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A HISTORY OF THE SOCIO-ECONOMIC STATUS OF
THE PUBLIC SCHOOL TEACHER OF NORTHAMPTON
COUNTY, 1930-1960.**

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A HISTORY OF THE SOCIO-ECONOMIC STATUS
OF THE PUBLIC SCHOOL TEACHER
OF NORTHAMPTON COUNTY
1930-1960

by
Edward Tracy

A DISSERTATION
Presented to the Graduate Faculty
of Lehigh University
In Candidacy for the Degree of
Doctor of Philosophy
in History

Lehigh University

1966

Approved and recommended for acceptance as a dissertation
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of Philosophy.

May 27, 1966
(date)

W. H. G. ...
(Professor in charge)

Accepted, May 27, 1966
(date)

Special Committee directing
the doctoral work of Mr. Edward
Tracy:

John Cary
(Chairman)

George W. Kute

Harold P. Thomas

Ross J. Truelson

PREFACE

The subject of teachers' salaries has received much publicity throughout the country in recent years. The current agitation about these salaries and the welfare of teachers in general has led, in some instances, to substantial changes in relations among school boards, teachers, and administrators; in other cases, to a review of these relationships; and in still others, to a strained atmosphere of mistrust and suspicion. Many of the school boards in Northampton County face changes in these relationships today.

The history of the socio-economic status of the public school teacher in Northampton County can contribute materially to an understanding of these changes because school board-teacher-administration relationships have been affected substantially by the elements central to this study. A historical approach to these topics, that is, an accumulation and analysis of information about the socio-economic status of the public school teacher¹ as it existed in the recent past, should lead to a better understanding of the present² and thus contribute to better solutions of present day problems.

The principal purpose of this study is to determine the extent and direction of change in the socio-economic status of the public school teacher in Northampton County during the years 1930 to 1960 as revealed

¹Deobald B. Van Dalen, Understanding Educational Research: An Introduction (New York, 1962), p. 160; also Louis Gottschalk, ed. Generalization in the Writing of History (Chicago, 1963), pp. V, VI; and Philip D. Jordan, The Nature and Practise of State and Local History (Washington, D. C., 1958), p. VII.

²Merle L. Borrowman, "History of Education," Encyclopedia of Educational Research (3rd ed.; New York, 1960), p. 665.

through an examination of school boards' minutes and the superintendents' reports submitted annually to the State Department of Public Instruction in Harrisburg. A questionnaire³ distributed to all teachers presently employed in the school districts of the County, furnished the data for several important observations. In addition, information was gathered on the following subjects to ascertain their affect on the socio-economic status of the public school teacher:

1. The characteristics of teachers in Northampton County; age, sex, educational background, etc.
2. The Great Depression of the 1930's.
3. The years of World War II.

Primary sources examined in this project included:

1. The official minutes of eight school districts for the period 1930 to 1960. The minutes of six consolidated systems (jointures, mergers, or unions) were read from the time of their establishment to, and including, the year 1960.
2. Official reports of the school districts, particularly the Annual Superintendent's Report and the annual Auditor's Report.
3. Daily and weekly newspapers published or read in the County.
4. The official minutes of local teachers' organizations.
5. The official minutes of some committees and of the executive council meetings of the Pennsylvania State Education Association.
6. Official records of Northampton County.

Secondary sources included public documents as published by governmental departments; e.g., departments of Public Instruction, Internal Affairs, Labor and Industry, and Agriculture of the Commonwealth of Pennsylvania. Some publications of the County and local municipalities were read and planning commissions at the state and local level were checked for information. Organizations such as the League of Women Voters, the Pennsylvania Economy League, Women's Clubs, state and local chapters of the National Congress of Parents and Teachers, local

³See Appendix III, p. 280.

branches of the Chamber of Commerce and other such community and state groups were contacted. Finally, a few interviews were conducted for the purpose of clarifying some particular aspect of the study when it was not possible to obtain clarification in another manner.

In this study economic status means the economic conditions or the state of the economic affairs of the public school teacher in Northampton County. Specifically, it is defined to include not only the salaries received by the members of the professional staff but also certain so-called "fringe benefits" such as retirement and sick leave allowances; working conditions such as teacher certification; and several other factors including the extent of indebtedness of a teacher and the possession of material goods. The public school teacher's standing, position, or rank in relation to other groups of workers or professional people is not directly involved.

Social status is interpreted to mean a community's attitude toward the teachers as revealed: (1) By the actions of the school board; and (2) By the replies received from the questionnaire mentioned above. The teachers' attitudes toward their own jobs, their professional organizations and each other were evaluated for any affect on their social status.

The dissertation begins with a brief description of the physical, demographic and economic characteristics of Northampton County and is followed by an explanation of those aspects of the Pennsylvania school law, school district organization, internal structure and operating procedures of local school boards which are necessary background to an understanding of the subject of this paper. Since school boards devoted more time to salaries than to any other aspect of the socio-economic status of the teacher, the major portion of this study deals with that

subject. The paper concludes with a discussion of some other facets of the teacher's economic status (such as tenure and retirement), a chapter on the social status of the teacher from 1930-1960, and finally, a presentation of conclusions and recommendations.

This study is the first ever made of the socio-economic status of the public school teacher in Northampton County. Though the National Education Association studied numerous phases of this topic, their published material either applied to all of the United States, made comparisons between sections of the country or between states, or dealt with a state as a whole. No published material of the National Education Association was found that treated the subject on a county basis exclusively.

Little work has been done on the socio-economic status of the public school teacher in Pennsylvania. Although the Pennsylvania State Education Association, the professional organization representing the teachers' interests, printed and distributed salary schedules, made studies of salary trends, planned and supported legislation for teachers' salaries and other phases of teachers' welfare, the Association published no material pertaining to the subject of this thesis. Schools of education and departments of history in the universities located in Pennsylvania neglected the topic almost entirely and no doctoral dissertation has been written on the subject since 1953.

This dissertation, since it is the first examination of the socio-economic conditions of the public school teacher in Northampton County, treats the subject by accumulating material from the sources previously described and presenting it in an organized manner. These accumulated facts raise certain questions which are not intended to be answered in full in this general survey but rather are topics which

should be considered by future studies. Also, though it is recognized the conclusions reached in this thesis must suffer from the limitation of studies of contemporary history (e.g., lack of historical perspective), it is believed the accumulation and presentation of facts on the socio-economic status of the teachers of Northampton County will help teachers, administrators and school boards resolve some of today's problems and plan more intelligently for the future.

Those who aided in the compilation of the data are so numerous it is impossible to identify them individually. Professors, administrators, teachers, librarians, business executives, state and local governmental officials, clerks and secretaries all made contributions. Since this thesis is the first to treat this subject in Northampton County, some of the primary sources have been annotated so that others who may wish to use some or all of the same sources, will have prior knowledge of their location, condition of material, etc. In these instances, archives, depositories, and knowledgeable persons are listed in the bibliography by name.

There is, of course, one person who deserves special mention: my wife, Patti Atwood Tracy. Without her encouragement, understanding, and assistance this dissertation would not have been completed.

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AN ABSTRACT

of

A DISSERTATION

A HISTORY OF THE SOCIO-ECONOMIC STATUS

OF THE PUBLIC SCHOOL TEACHER

OF NORTHAMPTON COUNTY

1930-1960

by

Edward Tracy

The central purpose of this thesis was to determine the extent and direction of change in the socio-economic status of the public school teacher in Northampton County during the years 1930 to 1960 as revealed through an examination of school boards' minutes and reports of superintendents submitted annually to the State Department of Public Instruction. A questionnaire, distributed to all teachers presently employed in the school districts of the County, furnished data for several important additional observations.

In this study economic status meant the economic conditions or the state of the economic affairs of the public school teacher. Specifically, economic status was defined to include not only salaries but also certain so-called "fringe benefits" such as retirement and sick leave allowances; working conditions such as teacher certification; and several other factors including the extent of indebtedness of a teacher

and his possession of material goods. The public school teacher's standing, position or rank in relation to other groups of workers or professional people was not directly involved.

Social status was interpreted to mean a community's attitude toward the teachers as revealed: (1) By the actions of the school board; and (2) by the replies from the questionnaire. In addition, the esteem the teachers placed on their own profession and their contemporaries was evaluated.

The Superintendents' Annual Reports for the school districts of the County are included in the appendix. These reports supplied most of the data pertaining to the changes in teachers' salaries at the local level and furnished much data about the teachers' educational backgrounds and certification qualifications as well as such information as the years of teaching experience and the sex of the teacher.

The examination of the boards' minutes showed clearly that school boards and superintendents in this thirty-year period never dealt with the subject of the teachers' economic status as a whole but only with its component parts such as salaries, retirement and sick leave. These topics were almost always examined from the point of view of their cost to the district. The need for research and long range planning or analysis of the economic status of the teachers apparently never occurred to the boards and to their superintendents.

The social status of the teachers received even less attention from the school boards of the County. Their policies regarding the employment of teachers, their attitude toward teachers' retirement, and sick leave provisions demonstrated that school boards did not particularly regard teachers as important personages.

The replies from the questionnaire indicated that many teachers

considered their economic status as substandard but that improvements in their social status began in the nineteen fifties. The usual patterns of "moonlighting" were verified and the replies revealed that the married male teachers experienced the greatest difficulty in maintaining a reasonable standard of living. It would seem that more study is needed to determine the soundness of the so-called "single-salary" schedule.

CHAPTER I

THE PLACE: NORTHAMPTON COUNTY

The public schools are an integral part of the socio-economic structure of any community. Thus, for the purposes of this study, it is helpful to know the types of industries and businesses in Northampton County, its major geographic features and the ethnic composition of the population.

Geographically, Northampton County is located in the eastern part of the Commonwealth of Pennsylvania and is almost at the mid-point of the Commonwealth in the tier of counties that make up the State's eastern border.¹ The County covers an area of 374 square miles, beginning in the north at the Kittatinny or Blue Ridge mountains (sometimes called simply the Blue mountains) and extending southward through the South mountains to Bucks County. The eastern boundary of Northampton County is the Delaware River; the western is Lehigh County.²

Northampton's principal physical features, and those which most influenced its economic development, are the slate region which extends in a belt across the northern section of the County and which runs more or less parallel to the Kittatinny mountains;³ and a limestone valley, located just to the south of the slate region, which not only contains fertile land for farming but is also a rich source of cement.⁴ The County is situated approximately a hundred miles from New York City and its southern boundary is less than sixty miles from Philadelphia. This

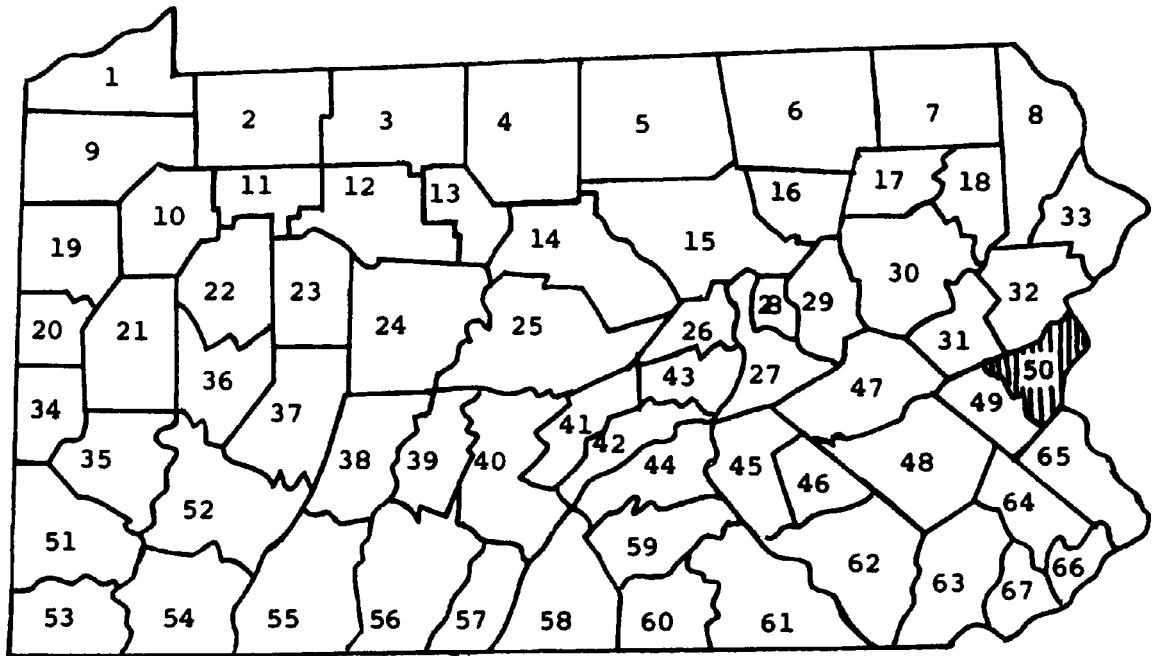
¹See map 1, p. 5. Maps by Joseph C. D'Amelio, Supervisor of Art, Easton Area Joint School System.

