

THE STATUS OF THE PUBLIC-SCHOOL TEACHER OF
MARION COUNTY, KANSAS, 1959-60

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CONTENTS

Introduction
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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED	1
The Problem	1
Statement of the problem	1
Importance of the study	1
Definitions of Terms Used	2
Work load	2
Experience	2
Classroom teacher	3
Organization of the Remainder of the Thesis . .	3
Scope of study	3
Sources of data	3
Method of procedure	4
Conditions of the study	5
II. REVIEW OF THE LITERATURE	6
Literature on Economic Status and	
Experience	6
Literature on Preparation	10
Literature on Professional Organizations . . .	17
Literature on Work Load	20
III. THE STATUS OF THE MARION COUNTY PUBLIC-SCHOOL	
TEACHER	24
Educational Preparation and Salary	28

CHAPTER	LIST OF TABLES	PAGE
Experience		36
Professional Organizations		45
Work Load of the Classroom Teacher		52
IV. SUMMARY AND RECOMMENDATIONS		58
Summary		58
Recommendations		62
SELECTED BIBLIOGRAPHY		65
APPENDIX		68

TABLE
 CONTENTS
 OF
 THE
 BOOK
 OF
 THE
 AUTHOR

LIST OF TABLES

TABLE	PAGE
I. Recommended Professional Salary Schedule for Elementary and Secondary Teachers	11 ¹³
II. Per Cent of Elementary-School Teachers with Four or More Years of College Preparation	15 ¹⁴
III. Median Hours Per Week Devoted to School Work	22
IV. Average Annual Salaries Received by Teachers of Marion County Based on the Level of Teaching, 1959-60	25
V. Comparison of Salaries for Men and Women Based on the Level of Teaching, Marion County, 1959-60	27
VI. ⁴ Level of Preparation for Marion County Teachers Based on Level of Teaching	29 ¹⁷
VII. Level of Preparation for Men and Women Based on Level of Teaching, Marion County, 1959	30
VIII. Comparison of Salaries of Men and Women Teachers Based on Level of Preparation and Level of Teaching, Marion County, 1959-60	33 ¹⁵
IX. ³ Average Years of Teaching Experience Based on Level of Teaching, Marion County, 1959	37 ¹⁶
X. Years of Experience for Men and Women Teachers Based on Level of Teaching, Marion County, 1959	39

TABLE

PAGE

XI.	Average Years of Experience for Men and Women Based on Salary, Level of Preparation, and Level of Teaching, Marion County, 1959-60 . . .	40
XII.	Per Cent Membership in the National, State, and Local Teacher's Associations Based on Level of Teaching, Marion County, 1959	47
XIII.	A Comparison of the National, State, and Local Teacher's Associations Joined by Men and Women Based on Level of Teaching, Marion County, 1959	49
IV.	Hours Per Week Devoted to School Work Based on Level of Teaching, Marion County, 1959-60	53
XV.	Hours Per Week Devoted to School Work by Men and Women Based on Level of Teaching, Marion County, 1959-60	55

LIST OF FIGURES

FIGURE		PAGE
1.	A Comparison of Membership in the Three Major Teacher's Associations by Teachers of Marion County, 1959-60	46

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Many surveys have been made to determine the status of classroom teachers on the state and national level. These surveys report the financial status, amount of experience, level of educational preparation, affiliation with professional organizations, and workload of both elementary and secondary teachers.

The data from the above surveys were used to compare the status of classroom teachers from Marion County with that of the state of Kansas and of the United States.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to report (1) the financial status; (2) the experience; (3) the educational preparation; (4) the professional organizations joined; and (5) the workload of classroom teachers from Marion County, as revealed through a questionnaire study.

Importance of the study. The classroom teacher's position has grown in scope and complexity. No longer is he responsible for the teaching of subject matter only, but his responsibility requires also the teaching of the whole child. The child's needs, interests, and abilities must be nurtured

by quality teaching. The best of teaching for each child will occur when teachers are adequately qualified for their task. Being fully qualified through a four-year minimum training period in colleges and universities involves the feeling of belonging to a professional group. A professional group can perform its duties best when financial remuneration is equal to the service performed.

The status of classroom teachers is important if the complete development of each child in the public school is important. Since the teacher is the basis of improving the economic, cultural, and social conditions of his community, his status should be of concern to every individual. In this study, an attempt was made to employ techniques which will measure the areas of needed improvement, if any, of the status of classroom teachers from Marion County.

II. DEFINITIONS OF TERMS USED

Work load. The work load was interpreted as meaning the total number of hours per week devoted to school work. This included classroom teaching, class preparations, and any duties performed that were required by the school. The duties performed were necessary to the satisfactory operation of the school.

Experience. This term was defined as the total number of years the individual had been serving on the instructional

staff of an accredited school. The 1959-60 school year was included in the total.

Classroom teacher. Throughout the report of this investigation, the "classroom teacher" shall be interpreted as meaning any individual who is employed full time in a public school. That individual teaches either in a self-contained classroom or in a departmentalized system. This excludes any person with the title of administrator or any person whose work is the facilitating of the educational program only.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Scope of study. This study was confined to the elementary and secondary teachers of Marion County. The teachers of parochial schools were not included, nor were part-time teachers. The purpose of this elimination was to make this study of teachers as uniform as possible.

The elementary schools ranged in size from those employing one teacher to those employing seventeen teachers. The smallest number of full time teachers employed in a secondary school was three; the largest number was twelve.

Sources of data. Questionnaires were mailed to 195 classroom teachers in Marion County. Replies were received

from 154 individuals, which was nearly 80 per cent of the total number.

To compare the results of this survey, publications of the Kansas State Teachers Association and the National Education Association were used. Books and numerous short articles from periodicals written by prominent educators and specialists in their respective fields were used in the review of the literature appropriate for this study. Several master's theses and an education encyclopedia were also used.

Method of procedure. From the questionnaires received, information was compiled to make many comparisons. The levels of teaching used in this study were (1) secondary, (2) elementary and secondary, and (3) elementary. The different levels of educational preparation were the master's degree, baccalaureate degree, 90 to 124 college hours, and 60 to 90 college hours.

Each respondent reported his or her annual salary for the 1959-60 school year, the average number of hours per week devoted to school work, and the number of years of teaching experience.

The three teacher's organizations used in this study were the National Education Association, the Kansas State Teachers Association, and the local teachers association. If any of these organizations had not been joined, the respondent was asked to state the reason or reasons.

Data were tabulated according to the above divisions and were compared with the latest statistics and recommendations issued by the Kansas State Teachers Association and the National Education Association.

IV. CONDITIONS OF THE STUDY

Marion County with an area of 959 square miles ranks nineteenth in size among the 105 counties of Kansas. It has a population of 16,307 which ranks thirty-second among the 105 counties of Kansas.¹

Marion County has a total of thirty-seven operating school districts within its boundaries. There are fourteen One-Teacher Districts with a total enrollment of 182 pupils in the elementary school. There are thirteen organized elementary Graded School Districts employing two or more teachers. They have a total enrollment of 907 pupils. Three organized Third-Class City Districts have an enrollment of 922 elementary pupils and 381 students in the secondary school. Five organized Rural High School Districts have a total enrollment of 390 students. Two organized Second Class City Districts have a total enrollment of 583 kindergarten and elementary pupils; the secondary schools have an enrollment of 268 students.²

¹Harry Hansen (ed.), The World Almanac and Book of Facts for 1959 (New York: New York World Telegram, 1959).

²Viola W. Klassen (ed), Marion County Educational Directory (Marion, Kansas: Board of County Commissioners, 1959), p. 7.

CHAPTER II

REVIEW OF THE LITERATURE

I. LITERATURE ON ECONOMIC STATUS AND EXPERIENCE

The teaching profession, historically, has been poorly paid. In ancient Greece and Rome, teachers were recruited from the most able and intelligent slaves. In colonial days, teachers were often indentured servants who were teaching to pay for the cost of coming to the colonies.¹ The academy was one of the few places where a scholar could make a living. Through most of the last century, colleges still offered one of the most satisfactory ways of life for the scholar. Other opportunities for the use of his skills were few.²

One of the great paradoxes of American culture has been the range of attitudes toward the teaching profession. In one sense parents of children have almost unlimited faith and respect for education, but in another sense they have low regard for teachers. America's most precious asset, her children, is entrusted to teachers who receive oftentimes a low salary in return.

