

and nation to recognize its importance and provide suitable salaries. In the N.E.A. Journal for December, 1943, a former teacher states that he, the best paid teacher in his school system, receiving \$140 a month, discovered that a former high school pupil of his, with barely a C average in school, was paid \$138.52 a week in industrial employment.²

While the facts stated here are more or less a matter of common knowledge, the extent to which they are ignored in the selection, employment, and payment of teachers is highly disturbing. No one has been able to show that in general (there are exceptions) inferior salaries buy anything better than inferior teaching service. A city of the first class in this state reports that for the present year twelve per cent of its elementary and ten per cent of its high school teachers are emergency appointments. Another city, which employs more than twenty-five teachers in its junior high school, is attempting to operate it this year with a staff of which a majority are either emergency appointments or inexperienced teachers.

In the State School Aid Law, a school is defined as having a minimum enrollment of twelve pupils. Yet in one of the more populous and wealthy counties of Kansas half (38) of its (77) one-teacher schools enroll eleven or fewer pupils this year -- just as though there were no shortage of competent teachers. In another county, fifty-four of its eighty-one rural schools have teachers certified only by emergency or normal training (secured from high school) certificates.

Evidence from two other counties, which report salaries notably low, suggests that they are securing for teaching positions in their rural schools those who are "teachers" in a rather doubtful or limited sense. Of seventy teachers in County A, twenty-six have emergency certificates, nine have "certificates to be gotten", and eight have either normal training or normal training renewal certificates. In County B, having sixty-eight one-teacher schools, sixty of the teachers have either normal training or one-year elementary certificates.

Restlessness, transiency, inexperience, even inefficiency may be expected among the low-salaried, poorly prepared teachers of this group (rural) which is the most numerous in the State. It is the first year in their present positions for forty-five of the sixty-nine rural teachers in one county which is rather favorably located. Fourteen others (of the sixty-nine) were new to their jobs last year. More than five of every ten of these sixty-nine rural teachers have had no previous teaching experience in any school.

²Confronted in Crisis. Jesse Stuart, N.E.A. Journal, December 1943.