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## Socio-Economic Status of Teachers in Minnesota in 1948-49

Ledyard Newhouse Burhans

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SOCIO-ECONOMIC STATUS OF TEACHERS  
IN MINNESOTA IN 1948-49

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

by

Ledyard Newhouse Burhans

In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science in Education

July, 1949

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B95

This thesis, presented by Ledyard Newhouse Burhans, as a partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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WILSON  
BOND  
MADE IN U.S.A.

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CHAPTER 1  
INTRODUCTION

Much has been written about the socio-economic status of the teacher, but few studies have been reported concerning the small school. The school boards in these small schools do not have adequate information about teachers' salaries and they are not conscious of the difficulties of teachers who try to maintain what has become a reasonable standard of living for teachers. Many small schools will have to pay teachers more in order to interest and keep the efficient ones. Members of the community cannot be expected to understand this need for higher salaries and to support their teachers unless they are more fully informed.

This lack of information on the part of members of the community leads to various opinions that are contrary to fact. One opinion is that the cost of public education is too high and out of proportion to the service it renders to society. Another is that the current support of education is inadequate and is handicapping the educational system by making it more difficult to produce intelligent and useful citizens.

This study is centered around Minnesota teachers in public schools employing from five to fifteen teachers.

### Purpose of This Study

The greatest single factor in the cost of public education is the salary of the teacher. The most efficient school is the one which has the most efficient teachers. The happy teacher should be the most efficient one, other things being equal. Hence, it is the purpose of this study to find out some of the factors affecting teachers that may contribute to their happiness in their jobs. Some of the aspects of the socio-economic status of teachers that may contribute to their job happiness are the following:

1. What comparative salaries are paid the elementary and secondary school teachers?
2. What compensation is given them to encourage additional education and experience?
3. What increments in salary may they anticipate for each year or period of years?
4. Do teachers favor uniform salary increases?
5. What are the general living conditions of the teachers?
6. What recreation is available to them?
7. What social affairs are available to the teachers?
8. Do the teachers feel as though they have been placed on a pedestal in the community?
9. What is the average monthly cost of room and board to the teachers?

10. What is the gross dental, medical, and insurance bill to be paid by the teacher?

11. Does the teacher feel as though she can invite guests into her rented quarters?

12. By what means does the teacher reach her school from her living quarters?

#### Method Employed in the Study

The study was limited to the public schools in Minnesota employing from five to fifteen teachers. The 1947-48 Minnesota Directory was used to obtain the name and location of the public schools as described above. Superintendents of these schools were sent letters of approach, which inquired as to their willingness to cooperate in the study. The following letter was typical of those sent.

Dear Sir:

"Up-to-the-minute statistics are always lacking on the socio-economic status of teachers, for the official figures from the U. S. Office of Education are at least two years old when published, and do not include many of the data asked for here.

"Your school has been selected as one which will help me find out the socio-economic status of Minnesota teachers for the period from February 1, 1948, to now.

"Will you hand out the information blanks to each one of your teachers if I send them by first class mail to you? I shall enclose self-addressed stamped envelopes to facilitate the return of the information blanks.

"Most of the answers are readily made by checkmarks, and the average time to fill out an information blank is about ten minutes.

"On the enclosed postal card please indicate if you will aid in this project, and if you would like to have a summary of the returns."

The questionnaires<sup>1</sup> were sent out to the superintendents who indicated a desire to aid in the study. A total of 2,045 questionnaires were sent out; and of this number, 1,542 questionnaires were returned. A total of 1,015 questionnaires were used in the actual tabulations. Two hundred questionnaires were tabulated beyond the 1,015 and no change was noted in the direction of the answers. Hence, it is believed that the 1,015 questionnaires constitute a valid sample of the entire group.

#### Explanation of Terms

The term "pedestal" refers to a superior or elevated plane; a position of esteem.

The phrase "expected salary increase" refers to the salary increase expected for the school year 1949-50.

The phrase "supplementary earnings" refers to any money not earned by teaching.

The phrase "recreation facilities available" means the recreational items the teachers listed.

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1. See Appendix A for copy of questionnaire.

### Limitations of the Study

This study was confined to the state of Minnesota. It included public schools which had five to fifteen teachers. There are limitations in the questionnaire itself. It was found to be practically impossible to construct a questionnaire that would meet every specific local condition. The findings were further influenced by the fact that in some cases the questionnaires were not completely filled out.

MEMBER  
BOND  
MARLINUS

## CHAPTER 2

### TEACHERS' SALARIES

The school boards of small schools need more knowledge about the salaries paid in schools of similar size. It is impossible to pay each teacher in each school the same salary, for every specific local situation is different. It is undesirable to have school boards bidding against one another for the more efficient teachers. It is also undesirable to have the teachers and boards agree on contracts without basing the agreements on a knowledge of the facts concerning living standards and costs both locally and in other places in the state. It is not what one school board paid one teacher last year that counts. It is rather what many school boards of schools of similar size are paying, and the average salary they paid in the previous year, based on the educational qualifications, experience, and efficiency of the teachers. The elementary school teacher is worth as much as the secondary school teacher who has the same educational qualifications.

However, the elementary school teacher has many unique problems which do not confront the secondary school teacher:

1. She must start children with the right attitudes about school and society.
2. She must start the children with some of the basic



habits and skills required in the current complex society.

3. She must have a better knowledge of child psychology.

4. She must motivate the pupils, even though they have a shorter attention span and are harder to motivate.

5. Much more oral instruction is needed, and this results in more demand on the teacher.

6. She must help the youngsters dress and undress.

School boards in different areas do not have adequate information on salaries and the raises that they should give to teachers:

"The North Western School Board Association was formed in 1949 by the school boards of Stephen, Warren, Crookston, Red Lake Falls, Alvarado, Karlsted, Fisher, Lake Bronson, Lancaster, Argyle, Newfolden, Kennedy, and Hallock, Minnesota, prior to April 1, upon which date under section 130.18, Minnesota Statutes Annotated, commonly known as 'Teachers Continuing Contract Law' operates."<sup>1</sup>

"The reason for its formation was the lack of present knowledge of the salaries paid and increases to be offered in 1949 among the various school boards in this territory. The scarcity of teachers had led to some bidding by one school board against another for the services of desirable teachers. The various boards thought this was undesirable. Salaries in small towns, like Stephen, Minnesota, were found to be proportionately higher than in communities such as Crookston and Hallock, Minnesota. The reason for this discrepancy was that teachers found more recreation and social contacts in the larger towns.

"At the meeting where this organization was formed, officers were elected, and assessments were made against each school district to defray postage and other necessary expenses.

---

1. West Publishing Company, Minnesota Statutes Annotated, Sections 120 to 143, Volume 10, p. 453, 1946.

"Each board reported to the secretary the salaries paid for the years 1948-49 and the new salary scale for 1949-50. These reports were tabulated and gave each board in the district data upon which to act.

"This organization was not aimed at reducing teachers' salaries, but did much to achieve some degree of uniformity in their salaries."<sup>2</sup>

The officers of the North Western School Board Association are as follows: Ben Jansen, President, Hallock, Minnesota; Joseph Linster, Vice President, Crookston, Minnesota; Ira Burhans, Treasurer, Stephen, Minnesota; and Mrs. Verta Johnson, Secretary. Headquarters for this organization are at Kennedy, Minnesota.

The superintendent of schools' salary ranges from \$3,900 to \$5,600 in Table 1 that follows. The principals' salary ranges from \$2,700 to \$4,000. The athletic directors' salary ranges from \$2,900 to \$3,200. The highest salary listed for an athletic director is \$4,200, but this is on a twelve month basis. The grade teachers' salary ranges from \$2,200 to \$2,600.

The following salary schedule reveals the necessity for more studies concerning the teacher and salary conditions in the small school. Table 1 also shows the various towns which took part in the formation of the North Western School Board Association.

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2. Special Report for this Study by Ira H. Burhans, President of the School Board, Stephen, Minnesota.

Table 1  
Salary Schedule 1948-49

## Northwestern Area Minnesota

Number Teachers	Location	Superintendent	Principal	Athletic Director	Grades	Janitor	Other
11	Newfolden	\$4,200	\$3,700	also coach, science	\$2,200 - lower 2,300 - upper	\$2,200	
9	Fisher	3,900	3,300	\$3,000	2,400 to 2,450	170 per mo.	
14	*Stephen	4,000	3,200	3,000	1,900 to 2,600	3,600 & hire own ass't	Cook - \$100
49	*Crookston	5,600	4,000 Jr. H. 3,300		2,250 to 2,650	Engineer - \$225 Ass't - \$150 - 165	
19	Red Lake Falls	5,000	4,000	4,200 - 12 mo	2,600	1,500; 2,505, 2,100 - 12 mo. drives bus	
18	*Hallock	4,800	3,500	3,200 3,100 - Hockey and Ind. Arts	2,350 - Grade 1 2,250 - Grades 2-6 2,600 - Music 2,700 - 8 & Phy Ed	2,400 Ass't \$100 per mo. for 9 mo.	1 Cook -118 2 cooks-100
8 & 1 for ½ day	Kennedy	4,300	3,200	3,000	2,200	1 - \$80 1 - \$125 (bus)	2 cooks \$4 - day
9	Alvarado	4,200	2,700	3,200	2,090	\$155 per mo.	
9	Lake Bronson	3,900	2,800	2,900	2,100 - Gr. 1-6 2,400 - Gr. 7-8 2,115 - Gr. 1-6 2,475 - Gr. 7-8	\$175 per mo. \$200 per mo.	
12	Lancaster	4,000	3,500	3,000	2,250 to 2,400	\$210 - 12 mo. \$80 - 9 mo.	
15	Karlstad	4,300	3,300	3,000	2,250	\$195 \$190 - bus \$165 - gr. school	
28	Warren	House 4,800	3,650	3,000 Gr. School 3,300 B. P. 3,100 F. P. 400 Summer	2,000 to 2,200	\$2,280 - 12 mo. \$1,660 - 10 mo. (drives bus)	
10	Argyle	House 3,900	3,250	2,900 9 mo.			

\* Crookston - Kindergarten - All day \$2,000  
½ day \$1,225

\* Hallock - Secretary and Hot Lunch \$100 per mo. - 9 mos.

\* Stephen - Office Secretary - \$1,320

### Average Salaries for Women

The elementary teacher in the year 1948-49 received an average raise of \$175 over her 1947-48 salary. The elementary teacher received an average salary of \$1,862 for the year 1947-48 and \$2,037 for the year 1948-49 (Table 2).

Table 2

Elementary Certificate and Average Salary and  
Average Supplementary Earnings for the  
Years 1947-48 and 1948-49

Year	Number of Teachers with Elementary Certificates	Percent of Total Women	Salary	
			Actual	Supplementary
1947-48	185	28	\$1,862	\$32
1948-49	279	43	2,037	55

### Facts about the Elementary Teacher

F. R. Adams, director of teacher personnel for the state department of education, has much to say about the grade teachers.<sup>3</sup> Fewer qualified elementary school teachers will graduate from teacher-training schools this year than

3. F. R. Adams, Secretary-treasurer, Minnesota Institutional Placement Association Research Committee, Code XX - B - 31 Revised, 1949.

in 1941. Adams issued a study showing there will be only 564 teachers with two years of training graduating from either teacher-training schools this year. This compares with 745 in 1941 and is more than the 313 graduated in 1945. The graduates of the four-year elementary teachers' course will number 184 in the seven schools offering this course, compared with 247 in 1941 and 167 in 1945.