¹Nolan C. Kearney, A Teacher's Professional Guide (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1958), p. 136.

²Harold F. Clark, "Teacher's Salaries and the Cost of Living," The School Executive, 78:22, March, 1959.

The teaching profession is affected by the question of salary for outstanding teachers. In general, salaries can be said to be adequate if some person can be found to fill a given vacancy in nearly all communities. The problem becomes serious, however, when school boards and administrators desire to staff schools with teachers of high ability.³

The teaching profession must compete with many other occupations requiring high level preparation. The number of these occupations is increasing rapidly, and the remuneration they offer is becoming increasingly attractive.

Although salaries of teachers have increased steadily over a long stretch of time, teachers still earn far less, on the average, than do skilled tradesmen. Costs of living have gone up, and the required qualifications for teachers have risen, making a greater investment in preparation necessary.

It is estimated that the average income of the professions has increased to somewhat more than \$8,000 for the 1959-60 year.⁴ All persons on the average working for salaries during the 1958-59 school year earned \$4,324;

³ Ibid.

⁴ R. L. Johns, "Teacher's Salaries and the Nation's Economy," (address presented at the NEA Second National School for Salary Scheduling, Washington, D.C., November 11-14, 1959).

employees in manufacturing during that same year earned \$4,911 on the average.⁵

The National Education Association has prepared the following principles for salary scheduling:

1. Minimum salaries should be high enough to attract well educated, promising young people into teaching.
2. Maximum salaries should be high enough to retain highly competent and professionally ambitious men and women in classroom teaching.
3. Equity of treatment to classroom teachers of like qualifications and experience is necessary.
4. Annual increments should provide an orderly progress to the maximum salary.
5. The salary schedule should offer professional stimulation through incentives in recognition of professional qualifications.
6. Salary schedules should be adjusted periodically with due considerations for trends in earnings in other professions and for changes in the cost of living.
7. Salaries of professional school personnel other than classroom teachers should be scheduled in accordance with the principles that apply to classroom teachers, with suitable recognition of responsibilities and preparation for leadership.
8. There should be professional participation by classroom teachers in the development and administration of salary policies.⁶

⁵Research Report Economic Status of Teachers in 1958-59 (Washington, D.C.: National Education Association, 1959), p. 21.

⁶Chris A. DeYoung, Introduction to American Public Education (New York: McGraw-Hill Book Company, Inc., 1955), p. 365.

Maximum and minimum salaries of teachers should be in line with the value of their services made to society. The welfare and progress of society is determined to a certain extent by the teacher who guides and instructs individual pupils. It is the responsibility of educational statesmanship to see that the teacher is the best qualified person possible. Neither the state nor the nation can afford to have schools staffed with poor teachers; education is the backbone of democracy.

In an undertaking to obtain highly qualified teachers, the salaries paid them is one of the first matters to be examined. There will be a relationship between salary and qualifications. Teachers are like other persons who desire to earn as much as possible. They approach communities and positions which pay high salaries. Adequate education depends upon adequately prepared teachers who receive reasonable salaries in return for their services.⁷

Quality teaching can be enhanced by a professional salary schedule for classroom teachers. This salary schedule will aid in reducing economic pressures on classroom teachers, thus freeing them to give maximum service to each child.

The Kansas State Teachers Association Salary Schedule Committee has developed a recommended professional salary

⁷ John T. Wahlquist, An Introduction to American Education (New York: The Ronald Press Company, 1947), p. 22.

schedule for elementary and secondary teachers, which is given in Table I. This salary schedule would start beginning teachers with a bachelor's degree at \$5,000. Each year of additional experience would provide an increment of \$300 up to a total of six years of experience. The teacher with a master's degree would start at \$5,500. Annual increments would range from \$300 to \$500 depending upon the years of experience and additional college hours taken. Beginning teachers with a master's degree plus 30 hours would start their teaching career with an annual salary of \$6,500. Annual increments would range from \$400 to \$600 depending upon experience and additional college hours received.

The estimated average salary for all classroom teachers in the United States for the school year 1958-59 was \$4,775. Alaska ranked first with an average salary of \$6,400; Mississippi ranked last with an average salary of \$3,070. Kansas ranked thirty-third in the nation with an average salary of \$4,138.⁸

II. LITERATURE ON PREPARATION

The American public school of today performs many specific functions which require a highly trained and specialized staff. The purpose of the public school has been

⁸Research Report Rankings of the States (Washington, D.C.: National Education Association, 1959), p. 18.

TABLE I

RECOMMENDED PROFESSIONAL SALARY SCHEDULE⁹ FOR
ELEMENTARY AND SECONDARY TEACHERS(a)

Years of service	Bachelor's degree	Master's degree	Master's degree plus 30 hours(b)
1	\$5,000	\$5,500	\$ 6,500
2	5,300	5,800	6,900
3	5,600(c)	6,100	7,300
4	5,900	6,400	7,700(e)
5	6,200	6,800(e)	8,100
6	6,500(d)	7,200	8,600
7		7,600	9,100
8		8,000	9,600
9		8,500	10,200
10		9,000	10,800
11		9,500	11,400
12		10,000	12,000

(a) This schedule applies to both men and women.

(b) At least 20 of the 30 hours should be graduate credit.

(c) Further increases contingent on six additional semester hours of college credit at end of third year and each year thereafter.

(d) Teacher qualifying for the next higher schedule will shift to that column for increments.

(e) Further increases contingent on six additional semester hours of college credit during each four-year period.

⁹Kansas State Teachers Association, Handbook for Local Units 1959-60 (Topeka, Kansas: Kansas State Teachers Association, 1959), p. 83.

the teaching of the simpler elements of knowledge. In recent times many responsibilities have been added. The school gives training to pupils who until recently were ignored or neglected. It now provides for both slow learners and gifted pupils in individualized instructional programs.

The school provides guidance and counseling to help the pupil make the most of himself and his opportunities. The personal and social adjustment of each pupil is given attention. The school is a complex organization which is attempting to deal with every aspect of the child's development.

The teacher in preparation goes through two kinds of training. He learns the subject matter which will be taught to the pupils, and he acquires the pedagogical knowledge and skill needed for effective teaching. Study in a subject matter field may be wasted or less effective unless the teacher is skilled in transmitting knowledge to the child in the classroom.¹⁰

Motivation of pupils is extremely important in teaching and learning. The use of tests and testing in the learning process is vital to identify the intelligence and achievement of each child. Other uses of tests facilitate the teaching process. Pupils read at different levels; each

¹⁰B. Othanel Smith, "A Joint Task: The Preparation of a Teacher," The Journal of Teacher Education, 10:189-98, June, 1959.

pupil needs to be placed in a group where he can make the greatest progress. The teacher knows that any group has pupils that differ in needs, interests, and abilities. There is no real question about the need for professional training of teachers; an adequately trained teacher will be better equipped to cope with these differences that pupils present in the classroom than one who is inadequately prepared.

There are some factors which operate against teaching being considered a profession. The most important of these is professional preparation on the part of the teacher. Requirements vary greatly among the states. In a few rural areas in some states, elementary school teachers can still teach upon completion of a few college hours of preparation. In other states, the requirements range from one to four years of college preparation, and in four states the requirement for high school teachers is five years.

People do not generally regard the professional competence of teachers as being equal to that of lawyers, doctors, or dentists. Parents should consult their teachers with the same attitude as they would seek the professional advice from members of other professions.¹¹ This confidence

¹¹Arthur Corey, "The Professional Standards Movement: How Teaching is Becoming a Profession," The Journal of Teacher Education, 6:224-32, September, 1955.

may develop if teachers have adequately prepared themselves before teaching with education comparable to that of lawyers and doctors.

The school will realize its greatest potential if the teacher is competent and has had adequate professional training. Many teachers feel their training is adequate if they have met the requirements for certification as set forth by each state. They forget that certification laws represent the minimum standards, which teacher training institutions and progressive superintendents and administrators supplement with higher standards.

Laws, regulations, and standards relating to the education and licensing of teachers are constantly changing. There is ample evidence to indicate that for several years to come, the requirements for entering the teaching profession will be constantly raised, both with respect to the length of training and character of work done.

