

COLORADO STATE TEACHERS COLLEGE

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## Salaries in State Teacher Training Institutions

A SECOND CHECKING OF SALARIES  
SALARY SCHEDULES, AND ALL OTHER  
MATTERS OF PAYMENT TO THE  
FACULTIES OF STATE TEACHERS  
COLLEGES AND STATE NORMAL  
SCHOOLS : : : :

(Research Bulletin No. 13)



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COLORADO STATE TEACHERS COLLEGE

SALARIES IN STATE TEACHER  
TRAINING INSTITUTIONS

(Research Bulletin No. 13)

PUBLISHED BY THE COLLEGE  
Greeley, Colorado



## PREFACE

There is a possibility that some of the material presented in this report is incomplete or slightly in error, but it is correct within the limits of the technic used for the study. Any research accomplished by the use of the questionnaire method must of necessity be a cooperative effort. The writer wishes to thank the presidents of the cooperating state teachers colleges and state normal schools for the data which they have so kindly supplied. He wishes also to thank Dr. Frederick L. Whitney for valuable assistance in conducting the study and preparing the report.



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## SALARIES IN STATE TEACHER TRAINING INSTITUTIONS

### A SECOND CHECKING OF SALARIES, SALARY SCHEDULES, AND ALL OTHER MATTERS OF PAYMENT TO THE FACULTIES OF STATE TEACHERS COLLEGES AND STATE NORMAL SCHOOLS

#### I. INTRODUCTION

During the year 1924-1925 Colorado State Teachers College made a preliminary study of the salary situation of state teachers colleges and state normal schools. It was necessary to tabulate the material before a number of institutions had replied to the questionnaire sent them, thus rendering it impossible to make a complete report. The tabulations and written report of the study were issued in mimeographed form<sup>1</sup> on March 4, 1925.

A number of requests for the results of the study have been received recently, showing that the salary problem of state teachers colleges and state normal schools is a live question among the administrators of these institutions. In fact, many of the requests were from members of committees appointed to revise or build up salary schedules for state teacher training institutions. The facts that the preliminary report is neither complete nor up to date and that such data are still in demand were considered as sufficient reason for the present study.

Although it was impossible to get the cooperation of the presidents of all the institutions concerned in supplying the necessary data for the present study, a sufficiently large sampling was secured to give the results a significant meaning.

Upon reading this report, it will be seen that separate tabulations are made in each case for each of the two types of institutions represented, teachers colleges and normal schools. The data are then thrown together and a combined tabulation presented in order to give a general view of the salary situation, and in order that the results may be compared with those of the previous study.

Due to the very general use of the terms: normal school, normal college, normal university, training school, and teachers college, it was impossible to classify the returns according to the name of the school reporting. Because of this lack of differentiation in terminology, it was decided to use the lists found in the Commissioner's *Educational Directory*<sup>2</sup> as criteria. In this directory, those institutions which offer four years of work above the secondary school and grant degrees are classed as "teachers

<sup>1</sup> Whitney, Frederick L. *A Study of Salaries, Salary Schedules, and all Other Matters of Payment to the Faculties of State Teachers Colleges and State Normal Schools*. Division of Educational Research, Colorado State Teachers College, Greeley, Colorado, March 4, 1925.

<sup>2</sup> *Educational Directory: 1927*. Bulletin of the United States Bureau of Education. Bulletin 1, 1927, United States Bureau of Education, Washington, D. C., 1927.

colleges". All other teacher training institutions outside of state universities are classed as "normal schools".

## II. PROCEDURE AND TECHNIC

On October 10, 1927, the letter and return sheet, found in Appendix I, were sent to the presidents of 87 state teachers colleges and 91 state normal schools. As a result of the first call, material was returned for about half of the institutions. As this was not a sufficient sampling, a second request was mailed to those presidents who had not yet replied. This yielded returns from about one-fourth more of the institutions, giving a total sampling of approximately 75 per cent. It was decided that it would not be worth the time and cost necessary to secure additional returns, so the study was closed at that point. A list of the institutions supplying usable material is found in Appendix II. A few more returns were received after closing the study, but were not included in the tables.

The next task was that of tabulating the returns. It was found that some of the data called for on the return sheet were given more often than others. The sampling in terms of each item of information asked for is shown in Table I. Thus information concerning item 1, which referred to the use of a salary schedule, was furnished by 64 of the 87 teachers colleges and by 72 of the 91 normal schools, as shown in columns 2 and 3. This is a sampling of 73.6 per cent and 79.1 per cent, or a general sampling of 76.4 per cent for item 1, as shown in columns 5, 6, and 7. The sampling for each of the other items is read in the same manner. It will be seen that the general response was slightly better for the normal schools than for the teachers colleges, the general sampling being 80.2 per cent for the former as compared with 73.6 per cent for the latter. The general sampling for both groups was 77 per cent, which is large enough to lend significance to the results. Since the 137 institutions replying are located in 40 states and Hawaii, the results are indicative of the general situation rather than of local conditions.

The tabulations for each of the items, and also discussions of the results appear in the following sections.

## III. THE PRESIDENT'S SALARY

The president's salary is in most cases a composite of an annual cash salary plus such perquisites as the boards of control of the various institutions see fit to grant their chief administrative officer. For that reason, a separate tabulation has been made of the number of presidents receiving additions of various kinds, as well as a tabulation of the annual cash salaries.

### 1. THE CASH SALARY

The distributions of the annual cash salaries of the presi-

TABLE I

SAMPLING RECEIVED IN TERMS OF NUMBERS AND PER CENT OF 87 STATE TEACHERS COLLEGES AND 91 STATE NORMAL SCHOOLS REPLYING TO SEVEN ITEMS ON THE RETURN SHEET USED IN THIS STUDY, 1927-28

Item of Information	Number of Replies			Per cent of Replies		
	Teachers Colleges	Normal Schools	Total	Teachers Colleges	Normal Schools	Total
1	2	3	4	5	6	7
1. Salary schedule	64	72	136	73.6	79.1	76.4
2. Leave of absence	64	72	136	73.6	79.1	76.4
3. Time off	64	71	135	73.6	78.0	75.8
4. Bonus	64	72	136	73.6	79.1	76.4
5. Extension work	61	68	129	70.1	67.0	72.5
6. President's salary	64	73	137	73.6	80.2	77.0
7. Salary of faculty	64	73	137	73.6	80.2	77.0
Replying to any item	64	73	137	73.6	80.2	77.0

dents of both types of institutions are given in Table II. Column 2 shows the facts for the teachers colleges, column 3 for the normal schools, while the combined distribution is given in column 4.

The large range between the highest and lowest salaries is very noticeable. Some of the teachers college presidents receive twice as much as others, and in the case of the normal schools, it is seen that two men receive three times the amount paid others holding like positions. The last statement should probably be qualified to mean filling the same office, as it is entirely probable that the men receiving \$8000 per year are better qualified and have a somewhat different type of duties than those receiving only \$2700.

The median salary for the presidents of the two types of institutions is approximately the same, but the average, or mean, is some \$200 greater for the teachers college executives. The discrepancy between the median and the mean for the normal school presidents is explained by the relatively large number (25) fall-

**TABLE II**  
**DISTRIBUTION OF THE ANNUAL CASH SALARIES OF THE**  
**PRESIDENTS OF 64 STATE TEACHERS COLLEGES AND 73**  
**STATE NORMAL SCHOOLS IN 41 STATE, 1927-28**

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$9000-9299	2		2
8700-8999	0		0
8400-8699	0		0
8100-8399	0		0
7800-8099	5	2	7
7500-7799	7	2	9
7200-7499	3	0	3
6900-7199	0	4	4
6600-6899	1	3	4
6300-6599	4	2	6
6000-6299	11	25	36
5700-5999	0	2	2
5400-5699	5	6	11
5100-5399	4	1	5
4800-5099	17	9	26
4500-4799	5	5	10
4200-4499		3	3
3900-4199		4	4
3600-3899		0	0
3300-3599		2	2
3000-3299		1	1
2700-2999		2	2
N	64	73	137
Q <sub>3</sub>	\$7300.00	\$6237.00	\$6337.50
Median	6027.27	6018.00	6020.83
Mean	6093.75	5607.53	5834.67
Q <sub>1</sub>	4994.12	4841.67	4895.19
Q	1152.94	697.67	721.16

ing just at \$6000. They, however, do not deviate from the average enough to raise the mean as much as they do the median.

None of these measures of central tendency can be considered as very reliable, due to the nature of the distributions. It has already been pointed out that for the normal schools there is a cluster of salaries at \$6000. In the teachers college distribution, there are two distinct clusters, and the same is true for the total distribution. Because of this situation, the mean is probably more significant than the median.

