A Study of the Financial Considerations, Offered Teachers of Utah, As Inducement for Professional Growth with Comparisons Drawn from Some Other States

Alvin Hess

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A Study of the Financial Considerations, Offered Teachers of Utah, As Inducement for Professional Growth with Comparisons Drawn from Some Other States

THESIS
In Partial Satisfaction of the Requirements for a Master's Degree

BY
ALVIN HESS

Utah State Agricultural College
May, 1929
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FINANCIAL CONSIDERATIONS OFFERED TEACHERS OF UTAH AS INDUCEMENT FOR PROFESSIONAL GROWTH, WITH COMPARISONS DRAWN FROM SOME OTHER STATES.

Chapter I. INTRODUCTION.

PRELIMINARY STATEMENT.

Much has been written on the subject of supervision and the improvement of teaching. It is the general opinion of authors on this subject that it is a much better procedure to retain the services of competent teachers over long tenure than to follow any of the uneconomical plans of adapting large numbers of new teachers to the task of establishing the necessary teacher-pupil contacts for successful learning. But, of course, these authors do not suggest long tenure without active improvement of teachers while in service. Tenure laws are of such importance in some states as to take the form of statutory enactment, likewise minimum salary scales are provided. These factors and others of like nature together with the actual improvement of teachers in service are of prime importance to the teaching profession.

In making studies of several school districts where high salaries are paid, experienced teachers are the only ones who receive any consideration in the matter of employment. In all cases provisions are made for the improvement of all teachers who remain in the service and for the dismissal of those who do not engage themselves in some professional enterprise. It is of particular interest, however, to note how well the teachers are provided with the necessary means of maintaining their positions in such systems. In each case this takes the form of setting aside, either in sal-
ary schedules or in special amounts, funds for the improvement of teachers while they are engaged in teaching. It is seen in most cases that whenever possible progressive, experienced teachers take precedence over beginning teachers, and that financial provisions are maintained whereby continuity in service of outstanding teachers is made not only possible but inviting.

STATEMENT OF PROBLEM AND PURPOSE OF INVESTIGATION.

Such literature as that referred to above brings before the teachers of Utah the problem of what financial considerations are offered teachers of Utah as inducement for professional growth. It is the particular purpose of this study to ascertain in detail what these financial considerations are, and to make some suggestions for improvement in the light of some improved methods that have been discovered through research.

It has been said by such authorized critics as Commissioner Tigert that this state is highly provincial in its teaching personnel. Some evidence to confirm this opinion has been collected in this survey. Some suggestions to cure this condition should be made, granting that provincialism in Utah is objectionable. If there are barriers against teachers of Utah going to other states because of religious or other prejudices, it becomes the duty of this state to attempt a program of teacher improvement that will cure its own evils. What this program should be will be a matter of further concern later in this writing.

DELIMITATION OF FIELD AND SCOPE OF THESIS.

It is in the general interest of the educational system of Utah that a thorough investigation of the financial inducements offered teachers for professional growth be made, and as yet no such
has been made in Utah. Articles have been written in our educational journals, and other official organs, but these in the main were matters of personal opinion. Certainly no detailed survey of the state has been made, with appropriate summaries and evaluations. The literature on the subject of the financial inducements for the professional growth of teachers of Utah is indeed very limited. This investigation is intended to be, in some measure, a source of information on this subject. It is also a purpose to compare Utah with some other states, in the different sections of the United States, to form some conclusions and to make some suggestions for remedial measures in Utah.

The field is limited to the current practices in Utah and to those practices having particular bearing on the study in some states which have been selected. Some of the best practices in the Utah school districts are pointed out and elaborated, with the aim of laying the foundation for some needed improvement through the State. In connection with this some particular systems are cited to help formulate these suggestions.

The field of this investigation is further limited to the teachers, principals, supervisors, and other professional employees directly under the administration and supervision of the district superintendents of Utah. It does not include junior colleges, senior colleges, universities, nor any of the sectarian or parochial units of education. These units may prefer to conduct their own researches in their own way. Furthermore, there would naturally be very little data in these systems that would have any direct bearing on the lower levels of education.
In accordance with these considerations the technique of the study was planned and executed. It was through the cooperation of the Department of Education of the Utah Agricultural College, and the Research Bureau of the Utah Education Association that this survey was made.
Chapter II. TECHNIQUE.
A COOPERATIVE PLAN OF PROCEDURE.

The problem, what financial considerations are offered teachers of Utah as inducement for professional growth, was selected largely through the desire of the writer to meet in some measure one of the needs of the educational system of Utah. Pursuant to this desire, the Department of Education of the Utah State Agricultural College and the officers of the Utah Education Association cooperated in making proper forms and questionnaires. This cooperative plan was carried out.

There were many limiting factors to prevent the making of personal visits to, and extensive studies of, the districts of Utah to collect data on this problem. In view of these limitations it was found impracticable to attempt such a method. Our only recourse, then, lay in the questionnaire method of collecting data. Unsatisfactory as the questionnaire method might be, still it has seemed the best available means of securing the necessary data of this study. The questionnaires are constructed and arranged for short answers of the "yes" and "no" type, and these had the supervision and approval of a member of the teaching staff of the Utah Agricultural College, and also of the Officers of the Utah Education Association who were directly concerned with the survey.

DESCRIPTION OF QUESTIONNAIRE NUMBER 18.

Questionnaire No.18 is divided into four main divisions which in turn are reduced to smaller sections as needed. Division I is devised for the purpose of determining what is meant by professional growth. To do this an enumeration of particular activities and achievements which might be accepted as evidence of professional.
growth by the administration of the districts of Utah, was made. Such activities and achievements as summer school attendance, extension work, travel, etc., are listed, and superintendents were asked to answer "yes or "no" in the proper space according to their best judgment. They were asked, also, to name any other activities and achievements not listed in the questionnaire which they felt were important as evidence of professional growth. Further, they were asked to list the numbers of the three activities and achievements, which, in their judgment, were most important. Details of this may be had by referring to questionnaire No. 18 on page 7.

Division II. is so drawn up as to show in just what measure the salary schedules, where had, provide financial rewards for those teachers who wish to make self and professional growth through participation in the activities and achievements listed in Division I. Spaces are made for "yes" and "no" answers to all the items listed. Among these items are such activities and achievements as travel, summer school, etc. If allowances are provided for these items then the questionnaire contains blank places for the listing of the exact amounts in each case with a corresponding blank space where the percentage of the annual increments for each item was to be filled in. The facts secured in division II, should show what boards of education, under the direction of the superintendent, have in mind when they provide salary increases for teachers. The details of this division may be had by referring to the complete questionnaire.

Division III takes into account the extent to which initial salaries are manipulated by the several districts to attract superior teachers.
The initial salaries for the different levels of teaching are ascertained, for the purpose of showing the weight given to experience in fixing salaries. That some districts should offer so much larger initial salaries than others may be interpreted to mean that naturally the better type of prospective teacher will be attracted to the larger centers. It is, however, recognized that this division has only slight bearing on the study, and only those facts which are pertinent will be used.

Division IV. makes inquiry into the matter of just what funds, aside from the salary schedules, are provided for the professional growth of teachers. It anticipates that little is being done in Utah in the way of special funds, but, in view of the amount of literature on the subject in other states, it is desirable to know how Utah ranks, and how our state can improve in this respect. It is found that some states set aside large sums of money beside the regular increases for the improvement of teaching. The extent to which and the manner in which this is done will be taken up later.

RETURNS FOR QUESTIONNAIRE NUMBER 18.

Twenty eight of the forty districts of Utah returned questionnaire No.18. Among these are included all the larger districts, except Salt Lake, and Granite. Repeated attempts failed to bring the desired response from these districts as well as from some of the smaller ones. The districts which returned the questionnaire are: Alpine, Beaver, Box Elder, Cache, Carbon, Davis, Duchesne, Iron, Jordan, Juab, Logan, Millard, Murray, Nebo, North San Pete, Ogden, Park City, Provo, Tooele, San Juan, South Summit, South Sanpete, Sevier, Uinta, Uintah, Washington, Wayne, and Weber.
QUESTIONNAIRE NO. 18

RELATING TO FINANCIAL INCENTIVE FOR PROFESSIONAL GROWTH
OF TEACHERS.

I. Do you accept as evidence of professional growth the activities and achievements listed below?

Please answer "Yes or No" to each question.

A. I.
1. Summer School attendance in Utah
2. Extension work
3. Correspondence work
4. How many college hours should be added annually
5. Travel with definite objectives
6. Improvement in methods of teaching
7. Extra service rendered to teachers as in local teacher associations
8. Active participation in teacher's institutes
9. Summer school attendance outside of Utah
10. Name any other activities or achievements which you feel are important.
   a
   b
   c

B. Please give the numbers of the three activities which, in your estimation, are most important.
   1.
   2.
   3.

II. Is any portion of any salary increases provided in your salary schedule allowed, specifically, for the activities and achievements listed below? In case no allowance is made answer no here.

A. Please answer "Yes" or "No" to the following:
1. Summer school attendance in Utah
   How much
2. Extension or correspondence work
   How much
3. Summer school attendance outside of Utah
   How much
4. Travel with definite objectives
   How much
5. Improved methods of teaching
   How much
6. Extra services as in teachers associations
   How much
7. Securing a B.S. Degree
   How much
8. Securing a M.S. or M.A. Degree
   How much
9. Advancement to principal of grade school
   How much
10. Advancement to principal of Junior High School
    How much
II. Advancement to principal of High School
   How much

12. Advancement to supervisor
   How much

13. Advancement to teacher in junior high school
   How much

14. Advancement to teacher in High School
   How much

15. School nurses and Doctors
   How much

B. Are teachers in your district encouraged to climb your salary schedule?

   I. Do you desire long tenure of desirable teachers?
   a. For grade teachers
   b. For junior high school teachers
   c. For High School teachers
   d. For High School principal
   e. For Junior High School Principal
   f. For grade principal
   g. For primary grade supervisor
   h. For grammar grade supervisor
   i. Other supervisors
   j. Other employees

   C. Are teachers and other employees encouraged to remain in the service after they have reached the maximum salary?

   D. Are teachers reasonably sure of re-employment as long as they are carefully rated and considered worthy teachers?

   E. At what age in your opinion should teachers be retired?

   F. Please make a statement in the space below as to what extent politics and nepotism-practices outside the control of your administration play a part in the employment and remuneration of teachers

III. What are your initial salaries?

   A. 1. For grade teachers
   2. Junior high school teachers
   3. High school teachers

   B. Are you making a conscious effort to attract superior teachers to your district by offering higher salaries than those offered in other districts?