Teachers adequate for our time cannot be prepared in less than four collegiate years. The trend toward five-year programs for both elementary and secondary school teachers deserves encouragement where practical considerations permit it to operate, and this without distinction as to whether these persons are to teach in rural or urban communities.¹²

Table II reports the per cent of elementary teachers by states who had four or more years of college preparation

¹²Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization (New York: Prentice-Hall, Inc., 1949), p. 136.

TABLE II

PER CENT OF ELEMENTARY-SCHOOL TEACHERS WITH FOUR OR MORE YEARS OF COLLEGE PREPARATION, 1958-59¹³

1. Oklahoma	99.6	21. Illinois	73.9
2. Arizona	98.4	22. Maryland	73.6
3. Florida	97.8	23. Arkansas	71.3
4. New Mexico	96.0	24. Nevada	68.8
5. Texas	95.6	25. West Virginia	68.4
6. North Carolina	92.5	26. Ohio	67.3
7. Utah	91.8	27. Mississippi	67.1
8. California	90.9	28. Tennessee	67.0
9. South Carolina	86.9	29. Kansas	66.2
10. Alaska	86.4	30. Virginia	61.7
11. Louisiana	85.8	31. Wyoming	57.2
12. Colorado	84.0	32. Wisconsin	55.6
13. Connecticut	83.9	33. Kentucky	48.1
14. Washington	83.2	34. New Hampshire	48.1
15. Alabama	82.6	35. Vermont	47.0
16. Oregon	81.2	36. Montana	41.5
17. Delaware	80.9	37. Maine	38.9
18. Indiana	80.2	38. Iowa	28.0
19. Hawaii	77.3	39. Nebraska	27.7
20. Missouri	76.1	40. North Dakota	14.6
Average from 41 states	75.3	41. South Dakota	11.8
		No data from the other states	

¹³ Research Report Rankings of the States (Washington, D.C.: National Education Association, 1959), p. 17.

for the school year 1958-59. The table reports that 75.3 per cent of all elementary teachers in the United States had a bachelor's degree or higher. Oklahoma ranked first with 99.6 per cent of their elementary teachers having four or more years of college preparation. South Dakota ranked last in the states reporting with 11.8 per cent. Nebraska ranked number thirty-nine with 27.7 per cent; Kansas was number twenty-nine with 66.2 per cent. These per cents are low when compared to the degree requirement for high school teachers, which has been in effect for many years.

An individual's services are valued by society in terms of the preparation he makes for his chosen life's work. The mind of the average layman considers people as specialists who have completed seven years of study above high school graduation such as in medical schools and hospitals; a high reward for their services is offered. A teacher with little training, however, is not regarded as being a member of a profession. Society, therefore, does not place a high value on his services. The central fact of teaching is that it is a skilled performance. It is a highly complicated task to bring a child abreast of a culture and civilization which has taken many centuries to develop.¹⁴

¹⁴Walter W. Cook, "Why Professional Preparation," National Education Association Journal, 48:19, April, 1959.

III. LITERATURE ON PROFESSIONAL ORGANIZATIONS

Teaching is perhaps the latest of the professions to develop an awareness of professional status. A profession cannot exist without professional organizations. Professionalism involves a feeling of respect and pride in belonging to a professional group.

Teachers should be members of professional organizations (a) to seek solutions for common problems, (b) to improve the professional status of the teacher (c) to recommend better policies for school systems (d) to recommend and support legislative programs at the local, state, and national levels.¹⁵

There are many hindrances toward the growth of teaching as a profession. Some considerations basic to the questions of the teaching profession are:

1. Failure of teachers to affiliate with local, state, and national professional organizations.
2. Indifference on the part of teachers to become highly professional minded.
3. Lack of a united spirit by teachers belonging to professional organizations.
4. Division of teachers on important issues involving membership, and acquiring benefits for the profession as seen in the work of the local, state, and national teacher organizations.

¹⁵Professional Ethics A Unit of Work (Washington, D.C.: National Education Association, 1951), p. 10.

5. Failure of teachers in subject matter areas to join national organizations concerned with those respective areas.¹⁶

Commonly held among lay citizens and often among the members of the profession themselves is the erroneous concept that the sole function of professional organizations is to serve the selfish interests of their members. Some people picture the professional organization as concentrating upon efforts to obtain higher salaries, better tenure laws, larger retirement systems, and other benefits. Such a concept tends to classify professional organizations as pressure groups.

While all professional organizations have many functions, there are two basic ones: to foster the welfare of members and to assure competent services by its members in the area of responsibility assigned to the profession by society.

In any profession there must be an organized medium for the exchange of knowledge and experience. No preservice program of preparation, however excellent in quality, can produce the finished teacher.

The local education association is the basic medium for inservice growth of teachers. Members exchange ideas about their jobs and how to help the children they teach.

The state educational association provides for the following: state conventions, district or regional conventions,

¹⁶ Arthur Toff and Jean D. Grambs (ed.), Readings in Education (New York: Harper and Brothers, 1956), pp. 51-52.

zone school conferences, field services, research services, consultative services, and publications.

The national education association unites all members of the teaching profession into an organized whole. It aids its members through publications, research, national conventions, consultative and other services.

Let the individual teacher become ever so discreet in his community relationships; let him consciously build up whatever personal status he can achieve--and he may still be easy prey for an undetermined attack. But let him ally himself with these professional organizations which are already struggling against widespread teacher intimidation, and he will find his own chances for intellectual freedom enormously increased thereby. For true strength lies only in unity, and in the long run it is united strength which can protect the individual teacher from the enemies of realistic education.¹⁷

Regardless of the purposes for which it was formed, any teacher's organization that has the good of the profession at heart will devote a fair proportion of its energies to the welfare of the pupils.¹⁸

In a recent survey conducted by the National Education Association, respondents reported the following information as to membership in the three major professional teacher's organizations: 61.9 per cent held memberships in the N. E. A.; 88.6 per cent had joined their respective state associations;

¹⁷Edward G. Olsen, et.al., School and Community (New York: Prentice-Hall, Inc., 1954), p. 494.

¹⁸Harold Spears, Principles of Teaching (New York: Prentice-Hall, Inc., 1951), p. 311.

and 90.5 per cent belonged to their local teacher's organization.¹⁹

The above data indicate the need for teachers to feel a stronger attachment to those professional teacher's organizations farther removed from their own local areas in which they are teaching.

IV. LITERATURE ON WORK LOAD

The work load of the teacher is important if he is to perform his task to the best of his ability. If the work load is too heavy, the teacher may become dissatisfied or resentful. A work load that is too light may hinder initiative and increase the costs of operating the school. The first problem of the administrator is to discover the amount of work the teacher can and should do, and the second is to make these loads equitable among the individual members of his staff.

The work load of the teacher does not consist of the teaching assignment only. The teacher assumes other duties, such as preparing tests, grading papers, keeping records and making reports, taking part in faculty meetings, supervising of homerooms and study halls, leading extra curricular

¹⁹"The Teacher and the Profession," The Status of the American Public-School Teacher, 35:36, February, 1957.

activities, and any other duties that may be required by the school.²⁰

The Kansas State Teachers Association Teacher Load Committee makes the following recommendations:

1. That the total hours of service normally required of the teacher not exceed forty-five hours a week, included not more than thirty hours of assigned duties (teaching, counseling, planning, supervising, etc.), and not more than fifteen hours of additional services such as out-of-school activities, home preparation, home clerical work and community service.

2. That boards of education endeavor to secure teachers in a high degree of academic preparation and a high degree of professionalism; that administrators assign teachers only to positions for which they are prepared and qualified in order to insure the maximum benefit to children and maximum efficiency and morale among teachers.

3. That during the school day each teacher be provided one period for constructive planning and conference.

4. That only experienced teachers be assigned to sponsor major extra-curricular activities. Assignments should be made on the basis of training and experience. Cooperative planning by teachers and administrators will enable these loads to be distributed equitably.²¹

Table III reports the median hours per week devoted to school work as given in a recent survey conducted by the National Education Association. Those completing less than four years of college averaged 44.9 hours per week devoted to

²⁰Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization (New York: Prentice-Hall, Inc., 1949), pp. 221-22.

²¹Kansas State Teachers Association, Handbook for Local Units 1959-60 (Topeka, Kansas: Kansas State Teachers Association, 1959), p. 83.

