

III Teachers - statistics

No. 11017

State of Iowa
1930

**Teachers of the Public Elementary
and Secondary Schools of Iowa**

A SUMMARY

Board of Educational Examiners
AGNES SAMUELSON, *President*

Published by
THE STATE OF IOWA
Des Moines

3-665

71011.05

State of Iowa
1931

Teachers of the Public Elementary
and Secondary Schools of Iowa

COPYRIGHT 1931
by the
STATE OF IOWA

APR -2 1931

©CIA A 65502

BOARD OF EDUCATIONAL EXAMINERS

- AGNES SAMUELSON, *ex-officio*, *President*.....Des Moines
Superintendent of Public Instruction
- WALTER A. JESSUP, *ex-officio*Iowa City
President, State University of Iowa
- O. R. LATHAM, *ex-officio*.....Cedar Falls
President, Iowa State Teachers College
- RAYMOND M. HUGHES, *ex-officio*.....Ames
President, Iowa State College
- DANIEL W. MOREHOUSEDes Moines
President, Drake University
- W. G. BROOKS.....Burlington
Superintendent of City Schools
- JUNE CHIDESTERFairfield
County Superintendent of Schools
- VIOLA H. SCHELL, *Secretary*Des Moines
- ESTHER E. TRONSTROM, *Chief Clerk*Des Moines

CONTENTS •

	Page
I Introduction	7
II Enumeration	9
III Training	11
IV Certification	18
V Experience	21
VI Tenure	25
VII Salaries	28
VIII Migration	33
IX Age	34
X Sex and Marital Status.....	36

TABLES AND CHARTS

Table No.	Page
I	Per Cent of Classroom Teachers in Each Type of School Possessing Certain Amounts of Training..... 12
II	Per Cent of Principals in Each Type of School Possessing Certain Amounts of Training..... 13
III	Per Cent of County and City Superintendents Possessing Certain Amounts of Training..... 13
IV	Colleges in Which Classroom Teachers Were Trained.. 14
V	Colleges in Which Administrators Were Trained..... 14
VI	Certificates Held by Rural and City Elementary Teachers 18
VII	Median Years of Teaching Experience..... 21
VIII	Median Tenure of Teachers..... 25
IX	Median Tenure of Administrative Personnel..... 27
X	Median Salaries of Teachers..... 28
XI	Median Salaries of Administrative Personnel..... 31
XII	Median Age of Classroom Teachers..... 34
Chart	
No.	Page
I	Certificates Held by Elementary Teachers..... 19
II	Median Salaries of Classroom Teachers..... 29

PREFACE

The board of educational examiners of Iowa has completed what is believed to be the most comprehensive study of the teaching personnel in the elementary and secondary schools that has been undertaken by any state. The findings of this survey are being published in tabular form for those who care for more specific data, or wish to make interpretations not covered in this bulletin.

Many people who are interested and concerned with the status of our teachers would not be attracted to a purely numerical summary of the data collected. That the extremely valuable information which has been compiled in this survey may be available to the people of our commonwealth as a whole, this bulletin has been prepared as a summary of some of the significant facts brought out in the complete report. No attempt has been made to cover all the items upon which data has been gathered.

The study was sponsored by the board of educational examiners and the department of public instruction. Facts were assembled from over ninety-eight per cent of the individuals employed as teachers, principals, supervisors, superintendents, or in other professional positions connected with the public elementary and secondary schools in the school year 1928-29. Questionnaires from individuals were forwarded by county superintendents. The survey was made under the immediate direction of Dr. E. T. Peterson and Dr. E. F. Lindquist of the College of Education of the State University of Iowa, assisted by M. P. Price, H. A. Jeep, B. L. Hudtloff, and Lee J. Metzger, graduate students at that institution to whom we acknowledge our special indebtedness. We appreciate the cooperation shown by the teachers and educational organizations of the state in the undertaking and thank Mr. R. C. Williams, director of research in the department of public instruction for preparing this abstract.

This summary is respectfully submitted to the people of Iowa with the desire that it may materially assist in an evaluation of the large number of teachers who are serving them in the instruction of their children. Furthermore, it is confidently hoped that it may contribute directly to a constructive program of teacher training, teacher certification, and other vital phases of this most important factor in the operation of a school—the teacher.

AGNES SAMUELSON

President, Board of Educational Examiners

omitted for the year 1928-29, and the return of these questionnaires to the state department made an integral part of these reports. This official sanction indicates the importance given to the study and made possible the unusually high percentage of returns, replies being received from over 98 per cent of the teachers involved.

II—ENUMERATION

For the school year 1928-29, upon which this study is based, there was a total of 25,842 teaching positions in the public elementary and secondary schools. Returns were received from 25,393 individuals representing 98.2 per cent of the number of teaching positions. The number of returns was 97.7 per cent of the number of public school positions of the year 1927-28.

The teaching personnel has been grouped into several classifications based upon the type of school in which employed or type of work done. The groups and criteria for classification are herewith given. It will be apparent that in a number of cases arbitrary decisions were necessary to determine where certain individuals should be classified, but this number was so small that it would not affect the findings for any group.