²See map 2, p. 7.

³Benjamin LeRoy Miller, Donald McCoy Fraser, and Ralph LeRoy Miller, Northampton County, Pennsylvania: Geology and Geography (Harrisburg, 1939), p. 119.

⁴League of Women Voters, Know Your County: A Survey of Northampton County (Easton, 1962), p. 4.

COUNTIES OF PENNSYLVANIA



- | | | |
|----------------|--------------------|------------------|
| 1. Erie | 23. Jefferson | 45. Dauphin |
| 2. Warren | 24. Clearfield | 46. Lebanon |
| 3. McKean | 25. Centre | 47. Schuylkill |
| 4. Potter | 26. Union | 48. Berks |
| 5. Tioga | 27. Northumberland | 49. Lehigh |
| 6. Bradford | 28. Montour | 50. Northampton |
| 7. Susquehanna | 29. Columbia | 51. Washington |
| 8. Wayne | 30. Luzerne | 52. Westmoreland |
| 9. Crawford | 31. Carbon | 53. Greene |
| 10. Venango | 32. Monroe | 54. Fayette |
| 11. Forest | 33. Pike | 55. Somerset |
| 12. Elk | 34. Beaver | 56. Bedford |
| 13. Cameron | 35. Allegheny | 57. Fulton |
| 14. Clinton | 36. Armstrong | 58. Franklin |
| 15. Lycoming | 37. Indiana | 59. Cumberland |
| 16. Sullivan | 38. Cambria | 60. Adams |
| 17. Wyoming | 39. Blair | 61. York |
| 18. Lackawanna | 40. Huntington | 62. Lancaster |
| 19. Mercer | 41. Mifflin | 63. Chester |
| 20. Lawrence | 42. Juniata | 64. Montgomery |
| 21. Butler | 43. Snyder | 65. Bucks |
| 22. Clarion | 44. Perry | 66. Philadelphia |
| | | 67. Delaware |

close proximity to two of the largest cities in the United States influenced the economic development of the County.⁵

Northampton was one of the earliest counties established in Pennsylvania. First settled in 1728, it received county status in 1752.⁶ The majority of the early settlers were Germans who became identified as the Pennsylvania Dutch. The only other group who migrated to the County in large numbers in the early days of its history were the Scotch-Irish. In 1790, the German element accounted for at least sixty percent of the population and the Scotch-Irish about twenty-two with the remaining eighteen percent divided among many different nationalities.⁷ Years later, however, peoples from many other nations moved into the County attracted primarily by the slate, cement, and steel industries that developed in the latter part of the nineteenth and early part of the twentieth centuries.⁸

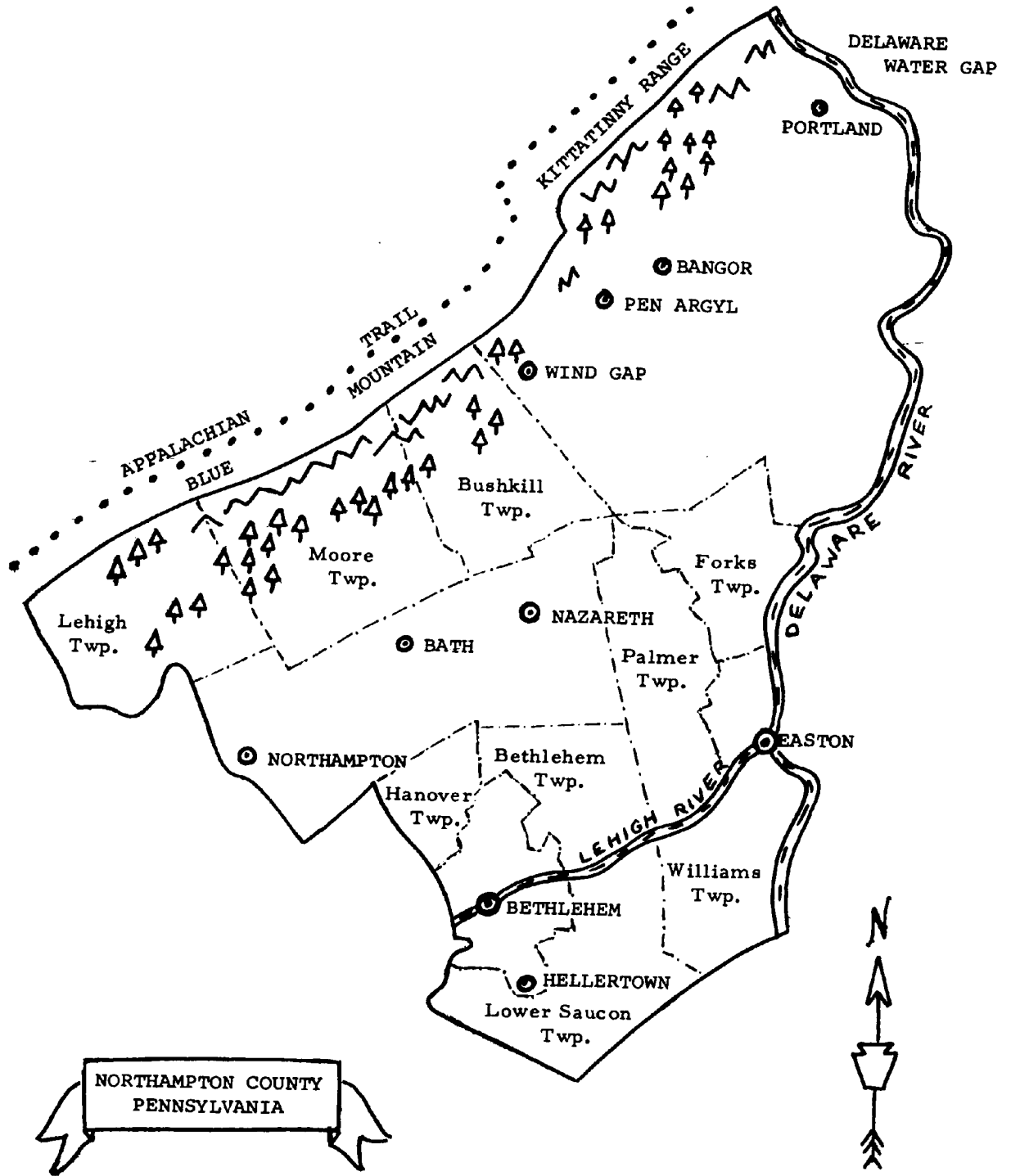
Of a total of 23,819 foreign-born whites residing in the County in 1930, over 10,000 lived in Bethlehem and more than 3,000 in Easton, the only two cities of the third class in the County. The majority of the foreign-born living in Bethlehem came from Hungary (2,828) and Czechoslovakia (1,117); next in order came the Italians, Yugoslavs, and Austrians. In Easton, in 1930, the greatest number of the foreign-born

⁵W. Ross Yates, History of the Lehigh Valley Region (n.p.: Lehigh-Northampton Planning Commission, 1963), p. 148.

⁶W. W. Carling, "Early Northampton County," Historical Bull. of the Northampton County Historical and Genealogical Society, No. 1 (May, 1946), pp. 2-5.

⁷H. F. Raup, "The Pennsylvania Dutch of Northampton County: Settlement Farms and Culture Pattern," Reprint from Bull. of the Geographical Society, XXXVI (1938-1939), 12.

⁸E. Gordon Alderfer, Northampton Heritage: The Story of an American County (Easton, 1953), p. 233.



MAP NO. 2

were Italians (1,681 - over half the total). The Germans, Russians, Lithuanians, and English followed in descending numerical order.⁹

No great influx of other nationalities occurred during the nineteen thirties, forties or fifties. Nor was there any pronounced decline in the numbers of any one particular ethnic group already in the County. In Bethlehem in 1960 the Hungarians were predominant among the foreign-born whites while the numerical order of other foreign-born residents remained essentially unchanged from the thirties except that the Italians replaced the Czechoslovakians as the second largest group. In Easton in 1960, the Italians remained by far the largest group of foreign-born stock and the position of other nationalities changed little from that occupied in the thirties except that the United Kingdom (place of birth - England, Scotland, Ireland and Wales) now ranked second.¹⁰

These and other peoples continued to be attracted to the County as table 1 reveals. Although the total population declined slightly during the nineteen thirties, it rebounded to grow steadily through the forties and fifties. The total numbers of native-white stock increased each decade while the foreign-born decreased. There are few negroes in the County; their total number and their percentage of the total is not changing radically. Other races in table 1 refer primarily to Indians (United States), Japanese, Chinese, and Filipinos.

⁹U.S., Bureau of the Census, Fifteenth Census of the United States: 1930 Population, Vol. II, part 2, pp. 701-704.

¹⁰U.S., Bureau of the Census, Eighteenth Census of the United States: 1960 Population, Vol. I, part 40, pp. 434,435.

TABLE 1
POPULATION OF NORTHAMPTON COUNTY
TOTALS AND CHARACTERISTICS AS INDICATED

By Decades--1930-1960

	1930 ^a	1940 ^b	1950 ^c	1960 ^d
Total	169,304	168,959	185,243	201,412
Male	85,400	84,960	92,778	99,557
Female	83,904	83,999	92,465	101,855
Native White	143,709	148,628	167,247	185,127
Foreign-born White	23,819	19,112	16,436	13,810
Negro	1,334	1,198	1,509	2,297
Other Races	442	21	51	178
Urban	121,525	120,299	133,067	138,341
Rural Farm	13,769	14,045	10,028	12,371
Rural Non-Farm	34,010	34,615	42,148	50,700
Density per Square Mile	-----	-----	495.3	538.5

^aFifteenth Census of the United States: 1930 Population, Vol. III, part 2, pp. 663, 678.

^bSixteenth Census of the United States: 1940 Population, Vol. II, part 6, pp. 40, 51 and 73.

^cSeventeenth Census of the United States: 1950 Population, Vol. II, part 38, pp. 199, 219, and 223.

^dEighteenth Census of the United States: 1960 Population, Vol. I, part 40, pp. 21, 252, and 478.

As table 1 discloses, the rural farm population decreased and the urban and rural non-farm (suburban) population increased from 1930 to 1960. Urban growth occurred entirely in the city of Bethlehem which showed a steady increase in population from 57,892 persons in 1930 to 75,408 in 1960.¹¹ Easton actually declined from a total of 34,468 in

¹¹Fifteenth Census: 1930 Population, Vol. III, part 2, p. 666; and Eighteenth Census: 1960 Population, Vol. I, part 40, p. 33. Bethlehem City limits extend into Lehigh County; explains disparity of figures with those in table 1.

1930 to 31,995 in 1960.¹² Areas adjacent to these cities and some boroughs grew in population as table 2 indicates.

TABLE 2
POPULATION GROWTH IN SELECTED BOROUGHES AND TOWNSHIPS
NORTHAMPTON COUNTY (1930-1960)

Place	1930 ^a	1940 ^b	1950 ^c	1960 ^d
Hellertown Borough	3852	4031	5435	6716
Bethlehem Township	2900	2950	3940	6439
Bushkill Township	1575	1806	2162	2676
Forks Township	1413	1531	1948	3249
Hanover Township	526	585	891	1932
Lehigh Township	3022	3246	3595	4411
Lower Saucon Township	3709	3907	4506	5536
Moore Township	2140	2407	2725	3373
Palmer Township	2355	2567	4086	8823
Williams Township	2045	2118	2381	2823

^aFifteenth Census, Vol. III, part 2, p. 738.

^bSixteenth Census, Vol. II, part 6, pp. 120 and 121.

^cSeventeenth Census, Vol. II, part 38, p. 24.

^dEighteenth Census, Vol. I, part 40, p. 29.