TABLE III
 MEDIAN HOURS PER WEEK DEVOTED TO SCHOOL WORK²²

Groups of teachers	Median hours per week
Years of college completed	
Less than four years	44.9
4 years but less than five	44.8
5 years but less than six	45.6
Experience	
1- 2 years	46.6
3- 4 years	45.8
5- 9 years	45.8
10-14 years	44.6
15-19 years	44.6
20-24 years	44.6
25-34 years	44.9
35 and over	44.1
All teachers	45.1

²²"The Status of the American Public-School Teacher,"
National Education Association Research Bulletin, 35:30,
 February, 1957.

school work. Teachers having more than four but less than five years of college spent 44.8 hours per week; the most time was spent by those having five years but less than six of college which was 45.6 hours.

Experience is a factor which generally reduces the number of hours spent by the teacher in school work. The beginning teacher with one or two years of experience spent 46.6 hours per week on school work; the least hours was 44.1 hours by those having thirty-five years or more of experience. The number of hours decreased when more experience was obtained except for the slight increase by those having taught twenty-five to thirty-four years.

17-39. 8000

Standard

average

7.4000 22. 80000

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20.0000 22. 80000

237. 6000

22. 80000

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CHAPTER III

THE STATUS OF THE MARION COUNTY

PUBLIC-SCHOOL TEACHER

The average salary received by all classroom teachers in the United States for the 1958-59 school year was \$4,775. The average salary paid in Kansas for the same year was \$4,138. The average salary received in Kansas was \$637 below the national average.

Salaries of classroom teachers in the United States vary greatly. The highest average salary paid in any state for the 1958-59 school year was Alaska with \$6,400; the lowest was Mississippi with \$3,070.¹

The average annual salary reported by respondents of Marion County for the 1959-60 school year was \$3,901. This amount was \$237 below the average for all classroom teachers of Kansas and \$874 below the national average for the 1958-59 school year. The highest salary reported in Marion County was \$5,500; the lowest was \$2,900.

Table IV reports the average annual salary received by respondents of Marion County based on the level of teaching.

¹Research Report Rankings of the States (Washington, D.C.: National Education Association, 1959), p. 18.

TABLE IV

AVERAGE ANNUAL SALARIES RECEIVED BY TEACHERS OF MARION COUNTY
BASED ON THE LEVEL OF TEACHING, 1959-60

Number of replies	Level of teaching	Average annual salary	Range	
			High	Low
50	Secondary	\$4,467	\$5,500	\$3,500
11	Elementary and secondary	4,479	5,325	3,800
93	Elementary	3,529	5,200	2,900
154 Total		\$3,901		

Teachers on the secondary level reported an average salary of \$4,467. This amount was slightly below that of those teaching on both the elementary and secondary levels; their average salary was \$4,479. Elementary teachers reported an average salary of \$3,529, which was \$938 below that received by the teachers in secondary schools and \$950 below the amount received by the elementary-secondary teacher.

The highest annual salary reported on the secondary level was \$5,500; the lowest was \$3,500. The range of salaries was the smallest on the elementary-secondary level of all three teaching levels. The high was \$5,325 and the low \$3,800. The largest range of salaries was reported on the elementary level of teaching. The highest reported was \$5,200, and the lowest was \$2,900.

The average annual salary received by all men teachers was \$4,393; for women, it was \$3,560. The men received \$833 more than the women. The highest reported salary received by men was \$5,500; the lowest was \$3,100. The highest salary for women was \$4,950, and the lowest was \$2,900.

Table V reports a comparative study between salaries received by men and women based on the level of teaching.

Men teachers in secondary schools received an average annual salary of \$4,574; women secondary teachers received \$4,216. Men received an average of \$298 more per year than the women. The range in salaries for men was \$5,500 to \$3,500. For the women, the high was \$4,950 and the low was \$3,800. The highest and lowest salaries received were reported by men teachers.

The greatest difference in salaries reported was on the elementary-secondary teaching level. The men received an annual salary of \$4,761 while the women averaged \$4,140; men received \$621 more per year than the women. The salaries for men ranged from a high of \$5,325 to a low of \$4,250. The high for women was \$4,900 and the low was \$3,800. The highest salary was reported by a man, and the lowest was reported by a woman.

Men teachers on the elementary level reported an average annual salary of \$3,823; women respondents reported \$3,478. The men received \$345 more per year. The highest

TABLE V
COMPARISON OF SALARIES FOR MEN AND WOMEN
BASED ON THE LEVEL OF TEACHING
MARION COUNTY, 1959-60

M			W				
Number of respondents	Level of teaching	Average annual salary	Range High Low	Number of respondents	Level of teaching	Average annual salary	Range High Low
32	Secondary	\$4,574	5,500 3,500	18	Secondary	\$4,276	4,950 3,800
6	Elementary and secondary	4,761	5,325 4,250	5	Elementary and secondary	4,140	4,900 3,800
14	Elementary	3,823	5,200 3,100	79	Elementary	3,478	4,400 2,900
Total 52	Average	\$4,393		Total 102	Average	\$3,560	

salary reported by the men was \$5,200; the lowest was \$3,100. This was the greatest range in salaries reported by either men or women on all levels of teaching. The range for women respondents was from \$4,400 to \$2,900. This was the greatest range for women on any level of teaching.

The data clearly indicate that lower salaries are paid to teachers on the elementary level than are paid to either the secondary or elementary-secondary teachers.

Educational preparation and salary. All beginning elementary teachers in Kansas were required to have the baccalaureate degree or higher for the 1959-60 school year. This same requirement has been in effect for teachers in secondary schools for some years.

A survey conducted by the National Education Association for the 1958-59 school year reported that 75.3 per cent of all elementary teachers in the United States had baccalaureate degrees or higher. In Kansas 66.2 per cent of the elementary teachers had met that same standard.²

Table VI reports the educational preparation that Marion County teachers had based upon the level of teaching for the 1959-60 school year.

²Research Report Rankings of the States (Washington, D.C.: National Education Association, 1959), p. 17.

Elementary teachers reported that 43 per cent had completed the baccalaureate degree or higher. This was about 32 per cent lower than the national average and about 23 per cent lower than the average for the state of Kansas.

TABLE VI

LEVEL OF PREPARATION OF MARION COUNTY TEACHERS
ACCORDING TO LEVEL OF TEACHING

Level of teaching	Per cent having master's degree	Per cent having baccalaureate degree	Total
Secondary	30	70	100
Elementary and secondary	27	73	100
Elementary	5	38	43

Teachers on the secondary level reported 30 per cent having master's degrees, which was slightly higher than the 27 per cent reported by teachers on the elementary-secondary level. The elementary teachers reported 22 per cent less than the elementary-secondary group and 25 per cent less than the secondary group in having master's degrees. The situation becomes serious since 60 per cent of all respondents reported the elementary level of teaching.

Table VII reports the level of preparation for men and women teachers of Marion County based on the level of teaching.

TABLE VII
LEVEL OF PREPARATION FOR MEN AND WOMEN BASED ON LEVEL OF TEACHING
MARION COUNTY, 1959

M		W				
Level of teaching	Per cent having master's degree	Per cent having baccalaureate degree	Level of teaching	Per cent having master's degree	Per cent having baccalaureate degree	Total
Secondary	37.5	62.5	Secondary	17	83	100
Elementary and secondary	50.0	50.0	Elementary and secondary	100	100	100
Elementary	7.0	64.5	Elementary	5	33	38

Men teachers on the secondary level report that 37.5 per cent of their total number have completed the master's degree while 17 per cent of the secondary women teachers have completed the same requirements.

On the elementary-secondary level, 50 per cent of the men have received the master's degree while all the women have met the baccalaureate requirements only. Men on the elementary-secondary level of teaching report the highest percentage in having received the master's degree than any other level of teaching for both men and women.

On the elementary teaching level, 7 per cent of the men had master's degrees and 64.5 per cent had baccalaureate degrees. Men elementary teachers reporting 71.5 per cent having baccalaureate degrees or higher were nearly 4 per cent below the 1958-59 national average, but they were about 5 per cent higher than the 1958-59 average for the state of Kansas. Women elementary teachers in Marion County reported 5 per cent having master's degrees and 33 per cent had baccalaureate degrees. These women respondents reporting 38 per cent baccalaureate degrees or higher were about 37 per cent below the 1958-59 national average and about 28 per cent below the 1958-59 average for the state of Kansas. This situation is serious since about 51 per cent of all Marion County respondents were women teaching on the elementary level.