- a. Rural teacher—one teaching a one or two-room school in the open country, or an unincorporated village
- b. City elementary teacher—one teaching one or more of the grades from kindergarten to eighth grade, or one who is teaching departmental work in these grades, in a town or city school district. Where seventh and eighth grades have been combined with ninth grade to form a junior high school, teachers of these grades have not been included in this group. Teachers of special subjects who have the title "supervisor" in their school systems are also left to another group
- c. Junior high school teacher—one who teaches in a school organized and designated as a junior high school
- d. Senior high school teacher—one who teaches in a school organized and designated as a senior high school, including grades ten to twelve, or a regular high school including grades nine to twelve
- e. Principal—one who is the administrative head of an elementary, junior high or senior high school, and not in charge of the entire school system
- f. Superintendent—one who is responsible for the administration and supervision of a school system

- g. County Superintendent—one who has direct charge of the schools taught by rural teachers (see "a" above), enforcement of school laws, conduct of teachers' examinations, registration of certificates, and is the medium of communication between the department of public instruction and school officers
- h. Miscellaneous—including school nurses, librarians, special supervisors and junior college teachers

III—TRAINING

There is a belief that, in general, teaching efficiency is directly proportional to the amount of training possessed. It is also a measure of the effort made by a teacher to prepare herself professionally. We may express the amount in terms of years of training, semester hours of credit, completion of a specific curriculum, relation of the nature of the training to the type of work taught, or some other unit.

By statute, the state of Iowa has set the minimum amount of training of teachers at graduation from an approved four-year high school. Those who have not graduated from the normal training course in a high school are required to have at least twelve weeks of training beyond high school graduation. Previous to July 4, 1929, high school graduation was not a prerequisite. The department of public instruction has set up certain standards for the approval of schools for tuition purposes and state aid, some of which refer to training. The superintendent of a school maintaining a four-year high school is expected to be a graduate from a four-year college course. One-half of the teachers in these high schools must have the same amount of training. Ten semester hours of collegiate training in each subject taught is also recommended. Teachers of home economics are required to have thirty semester hours of training in that subject in an approved college, while teachers of manual arts and agriculture must have twelve semester hours of training in each subject above high school graduation. Thirty-six weeks of training is the minimum for grade teachers in these schools. Grade teachers in schools approved for normal training aid are expected to have experience, and elementary teachers in all types of schools should have two years of training, experience, or combined training and experience. Those teaching special subjects are required to have at least two years of training in an approved college. Superintendents and high school teachers in schools maintaining less than a four-year high school must have at least two years of college work. For other teachers the standards are the same as for four-year schools. The standards are somewhat higher for schools approved for nor-

mal training state aid. For approved junior colleges, the standard is the master's degree, or two years of graduate training, with teaching confined to the field of his major or minor, preferably the major.

TEACHERS

About one-third (32%) of the rural teachers are graduates of a normal training high school, one-fourth have had from six to twelve weeks at a teachers' college, while 21.4 per cent have had from one-half to one year in a teachers' college, college, or university. One out of every eight has had more than one year of training above high school, while two-thirds of the entire group have had not more than twelve weeks of training beyond high school. As might be anticipated, the city elementary teachers possess more training. Nearly one-third have had from one and one-half to two years in a teachers' college, one-half of the group have had from one and one-half to two years in some college or university, and almost three out of every ten have had more than two years of training above graduation from high school. Ninety-five per cent have had more than twelve weeks of training beyond high school.

More than one-half of the junior high school teachers have college degrees while three-fourths of the senior high school teachers fall into this training group. Twenty-three per cent of the junior high teachers have two years of training above high school or less, while only seven per cent of the senior high school teachers fall within these limits. Four-fifths of the 83 junior college teachers and two-thirds of the librarians possess master's degrees.

TABLE I
PER CENT OF CLASSROOM TEACHERS IN EACH TYPE OF SCHOOL
POSSESSING CERTAIN AMOUNTS OF TRAINING

Amount of Training	Rural	TYPE OF SCHOOL		
		City Elem.	Junior High	Senior High
8th grade or less3	.1		
½ to 4 years regular high school.....	6.7	1.5	2.2	0.5
Normal Training high school	32.0	0.5		
6 to 12 weeks in teachers college.....	27.6	2.8	2.0	.2
½ to 1 year in teachers college.....	16.5	10.7	4.2	.4
1 year in college or university	4.9	5.0	1.8	.2
1½ to 2 years in teachers college	5.2	31.7	7.0	2.8
1½ to 2 years in college or university....	4.2	18.1	5.8	3.2
2½ to 3 years above high school	1.7	20.1	16.6	11.4
3½ to 4 years above high school.....	.9	8.9	56.0	76.8
M.A. and M.S. degree1	4.2	4.3

per cent from outside the state, and twenty per cent from our state teachers' college. The other fourteen per cent were trained at the State University of Iowa or Iowa State College. Forty per cent of the senior high school teachers come from the independent colleges of Iowa, while the others come from outside the state, from the State Teachers college, State University of Iowa, and Iowa State College, in the order named. Nearly one-half of the senior high school principals and two-fifths of the elementary and junior high school principals come from the independent colleges of the state, while the institutions outside the state contribute the next largest number of high school principals. Thirty-five per cent of the elementary school principals come from Iowa State Teachers College. One-half of the school superintendents of Iowa have taken their undergraduate training in independent colleges of the state, while seventy per cent of those who have graduate credit have received it either from the State University of Iowa or Iowa State College. Most of the county superintendents of Iowa have received their training from the independent colleges or the Iowa State Teachers College.

