laborer; in so far as the investment is concerned, he should share the position of the business man and be entitled to a legitimate salary return to compensate him for his risk, through disability or death. The teacher can insure against loss in this way and the cost of this insurance should rightly be included as a charge to be met by his salary.

In business, profits vary greatly, depending upon the nature of the business, the time, and the state of economic affairs generally. In normal times a fair profit can be expected on the average amount on invested capital. dividends on common and preferred stocks in normal times are about six or seven per cent.

It seems reasonable to put the teacher's legitimate expectancy because of " risk " at six per cent of his investment. The rate of six per cent computed on an investment of $756 for one year of training would be $45 to be added annually to the salary expectancy of the average teacher in Kansas. For two years this amount would be $90; for three years $135; for four years $180. This amount would be ample to pay for life and disability insurance to provide against loss through disability and death.

Elmer H. Staffelbach[1] has the following to say about the

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[1] Elmer H. Staffelbach, op. cit., 17.

depreciation of the teachers' investment:

> The teachers investment is in intangible form. He cannot barter or trade it. He cannot leave it in the form of an estate, for it perishes with him. Further-more, its value largely vanishes if he leaves the profession, and after a period of thirty or forty years, and in certain cases after a little longer period, he finds himself facing retirement, if not voluntary, then compulsory.

There are no reliable data showing the average service life of teachers in Kansas. But were this data available it probably would be unfair to compute the depreciation involved, on the basis of the average service life of the teacher. For this purpose a longer period should be taken. Twenty-five or thirty years would be fair enough. Teachers that make teaching a life profession will remain in the service this long or in many cases, longer. Figuring the service life at twenty-five years would give a four per cent depreciation. It is a common practice to charge a five per cent per annum depreciation in case of buildings and plants of various types, yet in many cases the buildings may be used for a much longer period than twenty-five years. The term " depreciation " is not a good word to use in connection with the teacher's professional training, for his training may continue to grow in value, but in fact after a period of years the economic value of the training ends. However, for the present purpose five per cent of the teacher's investment will be calculated as the loss through depreciation. This would amount to $38 annually for one year of training; to $76 for two years of training; to $114 for three years of training; and to $152 for four years of training.

Table XV shows the estimated basic earning expectancy, the interest on investment, the depreciation of investment, the risk on investment, and the total reasonable average salary expectancy for the investment of teachers with one year of professional training. The total reasonable average salary expectancy is $1628.

Table XVI has the same information for teachers with two years of professional training. The total reasonable average salary expectancy is $1741.

For teachers with three years of professional training, the information is found in Table XVII. The total reasonable average salary is $1854.

Table XVIII furnishes similar information for teachers with four years of professional training. The total reasonable average salary is $1967.

A salary, ranging from teachers with one year of professional training to teachers with four years of professional training, givesrather a wide range. However, due to the fact that a large number of schools in Kansas does not require any certain amount of professional training, an attempt has been made to offer a salary expectancy that could be applied to the greater number of the schools in Kansas. It will be noted that no provision has been made for teachers with no professional training. It is assumed here that the individual upon graduating from high school and going directly into the teaching profession without any professional training must receive a salary equivalent to that received by an unskilled employee,

TABLE XV

Estimated reasonable average salary expectancy of Kansas teachers with one year of professional training.

Items Included in the Calculation of the Estimated Salary Expectancy	One Year of Training
Estimated Basic Earning Expectancy	$1515.
Interest on Investment	30.
Depreciation of Investment	38.
Risk on Investment	45.
Total Reasonable Average Salary Expectancy	$1628.

Read table thus: The estimated basic earning expectancy is $1515. Read for other items in like manner.

TABLE XVI

Estimated reasonable average salary expectancy of Kansas teachers with two years of professional training.

Items Included in the Calculation of the Estimated Salary Expectancy	One Year of Training
Estimated Basic Earning Expectancy	$1515.
Interest on Investment	60.
Depreciation of Investment	76.
Risk on Investment	90.
Total Reasonable Average Salary Expectancy	$1741.