Table VIII reports the average salary received by men and women teachers based on the level of preparation and level of teaching.

Men teachers on the secondary level having a master's degree received an average annual salary of \$4,935 while women on the same teaching level having a master's degree received \$4,633. The men averaged \$302 more annually. They also received \$227 more than men who taught on the elementary-secondary level with master's degrees.

Men secondary teachers having a baccalaureate degree received annually an average of \$4,358. This was \$577 below that received by men having a master's degree on the secondary level. It was \$153 more per year than the average woman teacher having a baccalaureate degree who received \$4,205 annually.

It is interesting to notice that men who taught on the elementary-secondary level and had a master's degree received \$105 less per year than those having baccalaureate degrees. Those having a master's degree received \$4,708; the baccalaureate degree group received \$4,813.

The women who taught on the elementary-secondary level and had baccalaureate degrees received \$4,140 annually. This was \$673 below the men on the elementary-secondary level with baccalaureate degrees. There were no women respondents on the master's degree level who taught on the elementary-secondary level.

TABLE VIII

COMPARISON OF SALARIES OF MEN AND WOMEN
 LEVEL OF PREPARATION AND LEVEL OF TEACHING
 MARION COUNTY, 1959

Number of respondents	Level of teaching	Level of preparation	Average annual salary	Number of respondents
		M		
12	Secondary	Master's degree	\$4,935	
20	Secondary	Baccalaureate degree	4,358	
3	Elementary and secondary	Master's degree	4,708	
3	Elementary and secondary	Baccalaureate degree	4,813	
1	Elementary	Master's degree	4,600	
9	Elementary	Baccalaureate degree	3,881	
3	Elementary	90-124 hours	3,633	
1	Elementary	60-90 hours	3,100	
Total 52			Average \$4,393	Total

WOMEN TEACHERS BASED ON
LEVEL OF TEACHING
1959-60

W

Number of respondents	Level of teaching	Level of preparation	Average annual salary
3	Secondary	Master's degree	\$4,633
15	Secondary	Baccalaureate degree	4,205
--	Elementary and secondary	Master's degree	---
5	Elementary and secondary	Baccalaureate degree	4,140
4	Elementary	Master's degree	3,894
26	Elementary	Baccalaureate degree	3,779
27	Elementary	90-124 hours	3,324
22	Elementary	60-90 hours	3,233
Total 102			Average \$3,560

On the elementary level with master's degrees, one male respondent reported an annual salary of \$4,600. He received \$706 more than four female respondents. He received \$108 less than the men on the elementary-secondary level with master's degrees and \$335 less than men on the secondary level with master's degrees. He received only \$33 less than women on the secondary level with master's degrees.

Women elementary teachers with master's degrees reported an annual salary of \$3,894. This was \$206 less than women on the elementary-secondary level with baccalaureate degrees and \$739 less than women with master's degrees on the secondary level. These women on the elementary level received only \$115 more than women on the elementary level with baccalaureate degrees.

On the elementary level with baccalaureate degrees, men reported an average salary of \$3,881. This was \$102 more than the women received. These men received \$477 less than men on the secondary level with baccalaureate degrees and \$932 less than men on the elementary-secondary level also with baccalaureate degrees.

Women elementary teachers with baccalaureate degrees reported an annual average salary of \$3,779. This was \$361 less than the women on the elementary-secondary level with baccalaureate degrees and \$426 less than women on the secondary level with baccalaureate degrees.

Men elementary teachers having between 90 to 124 college hours reported \$3,633 as their average annual salary which was \$248 below that of men having baccalaureate degrees, but it was \$533 higher than one male respondent who received \$3,100 annually and had between 60 to 90 college hours.

Women elementary teachers having between 90 to 124 college hours reported an average annual salary of \$3,324 which was \$455 below that of women having baccalaureate degrees, but it was \$91 above that of women teachers having between 60 to 90 college hours. Women having between 90 to 124 college hours received \$309 less than men teachers on the same level of teaching and preparation.

It is interesting to notice that women teachers having 60 to 90 college hours averaged \$132 more annually than the one male respondent who received \$3,100 annually. The former received \$3,233 annually.

Salaries received on each level of teaching grew less as the level of preparation became smaller, except for men who teach on both the elementary and secondary level and have baccalaureate degrees. Men received more than women on each level of teaching except the elementary teachers on the 60 to 90 hour preparation level. The greatest range in salaries reported was between men and women having baccalaureate degrees on the elementary-secondary level.

Experience. The well-worn statement that "teaching isn't a profession, it's a procession" has begun to lose its emphasis. Shifts and lack of continuity are still found, but progress toward a stable profession is apparent.³

In a recent survey conducted by the National Education Association, the median teacher had completed 13.1 years of teaching. Men reported a median of 8.0 years while women reported 15.4 years.⁴

Respondents in Marion County reported an average of 10.8 years of teaching experience. This would be 2.3 below the latest figure given for the national average. Male respondents in Marion County reported an average of 6.5 years. This would be 1.5 years below the median of the national average. Female respondents in Marion County reported 13 years as their average which would be 2.4 years below the median years reported by the N. E. A.

Table IX reports the average years of teaching experience based on the level of teaching for respondents of Marion County.

³"The Status of the American Public-School Teacher," National Education Association Research Bulletin, 35:16, February, 1957.

⁴Ibid.

Secondary teachers reported an average of 8 years of experience. This was slightly less than the 8.8 average years of experience for teachers on the elementary-secondary level.

TABLE IX

**AVERAGE YEARS OF TEACHING EXPERIENCE BASED ON
LEVEL OF TEACHING MARION COUNTY, 1959**

Number of respondents	Level of teaching	Average years of experience	Range	
			High	Low
50	Secondary	8.0	36	1
11	Elementary and secondary	8.8	29	1
93	Elementary	12.5	45	1
154 Total		Average 10.8		

The highest average years of teaching experience was reported by teachers on the elementary level. It was interesting to notice that elementary teachers reported the highest number of years of experience, but they had the lowest educational preparation and the lowest average salary than the elementary-secondary or secondary level of teaching.

The respondent that reported the most years of experience came from the elementary level with 45 years of teaching experience. The most years reported by secondary respondents was 36 with 29 being the highest number of years

of experience being reported by a respondent on the elementary-secondary level.

Table X reports the years of experience for men and women based on their level of teaching. Men secondary teachers averaged 6.5 years; women secondary teachers averaged 10.7 years which was 4.2 years more than the former. For those teaching on both the elementary and secondary level, men reported an average of 6.7 years of experience. Women who taught on the same level had 11.4 years of experience which was 4.7 years more than that of the men teachers.

On the elementary level men teachers reported an average of 6.3 years while women averaged 13.6 years. Women elementary teachers averaged 7.3 more years of experience than men elementary teachers.

On each level of teaching, the women had more experience than the men. The greatest number of years of experience was reported by women teaching on the elementary school level.

Table XI gives the years of experience based on salary, level of preparation, and level of teaching.

The highest average number of years for men teachers was 10.7. This average was represented by men teachers having a master's degree; they received an average annual salary of \$4,935 which was the highest salary paid on any level of teaching for both men and women.

