UNIVERSITY OF KANSAS School of Education

REPORT ON SCHOOL SALARIES IN KANSAS FOR THE YEAR 1944-1945

Salaries of more than eight thousand school employees have been tabulated for this report. Many of these have been tabulated several times, in relation to amount of salary, type of service, length of service and amount of academic or professional preparation. Separate information is reported with reference to different types of elementary and high schools, also with reference to school principals, superintendents, nurses, custodians, coaches, etcetera. It has been possible by means of separate tabulations to compare the salaries paid in the western half of the state with those in the eastern half.

Sixty-two county some printendents provided for use in this report the teacher-lists, classifications, and salaries, (or some part of these) pertaining to their counties, although sixteen of these teacher-directories lacked information on salaries or arrived too late to be included in this study. In a similar way fifty-nine superintendents of first or second class cities in the state cooperated in providing salary information. So did close to two hundred principals of rural high schools and superintendents of smaller cities.

As in preceding years, the analyses presented in this report are made by the University School of Education as a service to school officials in the state and to all other interested persons. It is assumed that definite knowledge of prevailing practices and trends is necessary for intelligent planning and administration.

It should be kept clearly in mind in reading this report that teachers do not actually receive the salaries stated. The contract salary is in a sense only a nominal salary, for, after deductions have been made for income taxes and for the teacher retirement annuity fund, the monthly compensation is considerably reduced. While the reduction varies according to family status, etcetera, it may exceed twenty percent of the reported salary for some individuals and be much less for others. Such reductions are compulsory and defensible, but it must be noted that a portion of the stated monthly salary does not come into the hands of the employee for his immediate and personal use.

One may also find it desirable to recognize that salary increases, as compared with the preceding year, have in many instances been accompanied by probable deterioration in teaching personnel. In one county (which pays notably low salaries to its teachers) 87 per cent of its fifty-four teachers in one-room schools are teaching this year on an emergency (44) or normal training (3) certificate. This situation is unusual only in

the size of the percentage. Emergency teachers are also employed in city schools, both elementary and high schools. Many cities are using emergency appointees who would doubtless not qualify for teaching according to usually approved standards. Certainly one may speculate on the probability that more adequate salaries would have enabled schools to retain many of the experienced and competent teachers which they have lost. The school systems which pay their teachers above the present average are not the ones which employ emergency teachers or have depleted staffs. Reasonably competent men and women are not compelled now to submit to grave underpayment for school service because of the absence of other economically better opportunities.

Table I. Teachers' Salaries in Elementary Schools of Kansas, 1944-45

| Groups based on types of school | Number of teachers | Median salary per month | Middle fifty per- cent of monthly salaries |
|-------------------------------------|-----------------------|-------------------------|--|
| One-teacher (8 month basis) | 21.27 | \$125.00 | \$107.00\$134.00 |
| Two-or-more-teacher (9 month basis) | 1223 | 139.00 | 126.00 152.00 |
| City schools (9 month basis) | 1274 | 166.00 | 146.00 187.00 |

In Table I, 'city schools' means those in cities of the first or second class. Two-or-more teacher schools are inclusive of those in cities of the third class. The median (expressed to nearest dollar) is used as the average or spical salary for each group of teachers. The median salaries for this year are \$20.00, \$14.00, and \$22.00 higher than in the year 1943-44 for the respective groups as listed in Table I.

There is an obvious contrast between the typical (median) salaries in the three groups of teachers as indicated. But more striking contrasts exist between different schools of the same type in the same county or between the median salaries in neighboring counties. As for example, in two counties in the southeastern part of the state, the median salary of teachers in one room schools is \$25.00 higher in one than in the other county. In the northwestern portion of the state, less than five percent of the rural teachers in one county are paid as much as \$120.00 per month this year (some as low as \$80.00). In a near-by county, all but five percent of the rural teachers receive \$120.00 or more (up to \$210.00 per month). Some small graded schools are paying no teacher less than \$185.00 per month; others pay no teacher more than \$100.00. In city elementary schools, eighteen teachers are paid less than \$105.00 per month this year — sixteen of these are in one city of the second class.