   C. Is any part of your initial salaries meant specifically as rewards for professional growth?

   Does scholarship influence the initial salaries offered prospective teachers whom you wish to employ?
   a. To what extent; little, much. Please underline.

IV. Have you any funds, aside from your salary schedule which are set aside, specifically, for encouraging professional growth?
A. If so please answer yes or no to the following:

1. Summer school in state —— How much -------
2. Travel —— How much -------
3. Leave of absence for study —— How much -------
4. Please name any other items you consider in granting special allowances.
   a. ————
   b. ————
   c. ————

B. Is any part of such funds set aside specifically for summer school attendance outside of Utah —— How much -------

C. Do you think that provincialism in education in our state is desirable, objectionable, alarming. Please underline.

D. Do you think larger sums should be provided to entice teachers to leave Utah for summer school attendance? —— How much -------

E. Do you prefer that your teachers attend Utah summer school instead of outside Summer schools? —— Why -------

F. Do you prefer that they attend institutions in other state for summer study? —— Why -------

---------------------------------------------

Date

Superintendent

----------------------

District
Chapter III.

RESULTS FOR QUESTIONNAIRE NO. 18.

Division I of questionnaire No. 18 defines the term professional growth. The results are separately summarized according to the major headings used in the questionnaire. Since these headings have a distinct meaning, the interpretation will follow the results as given by divisions. It follows that the relation between these divisions will be shown. Accordingly, the results for Division I will follow in Table I.

DEFINITION OF PROFESSIONAL GROWTH TABLES I. AND II.

Table I.

Showing the number of "yeses" and "noes" that superintendents of the State of Utah have placed opposite the activities and achievements listed in Division I. "Yes" means that the items are accepted as elements of growth. "No" indicates that the items are rejected as elements of professional growth. The percent column gives the percentage of yes votes on the items.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summer school attendance in Utah</td>
<td>28</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2. Extension work</td>
<td>28</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>3. Improved methods of teaching</td>
<td>28</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4. Correspondence work</td>
<td>28</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>5. Summer school outside of Utah</td>
<td>28</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>6. Addition of 8 or more hours annually</td>
<td>26</td>
<td>2</td>
<td>93</td>
</tr>
<tr>
<td>7. Travel with definite objectives</td>
<td>25</td>
<td>5</td>
<td>82</td>
</tr>
<tr>
<td>8. Active participation in teacher's institute</td>
<td>9</td>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td>9. Distinguished service in local teacher's associations</td>
<td>14</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td>*10. Reading and reporting professional books</td>
<td>7</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>*11. Extra curricular activities as music etc.</td>
<td>2</td>
<td>0</td>
<td>10.5</td>
</tr>
<tr>
<td>*12. Definite research in own classroom</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>*13. Observational visits to other teachers</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>*14. Outstanding achievements as projects etc.</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>*15. Business experience for principals</td>
<td>1</td>
<td>0</td>
<td>3.5</td>
</tr>
</tbody>
</table>

* Contributed by some superintendents as additions to the activities and achievements listed in Division I of questionnaire No. 18.
In section B. of Division I. spaces are provided wherein superintendents were asked to give the numbers of, or to repeat the three activities and achievements, which they consider most important. The results of this inquiry are summarized in Table II. Only six of the items in Table I were mentioned as among the three most important activities and achievements.

Table II.

Showing the activities and achievements with the number of times each was mentioned as among the three of the most importance.

1. Summer school attendance in Utah 25
2. Summer school outside of Utah 25
3. Travel with definite objectives 16
4. Improvement in methods of teaching 15
5. Extension courses and Correspondence work 9
6. Extensive reading of educational books 7

INTERPRETATION OF TABLES I AND II.

The results submitted in Table I are interpreted as an objective and detailed definition of professional growth. These results indicate that the teachers, to be counted progressive, should participate in the activities and achievements included in Table I. In the order of importance, according to the percentage column, these activities and achievements are: (1) summer school attendance either in Utah or out of Utah, (2) extension courses, (3) correspondence work, (4) Improvement in methods of teaching, (5) travel with definite objectives, (6) active participation in teacher's associations. Aside from these activities and achievements, the items become of much less importance. Professional growth, then, is defined for our purpose, as active participation in the activities and achievements in Table I, especially those activities mentioned above, and also in the other items of the table.
though they are not so important.

Table II shows that summer school attendance in Utah and outside of Utah, travel with definite objectives, and improvement in methods of teaching are of special importance to the problem of teacher improvement. The first two were mentioned by twenty-five superintendents, as among the first three activities in importance, travel by sixteen, and improvement in teaching methods by fifteen. Only nine superintendents mentioned extension courses and correspondence work as among the three most important activities, while seven mentioned extensive reading of books. It is therefore obvious that these six activities are of particular importance in professional growth. To show that these six items are of particular importance is the purpose of Table II.

FINANCIAL RECOGNITION FOR PROFESSIONAL GROWTH.

Division II of questionnaire No. 18 points out which of the activities and achievements included in Tables I and II receive financial consideration in the salary schedules of the school districts of Utah. Table III shows the number of school districts, whose salary schedules make financial provision for the activities and achievements named therein. Only the items named are recognized in the salary schedules.
Table III.

Showing the number of school districts in Utah that give financial recognition for the activities and achievements listed below.

<table>
<thead>
<tr>
<th>Activities and achievements</th>
<th>No. of districts giving financial recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summer school in and outside of Utah</td>
<td>19</td>
</tr>
<tr>
<td>2. Extension classes</td>
<td>17</td>
</tr>
<tr>
<td>3. Correspondence work</td>
<td>16</td>
</tr>
<tr>
<td>4. Securing B.S. or A.B. degree</td>
<td>17</td>
</tr>
<tr>
<td>5. Improvement in teaching methods</td>
<td>15</td>
</tr>
<tr>
<td>6. Securing higher certificates</td>
<td>14</td>
</tr>
<tr>
<td>7. Securing M.S. or M.A. degree</td>
<td>13</td>
</tr>
<tr>
<td>Distinguished service in teacher's associations</td>
<td>4</td>
</tr>
</tbody>
</table>

It may be seen from Table III that quite a large proportion of the districts give financial recognition through the salary schedules for some of the outstanding activities and achievements included as elements of professional growth. It is interesting to note that summer school attendance, extension work and correspondence work—leading as they do toward Bachelor's degree and higher certification—receive more general financial recognition than any of the other lines of improvement. In this respect Tables I, II, and III are consistent, in that the activities most desired receive the most recognition, except in the case of travel. It is thus up to the teacher to provide his own funds for this much desired item of growth, which means that not enough traveling will be done to give teachers that broadening experience which might be useful in the work of teaching. There is a general trend toward financial recognition for the outstanding activities and achievements which constitute, in part, professional growth. The salary schedules, while not liberal in this respect, are headed in the right direction.
FINANCIAL ALLOWANCES FOR PROFESSIONAL GROWTH

But just what financial considerations are offered in the salary schedules for professional growth, Table IV A. contains the amount in dollars allowed for six of the activities and achievements selected because of their outstanding importance. This data is given by districts.

**Table IV A.**

Showing the amounts in dollars allowed for six of the activities and achievements selected because of their outstanding importance.

<table>
<thead>
<tr>
<th>District</th>
<th>Summer school</th>
<th>Extension work</th>
<th>New schedule this year</th>
<th>Improve. teaching</th>
<th>I yr. college</th>
<th>I yr. A.B. degree</th>
<th>A.E. or above</th>
<th>M.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine</td>
<td>$50.00</td>
<td>$150.00</td>
<td>$150.00</td>
<td>50.00</td>
<td>50.00</td>
<td>50.00</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Beaver</td>
<td>New schedule this year</td>
<td>$50.00</td>
<td>$150.00</td>
<td>50.00</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Box Elder</td>
<td>$50</td>
<td>$25</td>
<td>$25</td>
<td>50.00</td>
<td>150.00</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbon</td>
<td>$50.00</td>
<td>50.00</td>
<td>50.00</td>
<td>150.00</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td>$50.00</td>
<td>100.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duchesne</td>
<td>$50.00</td>
<td>200.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Iron</td>
<td>$50.00</td>
<td>150.00</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan</td>
<td>25</td>
<td>50.00</td>
<td>50.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juab</td>
<td>25</td>
<td>100.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logan</td>
<td>$50.00</td>
<td>50.00</td>
<td>50.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millard</td>
<td>$50.00</td>
<td>100.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murray</td>
<td>New schedule this year</td>
<td>$75.00</td>
<td>100.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebo</td>
<td>$50.00</td>
<td>50.00</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. Sanpete</td>
<td>$50.00</td>
<td>50.00</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ogden</td>
<td>Special considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park City</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>50.00</td>
<td>200.00</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provo</td>
<td>50.00</td>
<td>50.00</td>
<td>50.00</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pine</td>
<td>50.00</td>
<td>150.00</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Juan</td>
<td>50.00</td>
<td>50.00</td>
<td>50.00</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Summit</td>
<td>50.00</td>
<td>50.00</td>
<td>50.00</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Sanpete</td>
<td>50.00</td>
<td>150.00</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sevier</td>
<td>50.00</td>
<td>150.00</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tintic</td>
<td>50.00</td>
<td>200.00</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uinta</td>
<td>50</td>
<td>90.00</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cache</td>
<td>32</td>
<td>200.00</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payne</td>
<td>35</td>
<td>125.00</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seber</td>
<td>50.00</td>
<td>100.00</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERPRETATION OF TABLE IV.A.

Interpreting Table IV.A, it seems that most of the districts which have salary schedules recognize in definite amounts summer school, extension courses, correspondence work, improved methods of teaching, A.B. or B.S. degrees and M.A. and M.S. degrees. It is not to be thought that, because specified amounts are not provided by all the districts under the headings of summer school, extension work, and correspondence work, these items are not recognized in the salary schedules. The fact is that many of the districts recognize these in terms of half year (22½ hours) or in terms of year (45 hours). It is therefore, clear that in nearly all cases (in fact all but one county) summer school, extension work, and correspondence work are recognized in this way. But besides this rather indirect recognition, some of the schedules actually make available funds for these three factors. A glance at the table shows that Duchesne, Jordan, Juab, Park City, San Juan, Tintic, Uinta, Washington, Wayne, and Box Elder provide such funds.