TABLE X
YEARS OF EXPERIENCE FOR MEN AND WOMEN TEACHERS
BASED ON LEVEL OF TEACHING
MARION COUNTY, 1959

M		W	
Number of respondents	Level of teaching	Number of respondents	Level of teaching
	Experience		Experience
32	Secondary	18	Secondary
	6.5		10.7
6	Elementary and secondary	5	Elementary and secondary
	6.7		11.4
14	Elementary	79	Elementary
	6.3		13.6
Total 52	Average of all men 6.5	Total 102	Average of all women 13.0

TABLE XI

AVERAGE YEARS OF EXPERIENCE FOR
SALARY, LEVEL OF PREPARATION,
MARION COUNTY,

Number of respondents	Level of teaching	Level of preparation	Salary	Experi- ence
12	Secondary	Master's degree	\$4,935	10.7
20	Secondary	Baccalaureate degree	4,358	4.1
3	Elementary and secondary	Master's degree	4,708	9.7
3	Elementary and secondary	Baccalaureate degree	4,813	3.7
1	Elementary	Master's degree	4,600	5.0
9	Elementary	Baccalaureate degree	3,881	7.3
3	Elementary	90-124 hours	3,633	5.0
1	Elementary	60-90 hours	3,100	2.0
Total 52	Average		\$4,393	6.5

MEN AND WOMEN BASED ON
 EDUCATIONAL LEVEL OF TEACHING
 1959-60

W

Number of respondents	Level of teaching	Level of preparation	Salary	Experi- ence
3	Secondary	Master's degree	\$4,633	20.3
15	Secondary	Baccalaureate degree	4,205	8.6
--	Elementary and secondary	Master's degree	---	---
5	Elementary and secondary	Baccalaureate degree	4,140	11.4
4	Elementary	Master's degree	3,894	11.0
26	Elementary	Baccalaureate degree	3,779	12.5
27	Elementary	90-124 hours	3,324	14.6
22	Elementary	60-90 hours	3,233	14.1
Total 102			Average \$3,560	13.0

Women secondary teachers holding the master's degree reported an average of 20.3 years of experience which was the highest average reported by either men or women on any level of teaching. Their annual salary averaged \$4,633 which was the highest paid to women teachers on any level of teaching. It was interesting to notice that these women teachers received \$302 less in salary than men teachers of similar level of preparation and level of teaching, but they reported 9.6 years more of experience than the men.

Men teachers on the secondary level with baccalaureate degrees reported an average of 4.1 years of experience. Their average annual salary was \$4,358. They reported 4.5 less years of experience, but received \$153 more salary per year than women teachers on the secondary level with baccalaureate degrees. These men on the secondary level with baccalaureate degrees reported 6.6 less years of experience than men with master's degrees on the secondary level. The former received \$577 less salary per year. The difference appears small when educational preparation and experience is taken into consideration.

Women teachers on the secondary level with baccalaureate degrees reported an average of 8.6 years of experience and an average salary of \$4,205. Their experience was 11.7 years less than women on the secondary level having master's degrees, and they reported \$428 less in salary per year. The difference

in salary appears small when educational preparation and experience is taken into consideration.

Men on the elementary-secondary level with master's degrees averaged 9.7 years of experience and received an annual salary of \$4,708. Their average experience was 6 years more, but their average annual salary was \$105 less than men on the elementary-secondary level with baccalaureate degrees. A situation such as this is hard to explain.

Women on the elementary-secondary level with baccalaureate degrees reported an average of 11.4 years of experience and an average annual salary of \$4,140. They had 7.7 more years of experience, but received \$673 less in salary than men on the elementary-secondary level with baccalaureate degrees. This is another difficult situation to explain. In many of these differences, a salary schedule would tend to equalize salaries based on level of preparation and experience.

On the elementary level with master's degrees, one male respondent reported 5 years of experience with an annual salary of \$4,600. This was 6 years less in experience, but \$706 more in salary than women on the elementary level with master's degrees. The number of respondents in this comparison were few.

Men on the elementary level with baccalaureate degrees reported an average of 7.3 years of experience and an average

annual salary of \$3,881. This was 5.2 less years of experience, but \$102 more in salary than women on the elementary teaching level with baccalaureate degrees. The men reported 3.2 more years of experience, but received \$477 less in salary than men on the secondary teaching level with baccalaureate degrees. These elementary men with baccalaureate degrees reported 3.6 more years of experience, but received \$932 less than men on the elementary-secondary level with baccalaureate degrees. A salary schedule based on educational preparation and experience would remedy these situations.

Women on the elementary level with baccalaureate degrees reported 12.5 average years of experience with an average annual salary of \$3,779. They reported 3.9 more years of experience, but received \$426 less in salary than women on the secondary level with baccalaureate degrees. These elementary women reported 1.1 more years of experience, but received \$361 less in salary than women on the elementary-secondary level with baccalaureate degrees. Great differences exist in these comparisons.

Men on the elementary level with 90 to 124 college hours report an average of 5 years of teaching experience with an average annual salary of \$3,633. This was 2.3 years less of experience, and \$248 less in salary than men on the elementary teaching level with baccalaureate degrees. The

remuneration in receiving baccalaureate degrees would not be adequate in this comparison.

One male respondent on the elementary level reported two years of experience with an annual salary of \$3,100. He had between 60 to 90 hours of college preparation. His experience was 3 years less and his salary was \$533 lower than non teaching on the elementary level with 90 to 124 college hours. Neither group, of course, has their baccalaureate degree.

Women elementary teachers with 90 to 124 college hours report 14.6 average years of experience, and they received an average annual salary of \$3,324. They had 1.9 more years of experience, and received \$455 less in salary than women with baccalaureate degrees. In this comparison, there would be a greater incentive for getting the baccalaureate degree than men on the elementary teaching level with 90 to 124 hours of preparation.

There has been a great lag in acquiring at least the baccalaureate degree for women on the elementary teaching level. They have acquired many years of experience, but their educational preparation is low. About 32 per cent of all teachers responding in Marion County were women who had not met the baccalaureate degree minimum.

Professional organizations. In a recent survey conducted by the National Education Association, 61.9 per cent of the respondents reported memberships in the N. E. A.; 88.6 per cent had joined their respective state organizations; and 90.5 per cent had joined their local teacher's associations.⁵

These respondents reported nearly 29 per cent greater membership in the local teacher's association than in the National Education Association. They also reported 2 per cent more members in the local teacher's association than in their respective state associations.

Figure I reports a comparison of the national, state and local teacher's associations joined by respondents of Marion County.

Respondents joining the National Education Association were 89 per cent. This was about 27 per cent above the figure reported by the N. E. A. survey. Respondents of Marion County reported 91.6 per cent having joined the Kansas State Teachers Association. This was nearly 3 per cent higher than the N. E. A. survey. In joining the local teacher's association, 97.4 per cent of Marion County respondents held memberships, which was nearly 7 per cent greater than the figure given by the N. E. A. survey.

⁵"The Status of the American Public-School Teacher," National Education Association Research Bulletin, 35:36, February, 1957.

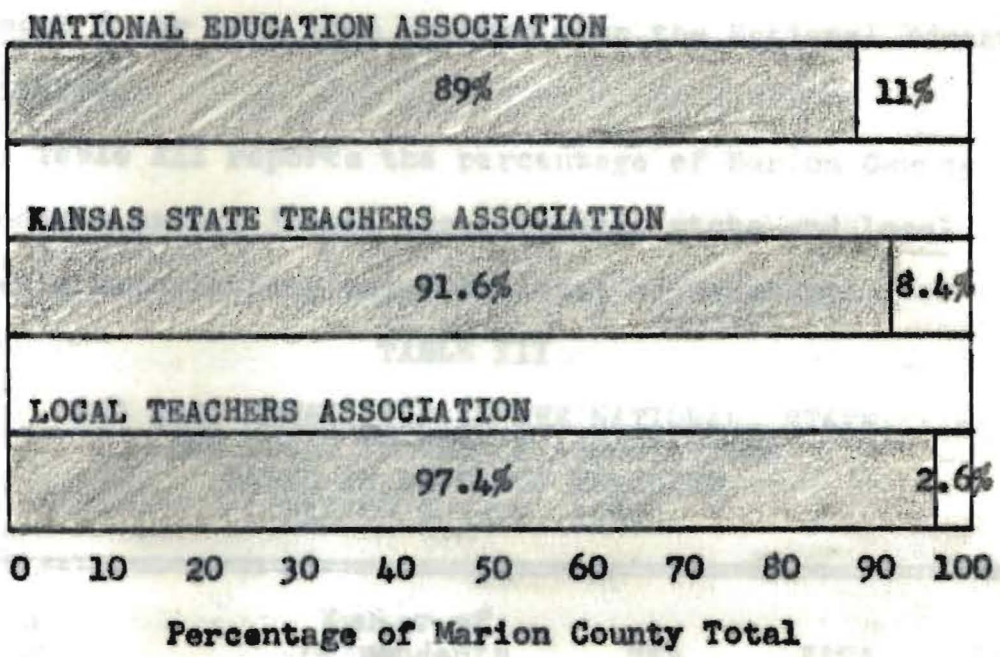


FIGURE I

A Comparison of Membership in the Three Major Teacher's Associations by Teachers of Marion County, 1959-60

Member
 Non-member

Respondents on the elementary-secondary level reported
 membership in the National Edu
 was 10 per cent higher than the figure

Respondents in Marion County reported the highest percentage of memberships in teacher's associations whose headquarters were located closer to their respective areas of teaching. The local teacher's association had nearly 6 per cent more members than the Kansas State Teachers Association and about 8 per cent more members than the National Education Association.