Schools which are giving the four-year course are: the five state teachers' colleges, which are: Bemidji, Mankato, Moorhead, St. Cloud, and Winona. The main and Duluth branches of the University of Minnesota. Besides these seven, we find the Miss Wood's kindergarten-primary school, Minneapolis, offers the two-year elementary course.

In the secondary school teachers' field -- where the shortage is far less marked -- the number of qualified graduates will be considerably larger this year than it was in 1941, and three times as large as it was in 1945. There will be 2,012 graduates with four years of secondary school training behind them coming out of 21 institutions giving such courses. This compares with 1,290 in 1941 and 657 in 1945.

The four-year secondary course is offered by the five teachers' colleges, the two branches of the University of Minnesota, and Augsburg, Carleton, Concordia, Gustavus Adolphus, Hamline, Macalester, St. Benedict, St. Catherine,

St. John's, St. Mary's, St. Olaf, St. Scholastica, St. Teresa, and St. Thomas colleges.

The elementary shortage is being made up on a make-shift basis today. Many schools are bringing back into the teaching positions teachers who once had given up teaching jobs. This policy is only a temporary solution. The same reasons which led these teachers to quit once can be expected to influence them again. These are: marriage, age, or another job.

The majority of the teachers who enter the state's graded schools can expect to earn the salary minimums indorsed by the Minnesota Education Association. These are \$2,000 for the school year for those with two years of training, and \$2,400 for those with four. However, in the case of ungraded one-room rural schools, there are many teachers with less than two years of training and many who are paid less than \$2,000.

The teacher having a B. A. degree in 1948-49 received an average raise of \$192 over his 1947-48 salary. The average 1947-48 salary was \$2,318; in 1948-49 it was \$2,510. The average supplementary earnings for 1947-48 were \$64 as compared to \$66 in 1948-49 (Table 3).

Table 3  
 B. A. Degree and Average Salary and Average  
 Supplementary Earnings for the Years  
 1947-48 and 1948-49

Year	Number of Teachers with B. A. Degree	Percent of Total Women	Salary	
			Actual	Supplementary
1947-48	85	13	\$2,318	\$64
1948-49	148	23	2,510	66

A person who had a B. S. degree earned an average salary for the year 1947-48 of \$2,326, and \$2,547 for the year 1948-49. This was an average raise in the year 1948-49 of \$221. The average supplementary earnings for the year 1947-48 was \$90, for the year 1948-49 it was \$96 (Table 4).

Table 4  
 B. S. Degree and Average Salary and Average  
 Supplementary Earnings for the Years  
 1947-48 and 1948-49

Year	Number of Teachers with B. S. Degree	Percent of Total Women	Salary	
			Actual	Supplementary
1947-48	72	11	\$2,326	\$90
1948-49	118	18	2,547	69

The school teacher who had a Master's degree earned an average salary in the year 1947-48 of \$2,350; and \$2,762 in 1948-49. This was a raise of \$412 for the year 1948-49 (Table 5).



Table 5  
 Master's Degree and Average Salary and Average  
 Supplementary Earnings for the Years  
 1947-48 and 1948-49

Year	Number of Teachers with Master's Degree	Percent of Total Women	Salary	
			Actual	Supplementary
1947-48	4	.6	\$2,350	0
1948-49	5	.8	2,762	0

Those teachers holding emergency certificates earned an average salary of \$1,969 for the year 1947-48 and \$2,107 for the year 1948-49. This was an average raise of \$130 for the year 1948-49. The average supplementary earnings for the year 1948-49 was \$96 (Table 6).

Table 6  
 Emergency Certificate and Average Salary and Average  
 Supplementary Earnings for the Years  
 1947-48 and 1948-49

Year	Number of Teachers with Emergency Certificates	Percent of Total Women	Salary	
			Actual	Supplementary
1947-48	24	4	\$1,969	\$72
1948-49	40	6	2,107	96

There is little relationship between salary and years of teaching experience. The elementary school teacher who had no teaching experience received \$28 more than the elementary school teacher who had one year of teaching experience. Such inconsistencies in salary payments are the rule rather than the exception (Table 7).

Table 7  
 Average Salaries of Women According to Experience  
 A Comparison of Types of Certificate, Years  
 of Teaching Experience, and Average  
 Salary for Year 1947-48

Degree	Years of Teaching Experience	Salary
Elementary Certificate	0	\$1,842
	1	1,764
	2	1,770
	3	2,150
	4	1,881
	5-10	1,841
	11-15	1,830
	16-20	1,879
	21-25	1,814
	26-30	1,946
	31-35	
	36-40	2,083

There is some increase per calendar year with each additional year of experience. Elementary school teachers in 1948-49 received additional increments for each year of additional experience. The range of salaries received in

the year 1948-49 was from \$1,917 to \$2,135 (Table 8).

Table 8

A Comparison of Type of Certificate or Degree,  
Years of Teaching Experience, and Average  
Salary for the Year 1948-49

Degree	Years of Teaching Experience	Salary
Elementary 2-Year Standard	0	\$1,917
	1	1,972
	2	1,967
	3	2,063
	4	2,135
	5-10	2,052
	11-15	2,090
	16-20	2,091
	21-25	2,096
	26-30	2,061
	31-35	1,940
	36-40	2,083

The holder of an emergency certificate received \$1,380 as the lowest salary and \$2,206 as the highest salary in the year 1947-48 (Table 9).

Table 9  
A Comparison of Type of Certificate or Degree,  
Years of Teaching Experience, and Average  
Salary for the Year 1948-49

Degree	Years of Teaching Experience	Salary
Emergency Certificate	0	0
	1	\$2,206
	2	1,910
	3	1,800
	4	1,380
	5-10	1,847
	11-15	2,074
	16-20	1,960
	21-25	0
	26-30	0
	31-35	2,150

The holder of an emergency degree received \$1,913 as the lowest salary in the year 1947-48 and \$2,288 as the highest salary in the year 1948-49 (Table 10).

Table 10  
A Comparison of Type of Certificate or Degree,  
Years of Teaching Experience, and Average  
Salary for the Year 1948-49

Degree	Years of Teaching Experience	Salary
Emergency Certificate	0	\$2,115
	1 (only one)	2,100
	2	2,288
	3	1,913
	4	0
	5-10	2,135
	11-15	2,102
	16-20	2,191
	21-25	0
	26-30	0
	31-35 (only one)	2,150

The lowest average salary paid to holders of the B. A. degree in the year 1947-48 was \$1,928, which was paid to the teachers with from 16 to 20 years of teaching experience. Teaching experience had but little effect upon the salary of women teachers holding the B. A. degree (Table 11).

Table 11  
A Comparison of Type of Certificate or Degree,  
Years of Teaching Experience, and Average  
Salary for the Year 1947-48

Degree	Years of Teaching Experience	Salary
B. A.	0	\$2,188
	1	2,235
	2	2,434
	3	2,400
	4	2,267
	5-10	2,350
	11-15	2,332
	16-20	1,938
	21-25	2,335
	26-30	0
	31-35	3,176
	36-40	2,500

The lowest average salary paid to holders of a B. A. degree in the year 1948-49 was \$2,236, and the highest was \$2,728. Teaching experience had but little effect upon the women teachers holding a B. A. degree (Table 12).

Table 12  
A Comparison of Type of Certificate or Degree,  
Years of Teaching Experience, and Average  
Salary for the Year 1948-49

Degree	Years of Teaching Experience	Salary
B. A.	0	\$2,474
	1	2,447
	2	2,677
	3	2,512
	4	2,728
	5-10	2,625
	11-15	2,514
	16-20	2,236
	21-25	2,458
	26-30	0
	31-35	3,176
	36-40	2,800

The lowest average salary paid to women holders of a B. S. degree in the year 1947-48 was \$1,750, and the highest average salary was \$2,728. The number of years of teaching experience of a teacher holder of a B. S. degree made little difference in the salary received (Table 13).



Table 13  
A Comparison of Type of Certificate or Degree,  
Years of Teaching Experience, and Average  
Salary for the Year 1947-48

Degree	Years of Teaching Experience	Salary
B. S.	0	\$2,371
	1	2,351
	2	2,308
	3	2,488
	4	2,313
	5-10	2,202
	11-15	2,517
	16-20	2,908
	21-25	2,187
	26-30	2,174
	31-35	1,750
	36-40	2,300

The lowest average salary paid to holders of a B. S. degree in the year 1948-49 was \$2,300 and the highest average salary paid that year was \$2,668. The number of years of teaching experience of a school teacher made little difference in the amount of salary received (Table 14).

Table 14  
 A Comparison of Type of Certificate or Degree,  
 Years of Teaching Experience, and Average  
 Salary for the Year 1948-49

Degree	Years of Teaching Experience	Salary
B. S.	0	\$2,530
	1	2,517
	2	2,500
	3	2,597
	4	2,668
	5-10	2,546
	11-15	2,665
	16-21	2,536
	22-25	2,488
	26-30	2,370
	31-35	2,300
	36-40	2,500

The lowest average salary paid to holders of the Master's degree in the year 1948-49 was \$2,550, and the highest \$2,903 (Table 15).

Table 15  
A Comparison of Type of Certificate or Degree,  
Years of Teaching Experience, and Average  
Salary for the Year 1948-49

Degree	Years of Teaching Experience	Salary
Master's	0	0
	1	0
	2	0
	3	0
	4	0
	5-10	\$2,550
	11-15	2,903
	16-20	0
	21-25	0

#### Average Salaries of Men

In spite of the fact that a woman has earned the same degree, has equal number of years of teaching experience, her salary is lower than that of the men.

Holders of a B. A. degree in the year 1947-48 received an average salary of \$2,888. Holders of a B. A. degree in the year 1948-49 received an average salary of \$3,032. Teachers holding a B. A. degree in 1948-49 received an average raise of \$144 over their 1947-48 salary. The

average supplementary earnings of men teachers holding a B. A. degree was \$270 in the year 1947-48 and \$231 in the year 1948-49 (Table 16).

Table 16

B. A. Degree and Average Salary and Average  
Supplementary Earnings for Men  
Teachers for the Years  
1947-48 and 1948-49

Year	Number of Teachers with B. A. Degree	Percent of Total Men	Salary	
			Actual	Supplementary
1947-48	87	24	\$2,888	\$270
1948-49	120	33	3,032	231

Men holders of a B. S. degree received an average salary of \$2,617 in the year 1947-48, and \$2,993 in the year 1948-49. This was an average raise of \$376 in the year 1948-49 over the 1947-48 salary. The average supplementary earnings of men teachers holding a B. S. degree was \$232 in the year 1947-48 and \$240 in the year 1948-49 (Table 17).

Table 17  
 B. S. Degree and Average Salary and Average  
 Supplementary Earning for Men Teachers  
 for the Years 1947-48 and 1948-49

Year	Number of Teachers with B. S. Degree	Percent of Total Men	Salary	
			Actual	Supplementary
1947-48	104	30	\$2,617	\$233
1948-49	162	45	2,993	240

The holder of a Master's degree in the year 1947-48 received an average salary of \$3,369. In the year 1948-49 he received an average salary of \$3,658, or \$376 more than the 1947-48 salary. The average supplementary earnings of those holding Masters' degrees was \$135 in 1947-48 and \$139 in 1948-49 (Table 18).

Table 18  
 Master's Degree and Average Salary and Average  
 Supplementary Earnings for the Years  
 1947-48 and 1948-49

Year	Number of Teachers with Master's Degree	Percent of Total Men	Salary	
			Actual	Supplementary
1947-48	34	9	\$3,369	\$135
1948-49	42	12	3,658	139

Holders of B. E. degrees in the year 1947-48 received an average salary of \$3,388, and in the year 1948-49 an average salary of \$3,675, which was an increase of \$287. The average supplementary earnings of those holding a B. E. degree was \$183 in the year 1947-48 and \$340 in the year 1948-49 (Table 19).