Under the term "improved methods", nearly all of the districts give recognition. It is admitted that this term is very general and therefore, open to various constructions, and perhaps some misconstructions. But it is here pointed out that it has direct reference to such considerations as, additional years of service, individual contributions as projects, and such other things as are related to teacher service. This term has received almost unanimous financial recognition among the districts of Utah.

Not all the district schedules recognize graduate work or master's degrees. An obvious reason for this lies in the fact that so few of the teachers, or even administrators, particularly in the
smaller districts, have master's degrees, or even aim to secure them. It is probable that the future will see standards rise in Utah, so that more aspirants to the higher degree will appear, and that bids will increase for men and women of this scholastic standing.

The table shows that bids are generally made for teachers with the A.B. or B.S. degree. Even if but small bids are made teachers still have something to work to, financially. This, united with such inducements as choice of position, location, etc. provides a healthy trend for teachers.

FINANCIAL CONSIDERATIONS FOR PROMOTIONS.

Table IV B. contains the financial considerations for promotions in the school districts. These promotions may or may not be direct rewards for professional growth. It is understood that factors, other than professional growth, enter into the matter of advancement to better positions. Such factors as personality, executive ability, special administrative or supervisory capacity, special organizing and speaking ability, policy, nepotism and others not necessarily the result of growth as defined in this study can easily play an important part. It is not to be inferred, however, that professional growth is always neglected in making promotions. It is to be understood that such factors as those named above must be discernable by superintendents in any aspirants to promotions or advancements in addition to the necessary professional growth.
Table IV B.

Showing the financial considerations offered for promotions to the six positions listed below.

<table>
<thead>
<tr>
<th>District</th>
<th>Promotion to Jr. H.</th>
<th>Promotion to High S.</th>
<th>Promotion to Jr. H.</th>
<th>Promotion to High S.</th>
<th>Promotion to Jr. H.</th>
<th>Promotion to High S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine</td>
<td>Not scheduled</td>
<td>Individual considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beaver</td>
<td>$100</td>
<td>$300</td>
<td>$200</td>
<td>$400</td>
<td>$100</td>
<td>$300</td>
</tr>
<tr>
<td>Box Elder</td>
<td>single schedule 250</td>
<td>$200 special</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cache</td>
<td>$90</td>
<td>90</td>
<td>175</td>
<td>180</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Carbon</td>
<td>50</td>
<td>50</td>
<td>150</td>
<td>150</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Duchesne</td>
<td>125</td>
<td>180</td>
<td>125</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td>small increments</td>
<td>Special considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>single schedule</td>
<td>Single schedule 500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan</td>
<td>single schedule 200</td>
<td>200</td>
<td>700</td>
<td>400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juab</td>
<td>single schedule 100</td>
<td>100</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logan</td>
<td>single schedule 150</td>
<td>300</td>
<td>500</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millard</td>
<td>single schedule 100</td>
<td>150</td>
<td>300</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murray</td>
<td>new schedule, this will include these items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebo</td>
<td>250</td>
<td>150</td>
<td>150</td>
<td>500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. Sanpete</td>
<td>single schedule 100</td>
<td>150</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ogden</td>
<td>special consideration Depends on teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park City</td>
<td>single schedule 200</td>
<td>250</td>
<td>350</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piute</td>
<td>single schedule 150</td>
<td>200</td>
<td>200</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provo</td>
<td>new schedule, this year will include these items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Juan</td>
<td>not on schedule</td>
<td>Individual considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Summit</td>
<td>not on schedule</td>
<td>Special considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Sanpete</td>
<td>single schedule 150</td>
<td>150</td>
<td>special considerations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sevier</td>
<td>100</td>
<td>180</td>
<td>100</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tintic</td>
<td>50</td>
<td>100</td>
<td>80</td>
<td>90</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Uinta</td>
<td>20</td>
<td>200</td>
<td>100</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash.</td>
<td>50</td>
<td>150</td>
<td>100</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne</td>
<td>125</td>
<td>175</td>
<td>500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weber</td>
<td>not in schedule</td>
<td>special considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation of Table IV B.

Reference to Table IV B. reveals the extent to which teachers are given financial encouragement to earn promotions in the school districts of Utah. It is repeated here that these promotions may or may not be the direct results of professional growth. It is observed that ten districts have single schedules for Junior High and High school teachers. Nebo district shows the largest increment.
for teachers promoted to the junior high school, while Uinta shows the highest reward for promotion to teachers of the senior high school. Aside from the ten districts with single schedules and those having no schedules at all, there is a general increment ranging from $20.00 to $200.00 for promotion to the junior high school and from $50.00 to $150.00 for promotion to the senior high school. The details for this part may be seen in the first two columns of Table IV B. The promotion to principalships offer more enticing considerations. The increments for promotion to grade principalships range from $80.00 for Uinta to $300.00 for Beaver. The districts between these extremes, except those having no schedules, show reasonably good rewards for those aspirants who gain such advancements.

The increments for promotion to junior high school principal show a spread from $90.00 for Uinta to $300.00 for Logan. It is noted that these increments almost parallel those for grade principals. However, it is inferred that in some districts where no specified amounts are given in the schedule such as Ogden the increments would be substantial. The table does not mean that where definite amounts are not specified consideration is not given. On the contrary consideration is given in all cases.

The table shows further that the range of the increments for promotion to high school principalships are greater than for any other item. The range for this is from $200.00 for Piute to $700.00 for Jordan. Four districts allow $500.00 each, one $400.00 and the others, except the districts not reporting definitely on this point, allow from $250.00 to $350.00. Districts like Box Elder, Davis, and Weber, which do not specify amounts, give liberal individual considerations.
There are only seven districts that are known definitely to make promotions to the position of supervisor. Many of the districts do not have supervisors. Wherever supervisors are had, financial allowances for such promotions range from $200.00 for Uinta to $400.00 for Jordan, Logan and Park City each allow $300.00 while Carbon and Piute allow $250.00 each. In districts like Box Elder, Alpine, Davis, and Nebo, not reporting definitely on this point, individual considerations determine the policy. But definite amounts are not specified.

If professional growth has its deserved weight in determining which teachers shall be advanced, these promotions offer the best field of all for encouraging teacher self-improvement.

Whether professional growth holds a prominent place in this field of advancement depends upon the question as to whether or not there is a high correlation between such growth and all the other factors which determine promotions. To determine what this correlation is, is outside the scope of this investigation and offers an opportunity for further inquiry by some one who may become interested.

The answers to the questions in this questionnaire, relating to advancement of teachers on the salary schedules and to the tenure of teachers, show that in all cases teachers are encouraged to climb the salary schedules by some method concerned with teaching and salary schedules, and that long tenure of progressive teachers is unanimously desired. This means that teachers who are aggressive in making professional growth should be given annual salary increments until the maximum salaries are reached and that long tenure should be the accompanying factor.
DISCUSSION OF MAXIMUM SALARIES.

This brings us to a consideration of the maximum salaries that are paid by the districts of Utah to (1) grade teachers, (2) junior high school teachers, (3) high school teachers, (4) grade principals, (5) junior high principals, (6) high school principals, (7) primary supervisors, (8) grammar grade supervisors, and (9) other supervisors. Outside of the first three positions mentioned here, only a few maximum salaries are given by the superintendents.

Table V.

Showing the maximum salaries offered for the nine positions named below. Reported on the basis of 36 weeks of school.

| District | Grade | Jr.H.S. | H.S. | Pri- | Gram- | other |
|----------|-------|--------|------|      |       |       |
|          |       | teach | teach | prin | prin | super |
|          |       | ers   | ers   | ers  | ers  | supervvisors |
|          |       |        |       |      |       | visor |

Alpine $1350 $1500 $1800 Salary fixed according to individual.
Beaver No schedule Individual considerations.
Box Elder 1400 1550 2000 Special considerations advances made
Cache 1250 1450 1700 1600 1800 2700 No supervisors
Carbon No schedule Salaries fixed to individual.
Duchesne 990 1155 1650 Not scheduled Individual consideration
Davis ---- ---- 1850 Individual considerations
Iron 1800 1800 1800 Individual considerations
Jordain No maximum Special considerations
Juab No schedule or standard method of fixing maximum salaries
Logan 1500 1300 1800 2100 Individual considerations
Millard 1080 1260 1700 1480 1750 2000 1600 may be changed
Murray 1250 ---- 1700 Individual considerations
N. Sanpete 1100 1400 1600 No schedule, Individual recognition
Nebo 1500 1700 1900 ---- ---- 2700 2500 ---- ----
Ogden No definite maximum salary--- Yet limited
Park City No maximum range $900 (2yrs normal) to $2500 (10 years experience (no experience) 
                  (10+...degree)
Provo No schedule or maximum salary
Utah 1250 no J.H.S.----1255 ---- ---- no supervisors
San Juan 1350 ---- 1575 1550 ---- 1800 no supervisors
S. Sanpete 1100 1400 1600 Individual considerations
S. Summit Salaries fixed according to individuals
Sevier 1700 1350 1710 1450 1800 ---- ---- ---- ----
Tintic 1600 1750 2000 2400 ---- 2000 ---- ---- 2200
Utah 1250 1400 1500 Salary fixed to individual
Wasatch. No definite maximum Individual considerations
Wayne 765 ---- 1200 1125 ---- 1800 no supervisors
Eber 1170 1400 1850 1600 1900 2500 2000 ---- 2280

(12 mo
In Table V. the first three headings; grade teachers, junior high school teachers, and high school teachers, bear direct relation to professional growth already defined. In-as-much as the minimum requirements for certification and employment of grade teachers in Utah is the two-year normal course; for junior high school a three year college course; and for the senior high school a four year college course with the bachelor's degree, Table V. indicates that the advance in salary from one level to the other offers financial inducement for professional growth; seventeen of the twenty-eight districts show advances from one level to another. Of the remaining eleven, as noted elsewhere, seven districts have single schedules where the scholastic standing is about the same. Table V. therefore, shows that in most districts teachers are offered financial considerations if they grow from one level to another, thereby progressing from one maximum up to the maximum immediately above where they are. The most outstanding case of single schedule is Iron County. Park City and Box Elder show the greatest ranges in the maximum salaries for the different levels.