The spread as represented by Q (which is one-half of the difference between Q<sub>1</sub> and Q<sub>3</sub>) shows that 50 per cent of the teachers college presidents receive a salary between \$7300.00 and \$4994.12, while the other 50 per cent receive amounts above or below these amounts. For the normal school presidents, 50 per cent receive between \$6237.00 and \$4841.67, and the other 50 per

cent either above or below these amounts. For both groups as a whole, one-half of the presidents' salaries do not deviate more than \$721.16 from the median of \$6020.83, so we may safely say that the president of a teacher training institution is most likely to receive an annual cash salary between \$5000 and \$7000.

## 2. PERQUISITES

In addition to their annual cash salary, most of the presidents, about 95 per cent of them, receive perquisites such as house rent, traveling expenses, car up-keep, and various other expenses. The number of presidents receiving these various additions to their salary is given in Table III. In column 1 is listed the various additions or combinations of additions to the salary, while columns 2, 4, and 6 show the number of presidents receiving them. Columns 3, 5, and 7 show the average salary received by each group. Thus 29 teachers college presidents receive only their traveling expenses, and also 29 normal school presidents receive like compensation. However, the average salary for the former group is \$6217.24 as compared with \$5543.10 for the normal school group, the mean salary for the entire group being \$5880.17. The remainder of the table is read in a like manner, and reveals several significant facts:

a. Only two teachers colleges and five normal schools of a group of 137 institutions do not give their president any addition to his cash salary.

b. Those not paying any addition also pay a lower average cash salary than do those institutions granting from one to four perquisites. (The mean of \$3300 is not significant since it represents only a single case.)

c. The most frequent addition is the payment of traveling expenses, while the next in order is the combination of house and traveling expenses.

d. The group receiving the highest average salary is the group receiving car and traveling expenses as perquisites.

The above facts and also Table III are more meaningful when the values of the various additions are known. Of those reporting, the average value of the perquisite of a house is \$955 for the teachers college and \$721 for the normal school, or \$802 for both. Traveling expenses averaged \$486 for the teachers college and \$520 for the normal schools, with a general average of \$510. Expense was frequently limited to that incurred on "school business," "within state," etc. Only five gave any data as to the amount allowed for car expense. The amount ranged from \$200 to \$1500 with an average of \$600. The amount allowed for car up-keep is of course very closely related to the amount allowed for traveling expenses. One executive was allowed "ten cents per mile" for car expense.

TABLE III

PRESIDENTS OF STATE TEACHERS COLLEGES AND STATE NORMAL SCHOOLS RECEIVING PERQUISITES OF NINE TYPES IN ADDITION TO THEIR CASH SALARY, 1927-28

Item	Teachers College		Normal School		Total	
	Number	Average Cash Salary	Number	Average Cash Salary	Number	Average Cash Salary
1	2	3	4	5	6	7
1. House only			1	\$2800.00	1	\$2800.00
2. Car only (a)						
3. Traveling expenses only	29	\$6217.24	29	5543.10	58	5880.17
4. House and traveling expenses	22	5550.50	24	5739.58	46	5648.91
5. House and car	0		1	3300.00	1	3300.00
6. Car and traveling expenses	6	7500.00	1	6000.00	7	7285.71
7. House, car, and traveling expenses	4	5950.00	4	5125.00	8	5560.00
8. House, car, traveling expenses and other items	0		5	6200.00	5	6200.00
9. Miscellaneous	1(b)	6000.00	3(c)	6100.00	4	6075.00
10. No additions	2	6850.00	5	4630.00	7	5264.29
<b>Total</b>	<b>64</b>	<b>\$6093.75</b>	<b>73</b>	<b>\$5607.53</b>	<b>137</b>	<b>\$5834.67</b>

- a. No president receives car upkeep alone as a perquisite.
- b. Receives: "\$6000, house, car, traveling expenses, and board for president and wife."
- c. One receives: "7000, rent, light, heat, water, and food." One receives: "\$6000, rent, light, heat, water, and food." One receives: "\$5300, rent, light, heat, and water."

The amounts reported for "other items" averaged \$350. The "other items" included a great variety of expenses, some of which were: water, telephone, and light bills, janitor, fuel, and entertainment of state guests.

In general, it may be said that the "average" president of the state teacher training institutions of today receives approximately \$6000 per year as a cash salary, and in the majority of cases receives also either his traveling expenses, or his house and traveling expenses. His average cash salary is approximately \$600 more than was the case three years ago. The mean salary has raised from \$5227.93 in 1924-25 to \$5834.67 for the cur-



rent year. He receives about the same perquisites as the president of 1924-25. With the exception of the slight increase in cash salary the president's position has undergone little change, financially speaking, during the last three years.

#### IV. THE SALARY OF THE FACULTY

One of the factors in the preparation or revision of a salary schedule for a teacher training institution is a knowledge of the salaries actually being paid the faculty members of similar institutions. In this section are presented the distributions of the current annual salaries of 6515 persons now teaching in 64 state teachers colleges and 73 state normal schools. For convenience, the salaries of the three academic ranks: professor, instructor, and training teacher are treated separately. However, many of the schools reporting do not make any distinction between the ranks of "professor" and "instructor". A professor in one school might be called an instructor in another, even though his salary and duties were the same in both instances. For this reason a fourth group has been considered, the "college teachers". The distribution of salaries for this group was obtained by combining the salaries reported under the two classifications, professor and instructor.

It will be noted that there are two salary distributions for each academic rank. The first of the two is a distribution of the actual cash salaries received whether it be for nine, ten, or twelve months. However, in order that a truer perspective of the situation might be presented, it was thought best to transmute all salaries to a common unit of time. In the second table of each group, the salaries have been transmuted, or adjusted, to a twelve month basis. Any unit of time could have been used, but since the salaries of a large number of the schools are paid on a twelve month basis, it was decided to use the full year as the common unit. In order to make the transmutation, it was only necessary to divide the salary reported by the number of months for which it was paid and then to multiply the result by twelve. Thus a salary of \$1800 for nine months is \$200 per month or \$2400 per year, when adjusted to a twelve month basis.

It may be argued that the adjusted salaries do not constitute a fair representation of the actual situation. Were all the faculty members paid on a nine month basis, it would not; but since most of them are paid on a twelve month basis and many of the others receive additional salary for summer teaching, it is probable that the second table of each group is the more significant. However, the actual salaries are presented in order to show how much the teachers in the various state teacher training institutions are actually being paid for their professional endeavors.

The tabulations include the salaries of the entire faculties of the schools reporting, but they do not include the registrar's or business manager's salaries. Data for other administrative officers, such as deans and heads of departments, were not reported separately. These salaries are included in the professors' and instructors' tables. Probably very little error resulted from this procedure, however, as both deans and department heads are, as a rule, actively engaged in teaching.

A comparison of the central tendencies of the distributions for 1927-28 with those of 1924-25 shows a slight increase in all cases. This increase amounts to approximately 5 per cent for the professors, 9 per cent for the instructors, and 7 per cent for the training teachers for the last three years. However, during this same period the value of the dollar has increased 3.4 per cent, as computed from the value of the dollar<sup>3</sup> in 1924 and 1927. Subtracting this amount from the above percentages, leaves a very slight percentage of increase, a gain so small that its significance is rather questionable.

## 1. THE PROFESSOR'S SALARY

The distribution of the professors' salaries reported is found in Table IV. In this and all other salary tables following, the various salaries paid are given in column 1, while columns 2 and 3 indicate the number of times a given salary is paid in state teachers colleges and in state normal schools. The combined frequencies are given in column 4 to show the general situation for state teacher training institutions.

Looking at Table IV, it is seen that teachers colleges have many more teachers of the professorial rank than the normal schools in spite of the fact that 73 of the 137 are the latter type school. However, in regard to the size of the professors' salaries, there is a very slight difference, and it is in favor of the normal schools. From column 4, it is seen that the mean annual cash salary of 2120 professors is slightly over \$3000. Because of the large number of cases, this figure is fairly reliable.

The distribution of the professors' salaries after they have been adjusted to a twelve month basis is given in Table V. Again noticing the measures of central tendency, it is seen that the adjustment resulted in increasing the difference between the average salary paid by the state teachers colleges and that paid by normal schools. The interpretation of this may be that, in general, the normal schools pay their professors on a shorter basis of time than do the teachers colleges. It will also be noted that the average salary for the entire group was raised some

<sup>3</sup> Norton, J. K. *The Scheduling of Teachers' Salaries*. Research Bulletin of the National Education Association, Vol. V, Number 3 (May, 1927).