Table 19  
 B. E. Degree and Average Salary and Average  
 Supplementary Earnings for Men Teachers  
 for the Years 1947-48 and 1948-49

Year	Number of Teachers with B. E. Degree	Percent of Total Men	Salary	
			Actual	Supplementary
1947-48	4	1	\$3,388	\$183
1948-49	8	2	3,675	340

#### Average Salaries of Men According to Experience

The lowest average salary paid to men holders of the Master's degree in the year 1948-49 was \$2,755, and the highest was \$4,029. The number of years of teaching experience of a man teacher holding a Master's degree made a considerable amount of difference in the salary received (Table 20).

Table 20  
 A Comparison of Types of Certificate, Years of  
 Experience, and Average Salary for Men  
 Teachers for the Year 1948-49

Degree	Years of Teaching Experience	Salary
Master's	0	\$2,755
	1	
	2	2,875
	3	3,575
	4	2,900
	5-10	3,550
	11-15	3,843
	16-20	4,029
	21-25	3,733
	26-30	3,650
	31-35	3,300

The lowest average salary paid to men holders of a Master's degree in the year 1947-48 was \$2,887, with the highest for that year \$3,640. The number of years of teaching experience of a man teacher holding a Master's degree made a considerable amount of difference in the salary received (Table 21).



Table 21  
 A Comparison of Types of Certificate, Years of  
 Teaching Experience, and Average Salary  
 for Men for the Year 1947-48

Degree	Years of Teaching Experience	Salary
Master's	0	0
	1	0
	2	\$3,004
	3	2,887
	4	3,088
	5-10	2,920
	11-15	3,535
	16-20	3,583
	21-25	3,640
	26-30	3,360
	31-35	0

The lowest average salary paid to men holders of the B. A. degree in the year 1947-48 was \$2,400, and the highest was \$4,400. The number of years of teaching experience of a man teacher holding a B. A. degree made a considerable amount of difference in the salary received (Table 22).

Table 22  
 A Comparison of Types of Certificate, Years of  
 Teaching Experience, and Average Salary  
 for Men for the Year 1947-48

Degree	Years of Teaching Experience	Salary
B. A.	0	\$2,400
	1	2,691
	2	2,865
	3	2,643
	4	3,000
	5-10	2,910
	11-15	2,867
	16-20	3,133
	21-25	3,183
	26-30	3,890
	31-35	4,400
	36-40	0

The lowest average salary paid to the man holder of a B. A. degree in the year 1948-49 was \$2,783, and the highest in that year was \$4,600. The number of years of experience of the man teacher holding a B. A. degree made a considerable amount of difference in the salary received (Table 23).

Table 23  
 A Comparison of Types of Certificate, Years of  
 Teaching Experience, and Average Salary  
 for Men for the Year 1948-49

Degree	Years of Teaching Experience	Salary
B. A.	0	\$2,783
	1	2,840
	2	2,893
	3	3,019
	4	3,050
	5-10	3,270
	11-15	3,143
	16-20	3,164
	21-25	2,784
	26-30	0
	31-35	4,600
	36-40	0

The lowest average salary paid to the man holder of a B. S. degree in the year 1947-48 was \$2,578, and the highest average salary that year was \$3,282. The number of years of teaching experience of a man teacher holding a B. S. degree made a considerable amount of difference in the salary received (Table 24).

Table 24  
A Comparison of Types of Certificate, Years of  
Teaching Experience, and Average Salary  
for Men for the Year 1947-48

Degree	Years of Teaching Experience	Salary
B. S.	0	\$2,767
	1	2,578
	2	2,637
	3	2,772
	4	2,865
	5-10	3,041
	11-15	3,132
	16-20	2,733
	21-25	3,282
	26-30	0
	31-35	3,098
	36-40	0

The lowest average salary paid to the man holder of a B. S. degree in the year 1948-49 was \$2,721, with \$3,864 the highest. The number of years of teaching experience of a man teacher holding a B. S. degree had a considerable influence upon the salary received (Table 25).

Table 25  
A Comparison of Types of Certificate, Years of  
Teaching Experience, and Average Salary  
for Men for the Year 1948-49

Degree	Years of Teaching Experience	Salary
B. S.	0	\$2,721
	1	2,840
	2	3,054
	3	2,966
	4	2,974
	5-10	3,277
	11-15	3,268
	16-20	3,033
	21-25	3,864
	26-30	3,200
	31-35	3,217
	36-40	0

The men with a B. A. degree expect an average salary increase of \$30 more than the women. The men with a B. S. degree expect an average salary increase of \$44 more than the women. The men with a Master's degree expect an average salary increase of \$61 more than the women. Holders of the Elementary Standard and Emergency Certificate report an average expected raise of \$91 and \$71, respectively.

The men teachers expected a higher average salary increase for the year 1949-50 than did the women (Table 26).

Table 26  
Expected Average Salary Increase for the  
Year 1949-50

Degree	Amount of Increase Expected	
	Men	Women
B. S.	\$130	\$100
B. A.	153	109
Master's	131	70
B. E.	130	None
Elementary Standard	None	91
Emergency Certificate	None	71

Both men and women favor a uniform salary schedule. Of the total men answering the questionnaire in this study, 63 percent favored a uniform salary schedule, as did 65 percent of the women (Table 27).

Table 27  
Attitude of Teachers Toward a Uniform Salary Schedule

Men (Yes)		Women (Yes)	
Number	Percent	Number	Percent
220	63	429	65

Comments on a Uniform Salary Schedule

It is interesting to note a few of the comments made by teachers answering the questionnaires in this study:

"Pay according to experience, if not experience, according to subjects."

"No, city teachers, yes, small towns, no, as the smaller communities are unable to meet a high demand. Taxes would make this impossible in small communities."

"Salary schedule commensurate with work done."

"A uniform wage scale necessary first."

"Yes, with some elasticity."

"Should have minimum increase."

"Circumstances not same."

"Not uniform, but scale needs adjusting."

"Based on education, experience, and with progressive increases."

"Hardly, because it will be hard for older ones to keep places."

"M. E. A. salary schedule adopted to 8th step."

"Married men must be paid more."

#### Excerpts from Letters About Salaries

"I believe that a salary means very little when rent and upkeep of a house is so high that it takes \$1,000 a year for rent, fuel, and light.

"Why don't school boards provide adequate housing at a fair rental rate. To me, the only solution to teaching is to have superintendents fight for higher salaries instead of just being bookkeepers and keeping within the budget. What we need is better administrators, not yes men!"

"Have been let out of a system I have taught in 20 yrs., getting a salary of \$2,800. This was due to the fact that I was a married woman--now in a consolidated school. . ."

"I would say Agriculture Teachers in Minnesota enjoy social position in the small town and enjoy a standard of living above the majority of the people in a small town. The difficulty is that a college graduate has higher standards and is not satisfied even tho he enjoys a fairly good standard compared to the average citizen. Mr. Average Citizen pays the teachers salary and he never will be willing to pay a much bigger salary to teachers than he himself receives."

"School salary meets needs of family plus shows and weekly bowling. A little golf during the summer."

"Extra earnings during summer used to pay old debt for summer sessions and winters' supply of fuel. . ."

"To qualify my answer to No. 32, I'm afraid that I do not agree with stereotyped salary schedules. I'm convinced that they do not permit a fair recognition of the ability and initiative of a sincere and good teacher. For that same reason, I am not in favor of the Minnesota teachers adopting a uniform salary increase request. When it comes to a minimum salary or minimum increase, that might be a different thing."

"I am a music instructor teaching music in three different schools. During the year I earn \$450 per month teaching and during the summer I



play professionally with a traveling band earning approximately \$125 per week."

"I would like to express a personal opinion on the subject of teacher salaries. The problem is partly low monthly salary--perhaps. However, it seems to me the basic problem is a 9 or 10-month working year rather than 12-month. The public has a right to object to financing what too often becomes a 3-month vacation. As a married man with two children I desire (and absolutely must) find summer work to make ends meet.

"What I am trying to say is that our emphasis has been on more money rather than on our desire to extend our services to the community. I am aware of the practical problems of a 12-month year for all teachers. Nevertheless, I feel the psychological approach of 'money' may have a bad kick-back sometime."

"I am of the opinion that this is the last year that one will be able to call our plays. I feel that it is our own darn fault if we let ourselves be subjected to the starvation treatment that our H. S. teachers were given. Now is the time to push salaries up, and it would be to our advantage to have a uniform raise to shoot for."

"Women, as well as men, can have dependents, and the board fixing salaries should realize that."

"I began teaching in September, 1948, and had not taught before in Minnesota. I feel that teaching conditions are much better in Wisconsin where I previously taught--also in Michigan, for the reasons that all schools in those states seemed to be much better equipped, salaries were better, and teachers, as well as those in administrative positions, were better prepared."

"The suggestion I make is that all schools have some sort of salary scale. I received my M. A. degree, have had 10 years of experience and still, compared to the salaries of 2-year graduates with no experience, the salary is low."

"I could get a better salary elsewhere but my home is established here, my daughter still has a year of school and I enjoy the town. A salary schedule would help my morale."

"Salaries should be determined by conditions from year to year--cost of living etc.--but they should be uniform and kept so in order that bidding for teachers will never return and lower them again as they were at one time."

#### Salaries and Schedules

From the viewpoint of efficiency of the school, the teachers are by far the most important single factor of those determining the success of the school. The prudential principle would dictate that teachers should be paid such salaries as will both attract to the school and hold in the system the capable, efficient, and well-educated persons. This requires a very careful study of various factors that affect the employment and retention of the teaching staff. It must be admitted that the payment of salaries to teachers is but one consideration that enters into the problem. It is when good salaries are paid and other desirable working conditions are provided that the improvement of the teaching staff is made, and, as the direct result, pupils receive more benefits.

The various problems of the teachers are admirably summed up by the National Educational Association:

"A state's educational program for children and youth depends ultimately upon the conditions of teacher employment. First, the state through certification laws needs to designate, from among the available supply, those most eligible for teaching. Thru uniform contracts and minimum-salary laws the state can prevent many adverse and unreasonable working conditions. Thru tenure

legislation teachers can be protected from unjust dismissals. Finally, thru a sound retirement plan the state may free its teachers from the worries of old age and disability. Any one of these types of laws alone is inadequate; together they guarantee a body of competent public employees."

Because the quality of teaching, more than any other single factor, determines the efficiency of the schools, money spent wisely in securing a high quality of teaching service constitutes an economy, whereas even a small amount spent for mediocre service may be wasteful.

It is doubtful that the salaries of the teaching staff are as high as other groups of equally competent personnel in other occupations. In the teaching profession there is what is known as free income, which is made up of use of free libraries, public parks, health service, clinics, pensions, medical service, and the like, which in many cases go along with the teacher's position. Teaching is somewhat of a sheltered occupation, and this increases the free income of the teacher. The advantages of summer vacations, which offer opportunities for traveling, recreation, professional study, and similar experiences not found to the same extent in other occupations, are available to teachers.

The factor of equal pay for men and women has tended to operate in the determination of teachers' salaries.

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4. National Education Association, Committee on Tenure, Donald DuShane, Chairman, Minimum-salary Laws for Teachers, Washington, D. C., The Association (January, 1937), p. 4.

A large proportion of teachers are women and a woman is often willing to accept a salary considerably below that required for a man to maintain himself and his family on the accepted standard of living. The typical teacher is an unmarried woman who is living away from home in comfort at a relatively lower cost than that required for a typical family. The problem of equal pay is an economic one; no one has been able to prove that men are more intelligent or are better teachers than women. However, in every school system there is a need for women in certain types of positions and a need for men in certain other types.