The other six headings of Table V. grade principals, junior high school principals, high school principals, primary supervisors, grammar grade supervisors, and other supervisors, are, as pointed out elsewhere, not related directly to professional growth but may, and to some extent probably do include professional growth as defined. The table does not show the even growth in salary for these items as it does for the other three. It does show that in most districts the maximums are matters of individual consideration for these six items. In most cases this would mean that good substantial maximum salaries are offered but are manipulated up or down as necessary to gain desired ends. It may mean also that the
incumbents in one position may be moved to another where the maximum salary is higher. The fact that so many factors other than professional growth enter into this field almost nullifies the significance of these results to the investigation. These results are given more for the reason that they exist than their actual relation to this study. However, it probably will be of interest to many to know, for instance, that a high school principal may receive in Tintic as much as $3000.00, in Weber $2500 or in Cache $2700. Only to the extent that there is a correlation between professional growth and all the other factors controlling advancement from one maximum salary to another will the results for these six items be pertinent to the thesis. The results are, therefore, open to whatever use they may be put. They could not be ignored.

SOME GENERAL CONSIDERATIONS RELATING TO TENURE, RETIREMENT, ETC.

All the superintendents stated that the teachers are encouraged to remain in the service after they have reached the maximum salary, providing they give good service. The matter of giving good service presupposes progressive attitudes and professional growth. The results here seem to stand out against the often expressed opinion, that in Utah there is a strong tendency to dismiss teachers after they become high priced teachers. If such an opinion is correct it is unfortunate. This phase of the study will receive careful attention in the last chapter on "Suggestions".

All teachers are said to be reasonably sure of re-employment after reaching the maximum salary, if their work continues to be satisfactory, as judged by whatever systems of rating that may be in use by the districts of Utah. This indicates that tenure is a rather negligible factor in Utah if teachers continue to grow.
If there are no outside influences, such as politics and nepotism to defeat the good intent of this situation the condition of teachers as related to tenure is healthy. This is a question and will be discussed later.

So far as superintendents are concerned, teachers of Utah generally are allowed to continue in the service to a good old age. The range of opinion as to the age of retirement of teachers is from 45 years to 70 years. Most of the superintendents placed the age of retirement from 60 to 65 years. The one qualifying condition was given as alertness and progress. This indicates that the productive period for teachers is as great as for other occupations, and reaches the upper limit accepted by life insurance companies. The outstanding condition of this long period of production is again growth while in service.

The inquiry made as to what extent politics and nepotism play a part in the placement and remuneration of teachers yields the almost unanimous assertion that only a negligible influence is felt. This statement indicates that superintendents are quite free to bargain with teachers whom they wish the boards of education to employ. It also means that superintendents have a large amount of control over the activities and achievements they would have teachers pursue for professional growth. All other factors concerning the relations between administrators and teachers are said to be free from outside influences.

DISCUSSION OF INITIAL AND MAXIMUM SALARIES.

Division III. of questionnaire No. 18 has to do with the initial salaries paid to teachers of Utah for the three levels; grade teachers, junior high school teachers, and senior high school teachers, Table VI. gives the initial and maximum salaries paid by the
districts of Utah to these teachers. The maximum salaries are repeated alongside the initial salaries, to show the range between initial and maximum salaries. The maximum salaries in Table VI. are put to an entirely different use to those in Table V.

Table VI.

Showing the initial and maximum salaries paid by the districts of Utah for the three levels of teaching: grade teachers, junior high school teachers, and high school teachers.

<table>
<thead>
<tr>
<th>District</th>
<th>Grade Teachers</th>
<th>Jr.H.S. Teachers</th>
<th>High School Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial</td>
<td>Maximum</td>
<td>Initial</td>
</tr>
<tr>
<td>Alpine</td>
<td>$700</td>
<td>$1350</td>
<td>-------</td>
</tr>
<tr>
<td>Beaver</td>
<td>720-810</td>
<td>good max. 900-1100</td>
<td>good max.</td>
</tr>
<tr>
<td>Box Elder</td>
<td>900</td>
<td>1400</td>
<td>1000</td>
</tr>
<tr>
<td>Cache</td>
<td>720</td>
<td>1250</td>
<td>800</td>
</tr>
<tr>
<td>Carbon</td>
<td>810</td>
<td>liberal</td>
<td>1150</td>
</tr>
<tr>
<td>Davis</td>
<td>750</td>
<td>-------</td>
<td>1000</td>
</tr>
<tr>
<td>Duchesne</td>
<td>765</td>
<td>990</td>
<td>1025</td>
</tr>
<tr>
<td>Iron</td>
<td>760</td>
<td>1800</td>
<td>1200</td>
</tr>
<tr>
<td>Jordan</td>
<td>800-950</td>
<td>liberal</td>
<td>950-1100</td>
</tr>
<tr>
<td>Juab</td>
<td>697.50</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Logan</td>
<td>730</td>
<td>1500</td>
<td>1050</td>
</tr>
<tr>
<td>Millard</td>
<td>765</td>
<td>1030</td>
<td>900</td>
</tr>
<tr>
<td>Murray</td>
<td>800</td>
<td>1250</td>
<td>1200-1250</td>
</tr>
<tr>
<td>N. Sanpete</td>
<td>510-630</td>
<td>1100</td>
<td>765-810</td>
</tr>
<tr>
<td>Sebo</td>
<td>750</td>
<td>1500</td>
<td>1200</td>
</tr>
<tr>
<td>Ogden</td>
<td>1000</td>
<td>-------</td>
<td>1500</td>
</tr>
<tr>
<td>Park City</td>
<td>900</td>
<td>1500</td>
<td>1200</td>
</tr>
<tr>
<td>Provo</td>
<td>700</td>
<td>-------</td>
<td>1150</td>
</tr>
<tr>
<td>Uinta</td>
<td>500-640</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Wash.</td>
<td>800</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Weber</td>
<td>720</td>
<td>1170</td>
<td>990</td>
</tr>
</tbody>
</table>
DISCUSSION OF TABLE VI.

Table VI. containing the initial and maximum salaries of the school districts of Utah for the three levels, grade teachers, junior high school teachers, and high school teachers, gives the financial range of growth within these three levels. The fact that the teachers may begin teaching at the initial salary and grow by annual increments as shown in Table IV A. until the maximum salary is reached, is clearly financial inducement for professional growth. Thus a high school teacher who begins in Park City at $1300 may grow to $2500 by giving ten years of service and securing a master's degree (some data taken from table IV A.). In Box Elder such a teacher may grow from $1300 to $2000 at the rate indicated in Table IV A. or, a grade teacher in Logan may start at $780 and climb at the rate of $50 or more per year until $1500 is reached according to the data in Tables IV A. and VI. By referring to Table VI the range from the initial to the maximum salary for most of the districts is found. Table IV A. indicates just how fast this difference may be made up by the increments offered. By correlating the results of the two tables, the financial inducements for teachers in each district, for the three levels given in Table VI, may be seen.

Only five districts make definite salary discrimination between the sexes. This means that in most districts salary scales are common to both men and women.

In addition to this growth within the three levels it is recalled here, for emphasis, that teachers may grow from one level to another as shown in Table V. Beyond this many teachers may earn promotions as indicated in Table V.
In larger districts where larger amounts of money are available superintendents make concerted efforts to attract superior students to their districts as beginning teachers. Few districts employ students whose scholastic standing ranks as low as C. No district sets aside any funds for pre-teaching experience or training. The initial salaries are open to those students in universities and colleges whose scholastic standing and requirements are satisfactory. Scholarship of prospective teachers does not influence initial salaries to any appreciable extent. It does influence superintendents in making their choice of teachers. Students with highest scholarship, other things being equal, would tend, therefore, to go to the better paying districts, which are the larger districts, as shown by tables IV, V, VI. That is to say that higher salaries bring students with higher scholarship and the larger districts can pay the higher salaries. Therefore they secure the students with higher scholarship and better possibilities for the future.

SPECIAL FUNDS FOR PROFESSIONAL GROWTH IN UTAH.

The results for Division IV of questionnaire No.18, reveal the fact, that no district in Utah has provided any funds, aside from the salary schedules, which are available to teachers, specifically, for improvement, (1) by summer school attendance in Utah, (2) by travel, (3) by leave of absence, or any of the other activities included in professional growth. All such considerations are included in the salary schedules.

Provo City offers $100 as a special inducement to principals only who wish to leave the state for summer school sessions. This fund is not extended to the teachers. Provo only makes such provision.
GENERAL CONSIDERATIONS.

Twenty-one of the twenty-eight superintendents reporting, rate provincialism in the schools of Utah as objectionable. Seven of them think that with modifications it is desirable. Thus 75% of them would rate provincialism as objectionable, which is in agreement with the Utah State School Survey of 1924-25. This indicates that something should be done to mitigate the objectionable features of provincialism in Utah.

Eighteen of these district superintendents think that more special funds should be provided to entice teachers to leave Utah for summer school attendance at intervals of two or three years. Ten of them are not in favor of giving such encouragement, but believe teachers and other school people should be encouraged to attend Utah summer schools. There is a general feeling to, that in the main teachers should support our own summer schools, but that occasionally teachers should leave the state.

These results indicating that provincialism is objectionable and that teachers should be encouraged to leave the State for summer school, show a good relation because it seems that attendance at summer school outside the State is suggested as a cure for provincialism.

Up to this point the results for questionnaire No.18 have been presented and interpreted in four main divisions. There are seven tables one leading to the other. Professional growth has been defined in Tables I. and II. From these two tables, the activities and achievements that receive financial recognition, are followed through to discover and point out just what these
financial considerations are. There is a sort of sequence in the tabulations, each table being consistent with the others. In case any reader has not seen this relation, a re-reading will show that such a relation exists. For this reason an extended explanation will not be given here. Besides the tables there are some results not in tabulation form, which are given and interpreted in brief statements.
Chapter IV.

RESULTS FOR QUESTIONNAIRE NUMBER 19.

Questionnaire No. 19, as already stated, is designed to bring to the study information as to the current practices in other states with respect to the financial inducements for the improvement of teachers in service. These questionnaires were sent out to all the executive secretaries of the educational associations in all the states of the Union.

All the questionnaires were not returned, but about 45% came back with data showing some very enticing and satisfying practices which will be used as bases for making suggestions for remedial measures in Utah. This phase of the investigation will be treated in some detail in the chapter on "Suggestions". The activities and achievements listed in division I receive financial consideration in the movement of teachers in professional advancement.

Divisions III, IV, V, relate to salary schedules, professional growth and the tenure of teachers.

Division VI. has to do with the initial salaries of teachers.

Division VII. has relation to special funds set aside, specifically, for the improvement of teachers as defined in Division I. An effort is made to ascertain if possible just how much money is provided and for what specific purposes these funds are to be used.