Perhaps there are definite advantages in designating individual school systems in the state which have a commendable policy and practice relative to school salaries (and there are some). Also, counties or communities which pay very inferior salaries might be named. But it is not the purpose which pay very inferior salaries might be named. But it is not the purpose of this study to identify schools in relation to salaries paid nor to explain the situation found, but to disclose what are the prevailing practices.

Table II. Salaries of Various Administrative and Supervisory Employees in Kansas Schools, 1944-45

| | Type of position | No. of persons | Median salary per month | Middle fifty percent of salaries |
|-----|--|----------------|-------------------------|----------------------------------|
| 1. | Supt. city of second class (12 month basis) | 49 | \$297.50 | \$256.00-\$351.00 |
| 2. | Supt.city of third class (12 month basis) | 124 | 227.00 | 209.00246.00 |
| 1 | High school principal cities - 1st & 2nd class Comm. H.S. (12 mo. basis) | 63 | 254.00 | 224.00282.00 |
| 4. | High school prinicpal R. H. S. and 3rd class cities (12 month basis) | 1.28 | 217.00 | 199.00233.00 |
| | Jr. H. S. principal all high schools reporting (10 month basis) | 29 | 230.00 | 196.00284.00 |
| 6. | Elem. school principal cities of three classes (9 month basis) | 131 | 221.00 | 201.00266.00 |
| 7. | Director, Voc. Agric. all high schools (12 month basis) | 63 | 219.00 | 210.00227.00 |
| 8. | Athletics coach cities - lst & 2nd class (9 month basis) | 52 | 257.50 | 223.00273.00 |
| 9. | Athletics coach R.H.S. & cities of 3rd cla (9 month basis) | 35 iss | 247.00 | 225.00267.00 |
| 10. | School nurse (9 month basis) | 23 | 191.00 | 175.00208.00 |
| 11. | School custodian cities of 1st & 2nd class | 213 | 1465 per year | 1280.00-1630.00 per year |
| 12. | School custodian cities of 3rd class | 36 | 1350 per year | 1175.00-1540.00 per year |

If the prevailing practice seemed to be the employment of an individual for twelve months of service, as for a superintendent or director of vocational agriculture, the salaries are reported here on that basis for the positions indicated. Then, even if some schools stated that the employment was for ten months, it was still necessary to tabulate all in the group on the basis determined (12 months) in order to secure comparability of monthly salary. It should be understood that the monthly basis employed attempts to conform to majority practice, but is not affected by deviations, such as the policy in a few schools to pay what is obviously a nine-month teacher's salary in twelve installments.

In the interpretation of Table II, one may read that 49 superintendents in cities of the second class (item 1) receive an average (median) salary of \$297.50 per month for the current school year. One-fourth of the number receive not more than \$256.00, and one-fourth receive \$351.00 or more per month. The number of persons in each group is the total number for whom the information was provided. Community high school principals, coaches, similarity in size of school. Elementary school principal (item 6) is so reported only if it appeared that the person so-called is more than a custodians are employed for a yearly period of twelve months, but schools, some are free accept other employment during summer, some have additional duties assigned (such as bus driver).

It is evident, by comparing facts in Tables I and II, that teachers in the elementary schools would fare about as well financially on the average (in many schools better) if they were to exchange positions with the school custodian or janitor.