Read table thus: The estimated basic earning expectancy is $1515. Read for other items in like manner.

TABLE XVII

Estimated reasonable average salary expectancy of Kansas teachers with three years of professional training.

Items Included in the Calculation of the Estimated Salary Expectancy	Three Years of Training
Estimated Basic Earning Expectancy	$1515.
Interest on Investment	90.
Depreciation of Investment	114.
Risk on Investment	135.
Total Reasonable Average Salary Expectancy	$1854.

Read table thus: The estimated basic earning expectancy is $1515. Read for other items in like manner.

TABLE XVIII

Estimated reasonable average salary expectancy of Kansas teachers with four years of professional training.

Items Included in the Calculation of the Estimated Salary Expectancy	Four Years of Training
Estimated Basic Earning Espectancy	$1515.
Interest on Investment	120.
Depreciation of Investment	152.
Risk on Investment	180.
Total Reasonable Average Salary Expectancy	$1967.

Read table thus: The estimated basic earning expectancy is $1515. Read for other items in like manner.

since that would be the type of employment he would take up were he not teaching. This would give such a teacher $756 as a yearly salary. It is evident that no teacher could maintain a standard of living for the full twelve months on a salary of this size, that would measure up to the standard of living which is expected of teachers in Kansas. Teachers that receive a salary no larger than this amount must, in many cases, depend upon some other means of income. They must find employment in other fields between school terms, which in most cases is taking work from some one, who has no other way of making a livelihood, or depend upon " sponging " upon friends or relatives.

The writer wishes to make it clear that no attempt has been made to make allowance for this type of teacher. No recommended salary has been given. Rather a salary that will permit teachers to maintain a high standard of living has been the main object in this study and a salary that will permit teachers to grow while in the teaching profession. Instead of working at some other employment during the summer to add to their annual income so as to properly support themselves, or by spending their time idly at home , they should spend part of this time, at least, in some activity that would enrich their professional standing. This time should be spent in school or in travel. Teachers must continue to grow while in their profession or they will not be able to render the proper service to the schools. A static position cannot be maintained, teachers either advance or retrogress.

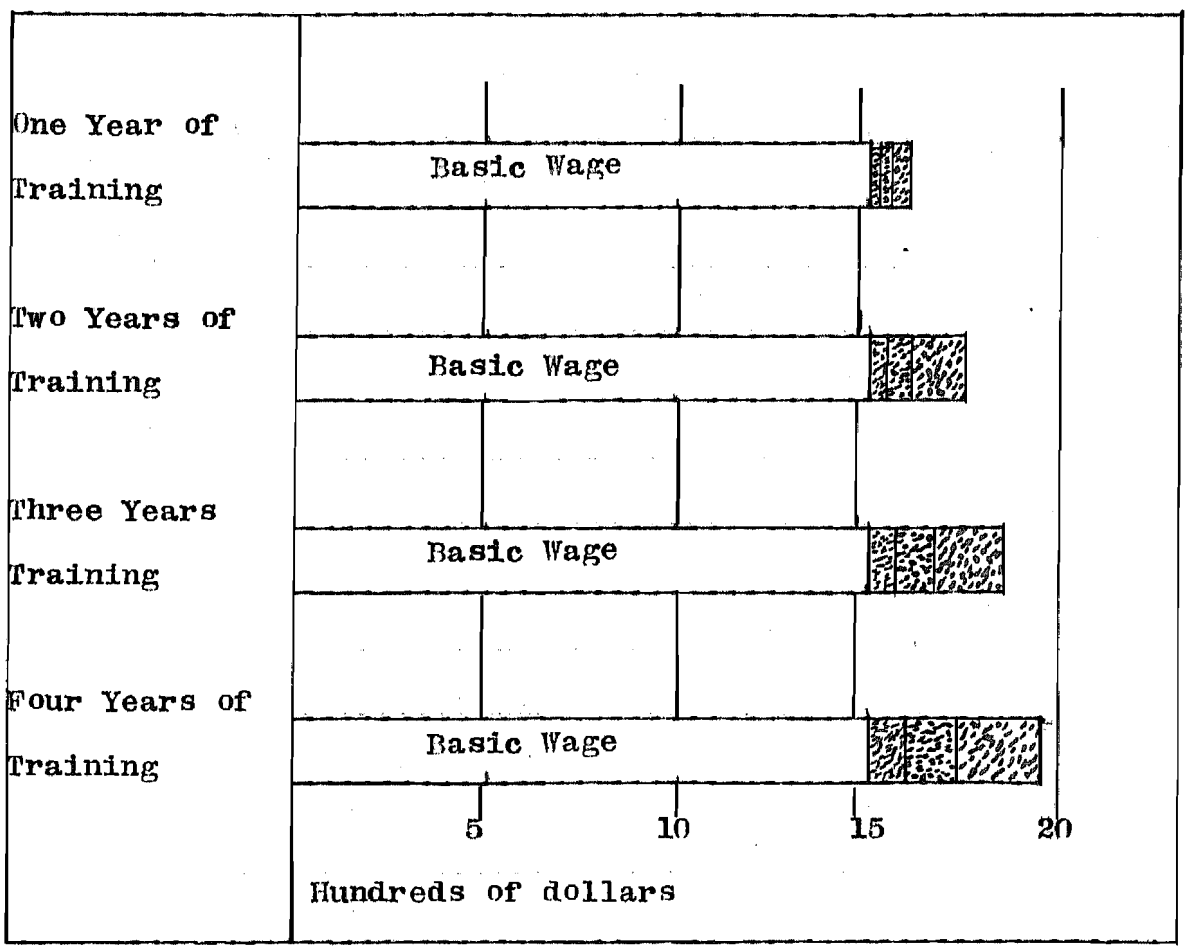
The figures, representing the reasonable average salary