**TABLE IV**  
**DISTRIBUTION OF THE ANNUAL CASH SALARIES OF 2120**  
**PROFESSORS IN 64 STATE TEACHERS COLLEGES AND 73**  
**STATE NORMAL SCHOOLS IN 41 STATES, 1927-28**

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$6000-6199	1		1
5800-5999	0		0
5600-5799	0		0
5400-5599	0	1	1
5200-5399	1	0	1
5000-5199	21	1	22
4800-4999	29	0	29
4600-4799	4	2	6
4400-4599	9	20	29
4200-4399	42	12	54
4000-4199	61	34	95
3800-3999	28	25	53
3600-3799	109	58	167
3400-3599	117	58	175
3200-3399	158	47	205
3000-3199	196	62	258
2800-2999	143	41	184
2600-2799	195	62	257
2400-2599	196	67	263
2200-2399	96	45	141
2000-2199	70	36	106
1800-1999	24	17	41
1600-1799	4	5	9
1400-1599	13	3	16
1200-1399	4	3	7
N	1521	599 (a)	2120 (a)
Q <sub>3</sub>	\$3471.37	\$3611.21	\$3517.71
Median	3015.82	3066.13	3017.91
Mean	3075.41	3080.97	3076.98
Q <sub>1</sub>	2572.70	2521.64	2559.70
Q	449.34	544.79	479.01

a. Not including one part time professor at \$1000.

\$250 by the adjustment, indicating that a number of professors are being paid on something less than a twelve month basis.

## 2. THE INSTRUCTOR'S SALARY

The distribution of the salaries of 2902 instructors is found in Tables VI and VII. It should be noted that all salaries below \$1000 were not included in calculating the measures of central tendency, since they represent payment for part time work only, and therefore are not representative of the actual situation.

The fact that the average instructor's salary is significantly lower than the average professor's salary indicates that real distinction is made between these two academic ranks, at least in

TABLE V

DISTRIBUTION OF THE ANNUAL SALARIES OF 2120 PROFESSORS IN 64 STATE TEACHERS COLLEGES AND 73 STATE NORMAL SCHOOLS IN 41 STATES (ALL SALARIES ADJUSTED TO A TWELVE MONTH BASIS), 1927-28

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$6600-6799		1	1
6400-6599		0	0
6200-6399	1	0	1
6000-6199	15	1	16
5800-5999	0	0	0
5600-5799	2	1	3
5400-5599	5	9	14
5200-5399	3	1	4
5000-5199	15	4	19
4800-4999	46	16	62
4600-4799	9	6	15
4400-4599	49	19	68
4200-4399	44	35	79
4000-4199	135	32	167
3800-3999	49	39	88
3600-3799	117	71	188
3400-3599	109	34	143
3200-3399	189	63	252
3000-3199	138	80	218
2800-2999	160	36	196
2600-2799	161	59	220
2400-2599	143	45	188
2200-2399	55	13	68
2000-2199	48	17	65
1800-1999	15	11	26
1600-1799	3	2	5
1400-1599	6	3	9
1200-1399	4	1	5
N	1521	599 (a)	2120 (a)
Q <sub>a</sub>	\$3787.61	\$3873.08	\$3815.19
Median	3229.10	3303.17	3247.62
Mean	3319.07	3387.48	3338.40
Q <sub>i</sub>	2731.99	2795.76	2749.09
Q	527.81	538.66	533.41

a. Not including one part time professor at \$1000.

some schools. This distinction is more marked in the teachers colleges than in the normal schools as evidenced by the larger differences in the average salaries of the two ranks.

Again it is found that the normal school pays a slightly larger average salary than the teachers college, but for the instructors the difference is lessened by the adjustment to a twelve month basis, instead of being increased as was the case for the professor's salary. This may indicate that in general the normal school instructors work a longer time per year than the teachers college instructors, but the difference is very slight.

TABLE VI

DISTRIBUTION OF THE ANNUAL CASH SALARIES OF 2902 INSTRUCTORS IN 64 STATE TEACHERS COLLEGES AND 73 STATE NORMAL SCHOOLS IN 41 STATES, 1927-28

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$5000-5199	3	1	4
4800-4999	11	0	11
4600-4799	3	0	3
4400-4599	7	6	13
4200-4399	12	11	23
4000-4199	8	75	83
3800-3999	16	9	25
3600-3799	42	47	89
3400-3599	44	46	90
3200-3399	75	151	226
3000-3199	143	103	246
2800-2999	110	135	245
2600-2799	150	155	305
2400-2599	264	172	436
2200-2399	195	122	317
2000-2199	211	91	302
1800-1999	154	75	229
1600-1799	55	44	99
1400-1599	15	30	45
1200-1399	22	20	42
1000-1199	7	12	19
800- 999	19 (a)	6 (a)	25 (a)
600- 799	8 (a)	5 (a)	13 (a)
400- 599	4 (a)	1 (a)	5 (a)
200- 399	2 (a)	3 (a)	5 (a)
0- 199	1 (a)	1 (a)	2 (a)
N	1581	1321	2902
Q <sub>3</sub>	\$2958.64	\$3226.16	\$3081.30
Median	2486.74	2711.61	2571.10
Mean	2574.21	2749.20	2654.28
Q <sub>1</sub>	2069.43	2288.93	2184.77
Q	444.61	468.62	448.27

a. Part time work only; not included in calculating median, mean, and quartiles.

Noting the quartile points in column 4 of Table VI, it is seen that one-half of the 2902 instructors receive an actual cash salary between approximately \$2000 and \$3000. In other words, about one-fourth of the instructors in our state teacher training institutions receive less than \$2000 while the upper fourth receive over \$3000, the upper limit for the group studied being \$5000. It is of interest to note that the last mentioned amount is larger than the cash salary of 22 of the presidents reported above. Presumably the relatively large salaries in Tables V and VI are paid to heads of departments, although nothing definite is known about them.

TABLE VII

DISTRIBUTION OF THE SALARIES OF 2902 INSTRUCTORS IN 64 STATE TEACHERS COLLEGES AND 73 STATE NORMAL SCHOOLS IN 41 STATES (ALL SALARIES ADJUSTED TO A TWELVE MONTH BASIS, 1927-28)

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$6000-6199	3		3
5800-5999	0		0
5600-5799	3		3
5400-5599	1	1	2
5200-5399	1	1	2
5000-5199	4	5	9
4800-4999	16	14	30
4600-4799	4	3	7
4400-4599	22	25	47
4200-4399	29	23	52
4000-4199	37	80	117
3800-3999	40	24	64
3600-3799	87	82	169
3400-3599	48	49	97
3200-3399	140	204	344
3000-3199	139	143	282
2800-2999	143	126	269
2600-2799	195	136	331
2400-2599	257	137	394
2200-2399	86	79	165
2000-2199	136	77	213
1800-1999	106	51	157
1600-1799	13	19	32
1400-1599	9	13	22
1200-1399	21	15	36
1000-1199	8	5	13
800- 999	14 (a)	2 (a)	16 (a)
600- 799	11 (a)	3 (a)	14 (a)
400- 599	3 (a)	0	3 (a)
200- 399	4 (a)	4 (a)	8 (a)
0- 199	1 (a)		1 (a)
N	1581	1321	2902
Q <sub>3</sub>	\$3268.57	\$3379.41	\$3334.30
Median	2741.54	2996.83	2849.81
Mean	2854.13	2999.70	2920.91
Q <sub>1</sub>	2406.23	2500.73	2439.09
Q	431.17	439.34	447.61

a. Part time work only; not included in calculating median, mean, and quartiles.

### 3. THE TRAINING TEACHER'S SALARY

In spite of the fact that many of the institutions reporting do not have an organized training school and that others utilize the local school system as a student teaching laboratory, data were reported for 1493 training teachers. Distribution of the actual and adjusted salaries of this group are given in Tables VIII and IX. A number of these are supplementary salaries paid

**TABLE VIII**  
**DISTRIBUTION OF THE ANNUAL CASH SALARIES OF 1493**  
**TRAINING TEACHERS IN 64 STATE TEACHERS COLLEGES**  
**AND 73 STATE NORMAL SCHOOLS IN 41 STATES, 1927-28**

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$4400-4599		1 (a)	1 (a)
4200-4399	1 (a)	3 (a)	4 (a)
4000-4199	1 (a)	3 (a)	4 (a)
3800-3999	0	1 (a)	1 (a)
3600-3799	1 (a)	3 (a)	4 (a)
3499-3599	2 (a)	12 (a)	14 (a)
3200-3399	4	17	21
3000-3199	25	12	37
2800-2999	27	37	64
2600-2799	57	95	152
2400-2599	84	62	146
2200-2399	64	87	151
2000-2199	130	111	241
1800-1999	127	102	229
1600-1799	32	60	92
1400-1599	41	28	69
1200-1399	30	32	62
1000-1199	19	19	38
800- 999	10	23	33
600- 799	20 (b)	22 (b)	42 (b)
400- 599	5 (b)	12 (b)	17 (b)
200- 399	5 (b)	65 (b)	70 (b)
0- 199		1 (b)	1 (b)
N	685	808	1493
Q <sub>3</sub>	\$2482.14	\$2566.94	\$2518.15
Median	2101.54	2141.44	2119.92
Mean	2121.85	2140.58	2131.46
Q <sub>1</sub>	1838.03	1818.14	1834.72
Q	322.06	374.40	341.72

- a. Nine of these are definitely known to be administrators; no salaries above \$3400 included in calculating median, mean, and quartiles.
- b. Supplementary salaries paid to city teachers; not included in calculating median, mean, and quartiles.

to the teachers in the local system. However, such salaries were not included in calculating the mean, median, and quartiles as they are not representative of the training teacher's regular full time salary.