Divisions VIII. and IX. are concerned directly with the questions as to whether teachers are encouraged to attend summer school in home state institutions or to attend outside institutions, if any preference.
QUESTIONNAIRE NUMBER 19.

I. Please name some activities and achievements which are accepted by the school administration of your state as improvement of teachers in service, such as summer school attendance, etc.

- a ----------------------------------
- b ----------------------------------
- c ----------------------------------
- d ----------------------------------
- e ----------------------------------
- f ----------------------------------
- g ----------------------------------
- h ----------------------------------
- i ----------------------------------
- j ----------------------------------

II. Do your salary schedules provide any funds as allowances for teachers who wish to improve themselves by participating in any of the above activities? Which ones?

- a ----------------------------------
- b ----------------------------------
- c ----------------------------------

III. Are teachers in the districts of your state generally encouraged to climb the salary schedules through improvement while in service?

IV. Are these teachers reasonably sure of long tenure after they become high priced teachers?

V. Are maximum salaries provided in the salary schedules?

VI. Is there reasonable uniformity throughout the state in the initial salaries paid to the teachers? If not why are some initial salaries higher than others?

VII. Do any of the districts of your state provide any funds aside from the salary schedules, which are set aside, specifically
for professional growth?------------------

a. How much and for what specific purposes?----------
1-----------------------------------------------
2-----------------------------------------------
3-----------------------------------------------
4-----------------------------------------------
5-----------------------------------------------
6-----------------------------------------------

VIII. Are the teachers encouraged to leave your state to
attend summer school?---------------------

a. Do they receive any additional remuneration for summer
school attendance outside of the state over attendance in your
own institutions?------------------- How much---------------

IX. Do administrators, generally, prefer summer school atten-
dance by their teachers in,

a. Home institutions
b. Institutions outside of your state.
(Please underline)

Have you any printed matter, such as reports, theses or other
investigations, which would shed light on the matter of the improve-
ment of teachers in service which can be made available?-----------

If so,
a. Please mail the same to the secretary of the U.S.,
316 Vermont Building, Salt Lake City, Utah.

b. Or state how else the information may be had.

-----------------------------------------------------------------------------------

Date                     Secretary
--------------------------------------------------------------------------------------------------

State
RETURNS FOR QUESTIONNAIRE NUMBER 19.

Twenty-one secretaries of state educational associations returned questionnaire No.19. These states were California, Florida, Georgia, Idaho, Iowa, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Nebraska, New Jersey, North Carolina, Oklahoma, Pennsylvania, Tennessee, Texas, Wisconsin, and West Virginia. The answers given in the questionnaire indicate that only a limited amount of definite data has been collected in most of these states.

In a few states there is a real scarcity of information relating to the subject of financial inducements and teacher improvement. Outstanding exceptions to this statement are the states of Indiana, West Virginia, Pennsylvania, and New Jersey. Pennsylvania stands out as the best contributor to this survey, and will be emphasized later as one of the best, if not the leading state with regard to the financial inducements for the improvement of teachers in service. New Jersey would probably rank as a very close second.

DEFINITION OF IMPROVEMENT.

This division (I) of questionnaire No.19 may be summarized in one general paragraph. The definition of professional growth does not differ to any appreciable extent from that accepted in Utah as presented in chapter III. It is thought wise, however, to list here the activities and achievements, named in the questionnaires, in the order of their importance as determined by the number of times each was mentioned.
Table VII.

Showing the number of times each of the activities and achievements listed below were mentioned as elements of professional growth by twenty-one states.

1. Summer school attendance 20
2. Travel, U.S. and abroad 17
3. Extension and correspondence work 17
4. Reading of professional books 15
5. General improvement in methods 15
6. Attendance at county and state institutes 14
7. Group meetings and conferences 12
8. Outstanding contributions such as projects 9
9. Preparation and adaptation of courses of study 6
10. Leave of absence for self improvement 2

It is seen that, except for leave of absence and the emphasis given to travel, the definition of teacher improvement is practically the same as Utah's definition, as determined in this investigation, and further, that to a very large extent the country as a whole is quite uniform in the meaning given to improvement in service. This data is self interpretable and will not need further elaboration. It is worthwhile and space though to mention that both travel and leave of absence should receive wider and more liberal financial recognition because of the rapid progress of and the frequent changes in the life and practices of the people of this day, and because few teachers can afford either to travel extensively or to take, on their own initiative and expense, a leave of absence.

FINANCIAL RECOGNITION FOR PROFESSIONAL GROWTH IN SOME STATES OUTSIDE OF UTAH.

Table VIII presents the states, and the extent to which they subsidize participation in the activities and achievements listed.
Table VIII.

Showing how the states named recognize, financially, the activities and achievements given below.

<table>
<thead>
<tr>
<th>State</th>
<th>Summer school and Correspondence work</th>
<th>Extension</th>
<th>Travel</th>
<th>Attendance at institutes</th>
<th>Leave of absence</th>
<th>Improvement in scholarship and method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal.</td>
<td>Bonus</td>
<td>Bonus</td>
<td>------</td>
<td>wages</td>
<td>------</td>
<td>Increase salary</td>
</tr>
<tr>
<td>Fla.</td>
<td>Bonus</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Ga.</td>
<td>$10 per expense</td>
<td>------</td>
<td>--------</td>
<td>wages</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Ida.</td>
<td>50-100</td>
<td>Bonus</td>
<td>Part</td>
<td>wages</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Ia.</td>
<td>Bonus</td>
<td>Bonus</td>
<td>wages</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Ind.</td>
<td>Bonus</td>
<td>------</td>
<td>-------</td>
<td>$salary</td>
<td>$salary</td>
<td>for year</td>
</tr>
<tr>
<td>Kan.</td>
<td>$125</td>
<td>------</td>
<td>-------</td>
<td>wages</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>La.</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Me.</td>
<td>Bonus</td>
<td>$10 per sem.hr.</td>
<td>------</td>
<td>expense</td>
<td>------</td>
<td>Increase salary</td>
</tr>
<tr>
<td>Md.</td>
<td>lex-pense</td>
<td>------</td>
<td>Bonus</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Neb.</td>
<td>Bonus</td>
<td>Bonus</td>
<td>full</td>
<td>wages</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>N.J.</td>
<td>lex-pense</td>
<td>Increase</td>
<td>full</td>
<td>wages</td>
<td>------</td>
<td>$</td>
</tr>
<tr>
<td>N.C.</td>
<td>------</td>
<td>salary</td>
<td>wages</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Okla.</td>
<td>Bonus</td>
<td>------</td>
<td>Bonus</td>
<td>wages</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Tenn.</td>
<td>Part of expense</td>
<td>------</td>
<td>Bonus</td>
<td>wages</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Texas</td>
<td>Bonus</td>
<td>Bonus</td>
<td>wages</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>Wis.</td>
<td>Bonus</td>
<td>Bonus</td>
<td>wages</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
<tr>
<td>S. Va.</td>
<td>lex-pense</td>
<td>Bonus</td>
<td>wages</td>
<td>------</td>
<td>------</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

35.
Seventeen of the states reporting say that concerted effort is being made to encourage teachers and school officials to climb the salary schedules. Four of these states have such limited funds for education that the districts generally have no schedules and, from the admissions from these states, school boards are forced to secure the services of the available teachers at the lowest possible salaries.

In all of these states but one the general practice is to retain the services of teachers over long tenure, even after teachers become high priced. The districts of one state pays no attention whatever to tenure. Pennsylvania, New Jersey, North Carolina, and Indiana have tenure laws that guarantee and secure the teachers and other school people.

The general practice of the school districts in sixteen of these states is to provide maximum salaries in their schedules. Five of them do not have maximum salaries, but general limits are forced upon the districts because of limited funds.

Nine of the states claim to have a reasonable amount of uniformity in their initial salaries. Twelve of them have very little uniformity among the districts. In fact most these show wide divergence. The maximum wage and salary laws of West Virginia, Pennsylvania, New Jersey, and Indiana make the initial salaries uniform.

Districts in six of these states set aside funds to be used specifically for the improvement of teachers. Des Moines, Iowa sets aside $1000 to promote summer study. Pittsburgh, due to the Flick foundation, specifies large amounts for the improvement of teachers in service. Specifications for these allowances are not available.
The districts in fifteen of these states do not provide special funds aside from the salary schedules. In fact, the teacher improvement situation is handled almost exclusively through the annual increments provided in the schedules.

The districts in seven of the states encourage their teachers to leave their states for summer school attendance. In twelve they do not. The districts in five states prefer that their teachers attend home institutions; in one of them, Maryland, the teachers are encouraged to go to Columbia. Thirteen of the states have no preference in the matter. West Virginia sends hundreds of teachers to Columbia, Chicago, Peabody, and North Western for summer study. New Jersey is partial to Princeton, while Pennsylvania is partial to her own institutions. All the southern states reporting except Tennessee encourage summer school attendance outside of the state.

In addition to all the above general considerations, some valuable and noteworthy contributions have come into the writer's hands. The New Jersey tenure law, which provides that after three years of service the teacher shall be on tenure for life for good behavior, is a long step in advance. Also the minimum wage law and the annual increments provided are important steps forward. The operation of these laws resembles the Pennsylvania system closely. In the writer's opinion, the Pennsylvania system is best, and will be presented in full.

Terre Haute, Indiana, has just recently adopted a plan, whereby a leave of absence may be had by teachers after seven years of service. They may leave for one half or one whole year according to their option. The stipend consists of the regular salary minus the salary of a substitute. Since the annual increments average
about $175, and the substitute is paid on the basis of initial salary, the allowance for leave of absence, after seven years of service would be liberal. This seems to be a long step in advance of the general practice.

Questionaire No. 19 was responsible for making available the salary schedule as specified in the Pennsylvania school law, also the salary schedule in the city of Harrisburg. These show the inducements offered for professional growth. In addition to these the "Rules and Regulations" governing the pay for extra credits in the Lancaster school district has been made available. These three systems are of such interest and pertinence to this investigation that the results and their interpretation are introduced at this point.

**Pennsylvania State Salary Schedule.**

In table IX, the salary schedule as provided in the Pennsylvania school code is given. There are four classes of districts, viz. First class, second class, third class, and fourth class. The results are given by classes.

Table IX.

Showing the minimum salaries paid teachers, principals and supervisors, for the four classes of school districts in Penn.