Comparing the median salaries in Table II with a similar statement for the preceding year, all excepting two of the ten menthly salaries are elementary school principal and junior high school principal, which are respectively \$6.00 and \$25.00 lower. The school systems included in the reports of these two years were not identical but presumably they were custodians as reported last year was \$1330.00. This year it is \$135.00 higher for those in the larger schools and \$20.00 higher for those in

Table III. Comparison of Median Monthly Salaries as Paid in Eastern and Western Halves of the State, 1944-45

| Typ | e of School or Position | Eastern Half of | State Western Half | f State |
|-----|--|----------------------|---------------------|---------|
| 1. | One-teacher schools | \$124.00 | \$128.00 | |
| 2. | Elem. teachers in two-or-more teacher schools | 134.00 | 147.00 | |
| 3. | Elem. teachers in city schools | 166.00 | 166.00 | |
| 4. | Elem. school principal. 3rd class city | 201.00 | 219.00 | |
| 5. | Elem. school principal lst & 2nd class city | 227.00 | 220.00 | |
| 6. | H.S. teachers R.H.S. & 3rd class city | 182.50 | 196.50 | |
| 7. | H.S. teachers 1st & 2nd class city | 197.00 | 201.00 | |
| 8. | H.S. principal R.H.S. & 3rd class city | 224.00 | 226.00 | |
| 9. | H. S. principal lst & 2nd class city | 272.00 | 250.00 | |
| 10. | Jr. H.S. principal (all, schools) | 220.00 | 237.00 | |
| 11. | Supt 3rd class city | 221.00 | 231.00 | |
| 12. | Supt 2nd class city | 280.00 | 302.00 | |
| 13. | Custodian - 3rd class city | 1.275.00 per year | 1435.00 per year | |
| 14. | Custodian - 1st & 2nd class city | 1380.00 per year | 1635.00 per year | |

It is apparent (Table III) that the monthly and yearly salaries paid to school employees are higher in western than in eastern Kansas. This is true in all but three of the fourteen comparisons shown in Table III. Elementary and high school principals in cities of first and second class (items 5 and 9) receive higher average salaries in eastern Kansas. The average salary of elementary teachers in schools of cities of the first and second class (item 3) is the same in the two areas. Four cities of the first class were included in tabulations for the eastern and none for the western area, but actually three of these four cities are quite comparable with some of the cities of second class. The number of months on which these monthly sararies are based is the same for each item as in Tables I, II, and IV.

Table IV. Salary Data Pertaining to High School Teachers According to Subjects of Instruction. (9 month basis) 1944-45

| | Subjects of instruction | Number of teachers | Median salary per month | Middle fifty percent of the salaries |
|-----|---|------------------------------|--|--|
| (A) | Cities of first and | second class | and community high | schools |
| | English Natural Science Social Science Commerce Mathematics | 150 74 17 10, 98 | \$192.00 225.00 196.00 195.00 200.00 | \$177.50 to 212.00 196.00 249.00 181.00 227.00 180.00 220.00 183.00 226.00 |
| | Industrial Arts Homemaking Music Foreign Language Librarian | 69 79 84 47 40 | 246.00 190.50 208.00 191.00 182.00 | 226.00 265.00 180.00 205.00 108.00 228.00 180.00 219.00 160.00 191.00 |
| | Art Physical Educ boy Physical Educ gir Subject not stated | | 185.00 250.00 182.50 202.00 | 176.00 206.00 221.00 259.00 168.50 202.50 191.00 218.00 |
| | Teacher total | 1037 | 199.00 | 182.00 227.00 |
| (B) | Cities of third clas | s and rural h | nigh schools | |
| | English Natural Science Social Science Commerce Mathematics | 112 50 80 112 65 | \$185.00 192.00 185.00 191.00 191.00 | \$175.00 to 195.00 179.00 215.00 176.00 196.00 177.00 201.00 176.00 203.00 |
| | Industrial Arts Homemaking Music Foreign Language Librarian | 34 101 1.4 7 | 230.00 186.00 197.00 177.00 170.00 | 212.00 250.00 174.00 195.00 180.00 205.00 160.00 184.00 |
| | Art Physical Educ boy Physical Educ gir Subject not stated | ls 4 | 187.00 | 177.00 201.00 |
| | Teacher total | 1045 | 188.00 | 180.50 201.00 |

One may read in Table IV, part A, that the median monthly salary of 150 teachers of English in the group of schools indicated is \$192.00 during the present school year. One-fourth of these teachers of English get less than \$177.50 and one-fourth of the number receive \$212.00 or more. Classes in journalism, speech and literature are classified as English in this table.

