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WHITE TEACHER SALARIES IN U. S.

WHITE TEACHER SALARIES

We doubt if there is another salaried class in the United States whose average annual income varies as greatly in the various states as does the average salary paid public school teachers. The table presented elsewhere shows the average annual salary paid all white public school teachers in each state for the year 1921-22. It is based on information furnished by the respective state superintendents of public instruction, in reply to a questionnaire recently sent out. While the average salary has been definitely computed for most of the states, for a few states, duly designated in the table, it is only approximately correct.

New York state pays her white school teachers an average annual salary of \$1,938 and ranks first in the United States. In Arkansas the average annual salary paid white teachers is approximately \$550. The average white teacher in New York state receives nearly four times as much a year as the average white teacher in Arkansas, or so in 1921-22. It is doubtful if there is another salaried or wage earning class in the United States whose income is so greatly affected by geographic location, or state lines.

However there is not much uniformity in the salaries paid teachers by geographic areas. New England states rank both high and low. Western, middle western, and eastern states are all mixed together. The nearest approach to a uniform grouping occurs with the southern states, all of which rank very low in teacher salaries. Texas and Oklahoma rank highest in the South, both paying their white teachers an average salary of about \$1,000 a year. No southern state pays as much as the average for all the states, by about two hundred dollars.

A Western State

We are presenting below the average salary schedule of a western state for the year 1921-22. It is interesting to note that the average salary paid all white teachers in North Carolina for the same year was \$720, which was also about the average for the entire South.

Kindergarten: (all women)	
Supervisors.....	\$2,401
Principals.....	1,546
Teachers.....	1,399
Elementary:	
District Superintendents—	
Men.....	\$2,465
Women.....	2,684
Principals, Men.....	1,959
Women.....	1,612
Teachers, Men.....	1,656
Women.....	1,669
Supervision of subjects:	
Men.....	\$2,532
Women.....	2,395
Teachers of subjects:	
Men.....	\$1,745
Women.....	1,714
High School:	
Principals, Men.....	\$2,960
Women.....	2,795
Teachers, Men.....	2,201
Women.....	2,045

Why High or Low

The average annual salaries paid teachers depend upon many factors, the most important of which are:

1. The length of the school term. In many of the western and northern states the public schools run from eight to nine months upon an average. Since teachers are paid monthly salaries, the total salary is much higher in such states than in North Carolina or the other southern states, which have relatively short school terms, counting all schools.

2. Cost of living. The salary paid teachers is very largely affected by living cost, which varies greatly. In the sparsely settled West and in northern urban states it costs more to live than in the South, where most of the teachers live in the country or in small towns where board and rent are relatively cheap.

3. Size of schools. It is almost universally true that the best and most expensive teachers are found in large schools, while weak one-teacher schools are operated by the poorest and cheap-

est teachers. Accordingly states which have relatively large numbers of one and two teacher schools have large numbers of cheap and ill-prepared teachers. The South has more than her share of microscopic schools taught by untrained teachers, who would be expensive at half the price.

4. Quality of teachers. Poor teachers can be hired cheaply. Where the quality of teachers is low the salary is low. Poor pay is both the cause and the result of poor teachers. In states as in counties and towns, the best teachers are found where the pay is best. The North and the West pay salaries that attract ability and reward training and experience. In those states teaching is a profession, an occupation chosen for a life work.

In Montana, which is a typical illustration, ninety-two percent of the elementary teachers have had more than two years of high school work and twelve weeks of normal training. Ninety-six percent of the high school teachers have had at least two years of college work. Seventy-six percent of the high school teachers have had four years or more of college and normal training.

5. Wealth. Naturally the taxable wealth behind each school child has much to do with the quality and pay of the teacher employed. Teacher salaries are low in the South, especially in rural schools, because our per inhabitant wealth is relatively small.

In North Carolina

White teachers in North Carolina in 1921-22 received annual salaries averaging all the way from \$1,259 in New Hanover county to \$402 in Watauga. The average for the entire state for all white teachers was \$720 and the average was less in only four states, or possibly five if we knew the facts for Mississippi. In fourteen counties the average salary was less than five hundred dollars a year, while in only six counties was it as much as one thousand dollars. In only one county in North Carolina are white teachers as well paid upon an average as in the United States as a whole. Ninety-nine of our counties pay less than the average for the states of the Union, while sixty-two counties pay their white teachers less than seven hundred dollars a year upon an average. Good schools on the whole are impossible in such counties because it is impossible to employ good teachers at such ridiculously low wages.