First class districts (over 500,000 population)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Minimum annual salary</th>
<th>Annual increments</th>
<th>No. of increments</th>
<th>Minimum salary guaranteed by law.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem. teachers I-8</td>
<td>$1200</td>
<td>$100.00</td>
<td>8</td>
<td>$2000</td>
</tr>
<tr>
<td>Jr. H.S. Teachers</td>
<td>$1800</td>
<td>$25.00</td>
<td>8</td>
<td>$2800</td>
</tr>
<tr>
<td>H.S. teachers</td>
<td>$1800</td>
<td>$175.00</td>
<td>8</td>
<td>$3200</td>
</tr>
<tr>
<td>Supervisors</td>
<td>$1800</td>
<td>$25.00</td>
<td>8</td>
<td>$4000</td>
</tr>
<tr>
<td>Elem. school prin.</td>
<td>$2100</td>
<td>$237.00</td>
<td>8</td>
<td>$4000</td>
</tr>
<tr>
<td>Jr. H.S. Prin.</td>
<td>$4000</td>
<td>$250.00</td>
<td>4</td>
<td>$5000</td>
</tr>
</tbody>
</table>
Second class districts (5,000 to 50,000 population)

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem. teachers</td>
<td>$1000</td>
<td>$100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H.S. teachers</td>
<td>1400</td>
<td>100.00</td>
<td>1200</td>
<td>1400</td>
</tr>
<tr>
<td>Supervisors</td>
<td>1400</td>
<td>100.00</td>
<td>1200</td>
<td>1400</td>
</tr>
<tr>
<td>Elem. school prin.</td>
<td>1600</td>
<td>100.00</td>
<td>1200</td>
<td>1400</td>
</tr>
<tr>
<td>H.S. principal</td>
<td>3000</td>
<td>125.00</td>
<td>1400</td>
<td>1600</td>
</tr>
</tbody>
</table>

Third class districts (5,000 to 30,000 population)

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem. teachers</td>
<td>1000</td>
<td>100.00</td>
<td>100.00</td>
<td>1000</td>
</tr>
<tr>
<td>H.S. teachers</td>
<td>1200</td>
<td>100.00</td>
<td>100.00</td>
<td>1200</td>
</tr>
<tr>
<td>Supervisors</td>
<td>1200</td>
<td>100.00</td>
<td>100.00</td>
<td>1200</td>
</tr>
<tr>
<td>Elem. prin.</td>
<td>1400</td>
<td>100.00</td>
<td>100.00</td>
<td>1400</td>
</tr>
<tr>
<td>H.S. prin.</td>
<td>2000</td>
<td>125.00</td>
<td>100.00</td>
<td>2000</td>
</tr>
</tbody>
</table>

Fourth class districts (under five thousand population)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem. teachers</td>
<td></td>
<td></td>
<td></td>
<td>$100 per mo.</td>
</tr>
<tr>
<td>H.S. teachers</td>
<td></td>
<td></td>
<td></td>
<td>120 per mo.</td>
</tr>
</tbody>
</table>

DISCUSSION OF TABLE IX.

The results contained in table IX. constitutes the Pennsylvania state system of minimum salary regulations. Along with this salary scale Pennsylvania has a tenure law guaranteeing tenure for life on good behavior, much as the New Jersey tenure law does. It is observed in the table that fixed annual increments are guaranteed in recognition of service and certification, and for a definite number of years. The matter of what shall be done to secure the different grades of certificates is regulated by law and by the State Board of Education. The definite positions and rewards given teachers, principals and supervisors for the different grades of certificates are left, of course, to the school districts of the state. The salient point in the system is that the school districts of Pennsylvania must recognize and respect legal salaries and
annual increments in executing contracts with teachers, principals and supervisors. It is also worth mention to note that, in recognition of the State's duty to educate the people, a definite statewide program has been evolved.

It is easily discernable that as the population increases the salaries arise. Conversely, as the population decreases the salaries decrease. For instance, an elementary teacher in a third class district would receive six hundred dollars less than a teacher of like standing in a first class district; a high school principal in the smaller district only half as much as in the larger one; and a supervisor twelve hundred dollars less. These inequalities of salaries, it seems, would tend to drive the best teachers to the larger centers and the poorer ones to the rural schools. This would no doubt be the case if the state presumed to exercise full control in school matters. But there is nothing in the law to prevent school districts from adopting all such measures as are necessary to protect their own interests in such matters. It must be borne in mind, that this is but a minimum salary schedule, or the State's part in regulating teachers salaries in the same sense that it regulates industrial matters. For her it is to be remembered that in Pennsylvania the larger districts have the great industrial enterprises, which fact would certainly have some bearing on the commonwealth's power as a distributing agent.

For the purpose of information it is thought wise to include here just what the state's share of the salary burden is. The results for this follow:
Ist. class districts—25% of the minimum salary for elementary teachers—-25% of $1200 or $300.00

2nd. class districts—-35% of the minimum salary for elementary teachers—- 35% of $1000 or $350.00

3rd. class districts—- 75% of the minimum salary for elementary teachers—- 35% of $1000 or $350.00

4th. class districts—- 50% of the minimum salary for elementary teachers—- 50% of $1000 times months of service.

50% of minimum salary for high school teachers, 50% of $330.00 times months of service.

Districts above $50,000 and under $100,000 true valuation of assessable property per teacher—- 60% of above specified salaries.

Districts with a true valuation per teacher of assessable property of less than $50,000—- 75% of minimum salaries specified above.

This means that an attempt is made at equalization by the state. As the class of districts descends the percentage of the state aid rises though the amount of money distributed for teachers salaries remains almost constant, except, probably, for the fourth class district, where the amount would be somewhat larger.

This explanation of the Pennsylvania school law gives an example of the best state system of school finance regulation that has come to this study. Since the plan recognizes the different grades of certificates, and since it suggests choice of position, higher and better qualifications of teachers in higher guaranteed salaries, and finally, since the plan is therefore connected with the professional growth of teachers, it is pertinent to this thesis.

THE HARRISBURG SALARY SCHEDULE.

Of all the district salary schedules examined, the one now in
use in Harrisburg, Pa. is the best with respect to offering financial inducements for the professional growth of teachers, principals and supervisors. Because of its salient features in this regard, it will be summarized here.

By the terms of this schedule teachers, principals and supervisors are divided into two groups. Group I. includes those teachers, principals or supervisors who hold normal school diplomas, standard temporary and standard permanent certificates and special certificates. Group II. includes all teachers, principals and supervisors who hold Pennsylvania provisional and permanent college certificates and special certificates for teaching music, art, mechanical drawing, physical education, continuation school work, commercial subjects and practical arts subjects. In each group there are three classes, termed in ascending order A, B, and C. Teachers, principals, or supervisors may grow from class A to class C, or if they should remain in one of these classes they may grow by definite annual increments until the maximum salary is reached, at which time, they of course may advance to a higher class in the salary scale. The results for this schedule are given in detail in table X.

Table X.

Showing the salary schedule for teachers, principals and supervisors for the city of Harrisburg.

Group I.

<table>
<thead>
<tr>
<th>Class</th>
<th>Years of service</th>
<th>Increments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1 $1000 $1100 $1200 $1300 $1400 $1500 $1600</td>
<td>5x $100</td>
</tr>
<tr>
<td>B</td>
<td>2 $1750 $1900 $2050</td>
<td>3x $150</td>
</tr>
<tr>
<td>C</td>
<td>3 $2225 $2400 $2575</td>
<td>2x $175</td>
</tr>
</tbody>
</table>

Group II.

<table>
<thead>
<tr>
<th>Class</th>
<th>Years of service</th>
<th>Increments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 $1400 $1500 $1600 $1700 $1800 $1900</td>
<td>5x $100</td>
</tr>
<tr>
<td>B</td>
<td>2 $2050 $2200 $2350 $2500 $2650</td>
<td>4x $150</td>
</tr>
<tr>
<td>C</td>
<td>3 $2825 $3000 $3175</td>
<td>2x $175</td>
</tr>
</tbody>
</table>
DISCUSSION OF HARRISBURG SCHEDULE.

In Table X, it is seen that the teachers have placed before them a definite plan, which makes clear to them their rewards for service within each class, and also their rewards if they are able to reach the next class higher. If they wish to advance from Group I to Group II they may do so by making special preparations for some special field of teaching and by securing the proper kind of special certificate. It is thus seen that the schedule bears a direct relation to the kind of certificate held and is, therefore, clear as to the financial inducements for the professional growth of teachers.

There are other salary regulations besides the securing of certificates. The schedule bears a direct relation to the teacher rating as follows:

(1) Before receiving in either Group I or Group II an increment increase from the initial point attained thereafter, a teacher must have secured a yearly rating of "middle" (E) or better.

(2) In addition to the middle rating or better in either group, a teacher must complete, since entering the service, nine quarter hours before passing from Class A to Class B, and nine hours additional before passing from Class B to Class C.

(3) Any teacher in Group II, after having taught one year at the maximum salary of Class C, may be advanced to a maximum salary of $3,000 in two annual increments of $200 each, providing he is rated "middle" or better, and also providing he presents 36 quarter hours above his eligibility qualifications for receiving the maximum salary of Class C.

In the above three salary regulations, in which teacher rating, credits added, and years of service are rewarded, we have a
real contribution to the matter of teacher improvement while in service. The fact that teachers must be rated "middle" to receive the annual increments will make for the improvement in methods of teaching. The kind of certificate a teacher holds fixes his standing in the groups and classes and will tend to keep teachers in summer schools, night schools, and other situations for increasing their scholastic standing with the purpose of seeking higher and better degrees. Because the promotions are open to the progressive type of teacher, he is encouraged to participate in all the activities and achievements included in our definition of professional growth. It is clear that the Harrisburg schedule is pertinent related to this study.

Head teachers and other special teachers receive $100 over and above the regular salary schedule.

Teachers are rated annually by the superintendent, supervisors and principals with respect to the items, personality, preparation, technique, and pupil reaction. The ratings are adopted as the standards which the teachers must reach to advance on the schedule.

It would take the teachers a good many years to reach the ultimate maximum on this schedule. During these years he has been involved in a continual round of professional growth.

ELIGIBILITY QUALIFICATIONS OF THE HARRISBURG PLAN.

It is necessary here to give just what the eligibility qualifications are for teachers, supervisors and principals, in order that the full meaning of the working schedule may be clarified. These qualifications are:

(I) For elementary teachers;
(A) Graduates of State Normal School or holders of
standard certificates.

(2) For Junior High School Teachers—
(A) Standard four year college or university course with Baccalaureate degree.