Bethlehem Township is adjacent to the city of Bethlehem but its eastern boundary is not too far from the city of Easton. Hanover is just outside the city limits of Bethlehem as is Lower Saucon. Forks, Palmer, and Williams are part of the suburbs of Easton and Bushkill is near Nazareth. Moore and Lehigh Townships are close to Northampton Borough.¹³ Although all the boroughs and townships listed in table 2 increased in population (some of them substantially) from 1930-1960,

¹²Fifteenth Census, Vol. III, part 2, p. 668; and Eighteenth Census, Vol. I, part 40, p. 34.

¹³See map 2, p. 7.

the most rapid growth for the majority occurred in the decade of the fifties. Hanover Township showed the greatest percent of increase with Palmer ranking next.¹⁴

By 1930, Northampton County had become one of the leading industrial centers of Pennsylvania. In manufacturing alone, the value of its products amounted to \$138,280,000 a year and the capital invested amounted to \$156,709,000.¹⁵ Although the County suffered industrially during the Great Depression, by 1941 the value of manufacturing products rose to \$196,533,100 and it continued to expand during the forties. The figure went to \$450,520,000 by 1948,¹⁶ to \$609,797,700 in 1951,¹⁷ and became \$696,137,100 in 1960.¹⁸

Northampton outranked neighboring counties in the value of its industrial products. In 1945, its manufacturing production amounted to 368.3 millions whereas Bucks County's production reached 136.1 millions, Berks 334.3 millions, Lehigh 222.1 millions, Carbon 58.8 millions and Monroe 21.3 millions.¹⁹ Moreover, in Lehigh County with a population of 172,893 in 1930 (compared to Northampton's 169,304) 368 manufacturing

¹⁴More jointures, unions, and mergers of school districts (consolidation of school districts) took place in this decade than in any other decade. See below, p. 27.

¹⁵Pennsylvania, Department of Internal Affairs, Seventh Industrial Directory (Harrisburg, 1931), p. 456 - hereafter referred to as Industrial Directory.

¹⁶Twelfth Industrial Directory, p. 456.

¹⁷Thirteenth Industrial Directory, p. 369.

¹⁸Sixteenth Industrial Directory, p. 203.

¹⁹Twelfth Industrial Directory, p. XII.

plants produced goods valued at \$105,875,200 in 1937²⁰ while in Northampton, 335 plants produced goods valued at \$136,750,800.²¹ By 1960, Lehigh's manufacturing plants increased to 467 in number and the value of their products amounted to \$656,677,500.²² Northampton, in the same year, received \$696,137,100 worth of production from 420 plants.²³

Farming by the 1930's ceased to be the most important means of livelihood in the County though it continued to represent an important source of income for a number of people, particularly the Pennsylvania Dutch.²⁴ The number of farms in use increased slightly during the Depression but declined from a high of 2597 in 1943 to a low of 1600 in 1960, a reduction matched, of course, by a decrease in the percent of the farm population to the total population of the County - from 5.4 percent in 1950 to an estimated 3.7 percent in 1960.²⁵ In spite of a drop in the number of producing farms and in the number of people who farmed the land, the total value of farm products sold came to thirteen million dollars in 1960, a figure that ranked Northampton as above the average in agricultural productivity in the Commonwealth.²⁶

There were other indicators of rural wealth in the County. In 1930, more than half of the farms were equipped with electricity, one in

²⁰Seventh Industrial Directory, p. 343.

²¹Ibid., p. 426.

²²Sixteenth Directory, p. 158.

²³Above, P. 11.

²⁴Raup, p. 13.

²⁵Pennsylvania, Department of Internal Affairs, Pennsylvania Statistical Abstract: 1960, p. 204.

²⁶Pennsylvania, Department of Agriculture, Crop Reporting Service, Annual Summary of Pennsylvania Crops and Livestock: 1960, pp. 86, 87.

five had telephone service and more than forty-six percent owned radios.²⁷ By 1945, ninety-five percent of the farms had electricity and seventy-five percent telephones and modern plumbing.²⁸

Northampton is a relatively wealthy industrial and agricultural County. The nationalities who first settled in the County were predominantly Pennsylvania Dutch and Scotch-Irish and the settlers who later moved into the County with the development of the mineral industries (slate, cement, and steel) were primarily Italians, Hungarians, Czechoslovakians, and Austrians.

The socio-economic status of the public school teacher can be examined more informatively with a knowledge of the physical, demographic and industrial attributes of Northampton County. Equally important is a knowledge of the legal requirements for the school districts of Pennsylvania and the organization of these districts. The next chapter will be devoted to these topics.

²⁷Federal Writers Project, Northampton County Guide (Bethlehem, 1939), p. 73.

²⁸Alderfer, p. 266.

CHAPTER II

THE PUBLIC SCHOOLS OF NORTHAMPTON COUNTY

Legal Status, Structural Organization, Procedural Regulations, District Consolidation

The Constitution of 1873¹ for the Commonwealth of Pennsylvania, Article X, section I, states that "the General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools wherein all the children of the Commonwealth above the age of six may be educated" ² Article III grants the Legislature the power "to classify counties, cities, boroughs, school districts, and townships according to population . . . , but counties shall not be divided into more than seven classes, school districts into not more than five classes" ³ These two articles represent the basis for school laws.

The school districts of Pennsylvania are divided into several classes according to population; total population, that is, not children of school age. The districts are classified as follows:

Each school district having a population of one million five hundred thousand (1,500,000) or more shall be a school district of the first class;

¹This Constitution, with its many amendments, is the basis for all Pennsylvania law today.

²Pennsylvania, Department of Public Instruction, School Laws: 1941, p. 1 - hereafter cited as School Laws.

³Ibid.

Each school district having a population of five hundred thousand (500,000) or more but less than one million five hundred thousand (1,500,000) shall be a school district of the first class A;

Each school district having a population of thirty thousand (30,000) or more but less than five hundred thousand (500,000) shall be a school district of the second class;

Each school district having a population of five thousand (5,000) or more but less than thirty thousand (30,000) shall be a school district of the third class;

Each school district having a population of less than five thousand⁴ (5,000) shall be a school district of the fourth class.

No school district of the first class or first class A has ever existed in Northampton County but only districts of the second, third, and fourth class. Some changes in the number and type of these districts occurred in the period from 1930 to 1960.

In 1931-1932 the thirty-nine school districts in the County were classified as follows: Second class, two; third class, four; and fourth class, thirty-three. The school districts of the second class were located in the cities of Bethlehem and Easton. Those of the third class were in the boroughs of Bangor, Nazareth, Northampton and Wilson.⁵ No changes took place in either the class or the number of school districts in the nineteen thirties or the nineteen forties.

In the early fifties, however, Hellertown became a school district of the third class⁶ which raised the number of third class districts to five and, in the same period, the movement toward school district

⁴School Laws: 1957, section 202, p. 33.

⁵Pennsylvania, Department of Public Instruction, Statistical Report of the Superintendent of Public Instruction: For the Year Ending July 4, 1932, pp. 4 and 6 - hereafter referred to as the Statistical Report of Superintendent.

⁶Statistical Report of Superintendent: 1953, pp. 4-7.

consolidation reduced the number of the fourth class districts to thirty-one. By 1959-1960, consolidation, (the joining together of two or more school districts) meant that only a total of thirty-one school districts remained in the County, classified as follows: second class, two (Bethlehem and Easton); third class, six (Bangor, Hellertown, Nazareth, Northampton, Palmer and Wilson); and fourth class, twenty-three.⁷

The Legislature also established the number of school directors⁸ for each class of school district and allowed directors of some to be appointed to office and others to be elected. The law presently states that in school districts of the second class, nine directors must be elected for a term of six years. The terms of three "shall expire on the first Monday of December of each odd numbered year"⁹ School directors are elected at the time of municipal elections with terms of office that begin on the first Monday of December following their election. School Directors for third and fourth class districts attain office in the same manner as those of second class districts. The numerical composition of these boards differ, however. Seven persons make up the school board for districts of the third class, five for those of

⁷Statistical Report of Superintendent: 1960, p. 6. Usually the fourth class districts joined with a third or second class district; thus the reduction in the number of fourth class districts. On the other hand, there was not a corresponding increase in the number of second or third class districts because in most instances the consolidated district did not increase the total population enough to change a district's classification from third to a second class or from a second to Class I A; e.g., Easton Area Jointure and Bethlehem Area Union District continue to be districts of the second class.

⁸More commonly known in Pennsylvania as school board members.

⁹School Laws: 1953, section 303, p. 44.

the fourth class.¹⁰ The School Code contains no other provision pertaining to their election or appointment except that there shall be no system "providing for the cumulative voting for the office of school director"11

Most candidates in Pennsylvania campaign for school director as a member of a political party. Pennsylvania is one of the few remaining states that still permits this practice.¹² Several organizations and many individuals in Pennsylvania object to the partisan election of school directors.¹³

As mentioned above, directors begin their term on the first Monday in December after their election. All school districts of the second, third, and fourth class organize annually at that time by electing a president and a vice-president. A treasurer is elected in May of each year and every four years in May the board elects a secretary-business manager. In school districts of the second class, the treasurer and

¹⁰Ibid., sections 304, 305, pp. 44, 45. It should be recognized, of course, that in school districts of the third class, three directors rather than two will be elected at one of the municipal elections; and in districts of the fourth class, only one director will be elected at one of the municipal elections. See ibid., section 301, p. 44.

¹¹Ibid. School directors receive no money for their term of office nor for their services except as specifically provided for in the Code. See ibid., section 321, p. 56.

¹² Pennsylvania Branch of the National Congress of Parents and Teachers, Pennsylvania: One of Six States Holding to the Partisan Election of School Directors (Harrisburg, n.d.), p. 1.

¹³ The Pennsylvania branch of the National Congress of Parents and Teachers sponsored legislation to abolish the partisan election of school directors. For years their annual convention has adopted a resolution favoring the non-partisan election of school board members. See Pennsylvania Branch of National Congress of Parents and Teachers, Legislation Program 1965-1966 (Harrisburg), p. 3.

secretary-business manager cannot be members of the school board; in third and fourth class districts they may be but the same person cannot fill both positions.¹⁴

The law states that the secretary and the treasurer of the board may be paid for their services.¹⁵ In districts of the third and fourth class in which, by law, school directors may be either the secretary or the treasurer, the positions are not only salaried (the amount is set by the board within the legal provisions of the School Code) but the offices are also rotated among the several board members on a yearly basis and sometimes more frequently.¹⁶

The financial powers of school districts in Pennsylvania remain a mystery to the general public. Contrary to the usual belief, the fiscal year for school districts of the second, third, and fourth classes begins on July first of each year though the law states that a school district of the second class may adopt a resolution to make the fiscal year correspond to the calendar year (January first to December thirty-first). Such a fiscal year is required in school districts of the first class

¹⁴School Laws: 1961, Bull. 2, 1963 Revisions, section 404, pp. 59, 60. The superintendent of schools is elected for a four year term in April of the year in which his term of office expires. See ibid., section 1073, p. 162.

¹⁵Ibid., sections 432 and 438, pp. 62 and 64.

¹⁶Though the minutes of the school boards give no reasons, the manner and the frequency of rotation of these positions lead to the belief that they were rotated deliberately in order to provide some compensation for service as a school director. See Minutes of Bushkill Township School District, 1930-1959, passim, or Minutes of Lower Nazareth Township School District, 1930-1960, passim - hereafter referred to as Minutes of Bushkill Board and Minutes of Lower Nazareth Board.

and first class A.¹⁷ Moreover, Pennsylvania's school districts establish their own tax rate to operate the public school system according to the School Code:

"In order to establish, enlarge, equip, furnish, operate, and maintain any schools or departments herein provided, or to pay any school indebtedness which any school district is required to pay, or to pay any indebtedness that may at any time hereafter be created by any school district . . . the board of directors in each school district is hereby vested with all the necessary authority and power annually to levy and collect . . . the necessary taxes required, in addition to the annual State appropriation"¹⁸

Other states require school boards to seek final approval of their budgets either from some political subdivision (e.g., city, county, town, or state) or from the people. Final authority for the establishment of school taxes and the setting of school budgets rests with the school board in Pennsylvania.¹⁹

Each school board in the Commonwealth must maintain (i.e., it is

¹⁷School Laws: 1957, sections 651 and 671, pp. 81 and 91. Neither second class district in the County adopted the calendar year provision during the period of this study, 1930-1960. These differences in the Code for fiscal years of school boards create some confusion for the Department of Public Instruction, particularly in the recording and accumulation of statistics. Also, cities of the third class (Bethlehem and Easton) operate fiscally on a calendar year basis which leads to some difficulties between the school district and the city; e.g., exchange of assessment records and tax duplicates as required by law. Often the city and the school district tried to overcome this difficulty by meeting together to discuss the matter. See Minutes of Bethlehem School District, Jan. 17, 1949, p. 21 - hereafter referred to to as Minutes of Bethlehem Board.