Another group of salaries were not included in finding the central tendencies because it seemed that they were too large to be paid to training teachers for teaching alone. A subsequent check showed that many of those receiving more than \$3600 per year were administrative officers such as: director of training, superintendent of the training school, or principal of the affli-

TABLE IX

DISTRIBUTION OF THE SALARIES OF 1493 TRAINING TEACHERS IN 64 STATE TEACHERS COLLEGES AND 73 STATE NORMAL SCHOOLS IN 41 STATES (ALL SALARIES ADJUSTED TO A TWELVE MONTH BASIS) 1927-28

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$5400-5599		1 (a)	1 (a)
5200-5399		0	0
5000-5199	1 (a)	0	1 (a)
4800-4999	0	0	0
4600-4799	0	0	0
4400-4599	0	2 (a)	2 (a)
4200-4399	0	5 (a)	5 (a)
4000-4199	1 (a)	9 (a)	10 (a)
3800-3999	1 (a)	6 (a)	7 (a)
3600-3799	6 (a)	6 (a)	12 (a)
3400-3599	4	4	8
3200-3399	39	51	90
3000-3199	45	77	122
2800-2999	41	70	111
2600-2799	80	92	172
2400-2599	152	80	232
2200-2399	61	70	131
2000-2199	110	73	183
1800-1999	33	76	109
1600-1799	34	17	51
1400-1599	26	35	61
1200-1399	19	27	46
1000-1199	2	3	5
800- 999	16 (b)	27 (b)	43 (b)
600- 799	5 (b)	7 (b)	12 (b)
400- 599	6 (b)	16 (b)	22 (b)
200- 399	3 (b)	54 (b)	57 (b)
N	685	808	1493
Q <sub>3</sub>	\$2718.75	\$2895.00	\$2801.35
Median	2450.00	2491.25	2464.22
Mean	2355.73	2445.78	2426.72
Q <sub>1</sub>	2086.36	2029.45	2063.66
Q	316.20	432.78	368.85

- Many of these are definitely known to be administrators; no salaries above \$3600 included in calculating the median, mean, and quartiles.
- Supplementary salaries paid to city teachers; not included in calculating median, mean, and quartiles.

ated high school. It is of course possible that some error was made in assuming such an arbitrary dividing point, but it was felt that such procedure would make the mean and median more significant than they would be, if this group of large salaries had been included.

Again, it is seen that the normal schools pay a very slightly larger average salary for their training teachers than do the



teachers colleges. It will be remembered that this was also true for the professors and instructors. Even though the difference is relatively small in each case, the large sampling assures its significance.

The mean annual salary of the training teachers in state teacher training schools is slightly over \$2000. It is interesting to note that the average salaries of the three groups studied are separated by a difference of approximately \$500, with the instructor's salary falling about midway between that of professors and training teachers.

#### 4. THE COLLEGE TEACHER'S SALARY

The combined distributions of the professor's and instructor's salaries, constituting the college teacher's salary, are presented in Tables X and XI. Here again the central tendencies are probably of most interest. As it was to be expected from a survey of the separate distributions from which Table X was made, the normal schools pay a slightly larger average salary. This difference is increased only very little by the adjustment to a twelve month basis. This indicates that for the entire group of college teachers, there is very little difference in the average length of the salary year in the two types of institutions. Noting the mean and median in column 4 of Table X, it is seen that the average salary of the 5022 teachers is approximately midway between the professor's and instructor's average salary, or about \$2800 per year.

Generally speaking, then, it may be said that a member of the faculty of a state teacher training institution receives less than \$3000 per year for his teaching services.

There is a large discrepancy between this amount and one estimate of the annual cost of living at a professional standard. Peixotto<sup>4</sup> regards \$5000 as "that amount which to the writer's mind represents the minimum cost of health and decency, granting the accepted need of a professional standard." Although this estimate was based on living conditions in California during 1922, the situation presented by this discrepancy is provocative of serious thought.

#### V. THE BONUS

The question naturally arises as to whether the faculty members receive additions to their cash salaries as was found to be the case for the presidents. The result of the tabulation of the replies to item 4 indicates that any sort of a bonus for the faculty member is unusual. Only ten of the 137 institutions give any bonus at all, and where given it is of small value.

<sup>4</sup> Peixotto, Jessica B. *Getting and Spending at the Professional Standard of Living: A Study of the Costs of Living in Academic Life*. The Macmillan Company, New York, 1927.

TABLE X

DISTRIBUTION OF THE ANNUAL CASH SALARIES OF 5022 COLLEGE TEACHERS (a) IN 64 STATE TEACHERS COLLEGES AND 73 STATE NORMAL SCHOOLS IN 41 STATES, 1927-28

Salary	Frequency		
	Teachers Colleges	Normal Schools	Total
1	2	3	4
\$6000-6199	1		1
5800-5999	0		0
5600-5799	0		0
5400-5599	0	1	1
5200-5399	1	0	1
5000-5199	24	2	26
4800-4999	40	0	40
4600-4799	7	2	9
4400-4599	16	26	42
4200-4399	54	23	77
4000-4199	69	109	178
3800-3999	44	34	78
3600-3799	151	105	256
3400-3599	161	104	265
3200-3399	233	198	431
3000-3199	339	165	504
2800-2999	253	176	429
2600-2799	345	217	562
2400-2599	460	239	699
2200-2399	291	167	458
2000-2199	281	127	408
1800-1999	178	92	270
1600-1799	59	49	108
1400-1599	28	33	61
1200-1399	26	23	49
1000-1199	7	12	19
800- 999	19 (b)	6 (b)	25 (b)
600- 799	8 (b)	5 (b)	13 (b)
400- 599	4 (b)	1 (b)	5 (b)
200- 399	2 (b)	3 (b)	5 (b)
0- 199	1 (b)	1 (b)	2 (b)
N	3102	1920 (c)	5022 (c)
Q <sub>2</sub>	\$3229.18	\$3329.29	\$3275.17
Median	2718.26	2793.55	2747.33
Mean	2820.18	2853.57	2834.51
Q <sub>1</sub>	2329.21	2367.66	2343.23
Q	449.99	480.82	465.97

- a. Including professors and instructors but not training teachers.  
 b. Part time only; not included in calculating median, mean, and quartiles.  
 c. Not including one part time professor at \$1000.

TABLE XI

DISTRIBUTION OF THE SALARIES OF 5022 COLLEGE TEACHERS (a) IN 64 STATE TEACHERS COLLEGES AND 73 STATE NORMAL SCHOOLS IN 41 STATES (ALL SALARIES ADJUSTED TO A TWELVE MONTH BASIS), 1927-28

Salary	Frequency			Total
	Teachers	Colleges	Normal Schools	
1	2	3	4	
\$6600-6799			1	1
6400-6599			0	0
6200-6399	1		0	1
6000-6199	18		1	19
5800-5999	0		0	0
5600-5799	5		1	6
5400-5599	6		10	16
5200-5399	4		2	6
5000-5199	19		9	28
4800-4999	62		30	92
4600-4799	13		9	22
4400-4599	71		44	115
4200-4399	73		58	131
4000-4199	172		112	284
3800-3999	89		63	152
3600-3799	204		153	357
3400-3599	157		83	240
3200-3399	329		267	596
3000-3199	277		223	500
2800-2999	303		162	465
2600-2799	356		195	551
2400-2599	400		182	582
2200-2399	141		92	233
2000-2199	184		94	278
1800-1999	121		62	183
1600-1799	16		21	37
1400-1599	15		16	31
1200-1399	25		16	41
1000-1199	8		5	13
800- 999	14 (b)		2 (b)	16 (b)
600- 799	11 (b)		3 (b)	14 (b)
400- 599	3 (b)		0	3 (b)
200- 399	4 (b)		4 (b)	8 (b)
0- 199	1 (b)			1 (b)
N	3102		1920 (c)	5022 (c)
Q <sub>s</sub>	\$3561.46		\$3619.93	\$3587.50
Median	2977.23		3099.10	3030.40
Mean	3084.56		3121.25	3098.63
Q <sub>1</sub>	2528.63		2588.74	2547.42
Q	516.42		515.60	520.04

- Including professors and instructors but not training teachers.
- Part time work only; not included in calculating median, mean, and quartiles.
- Not including one part time professor at \$1000.