TABLE IV
COLLEGES IN WHICH CLASSROOM TEACHERS WERE TRAINED

	Rural (1)		City Elem.		Junior High		Senior High		Junior College	
	No.	%	No.	%	No.	%	No.	%	No.	%
Iowa State Teachers College	2337	60.5	3308	48.8	149	20.4	640	15.6	1	1.2
State University of Iowa	92	2.4	331	4.9	66	9.0	592	14.4	20	24.7
Iowa State College	80	2.1	116	1.7	39	5.3	453	11.0	4	4.9
Independent colleges of Iowa	1140	29.2	2170	32.0	261	35.8	1645	40.1	21	25.9
Colleges in other states	226	5.8	860	12.6	215	29.4	779	19.0	35	43.2

(1) not including 2952 graduates of normal training high schools who represent 32 per cent of the rural teachers

TABLE V
COLLEGES IN WHICH ADMINISTRATORS WERE TRAINED

	Elementary		Junior High		Senior High		City Supts.	
	No.	%	No.	%	No.	%	No.	%
Iowa State Teachers College	160	34.6	4	8.2	112	13.6	125	16.2
State University of Iowa	33	7.1	9	18.4	115	13.9	98	12.7
Iowa State College	5	1.1	2	4.1	79	9.6	63	8.2
Independent colleges of Iowa	181	39.1	19	38.8	406	49.2	97	50.4
Colleges in other states	83	18.0	15	30.6	113	13.7	87	12.6

389

METHODS, CONTENT, AND PRACTICE TEACHING

Of the rural teachers who have had training beyond high school graduation not more than one-fifth have had college courses in any of the elementary school subjects. The subjects most frequently taken are history, language and grammar, music, geography and civics. This does not include the one-third of the rural teachers who are graduates of a high school normal training course and whose high school course included a semester each of eight subjects taught in elementary schools. These normal training graduates have each had one year of methods of teaching, one semester of psychology, one semester of rural school management, and fifteen hours of practice teaching. One-fifth of the others have studied methods in arithmetic and a lower percentage have had similar courses in other subjects. Not more than seven per cent have had a practice teaching course in any subject during their college course.

Three-fifths of the city elementary teachers have had a college course in reading and literature, with other subjects showing a smaller percentage. About one-half of them have had a methods course in the same subjects, and one-third have had methods courses in arithmetic, language and grammar, and music. Less than forty per cent have had practice teaching in any one subject, and most of this was done in reading, arithmetic, and language.

Of the 607 junior high school teachers who name a major or minor, most of them name English, mathematics and history. These subjects also call for more teachers than any other subjects taught in junior high schools.

In the senior high school teachers the same subjects predominate in the training received in college. Of those who teach but one high school subject teachers of commercial subjects and mathematics have less semester hours of college training than teachers of other subjects. Of those who teach more than one subject, teachers of mathematics, commerce, physical education, and manual arts have the least training.

PREPARATION OF HIGH SCHOOL TEACHERS

More than one-third of the junior high school teachers are teaching exclusively the subject in which they majored in college, nearly one-fifth are teaching their major subject in combination with

other subjects, and more than one-fourth of them are not teaching either their major or minor subjects. About one-fourth of the senior high school teachers are teaching their major undergraduate subject exclusively, over one-third are teaching their major in combination with other subjects, and 13.5 per cent are teaching neither their major or minor.

PROFESSIONAL TRAINING OF PRINCIPALS AND SUPERINTENDENTS

Principals of elementary, junior high and senior high schools have, respectively, 19.5, 18.7 and 21.6 undergraduate hours of credit in education. Nine out of every ten elementary school principals have no graduate work in general education, while more than one-half of the junior high school principals and three-fourths of the senior high school principals have no general education courses beyond college graduation. Only five per cent of the elementary school principals, twenty-nine per cent of the junior high school principals, and fourteen per cent of the senior high school principals have had ~~no~~ graduate courses in administration. Less than one of every ten elementary school principals have had graduate courses in elementary supervision. Three-fifths of the junior high school principals and four-fifths of the senior high school principals have had no graduate credit in secondary supervision.

Of 915 school superintendents, the median semester hours of undergraduate work in education is 22.2. Five per cent report no undergraduate work in education. Thirty-six per cent of this same group have had no graduate work, while forty-three per cent have had more than twelve hours graduate credit. More than half have had no graduate work in administration. Nearly three-fifths have had no graduate work in secondary education or elementary supervision.

Eighteen county superintendents report graduate credit in administration, eleven in elementary supervision, nine in secondary supervision, and fourteen have graduate credit in general education.

INEXPERIENCED PERSONNEL

Two-thirds of the inexperienced teachers in rural schools were either graduates of a high school normal training course or attended a teachers' college for not more than twelve weeks above high school. One out of every seven has had at least two years of training in a college. Of the city elementary teachers without

previous experience, more than one-third have had at least two years of college work, and ninety-eight per cent of them have had more than one year of training beyond high school. Five out of every six beginning junior high school teachers have college degrees. In the senior high school about three-fourths of those who have not previously taught have degrees, and eight per cent of them have had not more than two years of training above high school. One-third of the inexperienced elementary school principals and four-fifths of the new senior high school principals have qualified for bachelor's, master's and doctor's degrees. Six per cent of the latter group have no more than two years of training beyond high school. All of the inexperienced superintendents had degrees.

IV—CERTIFICATION

The laws of Iowa and standards of the department of public instruction involve the type of certificates held by teachers in various kinds of positions. By statute the teacher of a rural school which qualifies for state aid must have a first grade uniform county certificate or its equivalent. Since July 4, 1913, county superintendents must have a state certificate or life diploma, although anyone now serving shall be deemed eligible to re-election.

Standards for approval of a school by the department of public instruction provide that elementary teachers in graded schools should have an Iowa state, first grade county or high school normal training certificate. Teachers of special subjects and high school teachers should possess an Iowa state certificate or a special certificate covering the subjects taught. For town and city superintendents the standard is a state certificate.