The man, who normally assumes family responsibilities, requires a higher salary. If he does not receive such, he leaves the profession, and the result is that this leaves the least efficient men in the teaching profession. To avoid this issue many schools give the men extra jobs, and this is indirectly unequal pay. The school which pays men larger salaries than women is in effect helping women in general, for often a schoolteacher's wife is a retired teacher.

Without a salary schedule, the employment of teachers is largely a matter between the board and the individual teacher. With a salary schedule, the matter of employing a school teacher shifts from bargaining to fitness. The

prime objective of teachers' salary schedules is to obtain new teachers who are professionally competent, to retain the more competent teachers in the school system, and to promote and encourage professional growth while they are in service.

Generally speaking, the salary schedules are classified into merit type, position type, preparation type, and numerous combinations of the three.

The merit type salary schedules are usually combined with position and preparation types and often become effective after an initial period. It is during the initial period that the position and preparation types are in effect. To illustrate this type of schedule: a teacher's salary may be based upon position and preparation with regular increments of increase, but in addition teachers with higher ratings may receive higher increases. The regular provisions of position and preparation may be operative for a period of years, after which further increases in salary are given only to those teachers who have excellent or superior ratings. The greatest disadvantage of this system is the difficulty of rating the teachers objectively. Too often personal favoritism and petty politics enter into the ratings. Perhaps the greatest advantage of the merit type salary schedule is the fact that this is an important attempt to reward teachers according to their teaching power.

The position type salary schedule is based on the assumption that amounts of preparation are needed to teach children of the various grades. The teachers of the lower grades are paid less than the teachers of the higher grades. Although there is little justification in this viewpoint, this system is still widely used. The biggest advantage of this system is the ease with which it is administered. The system is fairly objective and all teachers in similar positions are treated alike. Rewards for the excellent teacher and the person who has chosen the elementary field as his life work are not found under this system. Furthermore, the teaching of children in their earliest years is just as important as in their later years.

The single salary schedule, also known as the preparation type salary schedule, considers the teachers' basic or initial preparation when determining the salaries which should be paid to them. Four levels of preparation are used in this system: the two-year, the three-year, the four-year, and the five-year preparation. The same salaries are paid to teachers with the same preparation, regardless of the position they hold. Such a salary schedule recognizes all teaching positions as of equal importance. Under such a schedule teachers in the lower grades are paid the same as those in the upper grades. The emphasis is placed upon preparation as the basis for salary determination, and this provides incentive for

continued professional growth. Teachers who go to summer school will be able to realize a higher position on this salary schedule and retain the privilege of teaching the same grade or where they are best suited. The chief limitation to this type of schedule is the measure of teaching power in terms of initial preparation of the teacher. This salary schedule provides the children in a school with teachers who are equally well trained throughout their progress.

The teacher training institutions in this country are better equipped to judge the efficient teacher. The latter fact favors the single salary schedule as the most useful instrument with which to determine teachers' salaries.

The Minnesota Educational Association has done a great deal of work about salaries and salary schedules:

"The MEA Commission on Teacher Education and Professional Standards recommends to the Delegate Assembly of the Minnesota Education Association the consideration of the following items of specific policy as immediate goals for the profession of teaching in Minnesota:

"1. A Professional Single Salary Schedule: Such a schedule should presuppose careful institutional selection of prospective candidates, adequate pre-service general education, professional training and continuing in-service personal growth and development.

"A single salary schedule based upon as a point of reference the National Education Association objective of \$2,400 as a beginning salary of a bachelor's degree graduate with adequate pre-service professional training from an accredited teacher preparing institution for

classroom instruction in elementary, secondary, and higher education institutions, public or private.

#### PROFESSIONAL SINGLE SALARY SCHEDULE

Level of Preparation	State Certification	Initial Salary
Four-year degree	Standard	\$2,400
Five-year degree	Professional	2,600
Six-year degree	Specialist's	2,800
Seven-year	Doctor's	3,000

"After fifteen years the salary, by automatic increases should equal at least twice the initial salary."<sup>5</sup>

The approved MEA Salary Schedule takes into consideration the value of experience in the way it is set up:

#### The MEA Salary Schedule

"As approved by the Executive Board of the Minnesota Education Association under authority of the Delegate Assembly the salary schedule provides that no teacher shall receive less than \$1,800.00. On the basis of training and experience the schedule further provides:

#### Training Beyond High School

Experience	Two Years	Three Years	Four Years	Five Years
0	2,000	2,200	2,400	2,600
1	2,125	2,325	2,550	2,750
2	2,250	2,450	2,700	2,900
3	2,375	2,575	2,850	3,050
4	2,500	2,700	3,000	3,200
5	2,625	2,825	3,150	3,350
6	2,750	2,950	3,300	3,500
7	2,875	3,075	3,450	3,650
The 8th step	3,000	3,200	3,600	3,800
9	3,100	3,325	3,750	3,950
10	3,200	3,450	3,900	4,100
11	3,300	3,550	4,050	4,250

5. Floyd B. Adams, "Teacher Training and Immediate Goals for Minnesota," Minnesota Journal of Education (January 20, 1949), p. 8.



Experience	Two Years	Three Years	Four Years	Five Years
12	3,400	3,650	4,200	4,400
13	3,500	3,750	4,300	4,525
14	3,600	3,850	4,400	4,650
15		3,950	4,500	4,775
16		4,050	4,600	4,900
17			4,700	5,025
18			4,800	5,150

"The above schedule has been approved by the Executive Board to be put into operation in not to exceed four years.

"The portion above the line at the 8th step should be put into operation for the school year 1949-50. This was recommended by the Eshquagama Workshop and voted by the 1948 Delegate Assembly.

"Some schools may already be 'beyond the 8th step.' They are to be commended for their vision and encouraged to maintain that leadership."<sup>6</sup>

Walter E. Englund has made a report on teachers' salaries this year:

"The MEA Salary Schedule had a marked effect on salaries for the current year as indicated by returns from 407 Minnesota Graded Elementary and High School Districts.

"The gains, however, were made largely at the lower end of the scale in bringing teachers up to and above the minimums. The task remains of realizing comparable gains at levels on the schedule above the minimums.

"Two per cent of the elementary teachers are receiving less than \$2,000.00 compared with 38% a year ago; 69% fall in the group \$2,000-\$2,500 compared with 52% last year; 29% receive \$2,600 and over compared with 10% last year. Two per cent of the secondary teachers are below the scheduled minimum of \$2,400 as compared with last year's 30%; 65% are in the group \$2,400-\$3,000

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6. "Permanent Status for Teachers," Minnesota Journal of Education (March, 1949), p. 11.

compared with 60% last year; and 33% in the group above \$3,000.00 compared with last year's 10%.

"The median salary for superintendents this year is \$4,419 as compared with \$4,028 last year. The range is from \$3,000 to \$9,500. Principal's salaries range from \$2,200 to \$6,600. The median is \$3,494. Last year's median was \$3,047.

"Secondary teachers have a median of \$2,886 compared with \$2,522 last year and elementary teachers have a median of \$2,389 as compared with \$2,071 of a year ago. The range for secondary teachers is \$1,800 to \$5,100 with 62 teachers below the \$2,400 minimum.

"Elementary teachers have a range from \$1,600 to \$4,300 and a median of \$2,389 as compared with \$2,071 last year. Ninety-four elementary teachers are reported as below the \$2,000 minimum.

"The Delegate Assembly recommended that for the school year 1949-50 the schedule be put into operation through the eighth step."<sup>7</sup>

#### Summary of Chapter 2

Salaries throughout the state of Minnesota are not uniform. The majority of the men and women teachers favored a uniform salary schedule.

Additional years of teaching experience result in higher salaries for the men teachers. Additional years of teaching experience did not mean as much in higher salaries for women as for men.

Holders of the elementary two year certificate received an average salary of \$1,862 in the years 1947-48 and an average salary of \$2,037 in the year 1948-49.

Women holders of the B. A. degree received an

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7. Ibid., p. 13.

average salary of \$2,318 in the year 1947-48 and \$2,510 in the year 1948-49. Men holders of the B. A. degree received an average salary of \$2,888 in the year 1947-48 and \$3,032 in the year 1948-49.

Women holders of the B. S. degree received an average salary of \$2,326 in the year 1947-48 and \$2,547 in the year 1948-49. Men holders of the B. S. degree received \$2,617 in the year 1947-48 and \$2,993 in the year 1948-49.

Women holders of the Master's degree received an average salary of \$2,350 in the year 1947-48 and \$2,762 in the year 1948-49. Men holders of the Master's degree received an average salary of \$3,369 in the year 1947-48 and \$3,658 in the year 1948-49.

Women holders of the emergency certificate received an average of \$1,969 in the year 1947-48 and \$2,107 in the year 1948-49.

Men holders of the B. E. degree received an average salary of \$3,388 in the year 1847-48 and \$3,675 in the year 1948-49.

Men school teachers expect a higher salary increase in the year 1949-50 than women did.

There were twice as many women teachers as men teachers working in 1948-49.

The single salary schedule, also known as the preparation type salary schedule, is the superior type of salary schedule. This salary schedule recognizes

all teaching positions as of equal importance. Under the single salary schedules, the teachers in the lower grades are paid as much as those in the upper grades. The emphasis in such a salary schedule is placed upon preparation as the basis for salary determination. The majority of the men and women teachers favor a uniform salary schedule.

Women with the same educational qualifications and the same number of years of teaching experience do not receive salaries which are as high as those which men receive.

The range of salaries found in this study is entirely too great for one state. Every specific local situation cannot be reviewed here, but it is reasonable to expect a more uniform salary arrangement than is now apparent in small schools in Minnesota.

CHAPTER 3  
TEACHERS ON A PEDESTAL

Much has been written about teachers being placed on a pedestal in the community. The school teacher in every community should receive the respect and esteem of the members of the community. However, in numerous communities, this is not found to be the case. It is useless to try to blame any particular body of people for this condition. The teachers answering the questionnaires in this study have overwhelmingly replied that they did not feel that they have been placed on a pedestal in the community in which they were teaching. Of the total men, 75 percent did not feel that they had been placed on a pedestal in their community, and 78 percent of the women expressed the same opinion (Table 28).

Table 28  
Number and Percentage of Teachers Reporting That  
They Do Not Feel Placed on a Pedestal  
in the Community

Men		Women	
Number	Percent	Number	Percent
270	75	508	78

### Excerpts from Letters Received

Excerpts from letters received in this study revealed that many school teachers readily admit that they do not feel placed on a pedestal in the community in which they are teaching. The friendly teachers are often tolerated as necessary parts of the community. The community demands that the school teachers be models of perfection in all aspects. Petty gossip flows freely about school teachers who have not lived up to models of perfection in all aspects.

Unmarried teachers have found it exceedingly difficult to become integral party of the community.

Replies received in this study revealed that many school teachers were unhappy residents of the community. The unhappy teacher is the inefficient one.

"This is a poor community in which to teach.

"Of course, much of it may be entirely my fault, but I don't think so. \_\_\_\_\_ is entirely Scandinavian--I'm not. Religiously, it's Lutheran--I'm not. Intellectually, it's stagnant--I try not to be. Socially it's back in the early 1900's--I've traveled extensively.

"Although I've never taken Education courses I have my B. A. in History and speech and dramatics. I have 19 hours graduate work in History, so I feel just as qualified to teach as those who have regular certificates.

"What has always puzzled me about this community is that it has two distinct sets of standards. One for people and one for teachers. A teacher here isn't supposed to date, smoke or take an occasional beer. I realize that I usually buck conventions, but here I submit (quite unwillingly) so I won't lose my job.