expectancy for teachers in Kansas, are further illustrated in Chart 7. It will be noted that the only difference in teachers' salaries is based upon the amount of professional training. This total reasonable average salary expectancy does not represent a minimum salary for teachers, neither does it represent a maximum. It is an average of all. It is true that salaries vary greatly in different parts of the state, but in claculating the estimated basic earning expectancy, averages were gathered from different parts of Kansas and the United States. This furnishes a reliable basis for determining the reasonable average salary expectancy. Allowance must be made in salary expectancy for teachers in various localities in the state, as the cost of living varies to some extent in the different localities. The cost of living would be the only variable to act upon the salary in the different localities, as it is assumed here that the schools are maintaining a nine month term. Should, however, the shorter term be taken into consideration, a greater variation should be made. It is reasonable to assume that the variable of the cost of living, and in some cases the shorter length of school term, would not vary more than $200 from the total reasonable average salary expectancy. This would give a range of $400 for the different localities in the state. Quite likely, this amount would take care of the variation in the cost of living and the shorter school term in the different localities in the state.

Allowing for a variation of $200 in the different localities in the state, a teacher with one year of professional training

CHART 7

Reasonable average salary expectancy of Kansas teachers, estimated on a basic earning expectancy plus allowances for professional training.



Read chart thus: The reasonable average salary expectancy of Kansas teachers with one year of professional training is equal to the basic wage plus the allowance for interest, depreciation, and risk. Read the rest of the chart in like manner.

Legend:

Interest Depreciation Risk

would receive a salary ranging from $1428 to $1828. For a teacher with two years of professional training the salary range would be from $1541 to $1941. For a teacher with three years of professional training the range would be from $1654 to $2054, and for a teacher with four years of professional training the range would be from $1767 to $2167.

This range of $400 was calculated from the difference in the cost of living in the various localities in the state. In general, board and room are cheaper in the rural districts than in the cities. There are localities in the state where teachers get board and room as low as $16 permonth and in other places it is as high as $50 per month. This is a difference of $34 per month. For nine months this would amount to $306. Other items in the cost of living probably vary as much, and by making some allowance for the shorter term of school, the total likely approaches $400.