TABLE VI
CERTIFICATES HELD BY RURAL AND CITY ELEMENTARY
TEACHERS

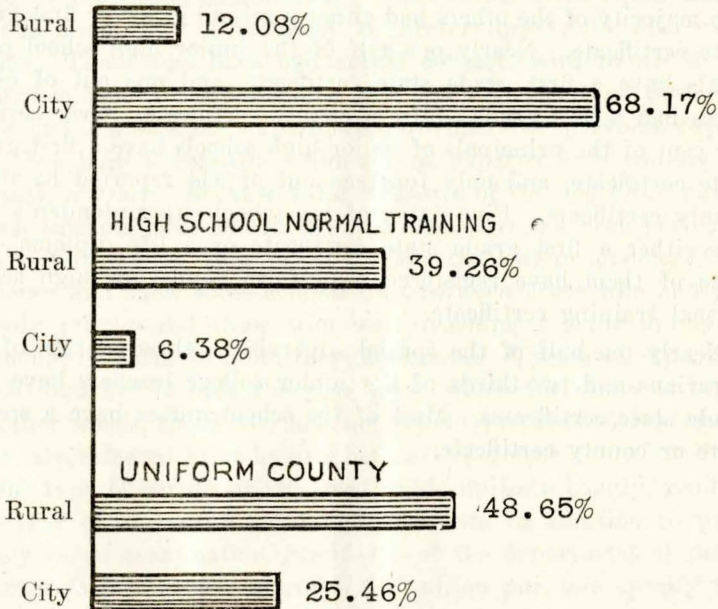
Certificates	RURAL		CITY	
	No.	% of Total	No.	% of Total
State	1112	12.08	5080	68.17
High School Normal Training...	3613	39.26	474	6.36
Uniform County	4477	48.65	1897	25.46
Total.....	9202	99.99	7451	99.99

ACCORDING TO TYPE OF POSITIONS

Fifty-four per cent of the teaching personnel of Iowa possess some form of state certificate, and twenty-nine per cent have county certificates, the balance being normal training high school certificates. One-fifth of the entire number had first grade state certificates, while nearly the same number had first grade uniform county certificates. One out of every six had a second grade state certificate, and one out of every nine had a third grade state certificate.

Nearly one-half of the rural teachers held county certificates. Thirty-nine per cent had high school normal training certificates and one out of eight had a state certificate. One-fourth of the city elementary teachers had uniform county certificates, ninety per cent of which were first grade. More than two-thirds of the total had state certificates, of which two out of every five were

CHART I
 CERTIFICATES HELD BY ELEMENTARY TEACHERS
 STATE



second grade, and one out of every six was third grade. But six per cent of the city elementary teachers had a normal training high school certificate.

Three-fourths of the junior high school teachers had state certificates, two out of every five had a first grade state certificate, and one out of six a second grade certificate. About one-fourth had county certificates, and one out of every five had either a first grade uniform county or a special county certificate. Ninety-three per cent of the senior high school teachers had state certificates, three out of every five of them being first grade state certificates. One-half of the others who had state certificates were of third grade rank, and one-fourth of second grade rank. Nearly five per cent of those teaching in senior high schools had a special county certificate.

Of the total number of classroom teachers, one-half have state

certificates, thirty-one per cent have county certificates, and nineteen per cent have high school normal training certificates.

Thirty-eight per cent of the elementary school principals have county certificates, nine-tenths of which were of first grade rank. The majority of the others had either a second grade or first grade state certificate. Nearly one-half of the junior high school principals have a first grade state certificate, and one out of every seven had a first grade uniform county certificate. Over seventy per cent of the principals of senior high schools have a first grade state certificate, and only fourteen out of 844 reported having a county certificate. Five-sixths of the school superintendents possess either a first grade state certificate or a life diploma, and none of them have registered a uniform county or high school normal training certificate.

Nearly one-half of the special supervisors, three-fourths of the librarians and two-thirds of the junior college teachers have first grade state certificates. Most of the school nurses have a special state or county certificate.

V—EXPERIENCE

Previous experience as an instructor will always be a prominent factor in the ability of a teacher. Other things being equal, boards of education show a tendency to prefer applicants with experience. Those who have had actual contacts with pupils in the classroom should be qualified to give better service than those who have had no teaching experience, provided the previous experience has been successful. Amount of experience is usually expressed in years. Because valid measures of the degree of success which teachers have had in the classroom have not been perfected, this section merely aims to set out the facts as to amount of experience and show some comparisons between those who had previously taught and those who were teaching for the first year. It should be borne in mind that the number of years of experience given does not include the year upon which the study is based. In other words, those who had not taught previous to September, 1928, are referred to as having had no experience.

One type of certificate, the first grade uniform county, requires one year of successful teaching experience in addition to proficiency in an examination. Standards of the department of public instruction for schools approved for tuition purposes specify that the superintendent should have two years of successful experience. If his school be approved for normal training aid, he should have three years of experience. The normal training critic teacher is required to have five years' teaching experience, two of which shall have been in rural schools. Grade teachers who have not had two years of training beyond high school are expected to have two years of experience, or two years of combined training and experience. In schools maintaining a high school normal training course, teachers of elementary grades should have one year of experience or practice teaching. By statute, the county superintendent is required to have five years of experience in teaching or superintending.

TABLE VII
MEDIAN YEARS OF TEACHING EXPERIENCE

Rural teachers	2 years
City elementary teachers	6 years
Junior high school teachers	10 years
Senior high school teachers	3 years
Public junior college teachers.....	4 years

ACCORDING TO TYPES OF POSITIONS

About one out of every six involved in this study possessed no experience previous to the year studied. Thirty-nine per cent had no more than two years of teaching experience and sixty-three per cent had taught not more than five years. Of the four groups of classroom teachers seventeen per cent had not taught before, thirteen per cent had taught but one year, twelve per cent but two years, and two-thirds had not taught more than five years.