"Maybe you think I'm just a bitter, cynical female and maybe I am, but this pseudo-moral village makes me slightly ill."

"Teachers need a life where they can meet people of their own age and interests. Their personality becomes warped because they are in constant association with students, test papers and the criticism of the public--and this only!"

"The social status of a teacher in a small town is very low--he is ignored as much as possible--tolerated resignedly--it is an unhappy position for many young teachers."

"1. Suggestion--We could be treated more as ordinary people and criticized less."

"I feel as if I were on a pedestal when it comes to being watched and criticized for unimportant things, but I suppose you mean something else. If you mean that we feel that the community looks up to us and respects us more than the average person then my answer is no. I feel that many are watching me and listening to me whenever possible for the sole purpose of finding a flaw in some remark, mannerism, etc., so malicious gossip can be started by a certain faction of the community. When I say these things I do not mean the majority of people in our town. I mean a small, inferior, but powerful element. The majority faction is tops. The parents of all my pupils have cooperated 100 per cent during all the years I have taught in \_\_\_\_\_. My six superintendents have been kind and helpful on almost all occasions."

"I feel that the people of this particular community have shut the unmarried teachers out of their lives. There are no opportunities for entertainment and the people do nothing to help you feel at home. This is not a case of unfriendliness on the part of the teacher. I am young and very interested in the children. The parents make no effort to consult we teachers about the child's progress. I wonder if this laxity is true of parents generally in farm communities?"

"They expect you to be the example of perfection and yet they do nothing to make you want to live up to their ideals."

"In our town, a definite division in the churches is found. The German Lutheran Church has a parochial school which is responsible for the low grade enrollment here."

"We are always invited to attend the Catholic Church's card and bingo parties which are held almost monthly. As I am not a Catholic, I certainly am treated very well for attending the parties."

"Being the only single, young woman faculty member in a town is not very enjoyable. I would not sign another contract without knowing more about other faculty members (so one wouldn't lead such a dull life by herself) and without having better transportation."

These letters have numerous facts from which numerous conclusions may be drawn: (1) Teachers should find out the predominant religious groups in the community in which they intend to teach before they sign a contract. (2) Teachers should find out the social mores of the community in which they intend to teach before they sign a contract. (3) Teachers should find out the general attitudes of the community toward teachers before they sign a contract. (4) Teachers' social status in a small town is very low. (5) Teachers have been exposed to a great deal of criticism in the community in which they have taught. (6) Unmarried teachers have found it more difficult than married teachers to become integral parts of the community in which they have taught. (7) Teachers, who were the only unmarried members of the faculty, have found social life in the community very dull.



### Summary of Chapter 3

In this chapter it has been pointed out that less than 25 percent of the school teachers feel that they have been placed on a pedestal in the community in which they were teaching.

Numerous personal opinions of school teachers who participated in this study revealed that there are many unhappy school teachers in the small schools. Friendly school teachers are often tolerated as necessary parts of the community.

Unmarried teachers have found it exceedingly difficult to become integral parts of the community.

## CHAPTER 4

## RELIGIOUS, PROFESSIONAL, AND RECREATIONAL ACTIVITIES

An attempt was made to find out how many teachers participated in admission-free affairs, religious and professional affairs, and recreational activities in the year 1948-49.

## Religious Activities

Sixty-five percent of the total men and 74 percent of the total women indicated in replies to the questionnaire that they attended church services in the year 1948-49.

Winkler<sup>8</sup> reported that the general public felt that the teachers should meet with religious groups and help in their own churches if asked; yet they felt that the teachers need not do that to any greater extent than any other citizens of the community. Winkler also reported that the students were very eager to have their teachers participate in community groups and activities.

## Professional Activities

Of the total men, 58 percent attended professional meetings in the year 1948-49. It appears from these data that the men were more interested than the women in the facts and trends of the teaching profession.

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8. L. J. Winkler, Public Opinion of the Teaching Profession in St. Louis County, Minnesota (Unpublished Master's Thesis, University of North Dakota Library, 1948).

### Admission-Free Activities

Of the total men, 38 percent attended admission-free affairs in the year 1948-49. Thirty-seven percent of the women attended admission-free affairs in the same period.

Both the men and women attended religious services more frequently than they attended professional meetings. Three surmises may be made from the above data: (1) that the professional meetings should be improved to attract more teachers; (2) that the teachers are not interested enough in their own profession, to attend their professional meetings; and (3) that religious service attendance is more important to the teachers than their attendance at professional meetings (Table 29).

Table 29

The Number of Social, Religious, and Professional Activities in Which the Teachers Generally Participated

Activity	Men		Women	
	Number	Percent	Number	Percent
Religious	233	65	487	74
Professional	212	58	289	44
Admission-free	137	38	244	37

### Recreational Activities

The teachers were asked to list the recreational activities available to them in the year 1948-49. By this procedure only the recreational activities of the community would be listed, and this would present a more accurate picture of the current situation.

It was found that seven percent more women than men attended the movies, which was the major source of recreation for teachers in the community in the year studied. Of the total men, 44 percent attended the movies in the year 1948-49, and of the total women 51 percent.

More men than women engaged in bowling as a recreation in the year studied. Of the total men, 17 percent listed bowling as their recreation. Of the total women, 11 percent listed it. Eighteen percent of the men and 19 percent of the women listed no recreation for the year 1948-49. More women than men listed church activities as the chief recreation available to them, 10 percent of the total women and 6 percent of the total men.

More men than women listed active and spectator sports as recreation available to them. Of the total men, 32 percent listed such sports as recreation available to them, and 24 percent of the women listed some of these sports.

Outdoor sports included in the active and spectator sports listed by the teachers as available recreation included: football, basketball, high school gym, hockey,

baseball, volley ball, ping pong, tennis, badminton, golf, shuffle board, bicycling, roller skating, and athletics.

More women than men listed winter sports as available recreation. Of the total women, 15 percent listed winter sports as the recreation available to them in the year 1948-49. Of the total men, 7 percent listed those sports. Listed under winter sports were tobogganing, sleighing, ice skating, and skiing.

More men than women listed resort area sports as recreation available to them. Of the total men, 28 percent listed resort area sports, and of the total women, 5 percent. The following types of sports were listed under resort area sports: hunting, fishing, boating, and golf.

Hobbies were listed as available recreation by more men than women. Thirteen percent of the women and 9 percent of the men listed hobbies as the available recreation. Hobbies listed included photography, woodcraft, handwork, sewing, singing, flying, shopping, pool, walking, hiking, reading, motoring, concerts, music, recitals, artist courses, farming, gardening, and using the library.

More women than men listed lodges and clubs as recreation available to them in the year 1948-49. Of the total women, 10 percent listed them, and of the men, 7 percent listed them. Types of lodges and clubs listed as available recreation were: Veterans of Foreign Wars,

American Legion, American Legion Auxiliary, Civic League, Eastern Star, Study Club, Parent-Teachers Association, bridge and other card clubs, women's clubs, bingo, lecture series, and fraternal lodges.

More women than men listed visiting and house gatherings as the recreation available to them. Fourteen percent of the women, and 9 percent of the men listed these activities. The following types of visiting and house gatherings listed were: private social clubs, home parties, plays and other dramatics, bridal showers, baby showers, dates, picnics, travel, school activities, community hall activities, rural activities, and faculty parties.

More women than men listed listening to the radio as the recreation available to them in the year 1948-49. Eight percent of the women and one percent of the men listed radio listening as available to them in the year 1948-49 for recreational purposes.

More women than men listed dancing as recreation available to them. Of the total women, 10 percent listed dancing, and of the men, 6 percent listed it.

More men than women stated that the recreation available to them was unlimited in the year 1948-49. Five percent of the men and two-tenths of one percent of the women made this statement.

More men than women reported that the available recreation was limited in the year 1948-49. Two percent

of the men reported that the recreation available to them was limited. A very small percentage admitted that the recreational facilities available to them were either limited or unlimited. However, the following recreational activities available to the teachers reporting for the year 1948-49 had less than one percent of the teachers participating in them: week ends at home, taverns, liquor stores, family, husband, make own fun, no bus service, and community affairs (Table 30).

Table 30  
Recreational Facilities Available to the  
Respondents, 1948-49

Recreation	Men		Women	
	Number	Percent	Number	Percent
Movies	160	44	330	51
None	65	18	122	19
Bowling	60	17	70	11
Church activities	21	6	64	10
Active and spectator sports	114	32	160	24
Football				
Basketball				
High school gymnasium				
Hockey				
Baseball				
Volley ball				
Ping pong				
Tennis				
Badminton				
Golf				
Shuffle board				
Bicycling				
Roller skating				
Athletics				
Winter sports	25	7	96	15
Tobogganing				
Sleighbing				

Table 30 (Continued)

Recreation	Men		Women	
	Number	Percent	Number	Percent
Ice skating				
Skiing				
Resort Area sports				
Hunting				
Fishing				
Boating				
Hobbies	31	9	88	13
Photography				
Woodcraft				
Handwork				
Sewing				
Singing				
Flying				
Shopping				
Pool				
Walking, hiking				
Reading				
Motoring				
Concerts				
Music				
Recitals				
Artist course				
Farming				
Gardening				
Library				
Lodges and clubs	27	7	66	10
Veterans of Foreign Wars				
American Legion				
American Legion Auxiliary				
Civic League				
Eastern Star				
Study club				
P. T. A.				
Card clubs				
Women's clubs				
Bingo				
Lectures				
Lodge				



Table 30 (Continued)

Recreation	Men		Women	
	Number	Percent	Number	Percent
Visiting and House				
Gatherings	34	9	92	14
Private social clubs				
Home parties				
Picnics				
Baby showers				
Bridal showers				
Dates				
Travel				
School activities				
Community hall				
Faculty parties				
Radio	3	1	8	.1
Dancing	23	6	64	10
Out of town				
Night clubs				
Taverns			1	.2
Liquor store			1	.2
Go home week ends			1	.2
Family			1	.2
Husband			1	.2
Make own fun			9	1
No bus service			4	.6
Limited	8	2	4	.6
Unlimited (all)	18	5	16	2
No time			1	.2

#### Community Recreation

A few voluntary opinions of the teachers may suggest some of the community recreational problems in the small villages. Numerous problems apparent to the respondents are listed below as the teachers expressed them.

"In a small town, school activities, church, and bowling are the main events attended. Being engaged to a local fellow enables myself and some of the other teachers to get away to some events we like to attend, since the closest bus service is 11 miles away."

"In my twenty years of teaching I have always been able to go home week ends, excepting one year; so that is the reason I have kept out of the 'red' and have stayed in the profession as long as this."

"Never stay here week ends for lack of social life."

"Most teachers are unable to have an apartment, furniture, car, or the social life of other persons. Of course, during the first three years of a teacher's work she may get a rushing by the local swains, if such are available."

"For the past five years I have commuted to and from Sioux Falls, South Dakota. Although living in a large city enables me to enjoy the many recreations available, it is not an ideal situation."

"In our town a theater is being built and a tennis court will follow that."

"Schools that are not on a transportation line should make a definite arrangement for the teachers to feel free to leave for an occasional week end. Maybe a taxi service would be the solution."

The above opinions indicate that numerous small villages do not have adequate social facilities for the teachers. Transportation to and from larger recreational centers is a real problem to the teachers in the small community.

#### Summary of Chapter 4

1. More women than men teachers among the respondents attended church in the year 1948-49. Enough of both sexes did so to support Winkler's observation in his thesis that the general public felt that the teachers should meet with religious groups and help in their own churches when asked,

and that they felt that the teachers need not do that to any greater extent than any other citizens. The students were eager to have their teachers be participants in community groups and activities.