¹⁸School Laws: 1957, section 507, p. 63.

¹⁹Superintendents who have served in New England, where they must depend on a town meeting to approve their budget, "josh" Pennsylvania superintendents about how the latter can draw up a budget, get board approval, and then post and publish the budget for thirty days. Few citizens take advantage of the thirty day period to examine or discuss the budget with board members. Nobody comes to the meeting when the budget is tentatively adopted except people with special interests; e.g., real estate brokers protesting a tax increase.

mandatory) elementary schools which any person (between the ages of six and twenty-one) residing in the district may attend. All other schools - e.g., high, trade, kindergarten, vocational, adult evening, etc., - the school boards may "in their wisdom, . . . establish."²⁰

Also, every school board must retain "as a permanent record of the district, the minute book"²¹ This book, as part of the accounts and records of proceedings of school boards, must be open "at reasonable times . . . for examination and inspection by any citizen of the Commonwealth of Pennsylvania."²² The Code also provides that the regular monthly meetings of the board must be open to the public. This law supersedes an act in effect until 1957, which stated that school boards could hold executive sessions "from which the public is excluded but no resolution, rule, or regulation shall be finally adopted at such an executive session."²³

In spite of these legal restrictions, the powers of the local board are quite extensive. The Commonwealth delegates its power and control over public education. It has not required each local district to conform to a statewide pattern except when a majority of the members of the General Assembly were convinced that the best interests of the school children of the Commonwealth would be served by the passage of a uniform law.²⁴ Since each school district is a separate unit, it develops,

²⁰Ibid., sections 501 and 502, pp. 61 and 62.

²¹School Law: 1961, Bulletin 2, 1963 Revisions, section 518, p. 74. Notice the word "permanent;" means forevermore presumably. See comment about Minutes in the bibliography of this study.

²²Ibid., section 3567, p. 590A.

²³Ibid., section 3568, p. 592. Also, see below, p. 23.

²⁴See any edition of the School Laws of Pennsylvania, passim.

within the limitations of the law, an educational, fiscal, building or administrative program for its schools that often is different from that of any other.

Northampton County's school districts were no exception. Personnel policies, administrative structure and the rules and regulations of these boards differed. Districts of the fourth class (administered by a school board of five members) usually held only one meeting a month to conduct their business. To illustrate, the school district of Bushkill Township organized by electing its officers in December of each year but established no standing committees.²⁵ No district of the fourth class in Northampton County, included in this study, appointed any standing committee to conduct its school business.

On the other hand, school districts of the second and third class appointed their board members to one or more standing committees at the time of the annual organizational meeting of the board or at the next regular monthly meeting. Easton, for example, a district of the second class, maintained two standing committees, the Finance and Property and the Education Committees. All matters pertaining to finances (taxes, budgets, contracts) and property (repairs, maintenance, supplies, equipment, etc.) came before the former Committee for study and recommendation to the whole board. Those subjects of an educational nature were referred to the Education Committee (e.g., all major matters pertaining to the school program - salaries, hiring and firing of teachers, curriculum changes, length of school day, school calendar, etc.).²⁶

²⁵Minutes of Bushkill Board 1930-1959, passim.

²⁶See Minutes of the Easton School District, 1930-1960, passim, particularly in months of December and January of any year - hereafter referred to as Minutes of Easton Board.

All boards did not identify their committees by the same name, prescribe to them the same functions, nor establish the same number of committees. Frequently, as the years passed, these standing committees changed in size and function and sometimes one or more committees were eliminated altogether. On the other hand, on some boards the same committee with many of the same members functioned year after year.

The appointment of special committees to study various problems confronting school boards and to recommend solutions became more frequent as the governing of school affairs increased in complexity. For example, the need for new school buildings with new equipment usually resulted in the establishment of a building committee. Some other specially appointed committees were salary and budget committees.²⁷

Though the third and fourth class districts seldom established special committees, they, and districts of the second class, resorted to the use of a committee called the Committee of the Whole. Such a Committee, as its name implies, includes all members of the board. This Committee usually is created when the board does not want to submit a subject to a particular committee or when the board believes a subject should be studied and discussed by all board members.

The use of committees expedites the business of the board; however, its use by local school boards is not universally accepted. Disagreements arise in several areas, centering particularly around the question of attendance of the public, the press and radio at committee meetings

²⁷ These committees, whose functions should be obvious, sometimes become standing committees of the board; e.g., See Minutes of Easton Area Joint School Board, 1954 to 1960, passim - hereafter referred to as Minutes of Easton Area Board.

(not the regular monthly board meetings)²⁸ and the use of executive sessions.²⁹ The evolution of the committee system in Bethlehem illustrates the type of difficulties experienced and the differences of opinion encountered.

Beginning in 1930 and continuing until the early nineteen forties, the following committees carried on the business of the Bethlehem School District: Administrative, Property, Finance, Welfare, Athletic, Rules, and Sinking Fund.³⁰ The Administrative committee handled most of the educational matters such as establishing teachers' salaries. The Property and the Finance committees' functions are self-explanatory as are those of the Athletic and the Rules committees. The Welfare committee dealt with the needs of pupils, a Committee which operated during the early years of the Great Depression and was abolished in the middle thirties.³¹ The Sinking Fund committee was established to liquidate any school indebtedness.³²

The use of the committee system remained an issue all during the nineteen thirties in Bethlehem. The matter became intensified when several unusual incidents arose in the course of administering the educational program; e.g., the attempt by the Board to dismiss the

²⁸Such meetings, by law, must be open to the public. See above, p. 17. All school board minutes studied in Northampton County revealed that the boards met at least once a month though the School Code requires that they meet only once every two months "during the school term." See School Laws: Bulletin 2, 1963 Revisions, Section 421, p. 60.

²⁹Usually resorted to when personalities were involved in a discussion. Sometimes used at regular monthly meetings to exclude the public when a particularly ticklish situation arose. For definition of "executive session," see above, p. 20.

³⁰Minutes of Bethlehem Board, Dec. 15, 1933, p. 46.

³¹Minutes of Bethlehem Board, Dec. 18, 1936, pp. 558-559.

³²Required by law. See School Laws: 1933, Section 518, p. 42.

superintendent of schools for incompetence. Subsequently, a team of experts, headed by professors of education from the University of Pennsylvania, hired to make a survey of the schools for the purpose of improving the public school system, recommended that the Board abolish the standing committee system (substituting therefore the Committee of the Whole) because it required "too much time of board members - time which they should devote to the formulation and the appraisal of policies or to their regular vocations."³³ For various reasons this recommendation was not adopted until 1946³⁴ but even after that year attempts to revive the standing committee system continued.³⁵ In spite of such efforts, the Committee of the Whole remained in operation³⁶ and the Rules of the Board for 1950-1951 stated that "the only standing committee . . . shall be the Committee of the Whole."³⁷

In 1951 the Board voted, in a split decision, that all meetings including the Committee of the Whole should be open to the public.³⁸ The following month the Board closed the meetings of the Committee of the Whole.³⁹ In 1953 a board member, in reply to a request from the editor of the Bethlehem Globe-Times that the board meetings be open to

³³The Committee on School Surveys of the School of Education: University of Pennsylvania, Survey of the Schools of Bethlehem, (Bethlehem, 1937), p. 39.

³⁴Minutes of Bethlehem Board, Jan. 21, 1946, pp. 21, 22.

³⁵Minutes of Bethlehem Board, June 21, 1948, pp. 171-173.

³⁶Minutes of Bethlehem Board, Dec. 20, 1948, p. 337.

³⁷Rules & Regulations of the School District of the City of Bethlehem (Bethlehem, 1950), p. 9.

³⁸Minutes of Bethlehem Board, Jan. 15, 1951, p. 23.

³⁹Minutes of Bethlehem Board, Feb. 19, 1951, p. 50.

public, gave reasons and the history of the subject in defense of the Board's policy of keeping the meetings closed.⁴⁰ A split vote at two subsequent meetings resulted in the loss of motions to open the meetings to the public.⁴¹

In December of 1953, the President appointed temporary standing committees (Building, Site, Insurance, Budget and Rules).⁴² In 1957, the following committees were approved: Educational and Administrative Policy, Budget, Property, Rules and Athletic (now called a Council).⁴³ Finally in 1958, the rules and regulations describing the functions of the Educational and Administrative Policy and Budget Committees stated that these meetings should be open to the public.⁴⁴ As far as committees were concerned the Board was right back where it had been in 1930.

The class of school district, the number and the organization of committees of the Board influenced the socio-economic status of the public school teacher in Northampton County. For instance, his salary (particularly in the thirties and the forties) depended on the class of district in which he taught. If the school board conducted its business via the committee system, the teacher or his representative dealt with that committee. Moreover, the movement toward the consolidation of school districts in the nineteen fifties affected the teachers' welfare.

A brief history of this movement should explain that the Free School

⁴⁰Minutes of Bethlehem Board, May 19, 1953, pp. 173, 174.

⁴¹Minutes of Bethlehem Board, June 15, 1943, p. 241; and July 20, 1953, p. 305.

⁴²Minutes of Bethlehem Board, Dec. 21, 1943, p. 498.

⁴³Minutes of Bethlehem Board, Dec. 16, 1957, pp. 874-875.

⁴⁴Minutes of Bethlehem Board, Jan. 20, 1958, p. 75.

Act of 1834 and the Constitution of 1873 mandated that every child between the ages of six and twenty-one be educated by the Commonwealth through the establishment of a school district in each city, borough, or incorporated town - a factor which created the small school district. Not long afterward, however, the changing environment in Pennsylvania, particularly in the means of transportation, clearly indicated that small boroughs and townships as school districts were inefficient, uneconomical and virtually impossible to staff in some isolated sections of the Commonwealth.⁴⁵ In spite of the fact that the Legislature had provided as early as 1854 for two or more school districts to join together (jointure)⁴⁶ and that the School Code of 1911 further encouraged the consolidation of schools,⁴⁷ the small school district continued to exist and, in the early nineteen thirties, the Superintendent of Public Instruction admitted that school consolidation had not progressed satisfactorily.⁴⁸

The Great Depression, pointing up the costs of education, led to efforts to consolidate and combine school districts. However resistance by school boards developed quickly so that the only law passed at that time eliminated the few districts that employed no teachers.⁴⁹ As late

⁴⁵ Pennsylvania, Department of Public Instruction, 100 years of Free Public Schools in Pennsylvania: 1834-1934, pp. 39, 40.

⁴⁶ Donald C. Thompson, Principles and Practices for the Formation of Union and Merged School Districts in Pennsylvania (University Park, Pennsylvania, 1955), p. 3.

⁴⁷ See School Laws: 1933, Section 3701, p. 243.

⁴⁸ 100 Years of Free Public Schools, p. 42.

⁴⁹ Pennsylvania, Department of Public Instruction, The Three R's of Public School Recovery in Pennsylvania: Reconstruction, Reorganization & Revision, (n.d.), p. 8.

as 1946, only eight merged or union school districts existed in Pennsylvania.⁵⁰

In 1947, the Legislature passed a stronger law and, at the same time, made consolidation more attractive. County boards were to draw up county plans for school district consolidation and resubmit these plans every five years to the Department of Public Instruction. Though any consolidation of districts through mergers or unions⁵¹ must be approved by the voters, an incentive payment and a guarantee of representation by each municipality on the newly formed school board set the stage for the growth of the consolidation movement in the fifties.⁵² Mandatory consolidation or compulsory consolidation became the law of the Commonwealth in 1963.

The consolidation of school districts affected the socio-economic welfare of the teacher. However, in Northampton County, as in other counties, the biggest factor in determining the teacher's economic status centered around his salary. This was as true in 1930 as it is today. This subject becomes the center of attention in chapter three.

⁵⁰Thompson, p. 4.

⁵¹Other forms or types of school district consolidation. See School Laws: 1939, Sections 127 to Sections 136, pp. 14-18.

⁵²Thompson, p. 5.