Only five state teachers colleges and five state normal schools pay a bonus for attendance at summer schools. It is possible that some of them pay an indirect bonus for this by increasing the salary for those members taking advantage of summer sessions to further their professional training. However, it must be understood that "attendance at summer school" does not mean continuing to teach at the local institution during the summer session, in which case additional pay is granted for extra work with the exception of those members hired on a twelve month basis.

Even a smaller number, three state teachers colleges and one state normal school, pay any sort of a bonus for attendance at educational meetings. In one case, the bonus consists merely of paying "expenses outside of state," and in another case the members are allowed "\$75 per meeting." Details were not given for the other two schools.

In general then, it is seen that the salary of the faculty member consists primarily and almost entirely of the annual cash stipend. The attitude toward the bonus is much the same as was found in 1925, or even slightly less favorable.

About the only other possible source of income from college teaching is the extra salary paid for extension work, which is discussed in the following section.

## VI. SALARY FOR EXTENSION WORK

Extension work as offered by state teacher training institutions consists chiefly of correspondence and extra-mural teaching. Although the exact amounts paid for these types of work are not available, data are at hand concerning the frequency with which they are offered and whether or not extra pay is given for such instruction. Many of the institutions represented have one or more men engaged in full time extension work. Such cases were tabulated with the regular faculty members. Obviously these cases are not included in the present discussion.

The situation in regard to the number of each type of institution offering and paying extra salary for the two kinds of extension work is presented in Table XII. In column 2, it is seen that 56 out of the 73 state teachers colleges offer extra-mural teaching, and that 32 of the 56 pay extra for this type of work. This amounts to 57.1 per cent of those offering it. Column 3 presents the data for correspondence, and in column 4 is found the general situation for both types of extension work.

It is seen that the majority of the teachers colleges pay extra salary both for teaching and for correspondence. For the normal schools, it is found that the majority are more prone to consider extension work as a part of the regular teaching load.

**TABLE XII**  
**NUMBER AND PER CENT OF STATE TEACHERS COLLEGES**  
**AND STATE NORMAL SCHOOLS PAYING EXTRA SALARY**  
**FOR EXTENSION WORK, 1927-28**

Type of School	Teaching	Correspondence	Total
1	2	3	4
1. Teachers Colleges			
a. Number Offering	56	46	102
b. Number Paying	32	28	60
c. Per cent Paying	57.1	60.9	58.8
2. Normal Schools			
a. Number Offering	57	39	96
b. Number Paying	27	13	40
c. Per cent Paying	47.4	33.3	41.7
3. Total			
a. Number Offering	113	85	198
b. Number Paying	59	41	100
c. Per cent Paying	52.2	48.2	50.5

It is probable, however, that where this is done, the regular load is reduced to give the time needed for the extra work.

When both teachers colleges and normal schools are considered together, it is seen that the opposite tendencies of the two types of institutions almost balance each other. In general, the practice of paying for extension work is about as prevalent as the practice of not paying.

One state teachers college reported that it would pay extra for correspondence in 1929, and another reported that it "pays expenses of extension work only."

The situation in regard to extra pay for extension work has changed considerably since 1925. At that time 70 of the 75, or 93.3 per cent of the schools reporting<sup>5</sup> paid extra salary for this type of work as compared with 50.5 per cent for the current year. The reason for this change in practice can only be surmised. It is probably due in part to the increased amount of extension work offered, causing much of it to be considered as a part of the regular teaching load.

## VII. SALARY FOR TIME OFF

Having noted the situation relative to supplementing the faculty's salary, it will be of interest to consider what rules state teacher training institutions observe in regard to paying salaries for time lost from actual service. Absences may be divided into two general classes, professional and those resulting from illness.

<sup>5</sup> Whitney, F. L., Op. Cit.

No data are available on the former, except those which were reported in the section on "The Bonus." As far as is known, however, the general practice is to continue the payment of the full salary for ordinary professional absences such as attendance at educational meetings. Most of the replies to item 3 on the return sheet said specifically that the rule stated applied to time off for illness only, so the results must be interpreted to apply chiefly to this type of absence.

The practices of the 137 schools represented are shown in Table XIII. It is gratifying to note that all but three of them make some sort of provision for the payment of salaries for time off. As is seen in column 2, practically every arrangement provides for the continuation of the regular salary, for various lengths of time ranging from ten days to one year. The most frequently reported plan, used by nineteen teachers colleges and sixteen normal schools, is the continuation of "full pay for an indefinite length of time." This indicates a liberal attitude in regard to the matter. Next in order, is the plan of paying the full salary for a period of one month, which is used by nine teachers colleges and twelve normal schools. Various other arrangements were reported, whose relative popularity may be seen from their ranking in column 1 of the table.

It will be noted that in twelve cases, the absent faculty members receive full pay less the amount used to hire a substitute. This practice may be commended in that, if one is so unfortunate as to have to lose time, he continues to receive any increments that he has received because of training or of service in the institution. Such a plan may well be considered by schools whose budget is too small to permit continuing the regular salary.

The "other arrangements" mentioned in Table XIII included a variety of plans, some of which are suggestive. One school "pays salary for time in hospital only." Madison, South Dakota, reports "Full pay for two months, and part pay for several years in the case of old members." Providence, Rhode Island, offers "full pay for first month, and full pay less substitute's pay for the remainder of the year." Detroit, Michigan, allows "full pay for two weeks, then 80 per cent for the remainder of the absence." Several other schools continue full pay for a certain length of time, and then "part pay" for a specified period. In many cases, the length of time may be extended by action of the controlling board, or at the discretion of the president of the institution.

In general, the practice is to continue the regular salary for all absences of reasonable length. When an absence continues for relatively long periods, other arrangements are usually made,

TABLE XIII

RANK OF ARRANGEMENTS FOR THE PAYMENT OF SALARIES FOR TIME OFF FOR ILLNESS OR OTHER CAUSES IN 137 STATE TEACHER TRAINING INSTITUTIONS, 1927-28

Rank	Arrangement for Payment	Frequency		
		Teachers Colleges	Normal Schools	Total
1	2	3	4	5
1	Full pay for an indefinite time	19	16	35
2	Full pay for one month	9	12	21
3	Full pay for two weeks	4	8	12
4.5	Full pay less substitute's pay for a "short time"	5	3	8
4.5	Full pay for 40 school days per year	0	8 (a)	8
6	Full pay for "reasonable" time	2	5	7
7.5	Full pay for ten days	0	5	5
7.5	Full pay for three months	4	1	5
9.5	Full pay for two months	3	1	4
9.5	Full pay less substitute's pay indefinitely	2	2	4
11	Full pay for three to four months	1	2	3
13	Full pay for three weeks	1	1	2
13	Full pay for six weeks	2	0	2
13	"Full pay sometimes, half sometimes"	2	0	2
15	Full pay for one year	0	1	1
	Other arrangements	9 (b)	6 (b)	15 (b)
	No salary for time off	1	2	3
	Total	64	73	137

a. All Wisconsin schools. This time may be extended to 90 days by action of the Board of Regents of Normal Schools.

b. See discussion for details, p. 28.

the matter often being referred to the board of trustees for decision. These findings agree with those of the first investigation. No general change has occurred in the attitude of state teachers colleges and normal schools toward the payment of salaries for time lost.

#### VIII. LEAVE OF ABSENCE

Probably no single factor of the salary situation shows more variation from one institution to another than of leave of absence. A total of 33 different arrangements were reported, many of which were practiced in one school only. The plans differ in the frequency of granting leaves, the length of time granted, the amount and method of payment during leave, and many other details.

The general situation is presented in Table XIV. Some 22 different types of leaves are listed in column 2, while their rank

as to frequency of use appears in column 1. In columns 3 and 4 is found the number of state teachers colleges and normal schools using each plan, while column 5 shows the combined frequencies, upon which the ranks are based. In the lower part of the table is found the number using miscellaneous arrangements, and also the number not granting leave of any kind.

First note the number of schools granting no leaves at all. The table shows that only three teachers colleges and nine normal schools fall in this class. Technically, these figures are correct, but practically they are not, if a leave of absence means other than the mere privilege of not having to teach for a period, while still holding a position. If the phrase is interpreted to mean time off with pay after a certain length of service, it appears that only 24 state teachers colleges and 35 state normal schools, or 41.3 per cent of the 137 reporting, can be said to grant leaves of absence.