2. More men than women attended professional meetings in the year 1948-49.

3. Of the total men and women participating in this study, 38 percent attended admission-free affairs in the year 1948-49.

4. The professional meetings should be made worthwhile enough to attract more than 58 percent of the men and 44 percent of the women.

5. More teachers attended church than their own professional meetings.

6. The social affairs in many small communities are not adequate to satisfy the teachers.

7. Transportation to and from the larger recreational centers is a problem not yet solved by the teachers in the small villages.

8. More women than men attended movies in the year 1948-49. Movies were listed as the major source of recreation by both men and women.

9. More men than women listed active and spectator sports as recreation available to them.

10. More men than women listed bowling as the recreation available to them.

11. In the order of availability and participation, the respondents listed the following recreations:

(1) the movies, (2) active and spectator sports, (3) resort area sports, (4) none, (5) bowling, (6) hobbies, (7) visiting and house gatherings, (8) winter sports, (9) lodges and clubs, (10) church activities, (11) dancing, (12) unlimited facilities, (13) limited facilities, (14) no time for recreation, (15) week ends at home, (16) family, (17) husband, (18) make own fun, and (19) all community affairs.

## CHAPTER 5

## LIVING CONDITIONS OF TEACHERS

Teachers often have a difficult time to find adequate living accommodations in a small village. The teachers who are made unhappy by inadequate comforts in their living quarters are thought to rate relatively lower in their teaching efficiency than others who are comfortably housed. However, that has not been proved in any formal way. At any rate, comfort in living conditions is recognized as a desirable goal for teachers.

## Lighting and Hot Water Facilities

More women than men reported an inadequate supply of hot water in their living quarters in the year 1948-49. Of the total women, 37 percent reported that they had an inadequate supply of hot water, and of the total men, 27 percent reported thus.

More women than men had inadequate lighting facilities in their living quarters in the year 1948-49. Of the total women, 17 percent reported inadequate lighting facilities, and of the total men, 14 percent reported inadequate lighting (Table 31).

Table 31  
 Number and Percentage Reporting Inadequate Hot Water  
 and Lighting Facilities in Their Residences

Facilities	Men		Women	
	Number	Percent	Number	Percent
Hot water	98	27	134	37
Lighting	50	14	112	17

#### Distance Between Living Quarters and School

Most of the teachers lived one block away from the schools where they worked. Twenty-four percent of the men and 23 percent of the women lived one block away from the school in the year studied.

Of the total men, 20 percent lived two blocks away, 15 percent lived three blocks away, 12 percent lived four blocks away, 10 percent lived five blocks away, 4 percent lived six blocks away, 5 percent lived eight blocks away, one percent lived seven blocks away, and eight-tenths of one percent lived one-half block away from the school. Eight percent of the men lived from one to five miles away from the school building, and one percent lived from six to ten miles.

Of the total women, 14 percent lived two blocks away, 12 percent lived three blocks away, 10 percent lived four

blocks away, seven percent lived five blocks away, three percent lived six blocks away, three percent lived seven blocks away, two percent lived eight blocks away, and two percent lived one-half block away from the school. Nine percent of the women respondents lived from one to five miles away from the school, five percent lived from six to 10 miles away, three percent lived from 11 to 15 miles away, two percent lived from 16 to 20 miles away, and one percent lived from 21 to 25 miles away, and nine-tenths of one percent lived from 26 to 30 miles away from the school (Table 32).

Table 32  
Distance Between Living Quarters and School

Distance	Men		Women	
	Number	Percent	Number	Percent
Teacherage	0	0	6	.9
$\frac{1}{2}$ block	3	.8	13	2
1 block	87	24	151	23
2 blocks	71	20	93	14
3 blocks	53	15	79	12
4 blocks	43	12	67	10
5 blocks	37	10	49	7
6 blocks	16	4	21	3
7 blocks	4	1	22	3
8 blocks	17	5	13	2
1-5 miles	29	8	58	9
6-10 miles	4	1	32	5
11-15 miles	0	0	17	3
16-20 miles	0	0	11	2
21-25 miles	0	0	8	1
26-30 miles	0	0	6	.9

### Means of Travel Between Living Quarters and the School

Most of the men and women walked to school from their living quarters. Of the total men, 72 percent walked, and of the women, 73 percent walked from their living quarters.

More men than women drove their own cars to and from school in the year 1948-49. Of the total women, 17 percent drove their cars, and of the total men, seven percent drove their cars to school. More women than men rode with friends to school. Eight percent of the women, and three percent of the men did that. More women than men rode the busses to school in the year 1948-49. Six percent of the women did so.

Six-tenths of one percent of the women reported that they received free rides to school. Of the men, three-tenths of one percent received free rides (Table 33).

Table 33

### Means of Travel Between Living Quarters and the School

Means of Travel	Men		Women	
	Number	Percent	Number	Percent
Walk	258	72	480	73
Bus	11	3	41	6
Ride with friends	9	3	51	8
Own car	25	7	109	17
Free ride	1	.3	4	.6
Taxi			1	.2



### Marital Status of Teachers

There were more married men than married women among the teaching group questioned. Of the total men, 77 percent were married teachers, and of the total women, 37 percent were married teachers in the year 1948-49 (Table 34).

Table 34

### Marital Status of Teachers

	Number Married	Percent Married
Men	277	77
Women	241	37

### Adequacy of Housing Facilities

More women than men reported that they had central heating in their living quarters. Of the total women, 77 percent reported that, and of the total men, 69 percent reported central heating.

An equal percentage of men and women reported having indoor toilets in their living quarters. Of the total men and women, 91 percent reported that they had that convenience.

More women than men reported that they had a telephone in their living quarters. Of the total men, 87 percent, and of the total women, 89 percent reported that. More men

than women reported that they had electricity in their living quarters. Of the total men, 99 percent, and of the total women, 97 percent reported that they had electricity (Table 35).

Table 35  
The Adequacy of Housing Facilities

Facility	Men		Women	
	Number	Percent	Number	Percent
Central heating	249	69	504	77
Indoor toilet	327	91	599	91
Telephone	312	87	583	89
Electricity	357	99	638	97

#### The Adequacy of Housing Conditions

More women than men reported that their housing conditions were adequate. Eighty-four percent of the women and 66 percent of the men reported that their housing conditions were adequate. More men than women reported that their housing conditions were barely adequate. Of the total men, 21 percent reported that, and of the total women, 16 percent reported it (Table 36). The fact that the men have more dependents than the women, 65 percent of the men have dependents and only 34 percent of the women (Table 37), may account for the fact that whereas the men are better satisfied with their facilities (Table 35), they find housing conditions inadequate (Table 36).

Table 36  
The Adequacy of Housing Conditions

	Men		Women	
	Number	Percent	Number	Percent
Adequate	237	66	545	84
Inadequate	47	13	35	5
Barely adequate	76	21	70	11

#### Number of Dependents

More women than men reported that they did not have any dependents. Of the total women, 66 percent, and of the total men, 35 percent reported no dependents. More men than women reported one dependent. Seventy-seven percent of the men and 18 percent of the women reported one dependent. The men reported that they had more dependents than the women (Table 37).

Table 37  
The Number and Percentage of Dependents

Number of Dependents	Men		Women	
	Number	Percent	Number	Percent
0	35	10	435	66
1	77	21	118	18
2	84	23	50	8
3	85	23	19	3
4	15	4	4	1
5	10	3	3	.6
More than 5	8	2	2	.5

### Housing Problems

The following quotations express the opinions of some of the teachers who responded to the questionnaire in regard to housing problems in their communities.

"In my case my room and board comes very high as I live in Minneapolis over the week end and stay in a hotel, for a teacher needs complete relaxation sometimes in order to keep up a pace that is expected of a teacher today. Even that is cheaper than a hospital bill which has been over \$200 in the last two years in addition to the \$550 that I spent for dental work."

"Hope your study points out to the general public how teachers need housing other than just rooming. That is not a satisfactory life to develop a well rounded individuality."

"In regard to housing, my small daughter and I live with my parents, and have access to the whole house. A single girl pays \$20 a month for one room, with no privileges. It costs these girls \$50 for a five-day week. They do not stay in town during the week end."

"My mother and I live in farm buildings on my borther-in-law's farm west of Morton. Most of the school term I drive back and forth."

"In inclement weather I have a room in \_\_\_\_\_. I used it for one month in 1944 (February) and have not used it since, but have the right to it at any time. It is a large, 14 x 16, room with private bath in a completely modern house."

"I pay \$36.50 a month for an apartment, and grocery bills have been on the increase until lately when food prices are supposed to have been stabilized. Groceries, meat, and milk cost about \$85 a month. My rent has not been raised in the four years I have been here."

"Our school owns a large house next to the school which furnishes excellent living quarters for four families. We pay regular rent to the Board of Education."

"I find it very nearly impossible to provide for my family on a teacher's salary without additional income."

"I live at home and commute 14 miles each day so I am not an average case. Being able to live at home makes expenses much more reasonable, and gives me a very good position."

"Housing is the biggest problem in this community. My wife, son, and I live in an upstairs of a private home with no hot water, but we do have a bath tub and access to the indoor toilet. This place we have consists of two rooms."

"This is a case of husband and wife both teaching. Our five year old son is being cared for outside of our home, which costs about a dollar a day. Our housing is located in the business district, which is a poor location. We have to get along with poor maintenance of heating and plumbing systems."

"My housing facilities are better than usual. There is no place to live in the town where I teach, so most of the teacher live in the city of Mankato, 12 miles away, and commute every day. This fall my parents built a garage apartment so that my two sons and I would be assured of a place to live without worrying about evictions. However, I pay regular rent."

"The biggest advantage to me would be to be able to eat in a private home or some place other than a restaurant. Meals are monotonous, to say the least."

"This is a case of a husband and wife both teaching in the same school. We spend \$44.50 a month as a house payment. If we remain here, we will own our home, if we move, it is fair rent for a six room house with oil burner, hot water, and in a convenient location."

"Groceries, especially meat, are very high here. For a family of five we spend an average of \$150 a month."

"My husband works and we live in \_\_\_\_\_. Five teachers drive back and forth from \_\_\_\_\_ to \_\_\_\_\_."

"We have to board one place and room three blocks away. We have only a shower in the basement. There is no bus service from this town to the out-

side world."

"In reference to my dependents, and so forth. My husband and I both work. We have a son 20 months old, and he is cared for by my husband's mother. We occupy the upstairs apartment in her home, and pay \$85 a month. We pay our own heat and electricity bill, which usually runs between \$20 and \$25 during the winter."

" I am renting a new, modern home for \$50 a month, not including heat, lights, and fuel. It costs an average of \$80 a month to live in this home. The average grocery bill for my 15 year old daughter and myself is \$50 per month."

"Some of our staff are allowed to get our meals in the Home Economics Department at school because of the lack of convenient boarding places, hence the small amount for board. We get our noon lunches at school."

Of the total men, 49 percent reported that guests were welcome in their rented living quarters, and of the women, 60 percent so reported.

#### Summary of Chapter 5

Teachers often have a difficult time to find adequate living accommodations in a small village. From the data reported in this chapter, the following facts were noted.

1. More women than men had an inadequate supply of hot water in their living quarters.
2. More women than men had inadequate lighting facilities.
3. More of the teachers lived one block away than any other distance from school.
4. Most of the teachers were living from one to eight blocks from the school in the year 1948-49.

5. Most of the teachers walked to school from their living quarters.

6. More men than women drove their own cars to and from school.

7. More women than men rode with friends to school.

8. More women than men rode the busses to school.

9. There were twice as many married men as married women in the group of teachers who responded to the questionnaire.

10. More women than men reported that they had central heating in their living quarters; 77 percent of the men and 69 percent of the women so reported.