Other subjects also will be understood to include the various courses which may come under them. A teacher of two or more subjects was usually classified under the first named. This was not true if, for example, history were named first but three classes in science followed. This person was considered to be a teacher of science.

As compared with salaries of teachers in similar subjects and similar groups of schools a year earlier, the monthly salaries for this year as reported in Table IV average \$20.00 higher for teachers in group A schools, and \$24.00 higher for teachers in the schools of group B. Thus it appears that the salaries of high school teachers in general have increased about \$200.00 per year, since one year ago. These increases vary from \$14.00 per month in two of the subjects listed to \$32.00 in two other subjects.

Granting that these average increases in the salaries of school employees are creditable and encouraging to those who are sincerely interested in the welfare of the public schools of Kansas, it appears urgent that salary adjustments upward for teachers should be carried much further. Not only are many schools paying salaries far below the averages stated, but those which pay average salaries will tend to lose their better teachers to other schools whose salaries are more nearly adequate. There is a denial of educational opportunity to those children who must attend schools that do not attract and retain competent teachers. Superior teachers can demand more than average salaries.

Next in significance to this gratifying trend toward more suitable compensation of teachers is the evidence that better professional and academic preparation of teachers commands better compensation. In many schools the difference in salary according to teacher preparation is clear and definite. Conversely, it should be recognized that low salaries usually buy the services of teachers more poorly prepared, as is indicated by the evidence in Table V. Only a fraction of the schools considered in this study provided the information needed for this tabulation.

Table V - Relation of Teachers' Salaries to the Extent of Academic and Professional Preparation, 1944-45

| | Index of preparation | Number of teachers | Median salary per month | Middle fifty per cent of salaries |
|----|---|-----------------------|------------------------------|--------------------------------------|
| Α. | In Elementary Schools | | | |
| | No college degree Bachelor degree Master degree | 180 174 7 | \$158.00 175.00 194.00 | \$137.00 169.00 161.00 184.00 |
| В. | In High Schools | | | |
| | No college degree Bachelor degree Master degree | 25 412 288 | 164.00 182.00 244.00 | 178.00 231.50 204.00 255.00 |

It appears in Table V that teachers in the elementary school who have earned a baccalaureate degree are paid \$17.00 per month more on the average than are those who have no college degree. Due to the fact that many of the 'no degree' teachers have completed much of the college work required for a degree, this table does not fully state the actual difference between 'degree' teachers and 'no degree' teachers. Some teachers lack only a few credit hours of completing a degree, and their salaries may reflect this fact. But, even so, eighty percent of the 'degree' teachers receive more salary per month than the median salary of the 'no degree' teachers.

Few teachers in the elementary school are reported to have a master's degree although it is evident that it commands a considerable salary differential over the bachelor degree. Apparently only a few teachers in the high schools have no college done. These are doubtless chiefly emergency and technical teachers. The schools which provide this information on teacher preparation seem to regard teachers who have earned a master's degree as considerably more valuable in high school than are the teachers of lesser preparation. Eighty-eight percent of the 'master degree' deachers surpass in their salaries the median compensation received by 'bachelor degree' teachers.

Length of experience in teaching is a much less significant factor relative to salary than is the amount of preparation for their work. Doubtless this situation is as it should be. Much teaching experience may be of a quality which does not recommend the one who has obtained it. But it must also be admitted that the preparation received by some teachers is inferior in quality, whatever its amount.