It is seen that the most popular types of "leave" are those without pay. Thus, 26 teachers colleges and sixteen normal schools are found granting leaves irregularly for the length of time asked, but with no pay. Some 22 other schools grant the same general type of leave, except that the time is specified as one year. This is a total of 64 institutions in these two classes, more than the total number granting any kind of leave with pay.

As seen in Table XIV, column 2, the most widely used method of granting leaves of absence with pay is the well known sabbatical leave. This arrangement, which is used by nine teachers colleges and eight normal schools, allows a leave every seven years for a period of one year on half pay. In some cases, a six month leave on full pay may be taken instead. Other individual arrangements may be made. For example, Maryville, Missouri, grants "a leave of one year in seven or one term in twelve. No salary is paid during the absence, but one and one-half times the base salary is allowed on return for as many months as the faculty member was on leave."

The next most widely used plan is that of granting a three month leave on full pay every three years. This arrangement is much more popular with the normal schools than with the teachers colleges. A special case under this plan is the practice of giving "every third summer off on full pay." Such an arrangement allows the teaching staff to be reduced during the summer session, and yet assures a full force for the regular school year. It also facilitates bringing in outside faculty members for the summer quarter.

Many other types of leave will be noticed in the table. Seemingly, almost every conceivable plan is used somewhere. The



**TABLE XIV**  
**TYPES OF LEAVES OF ABSENCES GRANTED BY 137 STATE**  
**TEACHER TRAINING INSTITUTIONS IN 41 STATES, 1927-28**

Rank	Type of Leave	Frequency		
		Teachers Colleges	Normal Schools	Total
1	2	3	4	5
1	Irregular, for time asked, on no pay	26	16	42
2	Irregular, for one year, on no pay	14	8	22
3	Every seven years, for one year, on half pay	9	8	17
4	Every three years, for three months, on full pay	2	11	13
5	Every three years, for six weeks, on full pay	0	6	6
6	Every three years, for nine weeks, on full pay	0	3	3
14.5	Every three years, for six weeks, on no pay	0	1	1
14.5	Every three years, for three months, on half pay	1	0	1
14.5	Every eighth quarter, for three months, on full pay	1	0	1
14.5	Every eighth quarter, for three months, on half pay	1	0	1
14.5	Every fifth year for three months, on full pay	1	0	1
14.5	Every seven years, for six months, on full pay	1	0	1
14.5	Every seven years, for six months, on half pay	1	0	1
14.5	Every seven years, for three quarters, on half pay	1	0	1
14.5	Every seven years, for six months, on no pay	1	0	1
14.5	Every seven years, for one year, on no pay	1	0	1
14.5	Irregular, for six months, on half pay	1	0	1
14.5	Irregular, for three quarters, on half pay	1 (a)	0	1
14.5	Irregular, for three quarters, on no pay	1	0	1
14.5	Irregular, for one year, on half pay	1	0	1
14.5	Every ten years, for one year, on full pay	0	1	1
14.5	After ten years, for one year, on half pay	0	1	1
	Other arrangements	2 (b)	9 (b)	11 (b)
	No leaves granted	3	9	12
	Total	69 (c)	73	142

a. "Not very often."

b. See discussion for details, p. 28.

c. Five state teachers colleges have two plans.

eleven cases listed under "other arrangements" include one or two plans worthy of mention. In two instances, "leaves of absence are a matter of special resolution by the board of trustees, and each case is treated individually."

Kirkville, Missouri, reports as follows: "We grant leave of absence at any time a teacher asks for it. Each month we set aside a fund made up of 5 per cent of the monthly salary of each faculty member, this fund being used as leave of absence money. This fund may be spent at any time that a member of the faculty takes leave of absence and follows a program approved by the president of the school. There are some details, as the faculty member must pledge himself to return to the school, for at least some length of time, after studying either in a university or in foreign travel; and at no time can an individual holding a master's or doctor's degree receive in any one month more than 80 per cent of one month's salary; if he holds only a bachelor's degree, he cannot receive more than 60 per cent of any one month's salary during any month of leave.

The other nine cases were included in this miscellaneous group because of lack of complete details. Most of them, however, grant irregular leaves with no pay.

Again, it is found that the general situation is much the same as in 1925. In the previous study, slightly over one-third of the schools granted leaves with pay as compared with 41.3 per cent now. The two most widely used types of leave at that time, namely sabbatical leave and one quarter off with pay every three years, have remained the most popular arrangements.

## IX. THE SALARY SCHEDULE

Up to this point, the discussion has dealt merely with the individual items of information asked for on the return sheet. Although interesting and significant as single units of information, the material presented in the previous sections was included chiefly to lead up to and to assist in the interpretation of the question of the use of salary schedules in state teacher training institutions.

In answer to question 1 on the return sheet, "Do you have a salary schedule?" 22 of the 64 state teachers colleges and 45 of the 73 state normal school replied in the affirmative. However, only 34 of the 67 schools reporting the use of a salary schedule sent any information as to the nature of the schedule in use. This would suggest that many of the presidents reporting did not have a definite conception of just what constitutes a salary schedule. The broad interpretation of the term was further evidenced by the fact that five schools reported only maxima and minima salaries for each rank, and also by such replies as: "Yes, in a manner;" "Yes, not a rigid schedule;" "Yes, maximum

and minimum only;" and "With reference to the salary schedule, I wish to say it is rather an elastic sort of a thing and can hardly be called a schedule; yet it is a graded scale influenced to a considerable extent by rank." Another replied as follows: "Our salary schedule is very elementary in its operation. Our heads of academic departments receive a fixed salary except that the heads of departments of art, home economics, manual training, and also physical education receive uniform smaller salary. I regret to say that we have an exception to this rule in that the Head of Physical Education is also head coach, and he receives a salary equal to that of the heads of academic departments. I have no defense for this any more than I have for excessive cost of intercollegiate athletics."

Two other schools reported that an attempt was being made to arrange a salary schedule as soon as state funds permitted. It was found that five states have state schedules applying to all state teachers colleges and state normal schools. They are: California, Pennsylvania, Massachusetts, Wisconsin, and New York. Other schools reported that an attempt was being made to formulate a state schedule.

Before proceeding further, it would be well to define just what the term salary schedule means. Since most of the developmental work on salary schedules has been done in the field of city public school systems, a definition evolved from a study of the schedules in use there is apropos: "By a salary schedule is meant a plan for the payment of school employees formally adopted by the board of education or school committee, which to a large degree automatically determines the beginning salary, the amount and number of yearly increases, and the maximum salary received by various groups of teachers, principals, and other employees with specified qualifications."<sup>6</sup> By changing the terminology of this definition, it becomes directly applicable to state teacher training institutions.

Although an examination of the salary schedules in use in the schools sending copies of their schedules reveals the fact that no two are exactly alike (except where it is a state schedule applying to all institutions in the state), here are certain basic principles common to them all: (1) A grouping of the teaching staff into ranks according to training and experience; (2) a minimum and maximum salary for each rank; and (3) a provision for a certain number of annual increments until the maximum is reached.

In general, the schedules supplied as data for this study did not differ a great deal in regard to the last two provisions. Rather marked differences were found, however, in the methods used

<sup>6</sup> Norton, John K. *The Scheduling of Teachers' Salaries*. Research Bulletin of the National Education Association, Vol. V, Number 3 (May, 1927).

to group or classify the instructional corp into ranks. Examples of several schedules will best illustrate these differences.

Probably the simplest method reported is that used by the East Carolina Teachers College of Greenville, North Carolina, in which the classification is based solely on the professional training of the faculty members. The schedule used in that institution is given in Table XV, and shows how such a scheme works in actual practice. There are, however, various other requirements in addition to the degree, such as a specified amount of professional work and a certain number of semester hours training in the subject taught. The salaries given in Table XV are for nine months' work. One-fourth the annual salary is paid extra for teaching through the summer quarter.

In some cases the classification is based on the degree held and also on the academic rank. This method is used in the California schedule which is reproduced in Table XVI. All salaries quoted are based on a school year of 36 weeks. The following explanation of terms makes the table much more significant:

"The term 'Rank' is intended to designate the position occupied by an individual in the faculty of the institution. The titles Assistant, Instructor, Assistant Instructor, Associate Professor, and Professor are intended to be relative in their application.

"The term 'Class' is proposed by our Committee to describe the type and extent of the professional preparation of the faculty members, in the following general manner:

Class I. Persons whose academic or professional preparation is equivalent to four years beyond high school graduation, or holders of recognized Bachelor's degrees.