(3) For Senior High School teachers—
(A) Baccalaureate degree.

Supervisors must have a baccalaureate degree with a major in the subject supervised, five years teaching experience in the subject field, and the right personal qualities.

Elementary principals must be college graduates with a major in elementary supervision and must have had ten years successful teaching experience in the elementary schools.

Junior High school principals must be graduates from colleges with majors in junior high school supervision and administration and must have had ten years of successful teaching experience.

Senior high school principals must be college graduates with majors in the senior high school work and must have had ten years of successful teaching experience.

It is clearly seen that from the above qualifications and requirements aspiring teachers or prospective teachers have before them just what they must do to reach the career they wish for themselves, all the time knowing what rewards to expect. This is a very satisfying situation with respect to teacher improvement and advancement.

There are a few general requirements with which all teachers must comply:

(1) In addition to the regular salary advancement regulations teachers must do a reasonable amount of professional reading and study each year under the direction of the superintendent of schools.
(2) They must attend all regular and special meetings called by the superintendent, and other officials, and perform all required work.

(3) They must present a valid state certificate. These items, in addition to all the others, will keep teachers improving especially when they know that they will increase their ratings, thereby increasing their incomes.

LANCASTER PLAN OF PROVIDING SPECIAL FUNDS FOR PROFESSIONAL GROWTH.

It was seen very early in the development of this survey that a plan should be found which has for its purpose the rewarding, directly, of teachers for credits added while in service. It was felt that in addition to regular salary increases as provided in salary schedules there might also be some very good systems where credits added would receive specific financial consideration. In accordance with this special inquiry was made of some of the states for data on this point. As a result the system now in use in Lancaster City District of Pennsylvania was made available. This plan was made and adopted to put into definite form the rules and regulations governing the disbursement of special funds provided for credits earned while in service and in summer school. The plan is not related to the salary schedule at all and is, therefore, of particular interest to this investigation in that it is an outstanding example of special funds being set aside to encourage professional growth. Here is how it came about.

In Lancaster City Institute of February, 1924, the Board of Education was asked to set aside a certain sum of money to provide compensation for special credits earned by the Lancaster City Teachers.
Teachers. In agreement with this the Board created a fund of $9000 to be used for the specific purpose of encouraging teachers to increase their scholastic standing while in the employ of the Board of Education. Each year succeeding 1924, $5000 was added to this fund until the maximum was reached. This means that after the first year, $14,000 would be available. The next year $19,000 would be on hand, etc. This provided a growing fund up to the maximum.

The Board of Education and the Teacher's Committee concurred in the following rules:

1. For each twelve quarter hours of work completed by any teacher of the Lancaster School District an increase of $30 per annum is granted in addition to any other increase in salary, provided no teacher shall receive more than $200 per year.

2. All teachers holding or receiving a master's degree (in course) are granted an increase of $300 per year in addition to any other increases in salary provided that no teacher receives more than $300 per year.

3. All credits counting towards a bachelor's degree are credited to any teacher engaged in such as enterprise.

4. All credits earned by teachers, for which extra salary is asked must be approved by the city superintendent.

5. Teachers in service are not permitted to carry more than twelve quarter hours per school year for additional salary. If on leave of absence, teachers may earn no more than 48 hours of additional credit for extra money.

6. No increase in salary for extra credits shall be given for work done before a valid certificate is received for teaching.
Evidence for having completed the credits for extra salary must be filed with the superintendent before Nov. 1st. of the year in which the increase is to be effective.

The extra salary increase for credits earned are paid in semi-annual installments at the close of the first semester and at the close of the second semester.

The Board of Education reserves the right to alter or amend the above rules as they see fit.

DISCUSSION OF THE LANCASTER PLAN.

Thus we have a case where special funds, aside from the regular salary schedule, are provided for the professional growth of teachers. Besides the special inducements the salary schedules make provisions for regular rewards for service rendered, rating of teachers, promotions, and for the other activities and achievements included in the definition of professional growth.

It is noted that for each unit of 12 hours, $50 is added to the salary. For each outstanding achievement such as securing a master's degree a special yearly increase of $300 is given. Teachers are therefore, continually cognizant of just what financial reward they are to receive for their efforts toward higher scholastic standing.

The superintendent is kept in close touch with each teacher, because he must approve all the extra credits.

Teachers are spurred on toward valid certification or they cannot receive increases for the credits they earn.

The fact that at the end of each semester an extra amount of money may be had, is a rather delightful outlook for teachers.
Chapter V.

SOME OBSERVATIONS AND COMPARISONS.

TRAVEL AND LEAVE OF ABSENCE EMPHASIZED.

The definition of professional growth in Utah and other states is about the same, except that in seven states travel receives financial recognition in the form of a bonus, while in Utah none of the districts reporting reward travel directly. Twenty-three out of twenty-eight of the districts grant the improvement in travel, but if there are financial rewards for this they are indirect rewards and are not given specifically for this purpose. No doubt travel is considered in fixing some of the annual increments in the salary schedules. Leave of absence could be made a more useful instrument in the improvement of teachers. This practice is being put to good use in some of the larger districts of the East. The plan, as put into action in Terra Haute, already described in Chapter IV., could become quite general without increasing the normal costs to school districts. In-as-much as substitutes may be hired at the initial point in the salary schedules, the regular teacher could be given the amount between this and the salary being received at the time of leaving. The cost would, therefore, not become burdensome to the district.

GENERAL COMPARISONS.

Seventeen of the states have a general practice of aiding teachers directly to attend summer schools. Ten districts of Utah do this, but the stipends are smaller throughout than those offered in the seventeen states.

Practically all the districts of Utah and all the states
reporting recognize extension courses and correspondence work. Seven of the twenty-eight districts reward this work directly. Most of the others recognize the credits earned this way in terms of one half or whole year. Utah does not differ widely from other states with respect to this except that the stipends are smaller in most cases.

Securing of a bachelor's degree is given financial recognition in all of the districts of Utah reporting, except three. Eleven districts recognize a master's degree. None of the districts of Utah compare very well with Harrisburg, Lancaster, and other similar districts in this respect. Park City comes nearer reaching such standards than any other district.

The districts of Utah all desire long tenure of teachers. All the states reporting encourage long tenure and salary advancement for teachers. Utah has no tenure laws. Four of the states have tenure laws, and three of them have minimum salary schedules. Utah as yet has made no attempt at such a program.

In such matters as promotion, improvement in methods of teaching, and other like situations Utah ranks well in recognizing them, but is considerably lower in the amounts provided for such matters in most cases.

NO DEFINITE STATE PROGRAM IN UTAH.

Utah has no definite, well organized state program such as that used in Pennsylvania where legal salaries and tenure provisions are provided by Statute. Also, the state of Pennsylvania takes over definitely the matter of guaranteeing these standards, and in so far as can be done under present conditions, the equalizing
of burdens is provided as shown in chapter IV. At the present time the practice in Utah is to distribute to the districts of Utah twenty-five dollars per child of legal school age as shown by the yearly school census. It is true that Utah has the problem of equalization before it now, and will probably be ready to make some steps forward in the future toward greater equality of opportunity by providing for greater equality in expenditures per child. The problem of formulating and putting into practice a state wide program to meet present needs will be the salient problem of educational and legislative forces of the state in the near future. What this program shall be is yet to be determined.

DISTRICT SALARY SCHEDULES OF UTAH AND HARRISBURG.

The investigation conducted in Utah did not bring to light any salary schedule comparable to the salary schedule of Harrisburg, Pennsylvania. Throughout Utah more stress is placed on individual bargaining with teachers and principals, than putting the salary regulations in detail in schedule form. The districts of Utah generally have salary schedules but these are not so definitely fixed as the one in Harrisburg. A good workable salary schedule would be a desirable feature of any district. Box Elder, Jordan and some of the other larger districts approach this situation more closely than any others. The information given in chapters III and IV. makes it possible for any superintendent to make any comparisons he may wish to make. Each superintendent may then make any changes they wish in the light of the Harrisburg schedule, and in line with his own individual problems. This is the major purpose of introducing the plan in this writing.
SPECIAL FUNDS FOR PROFESSIONAL GROWTH FOR UTAH AND OTHER STATES.

In the matter of special funds to promote professional growth no district of Utah, compared well with Lancaster District of Pennsylvania. The survey in Utah found only Provo making any financial provision for principals, not teachers, who wish to leave the state for summer school. Ten of the districts provide small sums for summer school, correspondence work and extension courses, but only a few of these districts make any stipulations as to the amount allowed for the extra credits added. As already shown Lancaster District makes definite provision for this. Comparing the systems in use in Utah with Lancaster, we do not rank very well here with respect to this. The Lancaster Plan is introduced here only as a suggestive outline to those interested in the problem of providing special funds for professional growth.

The matter of where teachers should go for summer school finds most of the districts of Utah in favor of setting aside larger sums to induce teachers to go to other state institutions for summer study. This is because provincialism in Utah is considered objectionable by 75% of the superintendents. In the other states only a few of them, where standard schools exist within the state, desire the teachers to leave the state. Of course, those close to Columbia are anxious for as many teachers as possible to go there. It seems that none of the other states are so highly provincialized as Utah. This is due mainly to the fact that religious prejudice is not so extensive in other states as that brought against Utah teachers by other states.
It is with some of these comparisons and observations that the chapter on "suggestions" will be concerned. The comparisons between districts of Utah have been given in chapter III. and will not be repeated here. These comparisons will also be treated in Chapter VI.
Chapter VI.

SUGGESTIONS.

PERMANENT GROWING TEACHERS NECESSARY.

Through questionnaire No.18 the district superintendents of Utah have been led to define in detail what they would have the teachers of our state do to maintain themselves in the teaching service as progressive teachers. All the activities and achievements given in Table I, Chapter III, have been set up in the order of their relative importance as the elements of progressive growth. Teachers, to continue in the service and be happy in their pupil products, should tread the mill of professional advancement. Otherwise, teachers of necessity will tend to atrophy in the very characteristics that make them successful teachers. Utah cannot afford to maintain schools under teachers who are not progressive. No state is willing to accede to such a situation. On the other hand Utah as well as other states takes pride in its educational system. The one salient feature of a good system is an efficient teaching force. This element takes precedence over all others. Important as such matters as buildings, equipment, books, etc. may be, it is a matter of admitted truth that, "a good carpenter will do better work with poor tools than a poor carpenter with good tools". So likewise a good well-trained, enthusiastic teacher will give better service in poor teaching surroundings than a poor teacher in the most favorable environment. It is then of first importance that we realize that our first concern should be with the teachers of Utah.