CHAPTER III

THE LOST DECADE

The Great Depression influenced all walks of life including, of course, the teachers'. Their economic status suffered so badly that it failed to regain its pre-Depression level even by the end of the 1930's. This chapter will describe the effects of this Depression on the economic status of the teacher and the efforts of the teachers' professional organization and the teachers in the County to cope with the circumstances created by the crisis. The greatest portion of the chapter will deal with teachers' salaries because school boards seldom used the phrase "economic status" in their discussions with school teachers. Whenever such discussions occurred, salaries became the principal topic of interest. In practically every district every year, teachers and board members studied, debated, or argued the subject almost monthly from January to June and sometimes for a whole year.

The provisions of the Edmonds Act controlled the extent of teachers' salaries in Pennsylvania in the 1930's.¹ Established in 1921, its minimum salaries, increments, and maximums, as they applied to districts of the second, third, and fourth class, appear in table three.

¹Laws of the General Assembly of the Commonwealth of Pennsylvania: Session of 1921, Act 123, pp. 333-335 - hereafter cited as Laws of Pennsylvania: Session of --.

TABLE 3^a

EDMONDS ACT

MINIMUM SALARY REQUIREMENTS BY TYPE OF DISTRICT

Second Class Districts

Teachers with Standard Certification	Minimum Annual Salary	Annual Increment	Number of Increments	Maximum by law
Elementary teachers	1000	100	8	1800
High School teachers	1400	100	8	2200
Supervisors	1400	100	8	2200
Elementary School Principals	1600	100	8	2400
High School Principals	3000	125	8	4000
Superintendents	5000	-	-	-

Third Class Districts

Elementary Teachers	1000	100	4	1400
High School teachers	1200	100	4	1600
Supervisors	1200	100	4	1600
Elementary School Principals	1400	100	4	1800
High School Principals	2000	125	4	2500
Superintendents	3500	-	-	-

MINIMUM MONTHLY SALARIES

Fourth Class Districts

Certificate Standard	Elementary School	High School
College Normal School		
Special Standard	100	130
Permanent State		
Non-standard ^b		
Partial	85	85
Emergency	75	75

^aAdapted from Pennsylvania State Mandated Minimum Salary Schedules: 1930-1963 (Harrisburg: Pennsylvania State Education Association, Research Department, 1963), p. 2.

^bAlso the minimum for teachers in the third and second class districts who held these types of teaching certificates.

Two features of these schedules affected the salaries and the socio-economic status of the public school teachers in Northampton: (1) The different minimums, maximums and number of annual increments applicable to teachers who taught in districts of the second, third or fourth class; and (2) the monied distinction between a teacher who taught in the secondary schools and one who taught in the elementary schools. In addition, teachers in fourth class districts received their pay on a monthly not an annual basis.² Most of the provisions of this law remained in effect until 1945.³

Though the most devastating economic crisis in our history occurred in the fall of 1929, its immediate effects on the school districts of Northampton County were negligible. In fact, salaries and the composition of the staffs of the County's schools changed little in the school years 1929-1930 and 1930-1931.⁴ Table 4 reveals the median salaries for these years for Easton and Bethlehem and statewide medians for school districts of the same class.

²The Edmonds Act required that elementary schools in fourth class districts be open eight months out of the year for a total of 160 days; all other schools, including any secondary schools in fourth class districts, remained open 180 days. See Ibid., p. 334.

³In spite of a statement, printed in 1935: "The fact should be noted that school teachers are practically the only servants of the State whose salaries are based upon population. The trained social workers employed by the State's welfare agencies are not paid a fourth class district's salary when sent into a fourth class district." See, Pennsylvania, General Assembly, Report of the Educational Costs Survey: Committee Functioning Under the Provisions of Act 420 (Harrisburg, 1935), p. 22.

⁴The same statement applied to the State as a whole. See "Teachers Salaries," Pennsylvania School Journal, LXXX (1931), 112.

TABLE 4

MEDIAN SALARIES FOR 1929-1930 and 1930-1931

Districts of the Second Class
Northampton County and Pennsylvania

District	1929-1930 ^a		1930-1931 ^b	
	Elementary	Secondary	Elementary	Secondary
Bethlehem	1500-1599	2000-2499	1700-1999 ^c	2000-2499
Easton	1700-1999	2000-2499	1700-1999	2000-2499
Pennsylvania	1656 ^d	1890 2211 ^e	1728 ^f	2329

^aStatistical Report of Superintendent: 1930, p. 99.

^bSuperintendents Annual Reports: Salaries, 1930-1940, Appendix I, pp. 207-212.

^cActual salary ranges or categories on report form sent to the Department of Public Instruction. Actual salaries by individuals were not reported in the nineteen thirties, forties or fifties in the Superintendents Annual Reports.

^dStatistical Report of Superintendent: 1930, p. 120.

^eFirst salary listed is for junior high teachers; second salary refers to those of "all other high schools." Bethlehem did not operate junior highs in these years; Easton did but reported no salaries separately for its junior highs.

^fStatistical Report of Superintendent: 1931, p. 53.

The state and local median salary rose in these two school years in most instances. Both districts of the second class in the County paid as well as any districts of their class in the State but Easton, in the elementary field in 1929-1930, paid higher salaries than Bethlehem. Both districts paid better salaries than the third and fourth class districts whose medians are compared with those for the State in table 5.

Comparison of median salaries in districts of the third class with those of the second class in table 4 clearly demonstrated the effect of the Edmonds Act. Teachers in school districts of the second class within the County and in the State received more money than teachers in districts

of the third class. The districts of the third class within the County paid about the same salaries and both districts of the third class listed in table 5 compared favorably with the State's medians for districts of that class.

TABLE 5
MEDIAN SALARIES FOR 1929-1930 and 1930-1931
Districts of the Third Class and Fourth Class
Northampton County and Pennsylvania

District	1929-1930 ^a		1930-1931 ^b	
	Elementary	Secondary	Elementary	Secondary
Bangor				
Third Class	1300-1399	1700-1799	1400-1499	1700-1999
Northampton ^c		1500-1599		
Third Class	1300-1399	1700-1999	1300-1399	1600-1699
County ^d				
Fourth Class	900-999	1500-1599	900-999	1600-1699
Pennsylvania		1636		1633
Third Class	1445 ^e	1831	1450	1827
Pennsylvania		1407		1464
Fourth Class	905 ^e	1422	915 ^f	1522

^aStatistical Report of Superintendent: 1930, pp. 100, 102, 105, and 106.

^bSuperintendents Annual Reports: Salaries, 1930-1940, Appendix I, pp. 207-212.

^cThe word "Northampton" appearing in print alone will refer to the Northampton Borough school district.

^dCounty refers to the fourth class school districts in Northampton County.

^eStatistical Report of Superintendent: 1930, p. 120.

^fStatistical Report of Superintendent: 1931, p. 53.

The lowest medians prevailed in the fourth class districts. In the elementary field these medians averaged less than those of the third class in Northampton County and the State and amounted to about half of the medians in the school districts of the second class - a condition

fostered by the provisions of the Edmonds Act.⁵ The County's median salaries for elementary teachers equaled those paid in the fourth class districts throughout the State.

Salaries differed little in the secondary field in the districts of the third and fourth class. These medians, however, fell substantially below those of the districts of the second class but were as high as those offered in similar schools in the same type district in the Commonwealth. Other factors, however, contributed to the amount of money a teacher was paid, e.g., years of experience in teaching.

The Edmonds law provided for a minimum and a certain number of increments (\$100 each) for each additional year a teacher worked in a school district. Therefore, the years of experience of the teachers affected the median salary paid in that district. In 1930-1931, the median years of service for all the teachers in the school districts of Northampton County amounted to: Bangor, 3 to 4.9 years; Bethlehem, 5 to 9.9 years; Easton over 10 years; Northampton Borough from 5 to 9.9 years; and in the County's fourth class districts, between 5 and 9.9 years.⁶ Thus the youngest staff (not in age necessarily but rather in years of experience) taught in Bangor; the oldest in Easton.⁷

This explanation for Easton's higher salary medians in 1930-1931 also accounts in part for Bethlehem's lower medians in the elementary field. On the other hand, Bangor, in spite of a less experienced staff

⁵See above, p. 29.

⁶Superintendents Annual Reports: Years of Experience, 1930-1940, Appendix I, pp. 205-206.

⁷It is interesting to note that in 1930-1931, only two beginning teachers - that is, teachers without experience - were hired. See Ibid., p. 205.

than Northampton, paid better salaries. Though teachers as experienced as those in the second and third class districts taught in the fourth class districts of the County, they received much less money. In the Commonwealth in 1930-1931, the median years of teaching experience averaged 8.6 years for all teachers.⁸ In summary, the teaching staffs of all districts in Northampton County were not old from the point of view of teaching experience, except for the staff of the city of Easton.

Certification, another factor involved in this study, affected the salary a teacher received in 1930-1931. A teacher became certificated in Pennsylvania if he met certain educational requirements. Different types of certificates were issued depending on the teacher's educational background⁹ but a teacher needed a normal school education or its equivalent in order to qualify for the minimum¹⁰ and the increments¹¹ of the Edmonds Salary Act.¹² Table 6 indicates how many teachers held the different types of certificates in the school year 1930-1931 in Northampton County.

⁸Statistical Report of Superintendent: 1931, p. 51.

⁹Lester K. Ade, "Educational Standards for Teachers in Pennsylvania," Bulletin 154, Department of Public Instruction (Harrisburg, 1939), p. 83.

¹⁰Refers to the lowest salary in a schedule of salaries for professional employees. See above, p. 29.

¹¹A yearly amount of money granted to a teacher whose salary was governed by a schedule. See above, p. 29.

¹²Lester K. Ade, "The Professional Status of Teachers," Bulletin 150, Department of Public Instruction (Harrisburg, 1939), p. 4.

TABLE 6^a

CERTIFICATION OF TEACHERS IN COUNTY 1930-1931

District	Total		Type of Certificate			
	Teachers	College ^b	Normal ^c	Standard ^d	Partial	Emergency
Bangor	45	12	23	9	1	-
Bethlehem	361	104	176	63	1	3
Easton	232	77	77	66	1	2
Northampton ^e	68	25	37	5	-	-
Wilson	52	14	28	10	-	-
County						
Fourth Class	377	45	224	84	20	-

^aSuperintendents Annual Reports: Certification, 1930-1940, Appendix I, p. 204.

^bGranted teachers who graduated from a four-year college and satisfied certain other state regulations.

^cGranted to teachers who graduated from a two-year normal school and satisfied certain other state regulations.

^dGranted to teachers who were working to achieve the equivalent of a two-year post high school education.

^eOne teacher had a "special temporary" certificate.

Having already recorded that Easton's staff was the oldest from the point of view of service,¹³ table 6 confirms Easton's percentage of standard certificate holders as the highest in the County - almost twenty-five percent.¹⁴ Not even the county districts, that is the fourth class districts, employed as many standard certificate holders. Table 6 also shows that the greatest percentage of normal school graduates taught in the schools of the fourth class in 1930-1931. Over half of the teachers in the fourth class districts held normal school

¹³See above, p. 33.

¹⁴Teachers who entered the teaching profession immediately upon graduation from an elementary or a high school held the standard certificate. Permitted extensively prior to the passage of the Edmonds Act in 1921, such certification applied to the older teachers in the nineteen thirties. See Ade, "Educational Standards," p. 55.

certificates whereas few possessed the college certificate.¹⁵

The educational background of the teachers in Northampton County in 1930-1931 varied. Table 7 presents this information.

TABLE 7^a
EXTENT OF EDUCATIONAL PREPARATION^b
1930-1931

Preparation	Bangor	Bethlehem	Easton	Northampton	Wilson	County
Ph.D.	-	3	1 ^c	-	-	1
M.A.	1	19	18	3	1	2
Bacc.	11	97	69	19	13	44
2-3 yr. Coll.	-	24	13	5	-	-
Normal School	23	181	83	42	28	242
Secondary School Grad.	-	28	48	-	-	55
Partial High School Completed	-	4	-	-	-	18
Elementary	-	2	-	-	-	-
All Others	11	2	-	-	10	33
Total	45	361	232	68	52	394

^aSuperintendents Annual Reports: Educational-Instructional, 1930-1940, Appendix I, p. 203.

^bIncludes all professional members of staff - superintendent or supervising principal, principals, supervisors, and classroom teachers.

^cThe Superintendent was the holder of the doctor's degree in Easton. The identity of the doctorates in Bethlehem and the County is not known.