11. Of the total men and women, 91 percent reported that they had indoor toilets in their living quarters.

12. More women than men reported that their housing conditions were adequate.

13. More men reported that they had dependents than did the women.

14. Housing for teachers is one of the biggest problems in many communities.

15. Many teachers live several miles from the school in which they teach and commute back and forth.

16. Several schools permit the teachers to cook their meals in the home economics department of the school rather than going to restaurants and boarding places.

17. Many teachers prefer to rent apartments in which they are free to do light housekeeping.

18. The Board of Education in several communities maintains apartments which are satisfactory to the teachers.

19. Of the total number of teachers renting living quarters, 67 percent of the men and 55 percent of the women reported that guests were welcome in their residences.

20. More men than women reported that they had access to a good library.



## CHAPTER 6

## FINANCIAL STATUS OF THE TEACHER

The financial status of the teacher is very low. Old debts, additional schooling, and certain luxuries cannot be paid for unless both husband and wife are working, or, in the case of the single men and women, unless they find some way to obtain supplementary earnings during the summer months. In order to make the teaching profession attractive to competent men and women, conditions should change for the better.

## Funds for Clothes, Travel, and Liquidation of Debts

More men than women reported that they had adequate funds for the liquidation of debts. Forty-nine percent of the men and 35 percent of the women reported thus. More women than men reported that they had adequate funds for travel. Of the total men, 27 percent, and of the total women, 32 percent reported thus.

More women than men reported that they had adequate funds for clothes. Thirty-two percent of the men and 39 percent of the women reported adequate clothing funds (Table (36)).

Table 36  
 Number and Percentage Reporting Adequate Funds  
 for Clothes, Travel, and Liquidation  
 of Debts

	Clothes		Travel		Liquidation of Debts	
	Number	Percent	Number	Percent	Number	Percent
Men	114	32	98	27	176	49
Women	268	39	212	32	230	35

#### Insurance, Medical, and Dental Expenditures

Men spent more than women on insurance, medical, and dental services in the year 1948-49. Only six-tenths of one percent of the men reported that they had spent no money on insurance, medical, and dental care. Ten percent of the women reported that way. Most of the men spent between \$250 and \$299 for insurance, medical, and dental care. Most of the women spent between \$50 and \$99 for those things. One woman and two men spent between \$950 and \$999 in the year 1948-49.

Men, on the whole, spent more money than women for insurance, medical, and dental care, probably because they had families to provide for. Of the 655 women participating in this study, 74 percent were single. This fact may explain why the expenditure of the men for insurance, medical, and

dental care was higher than that of the women for the same services (Table 37).

Table 37

A Comparison of Expenditures for Insurance, Medical,  
and Dental Service

Amount of Expenditure	Men		Women	
	Number	Percent	Number	Percent
None	2	.6	64	10
1-49	22	6	114	17
50-99	29	8	172	26
100-149	47	13	119	18
150-199	41	11	58	9
200-249	41	11	34	5
250-299	62	17	24	4
300-349	38	10	16	2
350-399	5	1	5	.8
400-449	5	1	2	.5
450-499	0	0	0	0
500-549	15	4	5	.8
550-599	0	0	4	.6
600-649	3	.8	4	.6
650-699	0	0	0	0
700-749	4	1	0	0
750-799	0	0	0	0
800-849	0	0	0	0
850-899	3	.8	1	.2
900-949	0	0	1	.2
950-999	2	.6	1	.2

Money Borrowed by the Teacher

Almost **twice** as many men as women borrowed money in the year 1948-49. Of the total men, 46 percent, and of the total women, 26 percent reported that they had to borrow money during the year. This fact points out the necessity of paying the married men teachers more **for** professional services rendered. Of the total men, 80

percent were married and needed more money to maintain a reasonable standard of living. A great deal of the difficulty lies in the fact that 74 percent of the women teachers were **single** and could afford to work for a lower salary. There were three times as many married men teachers as married women teachers in the year 1948-49. This would account in some measure for the larger percentage of men than women borrowers (Table 38).

Table 38

Number and Percentage of Men and Women Who Borrowed Money Since February 1, 1948

Men		Women	
Number	Percent	Number	Percent
165	46	169	26

#### Automobile Ownership

Of the total men, 81 percent owned automobile and 29 percent were still paying for them in the year 1948-49. Thirty-six percent of the women owned automobiles, and 21 percent were still paying for them (Table 39).

Table 39  
 Number and Percentage of Men and Women Owning  
 and Paying for Automobiles

	Owning Automobiles Number	Percent	Paying for Automobiles Number	Percent
Men	294	81	84	29
Women	237	36	49	21

#### Cost of Room and Board

The highest percentage, 26 percent, of the women participating in this study spent an average of \$50 per month for room and board in the year 1948-49. The next highest percentage of women spent an average of \$55 per month. Of the men participating in this study, the highest percentage, 10 percent, spent an average of \$100 per month for room and board in the year 1948-49; the next highest percentage spent an average of between \$50 and \$60.

Two men reported that they spent as high as \$250 per month for room and board, and three women that they spent between \$130 and \$140 per month.

More women than men reported that they spent no money for room and board, due to the fact that they were living at home (Table 40).

Table 40  
Average Amount Spent Monthly for Room and Board

Amount	Men		Women	
	Number	Percent	Number	Percent
None (lived at home)	2	.6	37	6
15	0	0	2	.5
20	0	0	5	.8
25	0	0	1	.2
30	0	0	12	2
35	0	0	6	.9
40	0	0	7	1
45	0	0	4	.6
50	33	9	168	26
55	6	2	110	17
60	33	9	42	6
65	11	3	39	5
70	23	6	20	3
75	9	3	22	3
80	30	9	6	.9
85	8	2	8	1
90	24	7	5	.8
95	5	1	5	.8
100	36	10	19	3
105	10	3	0	0
110	32	8	4	.6
115	5	1	0	0
120	19.9	5	1	.2
130	7	2	2	.5
140	9	3	1	.2
150	25	7	0	0
160	5	7	0	0
170	7	2	0	0
200	11	3	0	0
250	2	.6	0	0

Of the total men, 62 percent reported that room and board cost more, and 8 percent that it cost less, in the year 1947-48 that it did in the year 1948-49. Forty-two percent of the women reported an increase in the year 1948-49 over the year 1947-48, and 12 percent reported a decrease. Fifteen percent of the men and 27 percent of the women indicated there was no change in room and board cost during the period (Table 41).

Table 41

Teachers Reporting More, Less, or Same Cost of  
Room and Board for the Year 1948-49,  
Compared with the Year 1947-48

	Men		Women	
	Number	Percent	Number	Percent
More	225	62	272	42
Less	29	8	74	12
Same	55	15	178	27

#### Excerpts from Letters about Finances

The following are some of the comments made by teachers reporting in this study on the finances of teachers.

"We are better off financially than most. If I were the sole breadwinner our existence would be meager. Our housing is adequate as checked on the reverse side, but if I were to pay the bills alone it would be tough. We hope for something better, as do all teachers."

"My husband has taught here for twelve years. Our combined salaries totaled \$5,300 for the school year. Our income has always been augmented by very good summer employment."

"It is impossible to pay off old debts on my salary."

"I saved money while in the army, otherwise I would not have been able to buy an automobile."

Throughout this study, replies to the questionnaires indicated that the married teacher who was the sole breadwinner in the family found it difficult to make ends meet in the year 1948-49.

#### Summary of Chapter 6

The inadequacy of teachers' salaries to meet current expenses was pointed out in the replies given to the questions in this study. Some of the facts regarding finances which were brought out were:

1. More men than women had adequate funds for liquidation of debts in the year 1948-49. Forty-nine percent of the total men, and 35 percent of the women reported that they had adequate funds for this purpose.

2. Of the total men and women, 32 percent and 27 percent, respectively, reported that they had adequate funds for travel.

3. Thirty-nine percent of the total women and 32 percent of the men reported that they had adequate funds for clothes.

4. Only six-tenths of one percent of the men, and 10 percent of the women reported that they had spent no



money on insurance, medical, and dental care. Of the total men and women, most of the men spent between \$250 and \$299, and most of the women spent between \$50 and \$99 for those services.

5. Forty-six percent of the total men, and 26 percent of the women, reported that they had borrowed money in the year 1948-49.

6. Eighty-one percent of the total men, and 36 percent of the women, owned automobiles in the year 1948-49. Of those, 29 percent of the men, and 21 percent of the women, were still paying for them.

7. Twenty-six percent of the women spent \$50 per month for room and board, whereas 10 percent of the men spent \$100. The higher cost for the men may be attributed to the fact that 80 percent of the men were married.

8. Both men and women reported that the cost of room and board was greater in the year 1948-49 than in the year 1947-48.

9. Married couples reported that existence would be difficult if one of them had to be the sole breadwinner in the family.

## CHAPTER 7

## SUMMARY AND CONCLUSIONS

An attempt was made to find the socio-economic status of the teachers in a selected group of 200 village schools with from 10 to 15 teachers each. Factors such as the salaries of the elementary and secondary school teachers, the compensation given to encourage additional education and experience, the living conditions of the teachers, the recreation available to them, the degree to which they were accepted into the community, the average monthly cost of room and board, the means by which the teachers reached school from their living quarters, and the extent to which the teachers favored a uniform salary schedule were reported. It was difficult to construct the questionnaire to cover all the specific local conditions. However, the 80 percent return from a total of 2,045 questionnaires sent out should represent a rather reliable picture of the general conditions existing in Minnesota village schools.

A number of conclusions may be drawn from the data reported:

1. Salaries throughout the state of Minnesota are not uniform for similar educational qualifications and experience in teaching.
2. The majority of the men and women teachers favored a more uniform salary schedule from one community to another.

3. Additional years of teaching experience went along with higher salary increases for the men more frequently than for the women.

4. The holders of the elementary two-year certificates received an average salary of \$1,862 in the year 1947-48 and an average salary of \$2,037 in the year 1948-49.

5. The women holders of the bachelor's degree received an average salary of \$2,318 in the year 1947-48 and \$2,510 in the year 1948-49; the men holders of that degree received an average salary of \$2,888 in the year 1947-48 and \$3,032 in the year 1948-49.

6. The women holders of the bachelor of science degree received an average salary of \$2,326 in the year 1947-48 and \$2,547 in the year 1948-49; the men holders of that degree received \$2,617 in the year 1947-48 and \$2,993 in the year 1948-49.

7. The women holders of the master's degree received an average salary of \$2,350 in the year 1947-48 and \$2,762 in the year 1948-49; the men holders of that degree received an average salary of \$3,369 in the year 1947-48 and \$3,658 in the year 1948-49.

8. The women holders of the emergency certificate received an average salary of \$1,969 in the year 1947-48 and \$2,107 in the year 1948-49.

9. The men school teachers expected a higher salary increase in the year 1949-50 than did the women.

10. There were twice as many women teachers as men teachers in the year 1948-49.

11. Less than 25 percent of the school teachers felt that they were placed on a pedestal in the community where they taught.