The largest percentage of inexperienced teachers is found in rural schools, where one out of every four has not taught previously. In city elementary schools the percentage of inexperienced teachers is but 7.7. Less than half of the rural teachers have taught more than two years, while three-fourths of the town and city teachers meet this qualification. Teachers in junior high schools, a total of 750, have by far the most experience, more than one-half of them having taught ten years or more. But one out of every three have five years or less experience. Teachers in senior high schools have far less experience than those in junior high schools and, next to rural teachers, have taught the least, since slightly more than two-fifths of them have taught not over two years. Eighteen per cent of this group are without previous teaching.

Teachers of the first, second, seventh and eighth grades in town and city elementary schools have had slightly more experience than those teaching the intermediate grades or kindergarten. Those who teach a combination of grades, of which there were about 2,700, have taught less than those teaching single grades or departmental work. Junior high school teachers have taught almost twice as long as city elementary teachers, three times as long as senior high school teachers, and have had five times the experience of rural teachers. Of senior high school teachers without experience, the largest proportions were in music, physical education, social studies, home economics and science.

Principals of elementary and secondary schools show considerable difference between groups as to the amount of experience. The percentage of senior high school principals without experience is thirteen, more than three times that of those in charge of junior high schools, whereas but 1.6 per cent of the elementary school

principals had not taught previously. One-fourth of the senior high principals had not taught more than one year, and more than half of them had no more than three years of experience. Twelve of every thirteen junior high principals had more than three years of experience, and more than one-half possessed sixteen years of experience or more. Almost three of every five elementary school principals have more than fifteen years of experience.

Superintendents of town and city schools have a median experience of nine years. Less than one per cent are inexperienced, four-fifths of them have had five years or more experience, and forty per cent have been in school work more than ten years. County superintendents have a median experience of sixteen years, and nearly three-fourths of them have held school positions for more than fifteen years. Nearly one-half of the deputy county superintendents have had more than ten years of experience.

Referring to four miscellaneous groups, the median experience for special supervisors is fifteen years, school nurses seven years, and librarians ten years, while for teachers in public junior colleges it is four years.

PREVIOUS EXPERIENCE OF ADMINISTRATORS

More than one-half of the principals and assistant principals of senior high schools have been high school teachers, one-fifth of them have taught in elementary schools, and nearly six per cent have been school superintendents at some time in their professional careers. One-half of the junior high school principals have been elementary school principals, and nearly half of them have been high school teachers. Thirty-six per cent have been high school principals, and twenty-three per cent formerly were superintendents. Slightly more than half of the principals of elementary schools have taught in the elementary grades, while one of every ten has been either a high school principal or a superintendent of schools at some time.

The amount of experience of all those employed in towns or cities varies directly with the population of the town or city, the smaller schools having teachers and principals with less experience.

HIGH SCHOOL TEACHING COMBINATIONS

In most, if not all senior high schools, instructors teach in more than one subject matter field. Many of them may be teaching but

one subject while others work in two or more fields. English is taught exclusively by 363 teachers, more than those teaching any other one subject. Next in order are commerce, social studies, mathematics, history, music, science, and home economics.

Turning to those who teach more than one subject, we find the following combinations most frequent, in the order named: history and political science; social science and English; physical education and science; social science and science; physical education and social science; home economics and science; history and English; foreign language and English; mathematics and science; home economics and social science; social science and commerce; latin and English; economics and social science; physical education and history.

.TEACHING BY PRINCIPALS AND SUPERINTENDENTS

Principals and assistant principals of senior and regular high schools, particularly in the smaller schools, do classroom teaching. The subjects most frequently taught are English, social studies, mathematics and science. The number of classes taught varies with the size of the city and the school. For example, those in towns of from 500 to 999 population teach a median number of 4.8 classes, and for those in cities of from 3,000 to 3,999 the median number of classes taught is 2.9. The median number of classes taught by all senior high school principals and their assistants is 4.7. Subjects most frequently taught by those in charge of junior high schools are mathematics, foreign languages and social studies. The amount of time devoted by high school principals to teaching and study hall is to a considerable degree determined by the size of the school.

One hundred sixty-one (161) of 588 elementary school principals teach but one grade in addition to their administrative duties. Forty-seven of them teach the sixth grade, 26 the first, and 21 the eighth grade, while the remainder are rather evenly divided among the balance of the first eight grades.

Science, mathematics and social studies are the subjects generally taught by superintendents. In towns of 500 or less most of them teach three or four classes. More than eighty per cent of those in towns of from 500 to 999 population teach two, three or four classes. Thirteen superintendents do no teaching, while 53 teach six or more classes, this latter group being in towns with less than 1,000 population.

VI—TENURE

This term refers to the number of years a teacher has held the same position in the same school previous to September, 1928.

Boards of education may, when employing teachers and superintendents, by law contract with them for a term not exceeding the ensuing school year. After having served seven months, a superintendent may be employed for not to exceed a three-year term. Friends of education will at once recognize the desirability of retaining good teachers in a school for more than one year, and that a change of teachers every year does not tend to raise the standards of a school.

Taken as an entire group, more than forty per cent of the teaching personnel of Iowa were new to their positions in 1928-1929. Fifteen per cent had but one year of tenure, and eighty-five per cent remained five years or less. But one out of every sixteen stayed for more than ten years. Of the four groups of classroom teachers, forty-two per cent were new to their positions, sixteen per cent had been in them one year, and but thirty per cent had a tenure of more than two years. Less than fifteen per cent had been in their positions more than five years.