Table 7 corroborates that the teachers in Northampton County were reasonably well educated according to the acceptable standards of that time. In every district at least ninety-four percent of the staff had been credited with two or more years of preparation for teaching beyond the high school, a percentage that compared favorably with statewide

¹⁵This is not surprising since most normal school graduates (two years) were trained for the elementary field only; and, of course, the greatest portion of the schools in the fourth class districts were elementary. See Ade, "Professional Status of Teachers," pp. 45-59.

averages.¹⁶

Even as late as June of 1931, the Depression had little effect on the composition of the school staff in the districts throughout the County. Table 8 lists the number of men and women teachers by district in Northampton County in 1929-1930 and 1930-1931.

TABLE 8
MALES AND FEMALES EMPLOYED IN DISTRICTS OF NORTHAMPTON COUNTY
1929-1930^a

	Bangor	Bethlehem	Easton	Northampton	Wilson	County
Females	30	264	180	48	34	301
Males	14	85	56	17	14	98
Total	44	349	236	65	48	399

1930-1931^b

Females	32	266	176	52	40	291
Males	13	95	56	16	12	103
Total	45	361	232	68	52	394

^aStatistical Report of Superintendent: 1930, pp. 77, 78, 80, 82 and 84.

^bSuperintendents Annual Reports: Personnel, 1930-1931, Appendix I, p. 201.

In the districts of the fourth class in Northampton County in 1929-1930, almost twenty-five percent of the staff were men and seventy-five out of the total of ninety-eight men employed taught in the elementary schools.¹⁷ In 1930-1931, seventy-nine out of the one hundred and three males teaching in these same districts were elementary teachers. In 1930-1931, only Easton and Northampton Borough employed

¹⁶Statistical Report of Superintendent: 1931, pp. 45, 46 and 48-50.

¹⁷Statistical Report of Superintendent: 1930, p. 84.

no male teachers in their elementary schools.¹⁸

In summary, a "composite" teacher¹⁹ for Northampton County in the year 1930-1931 was a woman who would be younger (in teaching experience) in Bangor than she would be in Easton. She possessed a normal school education and held a normal school certificate. If she were an elementary teacher in a second class district, she received a salary ranging from \$1700 to \$1999 a year; if a secondary teacher, \$2000 to \$2499. However, if she taught in a fourth class district, as an elementary teacher, her salary was less than \$1000 a year. In a third class district, she received between \$1300 to \$1499 in the elementary field; in the secondary field, between \$1600 and \$1999. If teaching in a secondary school in a district of the fourth class, her salary equaled that of teachers in the secondary schools of the third class districts. If teaching in a fourth class district in the elementary field, she usually taught for only eight months, possibly in a one-room school.

This "composite" teacher in the County did not experience the effects of the Depression until 1932. Though late in starting for the teachers, its effects took years to erase.

This catastrophe began in the last week of October of 1929 with a loss in quoted values of stocks on the New York Stock Exchange amounting to over ten billions of dollars.²⁰ Economic conditions steadily worsened though for some time editorial writers and prominent citizens

¹⁸Superintendents Annual Reports: Personnel, 1930-1931, Appendix I, p. 201.

¹⁹Throughout this study, a "teacher" is defined as instructional personnel, a term that includes classroom teachers and supervisors but not principals unless otherwise specified.

²⁰Easton Express, Oct. 24, 1929, p. 1 and Oct. 29, 1929, p. 1.

insisted that conditions would improve and that the Depression would not be too serious.²¹ By January of 1931, close to a million Pennsylvanians were out of work and by March of 1933, the situation had so deteriorated that "over 37% of all workers were unable to gain employment."²² In June of 1932, the unemployed in Pennsylvania amounted to 1,150,000 persons. Only one-third of those employed in normal times worked half-time or less.²³

Northampton County shared these bad times.²⁴ More money was spent in 1930 for the aid of the poor and needy than ever before in the history of the County.²⁵ Cement companies felt the effects of the Depression as indicated by new orders which in 1931 were filled at less than one dollar a barrel. Price wars commenced and plants in the County operated at fifty to sixty percent of capacity.²⁶

Northampton County along with Carbon, Fayette, Lawrence and Lehigh Counties had three or more persons out of every ten workers unemployed. Pay rolls decreased from twenty-nine million a week in 1929 to sixteen million in 1931. In 1930, at least 135 manufacturers reduced wages

²¹See Easton Express, Sept. 10, 1930, p. 1; Sept. 15, 1930, p. 3; Sept. 22, 1930, p. 2; Oct. 9, 1930, p. 6; and Oct. 13, 1930, p. 13.

²²W. A. Cornell and Millard Altland, Our Pennsylvania Heritage (State College, Pa., 1957), pp. 313-322.

²³Wayland F. Dunaway, History of Pennsylvania (New York, 1935), pp. 494-495.

²⁴Robert Fortenbaugh and H. James Tarman, Pennsylvania: The Story of a Commonwealth (Harrisburg, 1940), p. 316.

²⁵The Item (Nazareth, Pennsylvania), March 19, 1931, pp. 1 and 6. Report of the County Controller.

²⁶The Item, April 23, 1931, pp. 1 and 6.

approximately twelve percent. In the first six months of 1931, an additional 167 firms reduced wages ten percent.²⁷

Bethlehem suffered severely from the effects of the Depression. In 1929, just prior to the Depression, Bethlehem Steel, the backbone of the City's economic wealth, employed 14,203 persons whose annual pay roll amounted to \$25,495,400. By 1933, only 5,795 were employed and their wages totaled only \$6,537,000 annually.²⁸

Similar conditions existed throughout the County. A year after the Depression began, over 30,000 persons were employed in the manufacturing plants of Northampton and their total wages amounted to over forty-three million annually. By 1935, these wages declined to twenty-two million, a reduction of almost fifty percent in five years.²⁹

In 1931 the Mayor of Easton reported that the citizens of the City could not meet ordinary expenses and that "it would seem almost criminal to force legal collections" of such things as taxes.³⁰ He also estimated that revenues for the forthcoming year would be much reduced. The year before the comptroller for the city of Easton declared that property owners were over \$116,000 in arrears in the payment of their taxes.³¹ School districts experienced difficulties collecting their taxes and obtaining money to run the schools as Table 9 demonstrates.

²⁷The Item, Oct. 15, 1931, p. 5. From a report issued by Pennsylvania, Department of Labor and Industry, Bureau of Statistics, 33rd Special Bulletin of the Department.

²⁸Almanac of Bethlehem, Pennsylvania: The Heart of the Lehigh Valley (Bethlehem, 1965), p. 33.

²⁹Seventh Industrial Directory: 1931, p. 456; and Eighth Industrial Directory: 1935, p. 467.

³⁰Mayor's Message: Forty-Fifth Annual Report of the City of Easton for the Fiscal Year 1931 (Easton, 1932), pp. 6, 13, 19 and 44.

³¹Easton Express, Oct. 21, 1930, p. 16

TABLE 9

TOTAL LOCAL TAXES COLLECTED, EXONERATIONS AND TAX LIENS
BY YEARS

School Districts of Northampton County

City, Town	Exonerations		Liens		Total local taxes collected		Unaccounted For	
	1931 ^a	1932 ^b	1931	1932	1931	1932	1931	1932
Bangor	1,152	1,775	4,607	5,467	68,989	64,650	-	4,326
Beth.	15,315	5,585	-	-	954,693	837,240	-	107,808
East.	20,246	24,447	5,331	53,929	752,953	695,280	-	16,622
North.	10,653	6,134	-	133	157,529	150,785	-	9,997
Wil.	76	2,201	-	6,893	142,771	137,580	-	-

City Town	1933 ^c	1934 ^d	1933	1934	1933	1934	1933	1934
	Exonerations ^e		Liens ^f		Total Tax ^g		Unaccounted ^h	
Bangor	2,496	1,310	11,271	13,902	55,239	53,629	4,174	3,650
Beth.	3,174	4,276	141,379	175,849	741,355	685,729	66,113	51,696
East.	27,205	6,683	39,880	48,612	632,022	613,699	15,682	31,247
North.	98	-	-	25,095	123,812	109,701	30,308	8,636
Wil.	2,406	2,508	15,868	15,281	96,227	97,579	-	-

^aStatistical Report of Superintendent: 1931, pp. 96, 97 and 100.

^bStatistical Report of Superintendent: 1932, pp. 91, 95 and 97.

^cStatistical Report of Superintendent: 1933, pp. 88, 89, 92 and 94.

^dStatistical Report of Superintendent: 1934, pp. 88, 89, 92 and 94-96.

^eTaxes forgiven by the school board for a specific reason (such as old age) for a particular year only. They were technically never forgiven "forevermore." A charge by the board could be made against an estate to collect this exonerated tax at the time of settlement of the estate if the school board so desired. Interview with Frank S. Stroble, Tax Collector, City of Easton, Jan. 10, 1966.

^fFiling of a legal case or charge against a taxpayer to force collection of taxes due and unpaid. Resorted to by boards only as the last possible step to force collection. Interview with Frank S. Stroble, Tax Collector, Jan. 10, 1966.

^gThis figure and others are reported to the Department of Public Instruction in the Annual Auditor's Report. This report, by law, must also be filed with the Prothonotary's Office of the County.

^hTax monies which were not exonerated nor tied up as liens; a term introduced during the Depression in reporting to the Department of Public Instruction to permit boards to list those taxes for which school boards did not wish to force a legal collection.

The Depression seriously depleted the finances of the school districts.³² Table 9 proved that total collections from local taxes in every major school district of the county steadily declined from 1931 to 1934 (with the exception of Wilson Borough). Bethlehem's revenues declined by nearly \$300,000 in four years, Easton's by almost \$150,000.³³

School boards faced the serious problem of finding sources of money to operate the schools. In October of 1933, the Northampton School Board adopted a resolution "that the five percent penalty imposed on taxes not paid before October first 1933 be abated for a period of three months from October 4, 1933."³⁴ The Bushkill Board made the payment of taxes on an installment basis acceptable in the year of 1933.³⁵ Bangor adopted the policy later in the same year;³⁶ Nazareth had done so in 1932.³⁷

³²The Superintendent of Public Instruction, James N. Rule, reported that the "near collapse of real estate values is reacting as a serious handicap" to school finances. Tax collections were poor throughout the State. See The Item, Sept. 28, 1933, p. 1.

³³The amounts of exonerations, liens and unaccounted taxes are not significant except to indicate monies that were not collected. Boards were generally lenient about exonerations. Thus each school district's exonerations total differed, sometimes radically, according to the school board's policy and the legal exonerations they were obliged to grant. Interview with Frank S. Stroble, Tax Collector, City of Easton, Jan. 10, 1966.

³⁴Minutes of the Northampton Borough School District, October 4, 1933, p. 6 - hereafter referred to as the Minutes of Northampton Board.

³⁵Minutes of Bushkill Board, March 15, 1933, p. 196.

³⁶Minutes of the Bangor Borough School District, Sept. 12, 1933, p. 255 - hereafter referred to as Minutes of Bangor Board.

³⁷Minutes of the Nazareth Borough School District, Sept. 12, 1932, p. 278 - hereafter referred to as Minutes of Nazareth Board. Up to this time it had not been legal for school boards to permit taxes to be paid on an installment basis. A law, approved July 25, 1932, permitted this type of payment. See Laws of Pennsylvania: Session of 1932, Act 3, pp. 10 and 11.

Most school districts in the County borrowed money to keep the schools open. For instance, Northampton applied in 1934 for a loan of \$7000 from a local bank to meet its pay roll.³⁸ Before the fiscal year and the school year closed, the loan was increased to \$18,000 to meet other current expenses.³⁹ Bangor resorted to loans in 1933; the Board borrowed \$2500 so it could pay all its bills.⁴⁰ Not only was it difficult to obtain money to run the schools but school boards were also under constant pressure to reduce expenditures and taxes. Other municipal bodies reduced taxes, expenditures, and dismissed personnel.

The city of Easton cut its 1932 tax levy on property from thirteen and one-half mills to thirteen. In 1933, the Mayor reported that appropriations for all departments of the city government were "quite drastically reduced."⁴¹ Personnel dismissals took place in the same year; salaries of all City officials were decreased; and policemen and firemen received a five percent cut in salaries. In 1933, the tax rate became twelve mills.⁴²

Pressure grew to force the schools to pare their expenditures. The national convention of the United States Chamber of Commerce in 1931 urged "a reduction in taxes and public expenditures."⁴³ An article in the Saturday Evening Post criticized the public schools for erecting

³⁸Minutes of Northampton Board, May 4, 1934, p. 4.

³⁹Minutes of Northampton Board, June 6, 1934, p. 4.

⁴⁰Minutes of Bangor Board, June 13, 1933, p. 233.