Class II. Persons whose academic or professional preparation is deemed equivalent to five years beyond high school graduation, or holders of recognized Master's degrees.

Class III. Persons whose academic or professional preparation is deemed equivalent to six years beyond high school graduation.

Class IV. Persons whose academic or professional preparation is deemed equivalent to seven years beyond high school graduation, or holders of recognized Doctor's degrees."

Still another system of classification is used in the state of Pennsylvania. (Table XVII) As is seen from the schedule, both training and experience are used as criteria for determining the class of the persons coming under its influence. However, by action of the Board of Trustees, it became possible to substitute additional training for experience, as is seen from the footnote below the schedule. The salaries listed are for twelve months' work.

**TABLE XV**  
**SALARY SCHEDULE OF EAST CAROLINA TEACHERS COLLEGE AT GREENVILLE, NORTH CAROLINA, 1927-28**

Classification (a)	First Year	Second Year	Third Year	Fourth Year	Fifth Year
1	2	3	4	5	6
Schedule A	\$1200	\$1350	\$1500	\$1650	\$1800
Schedule B	1800	2000	2200	2400	2600
Schedule C	2400	2700	3000	3300	3600
Schedule D	3000	3400	3800	4200	4500

- a. Schedule A is the equivalent of a bachelor's degree.  
 Schedule B is the equivalent of a master's degree.  
 Schedule C is the equivalent of one year beyond the master's degree.  
 Schedule D is the equivalent of a Ph. D. degree.

**TABLE XVI**  
**FACULTY RANKING, CLASSIFICATION, AND SALARY SCHEDULE PREPARED BY THE STATE DEPARTMENT OF EDUCATION FOR CALIFORNIA STATE TEACHERS COLLEGES, 1927-28**

Rank	Class (a)	Salary		
		Minimum	Annual Increase	Maximum
1	2	3	4	5
1. Assistant	I	\$1800	2 of \$120	\$2040
2. Instructor	II	2040	3 of 120	2400
	III	2230	4 of 120	2760
	IV	2400	5 of 120	3000
3. Assistant professor	II	2280	4 of 120	2760
	III	2400	5 of 120	3000
	IV	2700	6 of 120	3420
4. Associate professor	II	2400	4 of 150	3000
	III	2700	5 of 150	3450
	IV	3000	6 of 150	3900
5. Professor	II	2700	5 of 150	3450
	III	3000	6 of 150	3900
	IV	3300	7 of 150	4350

- a. For explanation of this term, see discussion, page 34.

The Pennsylvania schedule is also of interest in that it makes special provision for training teachers paid in part by the local school districts. (Table XVIII) The plan outlined may be sug-

**TABLE XVII**  
**SALARY SCHEDULE FOR STATE NORMAL SCHOOL TEACHERS OF PENNSYLVANIA, 1927-28**

Class	Salary Range	Increment		Training	Experience
		Amount	Number		
1	2	3	4	5	6
I	\$3600-4500	\$150	6	Master's degree in teaching field or in education (a)	Nine years previous to entering class
II	2800-3600	200	4	Baccalaureate degree plus twelve semester hours graduate work in education (b)	Five years previous to entering class
III	2200-2800	200	3	Baccalaureate degree	Two years previous to entering class

- a. By action of Board of Trustees, the doctor's degree in teaching field or in education was substituted for all persons entering the faculty from outside or all persons reaching the maximum of class II.
- b. By action of the Board of Trustees, the master's degree in teaching field or in education was substituted for all persons entering the faculty from outside or all persons reaching the maximum of class III.

gestive to other schools using the local school system as a training school. The training teacher salaries quoted are for nine months' service.

So far these schedules have mentioned three criteria for the classification of teachers college or normal school facilities: Professional training, academic rank, and experience. It is quite probable, however, that both professional training and experience help to determine academic rank, although not specifically stated in the California schedule. A weakness in many schedules is the lack of sufficient criteria upon which classification is made. There is no doubt but that training and experience are two of the most important qualifications of a good teacher, yet many other factors often influence the type of work done, among which are: native ability, personality, and attitude toward teaching. Because these traits are intangible and relatively immeasurable no mention is made of them in most schedules.

The Wisconsin state schedule makes an attempt to evaluate and take these factors into consideration by placing each teacher

TABLE XVIII

METHOD OF COMPENSATION OF TRAINING TEACHERS OF PENNSYLVANIA STATE NORMAL SCHOOLS PAID IN PART BY THE LOCAL SCHOOL DISTRICT, 1927-28

Item	Amount
1	2
I. Districts of the Fourth Class	
1. Minimum salary paid by school district.....	\$ 900
2. Paid by Normal School .....	300
(Qualifications: Normal School graduation and two years' experience)	1200
3. Increment paid by the Normal School .....	200
(Qualifications: Twelve additional semester hours professional training)	
4. Number of such increments .....	5
(Qualifications: The equivalent of the Baccalaureate Degree)	
5. Maximum salary .....	2200
II. Districts of the Third Class	
1. Minimum salary paid by school district.....	1000
2. Paid by Normal School .....	200
(Qualifications: Normal School graduation and two years' experience)	1200
3. Increments paid by Normal School .....	200
(Qualifications: Twelve additional semester hours of professional training)	
4. Number of such increments .....	5
(Qualifications: The equivalent of the Baccalaureate Degree)	
5. Maximum salary .....	2200

on probation for the first two years, and then making the classification on the basis of the general impression made during this time. Of course, there are certain other minimum qualifications as to training and experience. Although such an arrangement permits the evaluation of actual teaching success, it has the disadvantage of making it possible for friendship and "pull" to have effect by influencing the person who judges the success achieved during the first two years. For this reason the Wisconsin system of classification is of questionable merit, if absolute fairness is desired. On the other hand, it makes for a large degree of flexibility, thus meeting one of the most insistent arguments against the use of a salary schedule.

The above sample schedules should be helpful to administrators attempting to build up a salary schedule for a state teacher training institution. However, it should be borne in mind that a great many factors must be considered before a satisfactory and workable schedule can be devised. Among these are: (1) A suitable system of classification or ranking must be provided; (2) the minimum salaries must be large enough to sup-

port those receiving them at a reasonable standard of living, and at the same time to attract well trained and qualified persons; (3) the maximum salary must be large enough to provide for a professional standard of living, afford cultural advantages, provide for savings, and yet be within the limits demanded by the funds available; (4) the increments must be arranged to stimulate professional growth; and (5) sufficient flexibility must be provided to allow for individual merit.

Many helpful suggestions on the building of salary schedules are found in a recent work by Lewis.<sup>7</sup> Although applying specifically to the public school situation, it will be very helpful to state teachers colleges or normal school administrators.

The fact that salary schedules are being used by only one-half of the state teacher training institutions reporting indicates that the general attitude is not entirely in favor of them. In fact, in some cases it is distinctly unfavorable. One president replied as follows: "We do not have a salary schedule. Personally I am opposed to such a thing. It rewards the lazy man at the expense of the valuable man on the faculty, and it is a cheap excuse behind which the president may hide when he does not want to raise a salary."

Lewis mentions the following advantages of an automatic schedule in the public schools: "(1) It is impersonal; (2) it cares for new teachers; (3) it secures better academic and professional preparation; (4) it makes a career possible; (5) it protects the home teacher; (6) it increases local and professional tenure; (7) it stimulates teachers to do their best; and (8) it raises the social status of the profession." It will be seen that most of these are applicable to the use of salary schedules in state teacher training institutions. Still another advantage is that the salary schedule is an aid in making the annual budget. This advantage alone is worthy of consideration.

In summary, it may be said that state teachers colleges and normal schools are about equally divided in regard to the use of salary schedules. The attitude of the normal schools is more favorable toward them than that of the teachers colleges. State schedules applying to all institutions in the state were reported in five states, and attempts were being made to formulate them in several others. From the reports, it was evident that the general term, salary schedule, is often misinterpreted, which probably accounts for the unfavorable attitude toward its use in many instances. Careful study of both local and national financial conditions and of many other local matters must precede any attempt at the formulation of a satisfactory and worth while

<sup>7</sup> Lewis, E. E. *Personal Problems of the Teaching Staff*, Chapter XIV. The Century Company, New York, 1925.



salary schedule. It is hoped that the data presented in this report will be of help in showing the general tendencies in regard to salary questions and thus aid in the solution of individual problems such as arise in every state teacher training institution.

## X. GENERAL SUMMARY

In order to ascertain the facts concerning the payment of salaries to the faculties of state teachers colleges and state normal schools, a questionnaire was sent to the presidents of 173 such institutions. A general sampling of 77 per cent was obtained, and the schools which replied are located in 41 states. Tabulation of the data revealed many interesting and significant facts, some of which are:

1. The presidents of state teachers colleges and state normal schools receive an average salary of about \$6000 per year and in the majority of cases receive also either their traveling expenses, or house and traveling expenses. The cash salary is about \$600 more than that of three years ago.