BY TYPES OF POSITIONS

More than fifty-five per cent of the rural school teachers of Iowa were new to their positions. Sixteen per cent were teaching the second year in the same school and less than one out of five kept the same position for more than two years. The group of city elementary teachers has a somewhat higher tenure since but thirty per cent were new to their positions, fifteen per cent were teaching the second year, over one-third kept the same positions for more than three years, and nearly one-fourth remained in the same school for over five years. Their median tenure is two years.

TABLE VIII
MEDIAN TENURE OF TEACHERS

Rural	0 years
City elementary	2 years
Junior high school	3 years
Senior high school	1 year
Public junior college	0 years

The junior high school teachers are a more permanent group than either of the elementary groups, with a median tenure of three years. But one-fourth were in their positions for the first year, two-thirds of them had been in their present positions for two years or more, and one-third of them were in the same positions for more than five years. Senior high school teachers are, next to the rural teachers, the most mobile group. Practically forty per cent of them were new to their positions, while less than thirty per cent had been in the same positions more than two years. About one out of every eight had been in the same position for more than five years. More than one-half of the public junior college teachers were new to their positions, over one-fourth had been there but one year previously, while less than ten per cent had been in their present positions more than two years.

Principals of elementary schools have a median tenure of six years, although seventeen per cent of them were new to their positions. More than one-third of them had been in their positions for eleven years or more, and nearly one-fourth for sixteen years or more. Junior high school principals have a median tenure of four years. Slightly more than one-tenth were new to their positions while less than two-fifths were in the same position for over five years. The tenure of senior high school principals is as low as that of teachers in the same schools. Nearly forty per cent were new to their positions, and nearly three-fourths of them had been in their present positions not more than two years. But ten per cent of them had a tenure of more than five years.

One-fifth of the superintendents of schools were new to their positions, fifteen per cent had been there one year previously, and but one-third had been in their present positions more than three years. The median tenure for this group is two years. The median tenure of county superintendents is seven years, with the years of tenure piled up at three-year intervals, which would naturally appear, since they are all chosen at the same time for a three-year period. One-sixth of the deputy county superintendents were new, and sixty per cent of them had been in their present positions more than two years.

The median tenure of special supervisors was four years, while thirteen per cent were new to their positions, and one-third of them had been in their positions less than four years. One-fourth of

the librarians and school nurses were new to their positions, although the median tenure of the former was two years and the latter four years. Fifty-three per cent of the nurses had been in their positions more than three years, while one-third of the librarians had an equal amount of tenure.

TABLE IX

MEDIAN TENURE OF ADMINISTRATIVE PERSONNEL

Elementary school principal	6 years
Junior high school principal	4 years
Senior high school principal	1 year
City superintendent	2 years
County superintendent	7 years

VII—SALARIES

Probably no item in school management provokes more interest and discussion than teachers' salaries. And undoubtedly no other item will be more frequently thought of in connection with the other sections of this bulletin.

The salary of the teacher is quoted in contracts on a monthly basis. In most districts this is based on the actual months of school held, while in some this amount is pro-rated among the twelve months of the calendar year. In view of this, the following data are expressed in terms of annual, and not monthly, salary.

LEGAL PROVISIONS

A teacher cannot receive salary without a teaching certificate, which must be registered with the county superintendent of the county in which the school is located. In Iowa the minimum wage for a teacher who has completed an approved four-year college course, received a degree, and holds a state certificate or state diploma, is \$100 per month, and after two years of successful experience in public schools, \$120 per month. One who has completed a two-year course in a state normal school or other approved school, and holds a state certificate, receives a minimum of \$80 per month, and with two years of successful experience, \$100 a month. Graduates of high school normal training courses receive a minimum of \$65 per month. Teachers possessing a first grade uniform county certificate, or the graduate of a high school normal training course with one year of experience, receives a minimum of \$75 per month, and with two years of experience \$80 per month. Possessors of second grade uniform county certificates are paid a minimum of \$60 per month until they have one year of successful experience, when the salary is \$65 or more. Those with third grade uniform county certificates receive a minimum of \$50 per month.

TABLE X
MEDIAN SALARIES OF TEACHERS

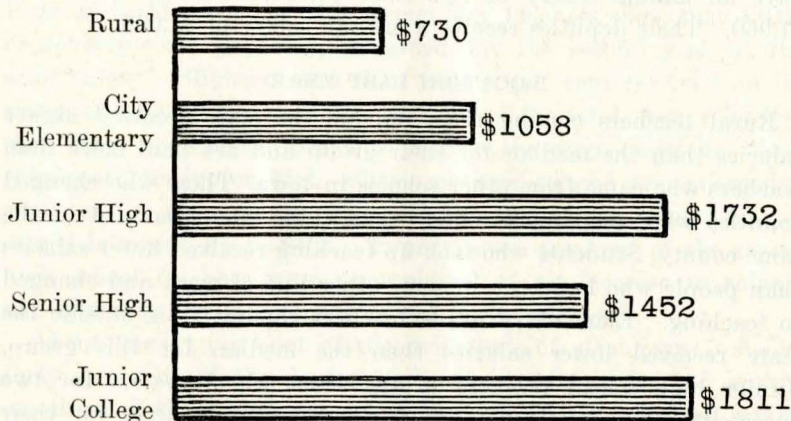
	Q ₁	Median	Q ₃
Rural	\$ 641	\$ 730	\$ 812
City elementary	949	1058	1243
Junior high school	1507	1732	2012
Senior high school.....	1333	1452	1666
Public junior college.....		1811	

Q₁ (25th percentile) indicates the point below which 25 per cent of the salaries are found to be, and Q₃ (75th percentile) the point above which

25 per cent are found. It will be noted that one-half of the salaries are consequently between Q_1 and Q_3 .