⁴¹Forty-Sixth Annual Report of the City of Easton for the Fiscal Year 1932 (Easton, 1933), p. 5.

⁴²Ibid., p. 20.

⁴³The Item, July 16, 1931, p. 1.

expensive school buildings and for paying "a dole" to the teachers.⁴⁴ Letters appeared in the local press demanding a tax cut and commenting sarcastically on the schools and the teaching staff.⁴⁵

The school boards in Northampton County fought to keep the schools open. They appealed to the Department of Public Instruction for more financial aid and sought relief from the provisions of the Edmonds Act.⁴⁶ The Easton Board asked its representatives in Harrisburg to seek a revision in this Act so that reductions in teachers' salaries could be instituted by the Board.⁴⁷ Bethlehem sent letters to Harrisburg⁴⁸ and in January 1933, the Nazareth Board empowered its secretary to write its senators and assemblymen.⁴⁹ The Northampton Board authorized a letter to be sent "each assemblyman of our district" to let him know the extent of the financial distress at the local level.⁵⁰ Lower Nazareth followed the same course of action.⁵¹

⁴⁴See Carmon Ross, "Deflating Education," Pennsylvania School Journal, LXXXII (1933), 55-60.

⁴⁵Easton Express, February 6, 1930, p. 12; and April 13, 1932, p.5.

⁴⁶This law required annual salary increments be voted to teachers who qualified. See above, p. 29.

⁴⁷Minutes of Easton Board, December, 1932, pp. 81 and 82; and Minutes of Easton Board, January 16, 1933, pp. 87 and 88.

⁴⁸Minutes of Bethlehem Board, April 18, 1932, pp. 184-185.

⁴⁹Minutes of Nazareth Board, January 28, 1933, p. 295. In March, the Board in expressing its opposition to school district consolidation voted that it would much prefer emergency legislation "which would temporarily relieve a portion of the local tax burden on real estate." See Minutes of Nazareth Board, March 13, 1933, pp. 297-299.

⁵⁰Minutes of Northampton Board, February 3, 1933, p. 3.

⁵¹Minutes of Lower Nazareth Board, February 24, 1933, (no page listed).

School Boards exchanged letters, assembled in conferences and prodded the State School Directors' Association to support the local districts' requests for financial relief. The second class districts convened in Harrisburg in an attempt to prevent a rumored reduction in their state subsidies.⁵² In February 1933, the School Directors adopted a resolution opposing reductions in state appropriations for public education.⁵³

All these efforts of the boards proved fruitless. The original appropriation of ninety-three million for the biennium 1931-1933 was cut back to about eighty-nine million by the special session of the Legislature held in 1932. The recommendation for 1933-1935 was set at seventy-seven million.⁵⁴

With tax receipts down, state appropriation cut, other governmental agencies reducing expenses and personnel, and the local taxpayer complaining, something had to be done at the local level. School budgets and taxes were cut.

⁵²The name given to the amount of money received from the State by the local district for the operation of the public schools.

⁵³"Educational Interests: School Officials Convene," Pa. School Jour., LXXXI (1933), 383.

⁵⁴"Budget Recommendations Cut 12,000,000 from Education Program," Pa. School Jour., LXXXI (1933), 388.

TABLE 10
BUDGETS AND TAXES FOR 1931-1934

Key ^a	Budgets				Property per Capita Tax					
	1931	1932	1933	1934	1931 ^b	1932 ^c	1933 ^d	1934 ^e		
B ^f	102,519	99,000	96,690	99,311	21	\$5 21	\$5 24	\$5 20	\$5	
Be ^g	1,188,614	1,162,905	1,214,179	1,198,639	13	\$4 12½	\$4 12½	\$3 12½	\$3	
E ^h	-	823,810	734,529	730,174	15	\$5 15	\$5 13½	\$5 13½	\$4	
Na ⁱ	-	139,453	111,425	104,276	-	-	23	\$4 21	\$4 20	\$3
No ^j	-	189,811	170,839	169,536	23	\$5 23½	\$5 22½	\$5 20½	\$5	

^aB is for Bangor; Be, for Bethlehem; E, Easton; Na, Nazareth; and No, Northampton.

^bStatistical Report of Superintendent: 1931, pp. 96, 97, 100, 102 and 103.

^cStatistical Report: 1932, pp. 91, 95, 97 and 99.

^dStatistical Report: 1933, pp. 88, 89, 92, 94 and 95.

^eStatistical Report: 1934, pp. 88, 89, 92, 94 and 97.

^fMinutes of Bangor Board, April 18, 1930, p. 162; June 10, 1931, p. 229; April 19, 1932, p. 168; and June 13, 1933, p. 233.

^gMinutes of Bethlehem Board, April 30, 1930, p. 271; April 30, 1931, p. 110; May 13, 1932, p. 215; and May 1, 1933, p. 206.

^hActual expenditures from Auditor's Reports (Archives of Northampton County, Court House, Easton).

ⁱMinutes of Nazareth Board, April 13, 1931, p. 235; April 11, 1932, pp. 256, 257; and March 13, 1933, p. 297.

^jActual expenditures of Auditor's Reports (Archives of Northampton County, Court House, Easton).

By 1934, every district listed in table 10 above reduced their property millage and some lowered the per capita tax.⁵⁵ All of the districts' budgets declined with the exception of Bethlehem. Easton's decreased substantially.

The smaller districts reduced taxes. Bushkill Township, a fourth

⁵⁵A tax placed on residents, 21 years of age and over, residing in the taxing district.

class school district, assessed property at fifteen mills, and placed a two dollar per capita tax on all residents for the school year 1930-1931.⁵⁶ In 1932, the Board reduced the property tax rate to twelve mills but made no change in the per capita tax.⁵⁷ Then the Board established a property tax of ten mills for the school year 1933-1934,⁵⁸ a total reduction of five mills in four years. Some financial relief had to be granted to the local school districts if they were to survive.⁵⁹

A special session of the Legislature convened in 1933 to take measures to cope with the emergencies created by the Depression. In his message to that session, Governor Pinchot declared that unless the Legislature established an emergency fund for the support of the schools, many would close within the next biennium. That body responded by passing an act to provide aid "to financially handicapped and distressed school districts in such sums and in such manner as the Superintendent of Public Instruction shall determine, the sum of five million dollars (\$5,000,000)"⁶⁰ Though no district in the County required aid under the provisions of

⁵⁶ Minutes of Bushkill Board, June 14, 1930, p. 148.

⁵⁷ Minutes of Bushkill Board, March 12, 1932, p. 177.

⁵⁸ Minutes of Bushkill Board, March 15, 1933, p. 196.

⁵⁹ Many school districts, particularly in the coal regions, remained open only because the teachers voluntarily accepted payless days; or because teachers continued to teach on the promise of the board to pay them soon. No such incidents occurred in Northampton County. See Pennsylvania, Department of Public Instruction, Public Education Bulletin, Vol. I (1933), p. 2.

⁶⁰ Laws of Pennsylvania: Extraordinary Session of 1933, Act 67, p. 292.

this Act,⁶¹ a revision in the Edmonds Act affected all districts in the County.

This law, the basis for payment of salaries for most teachers in the Commonwealth, had been amended by the Legislature earlier in 1933. This amendment, Act 67, provided that beginning with the school year 1933-1934, and continuing in the school year 1934-1935, a local school district could pay its teachers ninety percent of the minimum as set forth in the Edmonds Act. If a local school district presented evidence to the Superintendent of Public Instruction which convinced him

"that the school district does not and will not have sufficient funds to pay the salaries required by the salary schedule as modified by the foregoing provisions of this Act, or that the payment . . . would be unreasonably oppressive upon the school district, the Superintendent of Public Instruction . . . may reduce the percentage herein provided from ninety to a percentage which he shall deem to be just and reasonable for that District."⁶²

Though Act 67 permitted a ten percent decrease in teachers' salaries, it was not mandatory.

However, school districts in Northampton County immediately seized this opportunity to reduce the salaries of their staff members. The minutes of the boards contained many references to these reductions, and the Superintendents' reports to Harrisburg set forth the extent of these changes. For instance, whereas up to and including the school year 1932-1933,⁶³ Easton and Northampton school districts had not paid any elementary teachers less than the minimum of \$1000 a year, in

⁶¹"Financial Conditions of Schools," Pa. School Jour., LXXXIII (1934), 22.

⁶²Laws of Pennsylvania: Session of 1933, Act 48, pp. 69-70.

⁶³Voluntary pay cuts were not reported nor were they considered as violations of the Edmonds Act.

1933-1934 Easton paid six elementary teachers \$900 a year and Northampton gave nine elementary teachers the same salary. The number jumped to eleven in Easton and Northampton in 1934-1935.⁶⁴

Prior to the passage of Act 67 most local boards tried to persuade teachers to accept voluntary reductions because the boards could not reduce salaries legally. The events in Easton and Bethlehem typified the differences of opinion between the school board and the professional staff about these voluntary reductions.

To begin with, one of the Easton Board members at a monthly meeting of the Board (by law open to the public)⁶⁵ read a long statement explaining why teachers should accept a pay cut. His proposed range of salary reductions varied from a low of five percent to a high of fifteen.⁶⁶ The Superintendent of Schools at that time refused to accept a change in salary and even circulated a letter to the professional staff that Board members claimed advised the teachers and supervisors not to accept reduced salaries.⁶⁷ The controversy spilled over into the press and made delectable reading.⁶⁸ The discussion became bitter and soon included the question of employing married women teachers and a district's wisdom in employing non-resident teachers when many qualified residents were jobless.⁶⁹

⁶⁴Superintendents Annual Reports: Salaries, 1930-1940, Appendix I, p. 208.

⁶⁵See above, p. 20.

⁶⁶Minutes of Easton Board, February 1932, pp. 92-96.

⁶⁷Minutes of Easton Board, February 24, 1932, pp. 101 and 102; April 18, 1932, pp. 127-134.

⁶⁸Easton Express, February 25, 1932, p. 1; April 19, 1932, pp. 1 and 10.

⁶⁹Minutes of Easton Board, May 2, 1932, pp. 147-159; and Easton Express, May 3, 1932, pp. 1 and 10.

In Bethlehem, too, cuts in salary met resistance. In response to the Board's suggestion that teachers voluntarily accept a reduction in salaries, these persons reminded the Board that Bethlehem's school taxes were the lowest of seventeen school districts of the second class in Pennsylvania (out of a total of twenty in the State that year) and that the average salary paid the teachers of Bethlehem ranked sixteenth among these seventeen districts.⁷⁰ Later in that same year, the teachers declared their salaries were not a "burden to the community" and that school taxes were lower in Bethlehem than in Allentown and Easton.⁷¹

Other school boards took action on salaries at this time. With the teachers volunteering, the Nazareth Board cut salaries ten percent in the school year 1932-1933⁷² and Bangor reduced them by five percent.⁷³ Lower Nazareth Township dismissed all of their married women teachers.⁷⁴

Most of the teachers and supervisors of the County either eventually accepted a ten percent reduction in pay or the amendment of the Edmonds Act forced them to accept a smaller pay check. The question then became not one of accepting a cut in pay but rather one of restoring the pay cut and holding the line against any further reductions. In this endeavor, the teachers' professional organizations played an important role.

⁷⁰Minutes of Bethlehem Board, March 15, 1932, p. 137.

⁷¹Minutes of Bethlehem Board, October 31, 1932, pp. 446, 447.

⁷²Minutes of Nazareth Board, April 11, 1932, pp. 256, 257, and 259.

⁷³Minutes of Bangor Board, April 12, 1932, p. 162.

⁷⁴Minutes of Lower Nazareth Board, January 25, 1935, (no page listed).

The Pennsylvania State Education Association in December of 1931 adopted a resolution calling "attention to the fact that hasty retrenchment in the public school system has serious and far-reaching implications in the lives of our boys and girls."⁷⁵ The following year, the Association passed a resolution in support of education and opposing any financial reductions for the schools.⁷⁶ The sixty-second annual meeting of the Department of Superintendence⁷⁷ of the National Education Association declared that "American education is facing an emergency in which the integrity of the schools is threatened by ill-advised methods of economy which could lower standards of instruction which it took a half century to build up."⁷⁸ The National Education Association came out strongly in opposition to a reduction in salaries, the shortening of the schoolyear, and increasing the sizes of classes as measures of economy during what it called "the emergency."⁷⁹

Statements by public officials in support of teachers' salaries and other aspects of the public education program were widely distributed by teachers' organizations. For instance, they laid great stress on President Roosevelt's inference that the average pay scale of public school teachers was below the average living costs of the period.⁸⁰

⁷⁵"Pittsburgh Convention," Pa. School Jour., LXXXI (1932), 418.