Table VI - Relation of Monthly Salary of Teachers to Years of Teaching Experience (1944-45)

| | One-teacher schools | | | Graded elem. schools | | High schools | |
|---------------------------------------|-------------------------|------------------------------|------------------------|--------------------------------------|---------------------------|--------------------------------------|--|
| Years of experience | (2) N. f teachers | (3) Median salary | No. of teachers | (5) Median salary | (6) No. of teachers | (7) Median salary | |
| 0-1. 2-5 6-10 | 146 314 160 | \$126.00 127.50 129.00 | 240 213 168 | \$141.00 142.00 152.50 | 57 123 97 | \$183.00 187.00 200.00 | |
| 11-15 16-20 21-25 26 or more | 61 40 29 19 | 130.00 135.00 140.00 | 135 123 73 60 | 160.00 162.00 164.00 168.00 | 75 81 57 52 | 200.00 206.00 209.00 199.00 | |

It may be assumed that the teachers for whom information about years of teaching experience is made available are representative of the teachers included in this survey of school salaries. Then it may be concluded that in one-teacher schools less than sixteen years of experience shows an almost negligible effect on the salary received. In graded elementary schools, experience seems to have a definite bearing on salary from the fifth to the fifteenth year but a much less bearing if the experience is longer. Among high school teachers, the chief positive influence of experience consalary seems to come between the fifth and tenth years. Otherwise it is slight or negative.

There is reason to believe that the years of experience, without competent direction and supervision of that experience, are even less of a factor than they seem to be in securing increases in salary for teachers. Two other factors which are probably much more influential may account for most of the salary increases which are disclosed. One of these is the fact that not a few teachers are extending their preparation during those years in which there are salary increases. The second factor is the shifting, with experience, of the better teachers to other schools which pay more adequate salaries, as from one-teacher to graded elementary schools, and from these to high schools. The two factors may often operate jointly.

In providing information for this report some school administrators attached supplementary observations and explanations. These included: "Due to teacher shortage, science and industrial arts not offered this year;" "Vocational agriculture and music dropped because teachers were not available;" "We are short two full-time teachers;" "Dropping two teachers and combining classes made necessary by shortage of funds;" "Operating this year with three high school and three elementary teachers instead of six and four respectively as a few years ago".

A few schools report that teachers of music, industrial arts, and vocational agriculture are aployed jointly by two neighboring schools. Others comment: "This teacher is unsatisfactory but available"; Rev. is teaching as a substitute"; "My wife is teaching until we can find someone else qualified for the subjects". A superintendent in a smaller city says, "I teach six classes a day, ceach athletics, and take care of administrative duties. Other teachers are carrying similar loads." Another administrator refers to the difficulties imposed by cooperation in war-time situations.

January 15, 1945

To the Staff of the School of Education:

At a meeting of the 'aculty of the School of Education on January 2, 1945, it was voted that a committee on curricula in the School of Education be appointed. I am asking the following faculty members to serve on this committee:

H. E. Chandler, Chairman E. E. Bayles Ruth Hoover A. H. Turney Maud Ellsworth E. Thayer Gaston

The Administrative Committee for the rest of this year will be:

J. W. Twente

F. O. Russell

F. P. OBrien

Gerald Pearson

I hope that each one of you will find it convenient to serve on these committees.

Sincerely yours,

J. W. Twente

Dean

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The Faculty of the School of Education will meet Tuesday January 2, 1945 at 4:30 P.M. in 117 Fraser. A description of the proposed course A205 Radio in Education is included with this announcement. The recommendation that this course be included in the offerings of the School of Education is the chief item of business.

Deane W. Malott Chancellor

Education A205. RADIO IN EDUCATION - 2 hours credit. Second semester and summer session. Deals primarily with the development of radio in education and its utilization in educational activities. Intended for teachers, coordinators, sucrevisors and administrators. Consideration given to the integration of radio in the general school program; to the varied uses of radio in elementary and secondary schools; to radio equipment, productions, transcriptions; and to curricular modifications. Opportunity provided for reading, discussion, appraisal, and experimentation with reference to the utilization of radio in school; also for script writing, demonstrations, and visits to broadcasting stations. Prerequisite: 15 hours of Education.

Dr. allen

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