2. The average salary of the faculties of state teacher training institutions has increased very slightly within the last three years, but when the decreased value of the dollar is taken into consideration, the increase is negligible.

3. The average professor's salary is approximately \$3000 per year, that of the instructor \$2500 per year, and the training teacher's salary averages slightly over \$2000 per year. This indicates that there is at least a financial distinction made between the various academic ranks in some institutions.

4. The average college teacher's salary is \$2800 per year, which is \$2200 less than one estimated annual cost of living at the professional standard.

5. Practically no institutions pay a bonus for attendance at summer school, or at educational meetings.

6. A majority of the teachers colleges pay extra for extension work, while the majority of normal schools consider it a part of the regular teaching load.

7. All but three of the 137 institutions reporting make some provision for the payment of salaries for time lost from service.

8. All but nine of the schools reporting grant leaves of absence, but only 41.3 per cent of them grant leaves with pay. The sabbatical leave and one quarter off with pay every three years are the most popular leave of absence arrangements.

9. Approximately one-half of the schools reported the use of a salary schedule, but many of the replies indicated that the term salary schedule is often misinterpreted. Sample schedules are presented to show the types now being used.

## APPENDIX I

## COLORADO STATE TEACHERS COLLEGE

George Willard Frasier, *President*

GREELEY

## DEPARTMENT of EDUCATIONAL RESEARCH

Frederick L. Whitney, Director  
Jessie L. Thompson, Research Secretary  
E. Lowell Kelly, Research Fellow

October 10, 1927

Dear President:

During the year 1924-1925, Colorado State Teachers College made a preliminary study of salaries, salary schedules, and all other matters of payment to faculties of state teachers colleges and state normal schools. This study was not complete and is now antiquated to the extent of being of little value. As the report of the study is still in demand and many requests have come for its repetition, this Department is making a second checking to include data for the school year 1927-1928. If you will fill in the information asked for on the enclosed sheet and return at once, the data will be tabulated and a report made to you shortly after all schools have been heard from.

If answers to the questions on the enclosed return sheet are found complete in definitely stated rules and regulations or in other printed or mimeographed material, will you please have your office mail copies? Enclose the bill, if there is a charge. If the exact information cannot be given on the enclosed sheet, a personal letter discussing the answers will be greatly appreciated and will add to the value of the final report.

Thank you for your assistance in this professional matter.

Very truly yours,

FREDERICK L. WHITNEY, *Director*  
*Department of Educational Research.*



## APPENDIX II

## State Teacher Training Institutions Represented in this Investigation

State	Institution	City
1	2	3
Alabama	State Normal School	Florence
	State Normal School	Jacksonville
	State Normal School	Livingston
Arizona	State Normal School	Troy
	Northern Arizona State Teachers College	Flagstaff
California	Tempe State Teachers College	Tempe
	Humboldt State Teachers College	Arcata
	State Teachers College	Fresno
	State Teachers College	San Diego
	State Teachers College	San Francisco
Colorado	State Teachers College	San Jose
	State Teachers College	Santa Barbara
	Colorado State Teachers College	Greeley
Connecticut	Western State College of Colorado	Gunnison
	State Normal School	Danbury
Georgia	State Normal School	Willimantic
	Georgia Normal and Industrial College	Bowden
Hawaii	State Normal School	Statesboro
	Territorial Normal and Training School	Honolulu
Idaho	State Normal School	Albion
	State Normal School	Lewiston
Illinois	Northern Illinois State Teachers College	De Kalb
	Western Illinois State Teachers College	Macomb
	Illinois State Normal University	Normal
Indiana	Indiana State Normal School	Muncie
	Indiana State Normal School	Terre Haute
Iowa	State Teachers College	Cedar Falls
	Kansas State Teachers College	Emporia
Kansas	Kansas State Teachers College	Hays
	Kansas State Teachers College	Pittsburg
	Western Kentucky State Teachers College and Normal School	Bowling Green
Louisiana	State Normal School	Morehead
	Louisiana State Normal College	Natchitoches
Maine	State Normal School	Farmington
	Madawska Training School	Fort Kent
	Washington State Normal School	Machias
	Aroostook State Normal School	Presque Isle
Maryland	State Normal School	Frostburg
	Maryland State Normal School	Salisbury
	Maryland State Normal School	Towson
Massachusetts	State Normal School	Bridgewater
	State Normal School	Fitchburg
	State Normal School	Hyannis
	State Normal School	Lowell
	State Normal School	Worcester
Michigan	Detroit Teachers College	Detroit
	Western State Normal School	Kalamazoo
	Northern State Normal School	Marquette
	Central Michigan Normal School	Mount Pleasant
	Michigan State Normal College	Ypsilanti

State	Institution	City
1	2	3
Minnesota	State Teachers College	Bemidji
	State Teachers College	Duluth
	State Teachers College	Mankato
	State Teachers College	St. Cloud
	State Teachers College	Winona
Mississippi	State Teachers College	Hattiesburg
Missouri	Southeast Missouri State Teachers College	Cape Girardeau
	Northeast Missouri State Teachers College	Kirksville
	Northwest Missouri State Teachers College	Maryville
	Southwest Missouri State Teachers College	Springfield
	Central Missouri State Teachers College	Warrensburg
Montana	Montana State Normal School	Dillon
Nebraska	Nebraska State Normal College	Chadron
	Nebraska State Normal School and Teachers College	Kearney
	Nebraska State Normal School and Teachers College	Peru
	Nebraska State Normal School and Teachers College	Wayne
	State Normal School	Keene
New Hampshire	State Normal School	Plymouth
	New Jersey State Normal School	Montclair
New Jersey	New Jersey State Normal School	Paterson
	New Jersey Normal School	Trenton
New Mexico	New Mexico State Teachers College	Silver City
New York	State College for Teachers	Albany
	State Normal School	Brockport
	State Normal School	Cortland
	State Normal School	Geneseo
	State Normal School	New Paltz
	State Normal and Training School	Oswego
	State Normal School	Plattsburg
	State Normal School	Potsdam
	Cullowhee State Normal School	Cullowhee
	East Carolina Teachers College	Greenville
	State Teachers College	Mayville
North Carolina	State Teachers College	Minot
	State Teachers College	Valley City
	State Normal School	Dickinson
	State Normal and Industrial School	Ellendale
	State Normal College	Kent
Ohio	Southeastern State Teachers College	Alva
	Central State Teachers College	Durant
	Northwestern State Teachers College	Edmond
Oklahoma	Northeastern State Teachers College	Tahlequah
	Southern Oregon Normal School	Ashland
Oregon	Oregon Normal School	Monmouth
	Bloomsburg State Normal School	Bloomsburg
Pennsylvania	State Normal School	California
	Clarion State Normal School	Clarion
	East Stroudsburg State Normal School	East Stroudsburg
	Edinboro State Normal School	Edinboro
	State Normal School	Indiana
	Kevstone State Normal School	Kutztown

State	Institution	City
1	2	3
Pennsylvania (continued)	Central State Normal School	Lock Haven
	Mansfield State Normal School	Mansfield
	Millersville State Normal School	Millersville
	Cumberland Valley State Normal	Shippensburg
	Slippery Rock State Normal School	Slippery Rock
Rhode Island	State Normal School	West Chester
South Dakota	Rhode Island College of Education	Providence
	Eastern State Teachers College	Madison
	Spearfish Normal School	Spearfish
	Southern State Normal School	Springfield
Tennessee	East Tennessee State Teachers College	Johnson City
	West Tennessee State Teachers College	Memphis
Texas	West Texas State Teachers College	Canyon
	East Texas State Teachers College	Commerce
	North Texas State Teachers College	Denton
	Sam Houston State Teachers College	Huntsville
	South Texas State Teachers College	Kingsville
	Southwest Texas State Teachers College	San Marcos
Virginia	State Teachers College	East Radford
	State Teachers College	Harrisonburg
Washington	Washington State Normal School	Bellingham
	State Normal School	Cheney
	Washington State Normal School	Ellensburg
West Virginia	Concord State Normal School	Athens
	State Normal School	Fairmont
	Shepherd College State Normal School	Shepherdstown
Wisconsin	West Liberty State Normal School	West Liberty
	State Normal School	La Crosse
	The Stout Institute	Menomonie
	State Normal School	Milwaukee
	State Normal School	Oshkosh
	State Normal School	Platteville
	State Normal School	River Falls
	State Normal School	Stevens Point
	State Normal School	Superior
	State Normal School	Whitewater