Table XII reports the percentage of Marion County respondents having joined the national, state and local teacher's associations based on level of teaching.

TABLE XII

PER CENT MEMBERSHIP IN THE NATIONAL, STATE,
AND LOCAL TEACHER'S ASSOCIATIONS
BASED ON LEVEL OF TEACHING
MARION COUNTY, 1959

Level of teaching	Number of respondents	NEA	KSTA	Local
Secondary	50	90.0	100.0	100.0
Elementary and secondary	11	100.0	90.9	100.0
Elementary	93	87.0	87.0	95.4
Average		89.0	91.6	97.4

Respondents on the elementary-secondary level reported 100 per cent membership in the National Education Association. This was 10 per cent higher than the figure reported by

teachers on the secondary level, and 13 per cent higher than respondents on the elementary level. There were only eleven respondents on the elementary-secondary level compared to fifty for the secondary level and 93 for the elementary level.

Respondents on the secondary level reported 100 per cent membership in the Kansas State Teachers Association. This was about 9 per cent higher than the elementary-secondary level and 13 per cent higher than the elementary level.

Respondents on the secondary and elementary-secondary level both reported 100 per cent membership in the local teacher's association. These were about 4 per cent higher than that reported by respondents on the elementary level.

Teachers on the elementary level reported the lowest per cent membership in the three teacher's associations than did the secondary or elementary-secondary level. Teachers on the elementary level represent about 60 per cent of the total respondents.

Table XIII reports a comparison of the national, state, and local teacher's associations joined by men and women based on the level of teaching.

About 92 per cent of all men respondents reported membership in the National Education Association. This was nearly 5 per cent higher than that reported by women respondents.

About 92 per cent of all men respondents reported membership in the Kansas State Teachers Association. This

TABLE XIII

A COMPARISON OF THE NATIONAL, STATE, AND LOCAL TEACHER'S ASSOCIATIONS
 JOINED BY MEN AND WOMEN BASED ON LEVEL OF TEACHING
 MARION COUNTY, 1959

M		W	
Level of teaching	Number of respondents	Level of teaching	Number of respondents
Secondary	32	Secondary	18
Elementary and secondary	6	Elementary and secondary	5
Elementary	14	Elementary	79
Total	52	Total	102
	Per cent joining NEA 90.6 KSTA 100 Local 100		Per cent joining NEA 88.9 KSTA 100 Local 100
	Averages 92.3 92.3 100		Averages 87.3 91.1 96

amount was about one per cent higher than the women respondents.

Men respondents reported 100 per cent membership in the local teacher's association which was 4 per cent higher than the women respondents.

It was interesting to notice that men respondents reported a higher per cent of membership in the national, state, and local teacher's associations than did the women.

Men respondents were about 4 per cent higher in joining the National Education Association than the average per cent for all respondents from Marion County. They were less than one per cent higher than the average for all respondents in joining the Kansas State Teacher's Association and 2.6 per cent higher in joining the local teacher's association.

Women respondents were nearly 2 per cent below the average of all respondents in Marion County in joining the National Education Association. They were .5 per cent below the average for all respondents in joining the Kansas State Teachers Association and 1.4 per cent lower in joining the local teacher's association.

Both men and women respondents on the elementary-secondary level reported 100 per cent membership in the National Education Association. They were about 7 per cent higher than men respondents on the elementary level and

about 9 per cent higher than men respondents on the secondary level.

In Table XII it was interesting to notice that respondents on the elementary level were the lowest, percentage-wise, in joining the local, state, and national teacher's associations, but in Table XIII men respondents on the elementary level were about 2 per cent higher than men on the secondary level and about 4 per cent higher than women on the secondary level in joining the National Education Association. They were nearly 7 per cent higher than women teaching on the elementary level.

Women respondents on the elementary level reported the lowest per cent in having joined the National Education Association. They reported 86 per cent which was 3 per cent below the average for all respondents of Marion County. The per cent appears small, but about 51 per cent of all respondents were women on the elementary teaching level.

Men and women respondents on the secondary level and women on the elementary-secondary teaching level reported 100 per cent membership in the Kansas State Teachers Association. These were about 21 per cent higher than men on the elementary teaching level and about 11 per cent higher than women on the elementary level. It was also about 16 per cent higher than men on the elementary-secondary teaching level.

There were, however, only six men respondents reporting on the elementary-secondary level.

Men teachers on the elementary level reported the lowest per cent of their group having joined the Kansas State Teachers Association with 78.6 per cent. They were nearly 14 per cent below the average for all men respondents and about 10 per cent below the average for all respondents of Marion County in joining the Kansas State Teachers Association.

Women teachers on the elementary level were 2.5 per cent below the average for all women respondents in joining the Kansas State Teachers Association. They were 3 per cent below the average for all respondents of Marion County.

Women respondents on the elementary teaching level were the only respondents not reporting 100 per cent membership in the local teacher's association. They reported nearly 95 per cent membership. They were 2.5 per cent below the average for all respondents of Marion County. The per cent appears small for women on the elementary teaching level, but they represented about 51 per cent of all respondents.

Work load of the classroom teacher. In a recent survey conducted by the National Education Association, the classroom teachers reported a median of 45.1 hours per week devoted

to school work. Medians were slightly higher for men than for women, and for secondary than elementary.⁶

Table XIV reports the average number of hours per week spent in school work by respondents of Marion County based on the level of teaching.

TABLE XIV
HOURS PER WEEK DEVOTED TO SCHOOL WORK
BASED ON LEVEL OF TEACHING
MARION COUNTY, 1959-60

Level of preparation	Average hours per week	Range	
		High	Low
Secondary	50.9	75	25
Elementary and secondary	52.5	65	45
Elementary	51.7	75	40
Average	51.8		

The average number of hours per week devoted to school work by all respondents of Marion County were 51.8 hours. This was 6.7 more hours per week than that reported by the survey conducted by the National Education Association.

Respondents on the elementary-secondary level reported the highest average hours per week devoted to school work with

⁶"The Status of the American Public-School Teacher," National Education Association Research Bulletin, 35:30, February, 1957

52.5. This was nearly one hour more per week than respondents on the elementary level, and 1.6 more hours per week than respondents on the secondary teaching level.

The averages on all three teaching levels were very close in hours per week devoted to school work, but the range in hours on each teaching level varied greatly. The highest range in hours per week devoted to school work was reported on the secondary level, and the lowest was reported on the elementary secondary level.

Respondents on the secondary level reported a high of 75 hours per week devoted to school work. This was equal to the individual with the highest number of hours on the elementary level. It was 10 hours more than the highest respondent on the elementary-secondary level.

The least number of hours devoted to school work per week was reported by a respondent on the secondary level. He reported 25. This was 20 hours less per week than the respondent who reported the least number of hours on the elementary-secondary level and 15 hours per week less than the figure reported on the elementary level.

Table XV reports the average hours per week devoted to school work by men and women based on the level of teaching.

Men respondents reported an average of 52.7 hours per week devoted to school work. This was nearly 2 hours

TABLE IV
HOURS PER WEEK DEVOTED TO SCHOOL WORK BY MEN AND WOMEN
BASED ON LEVEL OF TEACHING
MARION COUNTY, 1959-60

M		W	
Level of preparation	Average hours per week	Level of preparation	Average hours per week
Secondary	52.8	Secondary	48.0
Elementary and secondary	51.0	Elementary and secondary	54.0
Elementary	53.1	Elementary	51.3
Average	52.7	Average	50.8

more than the average reported by women. Men reported an average of nearly one hour more than the average for all respondents.

Men on the elementary level reported an average of 53.1 hours per week devoted to school work. This was about 2 hours more per week than that reported by men on the elementary-secondary level. They also reported an average of 1.8 more hours per week than women on the elementary teaching level.

The highest average hours per week was reported by women on the elementary-secondary teaching level. They reported an average of 54 hours. This was nearly one hour more per week than men on the elementary teaching level. They averaged 6 hours more per week than women on the secondary teaching level, and 2.7 more hours than women on the elementary teaching level.