Teachers' salaries vary greatly in the one hundred counties of North Carolina. There are three main factors that determine what our teachers receive. (1) The length of the school term, which averages 119 days in Mitchell county, and 180 days in New Hanover, for white schools. (2) The quality of the teachers. In Durham county the average teacher has had the equivalent of two and a half years in college, while in Cherokee the average teacher lacks nearly a half year of completing a high school course. (3) Local wealth and willingness, both of which vary greatly. A few very poor counties have good teachers, pay good salaries, and have long school terms. Such counties have outstanding leadership, usually the county superintendent, who under our school system is the key factor in the local school situation.

As a rule the wealthier counties pay good salaries, especially in the urban schools. It is impossible for the poorer rural counties to have as good teachers and schools as the wealthier ones, without heroic sacrifice. This is evident when we find that the taxable wealth per white inhabitant is fifteen times as large in the richest county as in the poorest county.

We are making great progress with our schools. Millions are being poured into modern buildings. The quality of teachers is being improved, the school term is being lengthened, and in every way we are gradually moving ahead. But lest we become boastful, let us remember that we fail to pay our teachers a living wage, upon an average. Only four states pay their white teachers less per year than North Carolina, whose average is only \$720, while in

A STATE SYSTEM

The principle embodied in the state equalization fund must be further extended. The equalization fund has done much to alleviate salary conditions in poor counties, but it is inadequate. The present development in North Carolina is the county unit idea, where every tax dollar goes to support every school in the county. This is a great improvement over the local district tax idea, and it is the next logical step forward. But it should not be the ultimate goal. Instead of a county-wide we need a state-wide school system, with strong county units, in which, to a large extent, every dollar of taxable wealth in the state goes to support every school in the state. Educational opportunities for all children will never approach equality until a state-wide school system is adopted. Public education is the business of the state, and school facilities should be fairly equal for all children, irrespective of place of birth.

As long as teachers' salaries are three times as high in one county as in another, one county will have excellent schools and the other will have schools hardly worthy of the name. Such is the present situation in North Carolina, and there seems to be no real remedy except a state-wide system of public education.

seventy counties the average is less than this amount. Such pay is not a living wage.

The teacher is the school and no state can build a public school system on the minimum wage basis. In the main our schools are taught by itinerant and ill-prepared teachers. Because the pay is ridiculously low, the turnover of new teachers is remarkably high. The average teacher teaches for a season or two, marries and quits. Teaching is not a profession, for the main body of teachers. It's a game, an experience, an outing for many who have been pent up at home.

Public education will never be a big success until teaching becomes a profession. The salary must be sufficient to attract men and women of ability and retain them after they have become experienced and capable of doing effective work.—S. H. H., Jr.

STATE LIBRARY SERVICE

The North Carolina State Library Commission, Raleigh, N. C., offers to lend collections of books or individual books to North Carolina farmers, their families, schools, or communities, as follows:

A Traveling Library

Each traveling library contains 40 volumes, of which one-third are children's books. The remainder includes good stories and popular non-fiction. The traveling libraries for schools are made up entirely of children's books arranged according to grade.

People in any North Carolina community may get a traveling library, keep it three months, and then get another. The only expense to the community is the cost of transportation, and if that exceeds \$1.00 the Library Commission pays the excess.

Special Subjects

Books on many different subjects are also lent to residents of North Carolina by the Library Commission. Their collection of books on agriculture is very complete and includes material on subjects most important to farmers. Write the commission for books on any subject that interests you.

The only cost to the borrower for this service is that of postage which can be refunded to the Library Commission when the books are returned.

Free Debate Libraries

Debate libraries are lent to schools and debating societies. Material on 80

debate subjects is available. Libraries may be kept three weeks. No charge is made for the loan of libraries, but borrowers pay the postage both from and to Raleigh.

The Library Commission has also special collections of declamations, recitations, school plays, and material for the celebration of holidays. Books on educational topics can be borrowed by teachers and parents.

Address all applications for books to North Carolina Library Commission, Raleigh, N. C.

B. AND L. PLAN FOR FARMERS

In the many schemes to aid our farmers in furnishing them financial aid there is a general agreement in that they all simply provide loans or ways of getting them. Is this sufficient aid? Is not something more needed?

I have been surprised that some of the farmer's friends have not come to the conclusion that simply loaning, though on a long time, does not always help the borrower. Money borrowed must be paid back with interest even when borrowed on long time. No one is benefited by a loan who is not taught, if he does not know, how to be ready to meet his payments as they fall due.

All borrowers must be taught thrift and economy for the loans to be of real benefit to them. Simply making the loans on long time will not do this. It merely makes the payments smaller extending them over a longer period of payment. The borrower with the capital loaned must make whatever is necessary to repay the loan and interest, or he is no better off at the end than when he started. He must save and lay aside in one way or another.