12. There were many unhappy school teachers in the small schools.

13. Friendly school teachers often were tolerated as necessary parts of the community.

14. Unmarried teachers found it difficult to become integral parts of the communities.

15. More women than men teachers attended church in the year 1948-49.

16. More men than women attended professional meetings in the year 1948-49.

17. The men were more interested than the women in the facts and trends of the teaching profession.

18. More teachers attended church than their own professional meetings.

19. The social affairs in many small villages did not seem adequate for the teachers.

20. Transportation to and from the larger recreational centers was a problem for the teachers in the small villages.

21. More women than men attended movies in the year 1948-49.

22. The movies were listed as the major source of recreation by both the men and women teachers.

23. More men than women listed active and spectator sports as the recreation available to them in the year 1948-49.

24. More men than women listed bowling as the recreation available to them in the year 1948-49.

25. In the order of availability and participation, the teachers listed the following recreations: (1) movies, (2) active and spectator sports, (3) resort area sports, (4) none, (5) bowling, (6) hobbies, (7) visiting and house gatherings, (8) winter sports, (9) lodges and clubs, (10) church activities, (11) dancing, (12) unlimited facilities, (13) limited facilities, (14) no time for recreation, (15) week ends at home, (16) family, (17) husband, (18) make own fun, and (19) all community affairs.

26. Of the total men and women, 35 percent of the women and 49 percent of the men reported that they had adequate funds for the liquidation of their debts in the year 1948-49.

27. Thirty-nine percent of the women and 32 percent of the men reported that they had adequate funds for clothes.

28. Only six-tenths of one percent of the total men and 10 percent of the women reported that they had spent no money on insurance, medical, and dental care in the year 1948-49.

29. Of the total men and women, most of the men had spent between \$250 and \$299 and most of the women had

spent between \$50 and \$99 for insurance, medical, and dental care.

30. Of the total teachers responding, 46 percent of the men and 26 percent of the women reported that they had borrowed money in the year 1948-49.

31. Of the total men and women, 81 percent of the men and 36 percent of the women possessed automobiles in the year 1948-49, and of those 29 percent and 21 percent, respectively, were still paying for them.

32. Of the total men and women, 26 percent of the women had spent \$50, and 10 percent of the men had spent \$100 per month on room and board.

33. Both the men and women reported that room and board cost more in the year 1948-49 than in the year 1947-48.

34. The married couples reported that their existence would be difficult if one of them had to be the sole breadwinner in the family.

35. The teachers often had a difficult time to find adequate living accommodations in the small villages.

36. More women than men had an inadequate supply of hot water in their living quarters.

37. More women than men had inadequate lighting facilities.

38. More of the teachers lived one block away than any other distance from the school.

39. Most of the teachers walked to school from their living quarters.

40. Most of the teachers were living from one to eight blocks from the school.

41. More men than women drove their own cars to and from school.

42. More women than men rode with friends to school.

43. More women than men rode the busses to school.

44. There were twice as many married men teachers as married women teachers in the group who responded to the questionnaire.

45. More women than men reported that they had central heating in their living quarters.

46. Of the total men and women, 91 percent reported that they had indoor toilets in their living quarters.

47. More women than men reported that their housing conditions were adequate.

48. The men reported that they had more dependents than the women.

49. Several schools permitted the teachers to obtain their meals in the home economics department instead of in restaurants and boarding places.

50. Many teachers preferred to rent apartments in which they felt free to do light housekeeping.

51. The board of education in several communities maintained apartments which were satisfactory to the teachers.

52. Of the total number of teachers living in rented quarters, 67 percent of the men and 55 percent of the women reported that guests were permitted in their residences.

53. More men than women reported that they had access to a good library.

Uniform salary schedules, better housing conditions, more adequate recreational facilities, and an opportunity to become a more integral part of the community in which they live are the essential improvements needed to attract more efficient, better trained men and women to the teaching profession. Under current conditions, teachers in many of the small village schools are looking constantly for opportunities to secure employment in larger communities, and therefore do not plan to stay more than a short time in the community in which they teach. In order to have better recreational facilities, they spend most of their week ends away from the community. As a result, they do not develop community spirit and interest, and they often do not receive all the benefits available to them.



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APPENDIX A

Questionnaire

Dear Teacher,

This information blank is being sent to you by a student of the University of North Dakota. Its sole purpose is to find out the social-economic status of teachers in Minnesota for the period from February 1, 1948 to now. Average time to fill this blank out is 10 minutes.

Please check Yes or No or fill in the blanks:

1. Do you own a car? ..... Yes\_\_ No\_\_  
a. If so, are you still paying for it? ..... Yes\_\_ No\_\_
2. Do you have access to a good library? ..... Yes\_\_ No\_\_
3. Do you have enough hot water in your quarters? ..... Yes\_\_ No\_\_
4. Are lighting facilities adequate in your quarters? ..... Yes\_\_ No\_\_
5. Do you feel as though you have been placed on a pedestal in the community you now teach in? ..... Yes\_\_ No\_\_
6. Have you borrowed any money since February 1, 1948 ..... Yes\_\_ No\_\_
7. Have you been able to buy more clothes this year than last? .... Yes\_\_ No\_\_
8. Have limited finances kept you from traveling as much as you want to? ..... Yes\_\_ No\_\_
9. Are you paying off old debts with your current salary? ..... Yes\_\_ No\_\_
10. Please check your marital status: single\_\_, married\_\_.
11. Please check your sex: male\_\_, female\_\_.
12. Number of dependents: one\_\_, two\_\_, three\_\_, none\_\_, more\_\_.
13. Means of travel between your quarters and school: walk\_\_, bus\_\_, ride with friends\_\_, own car\_\_, free\_\_, other ways\_\_.
14. Distance between quarters and school: one block\_\_, two blocks\_\_, three blocks\_\_, four blocks\_\_, five blocks\_\_, more (please state the number of blocks) \_\_\_\_\_.
15. Please state your gross salary for the past year \$\_\_\_\_\_.
16. Please state your supplementary earnings for last year \$\_\_\_\_\_.
17. Amount spent for room and board per month: \$50\_\_, \$55\_\_, \$60\_\_, \$65\_\_, \$70\_\_, \$75\_\_, \$80\_\_, \$85\_\_, \$90\_\_, \$95\_\_, \$100\_\_, \$105\_\_, \$110\_\_, more (please list) \$\_\_\_\_\_.
18. Is the amount spent for room and board more\_\_\_\_, less\_\_\_\_, same\_\_\_\_ as last year?
19. Gross bill for insurance, medical and dental care \$\_\_\_\_\_.
20. Please check the following facilities available at your residence: central heating\_\_\_\_, indoor toilet\_\_\_\_, telephone\_\_\_\_, electricity\_\_\_\_.
21. Size of your room\_\_\_\_, or rooms\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ in your quarters.
22. Number of rooms in your quarters: one\_\_, two\_\_, three\_\_, four\_\_, more\_\_.
23. Please check the social affair or affairs you take advantage of most: professional meetings\_\_\_\_, religious services\_\_\_\_, non-admission fee affairs\_\_\_\_, admission-free affairs\_\_\_\_, others\_\_\_\_.
24. Are your housing conditions adequate\_\_\_\_, inadequate\_\_\_\_, barely adequate\_\_\_\_.
25. Title of certificate you hold: Emergency certificate\_\_\_\_, B.S.\_\_\_\_, B.A.\_\_\_\_, Masters\_\_\_\_, Ph.D.\_\_\_\_, others\_\_\_\_.
26. Number of years of teaching experience: none\_\_\_\_, one\_\_\_\_, two\_\_\_\_, three\_\_\_\_, four\_\_\_\_, five\_\_\_\_, five to ten\_\_\_\_, ten to fifteen\_\_\_\_, more (please state) \_\_\_\_\_.
27. Number of years in present position: first year\_\_\_\_, two years\_\_\_\_, three years\_\_\_\_, four years\_\_\_\_, five years\_\_\_\_, five to ten\_\_\_\_, ten to fifteen\_\_\_\_, more (please state number of years) \_\_\_\_\_.

PLEASE PUT SUGGESTIONS AND ADDITIONS ON REVERSE SIDE. THANKS A MILLION!

Very truly yours, Ledyard N. Burhans, University Station.

APPENDIX B

List of Schools Reporting in This Survey

FAMMERMILL  
BOND  
MADISONIA

Community	Number of Teachers	Community	Number of Teachers
Pine Island	15	Karlstad	11
Grove City	11	Hallock	15
Pillager	8	Halstad	10
Pemberton	10	Comfrey	12
Motley	8	Borup	9
Oslo	7	Goodridge	8
Cambridge	9	Alvarado	8
Buffalo Lake	15	Badger	12
Stewart	9	Red Lake Falls	14
Emmons	8	McGregor	13
Verndale	11	Mantorville	9
Cyrus	8	Waubun	14
Claremont	9	Maple Lake	10
Angora	8	Belgrade	11
LeCenter	12	Brookston	11
Bruno	5	Kellogg	7
Browns Valley	12	Minnesota Lake	8
Odessa	9	McIntosh	12
Lake Park	12	Rockford	6
Grand Meadow	10	Morgan	9
Brewster	9	Cokato	15
Mabel	14	Hewitt	10
Gibbon	9	St. Clair	8
Good Thunder	7	Janesville	13
Zumbrota	14	Meadowlands	8
Argyle	7	Middle River	6
McGrath	7	Deer Creek	8
Mapleton	15	Lakeville	13
Rush City	15	Akeley	12
Hawley	15	Harmony	14
Minneota	13	Byron	11
Twin Valley	11	Lyle	9
Osseo	10	Garden City	12
Ulen	12	Kennedy	7
Hoffman	8	Jasper	13
Hitterdal	9	Starbuck	14
Granada	10	Mazeppa	8
Wykoff	11	Watertown	13
Gaylord	13	Keewatin	11
Cottonwood	9	Carlton	14
Royalton	9	Silver Lake	6
Upsala	14	Fertile	15
Bingham Lake	7	Lake Crystal	15
Lindstrom	15	Ivanhoe	10
Westbrook	16	Storden	9
Echo	11	Grand Marais	14
Beaver Creek	7	Okabena	9
Elbow Lake	15	Alden	13
Northome	10	Bellingham	9
Strandquist	7		

Community	Number of Teachers	Community	Number of Teachers
Climax	9	Brandon	8
Hanley Falls	8	Milroy	9
Chokio	11	Gonvick	7
Lake Wilson	7	Jordan	11
Audubon	7	Ellsworth	8
Kimball	15	Kasota	9
Henning	13	Pequot Lakes	11
Onamia	13	Dassel	15
Fisher	9	Ashby	8
Erskine	8	Rapidan	8
Lancaster	10	St. Francis	8
Stephen	14	Magnolia	8
Welcome	8	North Branch	15
Wanamingo	8	Chicago City	9
Clarissa	9	Howard Lake	9
Franklin	10	Butterfield	9
Magnolia	8	Big Lake	9
Henderson	10	Greenbush	9
Barnum	15	Chandler	7
Belle Plain	9	Rose Creek	9
Norwood	14	Holloway	7
Excelsior	30	Lake Benton	10
Elgin	8	Isle	14
Dover	7	Parkers Prairie	11
Briclelyn	12	Monticello	15
Canton	11	Sebeka	14
LaPorte	8	Elkton	9
Ceylon	7	Hackensack	11
Hayfield	13	Fulda	16
Truman	14	Waldorf	9
Plummer	9	Finlayson	8
Tiivola	7	Hector	14
Nicollet	10	Barrett	7
Longville	7	Big Falls	7
Melrose	15	Hendrum	8
Tower	9	Holdingsford	13
Hendricks	10	Glyndon	9
Taylor Falls	11	Warroad	13
Kiester	9	Williams	11
Delavan	15	Medford	11
Arlington	16	Dodge Center	14
Brownton	9	Edgerton	10
Gary	8	Fairfax	14
Amboy	9	Lynd	10
Danube	9	Eden Valley	9
Ruthon	9	Atwater	13
Woodlake	9	Clara City	11
Lake Bronson	9	Maynard	9
Kelliher	7	Battle Lake	13
Oklee	11	Alberta	9