As the accompanying table indicates, the median salary received by the teachers in the rural schools is \$730 per year, while teachers of the elementary grades in town and city schools have a median salary of \$1,058. One-half of the rural teachers receive a salary between \$641 and \$812, while the middle fifty per cent of the town and city teachers receive from \$949 to \$1,243. Less than one per cent of the rural teachers received a salary of \$1,000 or more, while a salary of more than \$2,000 was paid to one and one-half per cent of the teachers of elementary grades in town and city schools.

CHART II
MEDIAN SALARIES OF CLASSROOM TEACHERS



As a group, junior high school teachers receive better salaries than senior high school teachers. This is perhaps due to the fact that most of the junior high schools are located in the larger cities, while the senior high schools are distributed over the entire state with the majority of them in smaller communities. The median salary of junior high school teachers listed in this study is \$1,732, and one-half of them receive a salary between \$1,507 and \$2,012. As a group, senior high school teachers receive \$1,452, one-fourth of them receive less than \$1,333, and the salary of the upper one-fourth exceeds \$1,666. Junior college teachers have a median salary of \$1,811.

One-half of the elementary school principals receive a salary between \$1,246 and \$1,941, with the median for the group \$1,469. One hundred thirty of them received an annual salary of over \$2,000. The median salary of fifty-five junior high school principals was \$2,263, with the middle fifty per cent receiving from \$1,595 to \$3,020. For the considerably larger group of senior high school principals the median salary is \$1,479, with one-half of them receiving a salary between \$1,372 and \$1,689. Twenty-five of them receive a salary of over \$3,000, while 112 receive a salary in excess of \$2,000.

For school superintendents the median salary is \$2,331, with about two hundred of them receiving a salary below \$2,000. One hundred thirty-one school superintendents receive a salary of \$3,000 or more. More than one-half of the county superintendents have an annual salary of less than \$2,000, with the median at \$1,960. Their deputies receive a median salary of \$1,066.

LOCATION LAST YEAR

Rural teachers coming from outside the state received higher salaries than the median for their group and are paid more than teachers who came from other schools in Iowa. Those who changed counties were paid more money than those who remained in the same county. Students who took up teaching received lower salaries than people who had been in some other line of work and changed to teaching. Elementary grade teachers coming from outside the state received lower salaries than the median for this group. Junior high school teachers in the same school system for two successive years received more salary than the median for their number, while those coming from other systems were paid considerably less than the median. Former students who began teaching in junior high schools received a median salary of \$400 less than that of the entire group. In general, senior high school teachers who changed locations received lower salaries than those retained in school systems, although the median salaries for senior high school teachers changing positions were lower than instructors in junior high schools who shifted positions.

Superintendents who were in the same position for two successive years or more (nearly three-fourths of the total), received a median salary larger than the median for their entire group. Those transferred from one county to another were paid more

than those coming from other schools in the same county, from outside the state, or from other lines of work.

TABLE XI
MEDIAN SALARIES OF ADMINISTRATIVE PERSONNEL

Elementary school principals	\$1469
Junior high school principals	2263
Senior high school principals	1479
City superintendents	2331
County superintendents	1960

TENURE

About sixty per cent of the rural teachers retaining their positions for the second year received the same salary, more than one-third received an increase of from \$50 to \$300, while about four per cent received a lower salary than they had the previous year. Data on 5,111 town and city elementary teachers show that 4,012, or seventy-eight per cent, remained for the second year at the same salary. Slightly more than twenty per cent received an increase and 35, or less than one per cent of the total, were paid less than they received the previous year in the same position. Two-thirds of the junior high school teachers taught two successive years at the same salary while all but two of the remainder received increases up to \$400. Twenty-seven per cent of the senior high school teachers were re-employed at an increase in salary, and less than one per cent received lower salaries.

About twenty per cent of the principals of elementary schools, forty per cent of the junior high school principals, and nearly one-third of those in charge of senior high schools, received salary increases. But seven out of these combined groups received a lower salary in 1928-29 than the previous year.

Three-fifths of the superintendents of town and city schools received the same salary for the two successive years. Twenty per cent of the total received increases of \$100 or less, and slightly over one per cent had their annual salary lowered. Of 86 county superintendents who supplied data on this item, 81 received the same salary during both years.

Of the senior high school teachers who had been in their present positions during the previous year, 38.4 per cent were retained at a salary increase, while but 22.9 per cent of the women received a raise in salary.

ACCORDING TO TRAINING

Especially in the instance of teachers without experience, median salaries tend to increase with the amount of training. The median salary of beginning elementary teachers who have had from two to four years of training above high school is from \$160 per year (rural teachers) to \$260 per year (town and city teachers), higher than that of those who are normal training high school graduates. Experienced teachers who have had a greater amount of training tend to receive somewhat larger salaries than those with little training, but the differences in salaries are not as marked as for those who are inexperienced. The same statements in general apply to teachers in junior and senior high schools, although the differences in salary between those with a smaller amount of training and the maximum amount are somewhat larger than for elementary teachers.

Principals and superintendents with a greater amount of training are also rewarded with better salaries. Those with the most training receive a median salary of from \$800 to \$1,800 in advance of those with little training.

EFFECT OF EXPERIENCE

Do experienced teachers receive better salaries than those without experience? The data show that they do in all types of positions with the exception of junior high school teachers, where 83 teachers without experience receive a salary larger than the median for all teachers in such schools. If this inexperienced group were removed from the frequency distribution covering this point, the medians would show a direct relation between increased experience and salary.

SIZE OF CITY

Without exception the median salaries of teachers, principals and superintendents increase with the population of the town or city.

VIII—MIGRATION

It is of interest to observe to what extent home teachers are employed by the various types of schools in Iowa. This section aims to set up available information on this and related points.