Men in Marion County report a higher average number of hours per week devoted to school work than women. Women respondents on the elementary-secondary teaching level report the highest average hours on any teaching level for both men and women. Women on the secondary teaching level report the least average hours per week on any teaching level for both men and women. These women reported, however, an average of

The Status of the American Public-School Teacher,
National Education Association Research Bulletin, 33:30,
January, 1937

2.9 more hours than the average of all respondents who reported 45.1 hours in a recent survey conducted by the National Education Association.⁷

⁷"The Status of the American Public-School Teacher," National Education Association Research Bulletin, 35:30, February, 1957.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

It was the purpose of this study to report the financial status, the experience, and the educational preparation of the classroom teachers of Marion County.

It was also the purpose to show the professional organizations joined and the workload of these respondents.

Summary. The average salary of teachers reporting from Marion County was \$3,901 for the 1959-60 school year. This amount was \$239 below the average for all classroom teachers of Kansas, and \$874 below the national average based on average salaries for the 1958-59 school year.¹

Respondents on the elementary-secondary teaching level reported the highest average annual salary with \$4,479 which was slightly higher than respondents on the secondary level who reported \$4,467.

Respondents on the elementary teaching level received \$950 less than respondents on the elementary-secondary teaching level.

¹Research Report Rankings of the States (Washington, D.C.: National Education Association, 1959), p. 18.

On each level of teaching, men reported a higher average annual salary than women. Men respondents reported an average annual salary of \$4,393 which was \$833 more than the average reported by women respondents. Men on the secondary teaching level reported an average of \$298 more annually than women on the secondary level. Men on the elementary-secondary teaching level reported \$621 more per year than women teaching on the secondary level. Men on the elementary level reported \$345 more annually than women on the elementary teaching level.

The amount of educational preparation was an important factor in raising salaries on each teaching level. Men on the secondary teaching level with master's degrees reported an average annual salary of \$4,935; this was \$577 more than men teaching on the secondary level with baccalaureate degrees. Women on the secondary teaching level with master's degrees reported an average annual salary of \$4,633; this was \$408 more than women on the secondary level with baccalaureate degrees.

One male respondent on the elementary teaching level with a master's degree received \$4,600 annually. This was \$719 more than men on the elementary level with baccalaureate degrees and \$967 more than men on the elementary teaching level with 90 to 124 hours of college. Women respondents on the elementary teaching level with master's degrees reported

an annual salary of \$3,894. This was only \$115 more than women on the elementary teaching level with baccalaureate degrees and \$570 more than women teaching on the elementary level with 90 to 124 college hours. Respondents on the elementary level with master degrees were few.

There was one exception to raising the respondents salaries through an increase in the amount of education. This was reported by men on the elementary-secondary teaching level. This may be due to few respondents reporting on this level of teaching. Men with baccalaureate degrees reported an average salary of \$4,813. This was \$105 more than men on the elementary-secondary teaching level with master's degrees.

Respondents on the elementary teaching level reported 43 per cent having completed the baccalaureate degree or higher. This was 32 per cent lower than the national average and about 23 per cent lower than the average reported for the State of Kansas.²

Men on the elementary teaching level reported 71.5 per cent having completed baccalaureate degrees or higher. This was 33.5 per cent higher than women respondents on the elementary teaching level.

²Ibid., p. 17.

Respondents reported an average of 10.8 years of experience in teaching. This was 2.3 more years than the median reported on the national average.³

Female respondents in Marion County reported an average of 13 years of teaching experience. Male respondents reported 6.5 years. Women were apparently more interested than men in making teaching their permanent career.

Respondents of Marion County reported 89 per cent membership in the National Education Association. This was well above the 61.9 per cent reported on the national level. They reported 91.6 per cent having joined the Kansas State Teachers Association which was slightly higher than the 88.6 per cent national average in having joined their respective state associations. Respondents in Marion County also reported a higher per cent having joined the local teacher's associations. They reported 97.4 per cent compared to the national average of 90.5 per cent.⁴

Respondents on the elementary teaching level represented the lowest percentage than any other teaching level in joining the national, state, and local teacher's associations.

³"The Status of the American Public-School Teacher," National Education Association Research Bulletin, 35:16, February, 1957.

⁴Ibid., p. 36.

Respondents in Marion County reported a workload in hours per week devoted to schoolwork which was well above that of the national average. The average hours reported by respondents of Marion County were 51.8 which was 6.7 more hours per week than that reported on the national level. The lowest number of hours reported were by women teaching on the secondary level with 48. This was 2.9 more hours than the median on the national average.⁵

The workload of classroom teachers in Marion County needs to be reduced. An average workload of 51.8 hours per week provides little time for adequate rest and relaxation from the duties of the school.

Recommendations. In compiling and analyzing the questionnaires, many strong and weak points of the teaching profession in Marion County were noticed. To strengthen the teaching profession in this county, the following recommendations were made.

1. Single salary schedules should be adopted by each school system to equalize the salaries of men and women, and of the different teaching levels. This salary schedule should be based on the educational preparation and experience of the teacher.

⁵Ibid., p. 30.

A single salary schedule adopted by the county would equalize salaries for the small schools employing less than four teachers.

2. Salaries should be raised to keep men in the teaching profession permanently. State and local sources of taxes in raising money for our schools have been exhausted. Federal aid to education such as the passage of the Murray-Metcalf Bill in its original form would provide \$25 the first year for each pupil enrolled in a public school. This would be increased \$25 a year up to a total of four years.⁶ About one-half of this money should be spent on teacher's salaries.

3. Teachers in elementary schools should be encouraged to complete at least the baccalaureate degree requirements. Each school board should insist upon teachers completing more education. The school district should pay the teacher \$10 a college hour up to a total of 15 received in a school year in an accredited institution.

4. The number of hours per week devoted to school work should be reduced to a maximum of 50 hours per week for each teacher. Teachers must have enough time from the strenuous task of teaching to perform their job effectively. They should, however, put in at least 45 hours per week to do the best work possible in classroom instruction.

⁶How to Close a Gap, Educationally Speaking
(Washington, D.C.: National Education Association, 1959).

The teachers must plan their work thoroughly to eliminate the unnecessary hours spent in school work. Workloads must be distributed as equitably as possible among the teachers of the school system. Adequate teaching aids, supplies, and equipment should be located in a convenient place for all teachers. Routine procedures, such as collecting of money, should be limited to a minimum.

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File

December 1, 1959

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In an attempt to give
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APPENDIX
Grades 1 through 12
Elementary and secondary

of the
years of experience _____
annual salary for 1959-60 school year \$ _____
years devoted to school work: _____
time spent in classroom teaching, class preparation, and
any duties performed that are required by your school.

Membership in professional teachers organizations
_____ N.E.A. _____ A.S.T.A. _____
_____ where (circle one)

- If you did not join the local teacher's association, state the reason: _____
- If you did not join the N.E.A., state the reason: _____
- If you did not join the A.S.T.A., state the reason: _____

Use back side if necessary

1959

Dear Friend:

December 1, 1959

This inquiry form is being sent to you in an attempt to gather information concerning the status of teachers in Marion County, Kansas. It is my belief that the results of this survey will be of interest and value to all of us in professional education; therefore, I am requesting that you take a few minutes of your time to complete it for me.

This form need not be signed. Individual replies will be kept completely confidential, and respondents will not be identified in any way.

A copy of the summarized results of this survey will be sent to you when the data have been analyzed. Please try to return this to me in the stamped, self-addressed envelope not later than December 8, 1959.

Marlow Ediger (signed)

Marlow Ediger

Sex of respondent: _____ Male _____ Female

Level of teaching: _____ Elementary (grades kg. through 8)
_____ Secondary (grades 9 through 12)
_____ Elementary and secondary

Your level of preparation:
_____ master's degree _____ baccalaureate degree
_____ 90 to 124 hours _____ 60 to 90 hours

Number of years of experience _____

Annual salary for 1959-60 school year \$ _____

Hours per week devoted to school work: _____
Time may include classroom teaching, class preparations, and any duties performed that are required by your school.

Membership in professional teachers organizations:
_____ N.E.A. _____ KSTA _____ Local
_____ Others (Kindly specify)

If you did not join the local teacher's association, state the reason:

If you did not join the KSTA, state the reason:

If you did not join the N.E.A., state the reason:

Use back side if necessary

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