It is interesting to note here the comparison of the total reasonable average salary expectancy as worked out in this study with the actual average salary paid elementary and high school teachers in the first and second class cities in Kansas. The average salary in Wichita, Kansas and in 204 different schools located in the United States, where the city population is from 30,000 to 100,000, was compared. These comparisons are found in Table XIX.

The salaries in Wichita are shown because in Wichita the highest salaries in the state are paid. The average salaries in the 204 cities are given to show the comparison with

TABLE XIX

A comparison of the reasonable salary expectancy of Kansas teachers with the average salaries paid teachers in the first and second class cities in Kansas, the average salaries paid teachers in 204 cities in different centers in United States with population from 30,000 to 100,000, and the average salary paid teachers in Wichita, Kansas for 1930.

	Men	Women
Average For First Class Cities in Kansas[a]		
Senior High School Teachers	$1851.	$1464.
Grade Teachers	1388.	1400.
Average For Second Class Cities in Kansas[a]		
Senior High School Teachers	1854.	1469.
Grade Teachers	937.	1090.
Average Salary For Teachers in 204 Cities in United States[b]		
High School Teachers		2111.[c]
Grade Teachers		1609.[c]
Average For Wichita, Kansas[d]		
Senior High School Teachers	2282.	2198.
Grade Teachers	1389.	1400.
Reasonable Average Salary Expectancy,[e] From	1628.	to1967.

Read table thus: The average salary for senior high school teachers in first class cities was $1851 for men, and $1464 for women. Read for other items in like manner.

[a] Data taken from Biennial Report of the State Superintendent of Kansas, 1930, p. 547, Table 59H.

[b] Data taken from Monthly Labor Review, July 1932, vol. 35, No. 1, p. 170.

[c] Average for men and women combined.

[d] Data taken from Biennial Report of the State Superintendent of Kansas, 1930, p. 353, Table 140.

[e] As worked out in this study.

schools outside the state.

From the table it is seen that the total reasonable average salary expectancy as worked out in this study compares very favorably with the salaries paid in the first and second class cities in Kansas. The salaries paid in Wichita run much higher for the high schools but somewhat lower for the grades. The average salary in the 204 cities runs much higher for the high school teachers and about the same for the grade teachers.

The range in the total reasonable average salary expectancy as worked out in this study is from $1628 to $1967. By making allowance for the different cost of living in the various localities in the state and for the shorter length of term in some places the range is from $1428 to $2167.

CONCLUSIONS ON PART III

The objective of the study in Part III was to determine a reasonable average salary expectancy for teachers in Kansas, based upon the " basic salary " found in Part II plus the allowance for the time spent in professional training. This study indicates:

1. That the estimated basic earning expectancy of the teacher is $1515.
2. That the same economic factors as applied to a man's business should be applied to the investment of the teacher.
3. That these economic factors are: (1) the amount of

investment, (2) interest on investment, (3) risk on investment, and (4) depreciation of investment.

4. That the teacher's investment is the cost to the teacher while in professional training.

5. That the cost of investment is estimated for each year while in professional training, according to what the teacher would earn were he not in training.

6. That the cost of investment has been estimated at $756 per year, based upon the earnings of unskilled laborers in 1932.

7. That the investment for a teacher in one year of training would be $756; for two years of training $1512; for three years of training $2268; and for four years of training $3024.

8. That the rate of interest on the investment is estimated at four per cent, the rate of risk at six per cent, and the rate of depreciation at four per cent.

9. That the total reasonable salary expectancy for a teacher with one year of professional training is $1628; for two years of training $1746; for three years of training $1854; and for a teacher with four years of training $1967.

10. That the total reasonable salary expectancy of the teacher does not represent a minimum salary, nor does it represent a maximum salary.

11. That to make allowances for different localities in Kansas, the total reasonable salary expectancy varies

from $1428 to $2167.

12. That the total reasonable salary expectancy as computed in this study compares favorably with the salaries paid in 1930 in the first and second class cities in Kansas.

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