The operations of Building and Loan Associations show that they are the best teachers of thrift while furnishing loans for present use. Their principle where used has taken many wage earners who knew nothing of saving and made them home owners and more, for the principle once learned and practiced becomes a habit and continues to guide the daily life.

The Act providing for Land and Loan Associations (Chapter 172, Laws 1915) is nothing more than adapting the principles of Building and Loan Associations to the conditions and needs of the farmer. It is reasonable and workable—holds out no false promises but will improve and pull out of the hole

any neighborhood of farmers, land owners or tenants.

It offers no get-rich-quick scheme but a reasonable and understandable plan to help the farmer, his family, his tenant, and even his hired help. It does not propose to accomplish this at once and without the help of the farmer, but gradually and surely. The amount paid during the season of the market crop to equal twenty-five (25c) cents a week will in about six years make \$100.00 in net clear money.

The Land and Loan plan has all the benefits and advantages of the Credit Unions and other associations or plans with the added advantages of teaching the borrower to save and enabling him to improve his condition permanently. I would commend this plan to those who desire to lead the farmers or even help them. Write to the Insurance Commissioner for a copy of the law. It is plain and workable.—J. R. Young, N. C. Insurance Commissioner.

NEED MORE PEOPLE

The one distinct sign of new population moving into North Carolina is seen in eastern Carolina, and now is a good time for us to undertake to secure a desirable class of newcomers for the coastal region. Many newcomers have gone into the Sandhills peach and fruit belt, and others have come to eastern Carolina's black land section to go into the corn growing and livestock industries. These newcomers are northerners and westerners, outside of the small colony of thrifty foreigners settled around Wilmington by Mr. Hugh MacRae.

At least three new developments in eastern North Carolina are attracting widespread attention at the north and west. They are the peach orchard industry, the Hugh MacRae community farms settlements, and the Bolton drainage development. Those three can be taken advantage of for an immense amount of genuine publicity for eastern North Carolina. They are already exciting the wonder of progressive men in all parts of the country.

One of the problems standing in the way of progress on a wider scale in eastern North Carolina is lack of population, and if we hope for our communities to grow it must be through development of the splendid resources of this section. More population means greater production and it is upon production that prosperity in this section depends. The time is ripe for a great regional development and there are great opportunities in it for all of us. While the migration of new population has started this way we should give it our immediate attention.—Wilmington Star.

AVERAGE SALARIES PAID WHITE TEACHERS

Per School Year in the United States 1921-22

The following table showing the average annual salaries paid all white school teachers in each state is based on information secured from the Superintendents of Public Instruction of the respective states.

New York state ranks first, paying all white public school teachers, elementary and high school, an average salary of \$1938 in 1921-22. Arkansas comes last with an average salary of approximately \$550 per year for white teachers.

The 15,198 white teachers in North Carolina in 1921-22 received a total salary of \$10,953,682. The average annual salary paid all white teachers was \$720, and the average was less in only four states, all southern with far less total or per inhabitant wealth.

The main factors that account for high or low teacher salaries are: length of the school term, the size of the schools, the cost of living, taxable wealth, and quality of teachers which is both a cause and result.

Kansas and Mississippi are omitted for lack of data.

S. H. Hobbs, Jr.

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Rank	State	Average annual salary paid white teachers	Rank	State	Average annual salary paid white teachers
1	New York.....	\$1938	24	Pennsylvania.....	\$1172
2	California.....	1725*	25	Indiana.....	1150
3	Connecticut.....	1675*	26	Colorado.....	1100+
4	New Jersey.....	1628	26	Louisiana.....	1100
5	Massachusetts.....	1617	26	Wisconsin.....	1100
6	Arizona.....	1500	29	Ohio.....	1000*
7	Washington.....	1428	29	Texas.....	1000*
8	Rhode Island.....	1408	29	Oklahoma.....	1000*
9	Nevada.....	1379	32	North Dakota.....	971
10	Illinois.....	1343	33	West Virginia.....	961
11	Iowa.....	1300*	34	New Hampshire.....	950*
12	New Mexico.....	1300*	35	Utah.....	948
13	Nebraska.....	1255	36	South Carolina.....	834+
14	Maryland.....	1242	37	Florida.....	820*
15	Montana.....	1227	38	Virginia.....	818
16	Oregon.....	1225	39	Maine.....	815
17	Minnesota.....	1210	40	Missouri.....	760
18	Delaware.....	1200*	41	Kentucky.....	725
18	Idaho.....	1200*	42	North Carolina.....	720
18	Michigan.....	1200*	43	Alabama.....	638
18	South Dakota.....	1200*	44	Tennessee.....	634
18	Vermont.....	1200*	45	Georgia.....	600*
18	Wyoming.....	1200*	45	Arkansas.....	550*

* Approximately correct. † 1922-23.