HOME LOCATION

As is more or less generally known, teachers of rural schools are located near their homes. Nearly eighty per cent of the rural teachers of Iowa are teaching in the same county as their homes are located. Forty-one per cent of the city elementary teachers are teaching in their home counties, while twenty-six per cent of this group teach in their home city. Thirty per cent of the teachers in junior high schools teach in their home counties, whereas but seventeen per cent of the senior high school teachers work in the same county as their homes. Twenty-six per cent of the teachers in junior high schools, and eighteen per cent of the senior high school teachers come from outside the state.

Less than ten per cent of the senior high school principals come from homes in the same city in which they are teaching. Over twenty per cent of the junior high school principals and one-third of the elementary school principals are teaching in their home cities. One-third of the junior high school principals come from outside the state of Iowa, while one of every eight elementary school principals, and nearly one of every six senior high school principals come from homes outside the state.

EARLY ENVIRONMENT

It is significant to note that more than seventy-five per cent of our rural teachers spent their early lives on farms, and sixteen per cent in towns of less than 2,000 population. Less than two per cent come from our larger cities. Nearly three-fourths of those teaching the elementary grades in town and city schools, two-thirds of the senior high school teachers, and one-half of the junior high school teachers have come from what may be termed as a rural environment. The number of principals coming from rural territory varies from fifty-six per cent of the elementary principals to eighty-one per cent of those in charge of senior high schools. Eighty-five per cent of the superintendents were raised in the open country or in towns of less than 2,000 people.

IX—AGE

One must have reached his eighteenth birthday before qualifying for a teaching certificate. It will be of interest to observe to what extent teachers of various ages are employed in different types of positions and communities.

TABLE XII
MEDIAN AGE OF CLASSROOM TEACHERS

Rural	22.4 years
City elementary	26.9 years
Junior high	33.1 years
Senior high	26.8 years
Public junior college	28.9 years

FOR TYPES OF POSITIONS

The median age of those who taught the elementary grades in rural schools was 22.4 years, while those teaching similar work in town and city graded schools was 26.9 years. Thirteen per cent of the rural teachers were less than twenty years old, forty-three per cent were less than twenty-two years of age, and ninety per cent were not over thirty years of age. For the group teaching the city elementary schools, less than one per cent are under twenty, one-third are under twenty-five, and sixty-five per cent are not over thirty years of age. Seven hundred thirty-five of them are more than forty-five years of age, and 86 are over sixty years old.

For the group teaching junior high schools the median age is 33.1 years. Less than one-half of one per cent are under twenty-two years of age, three-fourths are twenty-eight years of age or over, and one-half are more than thirty-four years of age. One hundred one are over fifty years of age. The median age for senior high school teachers is 26.8 years. Nearly five per cent are under twenty-two years of age, nearly one-third are under twenty-five, and less than one-fourth are thirty-four years of age or older. For 86 public junior college teachers the median age is 28.9 years.

The median age for principals of regular and senior high schools is the lowest for that of the three groups of principals, their median age being 27.6 years. For junior high school principals the median is 40.6 years, while the elementary school principals have a median

age of 42.9 years. One hundred seventy-three, or nearly thirty per cent of the latter group are over fifty years of age. It is interesting to note that ninety per cent of the senior high school principals are not more than forty years of age, while nearly one-half of the junior high school principals are over forty years old.

The median age for school superintendents is thirty-four years. Two per cent of them are under twenty-five years of age, three out of every ten are not over thirty, and less than one-fourth of them are over forty years old. Thinking of the superintendents with reference to the size of city in which they work, the median age tends to increase as the size of the city increases.

Twenty-three special supervisors and forty-eight librarians have a median age of 35.8 years. For sixty school nurses data show the median age to be 39.5 years.

SIZE OF CITY

The larger the city the older are the teachers. The data show this to be true for elementary junior high and senior high teachers. Principals of senior high schools and elementary schools also conform to this general statement. Junior high school principals do not follow this tendency, as the median age for those employed in cities with a population of from 500 to 999 is 27.5 years, while those working in towns of from 1,000 to 1,499 population have a median age of 55.5 years. Those having a population between 1,500 and 2,000 employ junior high school principals with a median age of 26 years. The median age of school superintendents tends to increase regularly as the size of the city in which they are in, increases.



X—SEX AND MARITAL

Classifying the total teaching personnel by sexes, eighty-seven per cent are women. The percentage varies somewhat according to the type of position. Ninety-eight per cent of those teaching the elementary grades in towns and cities, and ninety-six per cent of those in rural schools, are women. Four of every five junior high school teachers, and three of every four senior high school teachers are women.

Turning to the administrative positions, the proportion of women is smaller than that of the classroom teachers. While eighty-four per cent of the elementary principals are women, the junior high school principals are forty-seven per cent feminine, as are fifty-two per cent of those in charge of senior high schools. But three per cent of the superintendents are women.

One of each twelve women employed is married and slightly less than three per cent are either widowed or divorced. Ten per cent of the women teaching rural schools are married, being three per cent more than that of the city elementary schools. Four per cent of the women teaching in junior or senior high schools are married. Of every sixteen women in charge of elementary schools, one is married, and more than one-seventh of the senior high school principals are married. Nearly one-third of the women occupying positions as superintendents are married.

The percentage of men teachers in senior high schools is largest in the fields of manual arts (98.2 per cent), science, (50.5 per cent), and physical education (48.6 per cent), and lowest in home economics (.4 per cent), foreign languages (4.3 per cent), education (6.4 per cent), and English (6.5 per cent).

Senior high school teachers who are men receive a median annual salary of \$1,755.80, while for women it is \$1,421.10. For the combined group it is \$1,453.70.