NECESSITY FOR FINANCIAL INDUCEMENTS.

The one inseparable correlate of the progressive teacher is
the financial inducement offered to make it possible for the teacher to participate in the activities and achievements named in Table I. No real teacher needs to be told to go to summer school, take correspondence work, travel or to follow any of the other efficiency promoting activities which are conducive to professional growth. Neither does such a teacher want nor need the threat of dismissal or other means of discontinuity to spur her onward. What she does want is the wherewithal to improve herself. This means financial aid from the administrative units of the educational systems. These financial inducements are so meagre in Utah in most cases, that the teacher must usually rely upon her own resources for the privilege of being progressive. Utah does not compare well with many other states in this regard. Utah has sunk from a high standing among the states to a low position in many respects. One of the first things to be done for its rejuvenation is to provide proper financial inducements for the professional growth of its teachers. This means that the state should take an active interest in teachers' salaries.

**LONG TENURE VITAL TO TEACHERS AND PEOPLE.**

There is a general feeling among the school people of Utah that the tenure of teachers is secure enough so long as the teacher is successful. If this were absolutely true there would be little to complain about in this respect. But for teachers to assume that such a situation exists for them is to be generally misguided. True it is that the ideal should be a high professionalism in such matters. Likewise we should like to know that this same professionalism would guarantee equal minimum salaries for
equal service. But such ideas as these are high points that we in this day of political influence cannot hope to reach. Such vital things as tenure and salary should be made objective for the teacher and should be definitely systematized by the administrative units.

NEED OF A STATE WIDE PROGRAM OF EDUCATION.

Much was said in Chapter IV. about the Pennsylvania tenure and minimum salary laws. It is not the purpose here to propose such a system in detail for Utah. Certainly these two states are not comparable in either wealth or industrial organization. But they are comparable in such matters as teacher-welfare and pupil-product. Every state should assume the bulk of the responsibility for the education of its children. These children belong more to the state than to the parents. This is shown plainly in the operation of our attendance laws. Utah is particularly obligated if it is to fulfill the measure of its own constitutional provision in Section I in Article I which says, "The Legislature shall provide for the establishment of a uniform system of public schools which shall be open to all children of the state, and be free from sectarian control." Among the prime elements of this uniformity should be equally paid and equally qualified teachers and the same length of school term. It is not the purpose here to discuss other factors.

Pennsylvania has put into force a minimum standard of education for its children. It has put into existence by statute definite minimum salaries for teachers. It guarantees the tenure of teachers by law. It does not attempt to limit any district to the minimum standard because this would handicap educational
advancement. Utah can adopt a state-wide minimum standard of education in such matters as salaries and length of school term in connection with the state certification requirements. Utah can guarantee against any unjust political or other influences. This would give the teacher the right to appeal for any redress of grievances. Such a law would not upset our high professionalism. It would only guarantee it. In the light of this advancement in Pennsylvania Utah can well afford to attempt some state-wide program of education. Whatever this program is to be there should be behind it the welfare and professional growth of its teachers. Otherwise there is no equality of opportunity, the thing Utah is now seeking most. And so the first conclusion is, that the state of Utah as a whole should adopt a program that shall keep in mind the professional growth of its teachers and the length of the school term. It is suggested that the Pennsylvania plan might be very useful as an aid in formulating such a system. Certainly, in all such matters as the ones mentioned above the Pennsylvania plan is full of practicable suggestions. It is not within the scope of this study to suggest the details of any program for Utah. Only a few pertinent principles have been set up as partial guides to those who may have the making of our state program. Above all else we must protect and uphold the professional growth of the teachers. Whatever is done must emanate from the state as the central control, and then whatever variations as are desired should be inaugurated by the school districts as separate local units. Utah will then have more than the twenty-five dollar per school child distribution school fund as an equalizer. Further, Utah will have
a group of enlightened teachers who will know just what to expect from the state in financial inducements for professional growth.

NEED OF MORE SYSTEM IN THE DISTRICT SALARY SCHEDULES IN UTAH.

The salary schedules of the school districts of Utah range from no schedule in existence or contemplation through those now in the making to some quite definitely formed schedules such as those in Box Elder, Jordan and others. Outside the financial recognition given for general improvement in methods of teaching, only a few salary schedules in Utah provide funds to be used expressly for professional growth. The recognition given such important activities as summer school, correspondence or extension work and others is very meagre. Then in most cases the stipends are so open to manipulation by administrators as to almost nullify their effectiveness. In only a few cases can a teacher know just what each credit she earns is worth in money. She is equally unaware of what such credits will do for her in the way of advancement in salary or from one level of teaching to another. She knows little of the financial value she is to receive for obtaining a higher certificate. She knows only in a general way what she might expect for receiving a degree. Her ideas can only be vague as to what she must do to earn a better paid position. In fact there are so many special considerations that there are few uniformities in the things that should be uniform. This is not true of the Harrisburg Schedule. Every teacher there has before her objectively just what she must do and just what to expect to obtain the rewards she desires. Professional growth is the natural consequence of the working of the schedule.
PRINCIPLES THAT SHOULD GOVERN THE MAKING OF SALARY SCHEDULES.

In the light of these suggestions the following principles could well be followed by the school districts of Utah in formulating workable schedules:

1. Rating of teachers should be standardized.
2. The positions to be filled should be classified and the general requirements stipulated for each class. This includes certification.
3. The initial salaries should be standardized for each class.
4. The requirements for advancement from one class to another should be stipulated.
5. The annual increments within each class should be standardized and the increments for advancement from one class to another should be definitely stated.
6. The allowance for each credit earned while in service should be fixed.
7. The stipend for securing an advanced degree should be definite.
8. Allowances for summer study should be paid at the time most convenient for the teacher.
9. Any other allowances for such activities as travel etc. should be stated in definite amounts.
10. Maximum salaries for the different positions should be adopted.

II. If desired provision for leave of absence should be included.
PROFESSIOI\NALS KEPT LARGELY OUTSIDE THE SALARY SCHEDULE.

Outside the above uniform provisions the salary schedule has little place. All such important considerations as promotions to principalships or to supervisor are of necessity special considerations. Such qualities as personality, executive ability, business training, etc., cannot be accurately measured in salary schedules. Administrators and school boards should have free hands in these matters.

In Table IV.B the schedule for promotions in Utah is given. The increments for these promotions, except where single schedules are given, are comparatively liberal. No attempt is made in this paper to compare the amounts allowed in the school districts of Utah with those of any other districts. That would be a subject for another thesis. The only suggestion that can be given to superintendents and school boards in this direction is that they should make the financial considerations as large as possible. This would conform to the principle that the greater the financial inducement the greater the excellency in the teaching profession.

But one general comment remains; we need better, more adequate and more definite salary schedules in Utah, schedules that will conform to the principles set up in this writing.

PROFESSIONAL GROWTH OF MAXIMUM SALARIED TEACHERS.

Table V. gives the maximum salaries where they exist for the school districts of Utah. The fact that the teachers may grow from one level to another and, therefore, from one maximum salary to another will keep him growing until the highest salary is being earned. What then for professional growth? Of course the teacher always has the constant threat of dismissal to spur him on.
There is little virtue in any such negative appeals. There must be some positive suggestion for this. Instead of dripping a teacher who, through diligence and persistence, has climbed to the top thereby proving his worth to any system, it is suggested that such a teacher may be helped financially to attend summer schools, to make studies of special systems, to travel, and in other ways to keep himself alive and to keep on with his superior work as a teacher. Better still. Give this teacher all his salary above the initial point and hire the best substitute available at the initial salary while this tried superior teacher takes a well‐earned leave of absence. This would cost nothing extra above the normal cost of maintaining the schools. To the writer this is a suggestion very much worth while and very feasible. Such a plan is not without precedent, as has already been explained. A positive, professional attitude toward teachers is the surest means of obtaining professional growth among them.

Table VI. gives the initial and maximum salaries together in order to show the range in salary or the distance in salary a teacher might travel through professional growth. Without commenting on these salaries it is suggested that either the salary schedule or special funds should make definite provision for these advancements in salary. This is only loosely done in Utah and needs to be standardized.

NEED OF LARGER SPECIAL FUNDS FOR PROFESSIONAL GROWTH IN UTAH.

One of the high points in the development of this entire investigation has been to ascertain the extent to which special funds are provided for the express purpose of obtaining professional growth among teachers. In-as-much as Provo City is the only
district reporting any such special funds a plan has been described in Chapter IV. The Lancaster Plan has already been explained but it cannot be passed by without some suggestions emanating from it.

Utah is in particular need of special funds to promote professional growth. Three fourths of our superintendents think that provincialism in the educational system of Utah is objectionable. For whatever cause, there are in many states barriers set up against the Utah teachers. If other states refuse to use our teachers, except perhaps our very best, we must use our own. Admitting the advantages of using home teachers we still must not remain provincialized in our system of education. We do not need to be inbred educationally even though we teach in our own state. We may send our teachers to summer schools in other states. Eighteen superintendents favor making provision in the annual budget for larger sums to encourage teachers to go away, at least occasionally, for summer study. This to the writer is a very good suggestion. Special funds for summer school or otherwise increasing ones scholastic standing could well be provided for attendance in Utah institutions of higher learning. But larger funds should be provided to encourage teachers to attend outside institutions. Utah should do more in this respect.

SUGGESTIONS ON THE PROVISION OF SPECIAL FUNDS.

In line with the Lancaster Plan the following suggestions are made:

I. A fixed sum could be set aside in the budget in some one year as the initial point.
2. Each year as large additions to the original fund as possible could be made.

3. Definite rules could be made jointly by the school board and the teacher's association to govern the way in which the funds may be earned by teachers and for the disbursal of the funds.

4. Definite activities and achievements could be selected, by administrators and others concerned, as worthy of special consideration.

5. Larger inducements could be offered to teachers who attend school outside the state than to those who attend Utah schools.

6. Teachers should be rewarded directly for credits earned.

With this plan in operation, if not included in the salary schedules, the professional growth of teachers would be continuous.

CONCLUSION.

In these suggestions and the facts that underlie them is the contribution of this thesis. Only a few sentences need to be added to express the highest hope for the teachers of Utah. The tenure of teachers means homes and family life to them. This means stability and superior service to the children and the state. Teachers do not want tenure without improvement—professional growth. They cannot improve without the wherewith to place them in the right environment and opportunities for that growth.
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