⁷⁶"Harrisburg Convention," Pa. School Jour., LXXXI (1933), 314-315.

⁷⁷Professional association of superintendents of schools and other school administrators.

⁷⁸"Washington Convention," Pa. School Jour., LXXX (1932), 17.

⁷⁹"The Atlantic City Convention of the N.E.A.," Pa. School Jour., LXXXI (1932), 17.

⁸⁰"Educational Interests: An Immediate Increase in Pay Necessary," Pa. School Jour., LXXXII (1933), 30.

The teachers' associations applauded Harold Ickes, Secretary of the Interior in Roosevelt's first cabinet, when he declared himself against a reduction in expenses for public education.⁸¹

The teachers' state organization, the Pennsylvania State Education Association, reported the activities of national organizations that supported the efforts of the public schools during the Depression. For example, the Association published that the National Congress of Parents and Teachers made a strong statement in behalf of public education⁸² and that the American Legion at its annual national convention in 1932 adopted a resolution complimenting school officials for the excellence of the public school system and urging "public school officials and the public generally to make every possible provision for continuance of a thorough program that will guarantee every child protection of his constitutional rights to secure an education."⁸³

Perhaps these efforts by the Pennsylvania State Education Association affected the Legislature because, contrary to the wishes of the School Directors' Association and some individual school boards, it permitted reductions in teachers' salaries to lapse with the 1933-1935 biennium and thus the provisions of the original Edmonds Act became effective once again with the beginning of the 1935-1936 school year.⁸⁴

⁸¹Harold L. Ickes, "Education Our Greatest National Asset," Pa. School Jour., LXXXII (1933), 133-135.

⁸²"Parents Study School Problems," Pa. School Jour., LXXXI (1933), 116.

⁸³"American Legion Resolution," Pa. School Jour., LXXXI (1933), 292.

⁸⁴Most teachers were not reimbursed for the reductions in salaries they received in 1933-1934 and 1934-1935. Pennsylvania Supreme Court ruled school districts were not obliged to pay because the salary reductions were "omitted permanently and not just postponed." See Pennsylvania State Education Association, Education Bulletin, VI (1938), 59.

As pointed out earlier in this chapter, the Commonwealth, the ultimate agent for public school education, responded to requests that relief be granted to the local districts in the matter of fiscal support. At the same time, the General Assembly in 1933 appointed a committee of senators and assemblymen "to investigate the cause of the increasing cost of education to the school districts and methods whereby such cost can be reduced."⁸⁵ Expanded in scope and members in 1935, this Committee made a comprehensive study of the educational system of the Commonwealth.⁸⁶ Many of its recommendations, made in a report to the 1937 session of the Legislature, furnished the guidelines for changes coming sessions of the Legislature were to make in teachers' salaries, assessment of property for school tax purposes, state reimbursement to school districts, and teacher tenure. However, the Legislature took no further action on teachers' salaries during the remaining years of the thirties.

With inactivity at the state level, the determination of salaries at the local level remained a matter to be settled between the school board and the teachers. The teachers accomplished little as table 11 proves.

⁸⁵"Changes in School Laws," Public Education Bull., vol. I (1933), p. 9.

⁸⁶Laws of Pennsylvania: Session of 1935, Act 420, p. 1345.

TABLE 11

MEDIAN SALARIES FOR PROFESSIONAL EMPLOYEES
SCHOOL DISTRICTS OF NORTHAMPTON COUNTY

Comparison Between 1930-1931 and 1939-1940

District	1930-1931 ^a		1939-1940 ^b	
	Elementary	Secondary	Elementary	Secondary
Bangor	1400-1499	1700-1799	1400-1499	1600-1699
Bethlehem	1700-1999	2000-2499	1800-1899	2000-2499
Easton	1700-1999	2000-2499	1800-1899	2000-2499
Nazareth ^c	-	-	1400-1499	1500-1599
Northampton	1300-1399	1600-1699	1400-1499	1600-1699
Wilson	1400-1499	1700-1799	1400-1499	1600-1699
County ^d	900-999	1600-1699	900-999 ^e	

^aAbove, pp. 31, 32.

^bSuperintendents Annual Reports: Salaries, 1930-1940, Appendix I, p. 212.

^cNot reported as a separate district in 1930-1931.

^dThe fourth class districts in the County.

^eSuperintendents Annual Report for the County not available for this year. Median for all professional members as given is from report form entitled Application For Appropriation, 1939-1940 (Department of Public Instruction, Harrisburg).

In ten years, teachers' salaries made insignificant advances. Although the elementary teachers' salaries in the larger districts of Bethlehem and Easton improved and though Northampton's elementary teachers could also claim a better pay rate in 1939-1940, the secondary teachers of all the districts listed in table 11 received the same salary or one hundred dollars less in 1939-1940 than in 1930-1931. While the evidence is inconclusive for districts of the fourth class, the available statistics indicate no great improvement in their salaries.

A similar situation existed throughout the Commonwealth. Medians by the different class of district showed no great progress in the thirties. Table 12 gives these statistics.

TABLE 12

TEACHER SALARY MEDIANS BY CLASS OF SCHOOL DISTRICT
IN PENNSYLVANIA

Comparisons Between Years of 1930-1931 and 1939-1940

Class of District	1930-1931 ^a		1939-1940 ^b	
	Elementary	Secondary	Elementary	Secondary
		1774 ^c		2143 ^d
Second	1728	2329	1854	2204
		1633		1654
Third	1450	1827	1462	1692
				1304
Fourth	915	1522	1036	1259

^aAbove, pp. 31, 32.^bStatistical Report of Superintendent: 1940, p. 54.^cFirst salary represents junior high teachers; second salary refers to those of "all other high schools."^dFirst figure is salary for teachers teaching in a junior high composed of grades VII-IX, or VII-X, or VIII and IX; second figure is for teachers in a senior high of four years IX-XII. Other classifications of junior and senior highs, as presented in the Statistical Report: 1940 did not list medians higher than those of 1931.

Most of the salaries paid in the State and in the County compared favorably with those paid in the United States. For instance, a teacher in a school district with a total population ranging from 5,000 to 10,000 people (third class districts in Northampton County fell in this population range) received an average salary of approximately \$1450 annually. In cities with a population between 30,000 to 100,000 people, teachers' salaries averaged \$1800 yearly in the United States (Bethlehem's and Easton's population came within these limits).⁸⁷

Though the National Education Association did not list separate salaries for teachers in the elementary and the secondary schools, Bethlehem and

⁸⁷"The Status of the Teaching Profession," N.E.A. Research Bull., XVIII (1940), 60.

Easton paid better salaries than similar-sized districts in the Country particularly at the secondary level. It appeared, also, that the third class districts of the County equaled the national average in the elementary field and were above the average in the secondary schools.⁸⁸

The average salary in the United States in 1940 for teachers working in a one-teacher rural school was not quite \$700 a year; for those in a two-or-more-teacher rural school, not quite \$900; for those in a district of less than 2500 population, \$1000; and for those in a district with a population between 2500 and 5000, \$1300.⁸⁹ Average salary for all these districts approximated \$975 annually. Districts with these populations, classified as fourth class districts in Pennsylvania, received about the same salary in Northampton County in 1940.

The increases as listed in tables 11 and 12 in some districts in the elementary field became less significant when matched against the costs of living in 1940. Though the base for determining the cost-of-living averaged certain costs for the years 1935-1939, even in 1940 the purchasing power of the dollar declined slightly. Such decreases in purchasing power of the dollar offset any slight increases in salary.⁹⁰

Moreover, in 1940 a man needed \$2500 a year as "probably the minimum on which . . . comfortable living can be attained - in fact, such an income would probably not be high enough for most families to enjoy all the comforts . . ."⁹¹ that the average American expected of life at

⁸⁸Above, p. 54.

⁸⁹Ibid., p. 60.

⁹⁰"Average Instructional Staff Salaries, Price Indexes and Dollar Purchasing Power: 1920-1956" (Harrisburg: P.S.E.A. Research Department, n.d.), p. 1.

⁹¹U. S., Department of Labor, Monthly Labor Review (1940), 140.

that time. Teachers' salaries averaged much less than \$2500 a year even in 1939. President Roosevelt stated in 1933 that teachers' wages were below the cost-of-living. This situation had not changed by 1940.

Apparently many teachers overcame the shortcomings of their salaries by working at a second job - either in the summer or during the school year. Sometimes they held both types of jobs. In spite of the fact that jobs were hard to get in the thirties, many of the married male teachers presently on the staff of the school districts of Northampton County who were teaching in the 1930's held a second job during that period.⁹²

Regardless of the fact that teachers in Northampton County taught for no more money in 1939-1940 than in 1930-1931, their educational backgrounds steadily improved during the 1930's. For instance Easton, with a staff of 213 persons in 1940 compared to a staff of 232 in 1930-1931, employed 122 teachers with college certificates in 1939-1940 compared to only 77 in 1930-1931. In Bangor, too, college certificate holders had more than doubled by 1939-1940.⁹³ The extent of the educational preparation of the teachers showed similar increases. For example, baccalaureate degree holders increased in Easton from 69 in 1930-1931 to 103 in 1939-1940 in spite of a reduction in staff. Bangor also upped its baccalaureate degree holders from 11 in 1930-1931 to 24 in 1939-1940. The holders of masters' degrees increased even more phenomenally.⁹⁴

⁹²Summary of Questionnaire, Appendix II, pp. 267-268. From replies received through a Questionnaire sent to teachers. See Appendix III, p. 280.

⁹³Superintendents Annual Reports: Certification, 1930-1940, Appendix I, p. 204.

⁹⁴Superintendents Annual Reports: Educational-Instructional: 1930-1940, Appendix I, p. 203.

In summary, the Edmonds Act, with its differentiation in salaries by class of school district, controlled and influenced the salaries paid teachers in the Commonwealth of Pennsylvania during the nineteen thirties. The teacher in a district of the second class received more, on the average, than a teacher employed in a district of the third class and this latter teacher, in turn, got more money than a teacher who taught in a school district of the fourth class. Moreover, an elementary teacher in each of these different classes of districts generally received less pay than a colleague who taught in a secondary school even though it was a part of the same school district.

Teachers' salaries, on the whole, in Northampton County averaged no less than those of other counties of the Commonwealth during the 1930's. Exceptions were found in the Easton elementary schools and the secondary schools of the districts of the fourth class.

In general, salaries were no higher in 1939-1940 than they had been in 1930-1931 with the exception of some of the elementary schools of certain districts. Any increases in salary, however, were offset by a rise in the cost-of-living. At least half of all the teachers in the County in 1940 received a salary at or below \$2500 a year, a figure which experts estimated to be the lowest which a family should receive to enjoy the comforts of life then available to the average American.

The greatest portion of the professional members of the staffs of the school districts in Northampton County in the nineteen thirties were females, but in the fourth class districts, twenty-five percent of the staffs were males most of whom taught in the elementary schools. This ratio of male to female teachers did not decline during the decade.

Moreover, the greatest percentage of the members of the school

staffs graduated from normal school. All of the districts studied recorded at least ninety-four percent of their staffs as qualifying for a two-year normal school education or its equivalent. Easton employed the largest percentage of standard certificate holders, teachers who had only a high school or elementary education background.

The Depression seriously affected the finances of all school districts though none in the County closed their schools or resorted to "payless" days or weeks. Budgets were reduced, taxes lowered and teachers were requested to take voluntary pay cuts. The teachers resisted the latter request until the State Legislature legally permitted school boards to reduce teachers' salaries. The State also allowed the abatement of tax penalties and the establishment of the installment payment of taxes. State subsidies to the schools were reduced.

It has been generally accepted that the Great Depression was the chief cause in the reduction of teachers' salaries. Not so well-known is the fact that the effects of the Depression on teachers' salaries were not overcome even as late as 1940 in Northampton County. The salary reductions made in 1933-1935 were never regained. In this respect, the decade of the thirties was a "lost decade." The Great Depression affected teachers' salaries permanently; to this day, reductions made then have never been regained.

By 1940, industrial orders were on the rise, employment was up, economically, conditions seemed to be getting better. Though during the previous ten years the public school teacher's salary had not substantially improved, maybe it would in the nineteen forties.

CHAPTER IV

FIVE COMPLETIONS - MEAGER GAINS

The decade of the forties saw five teachers' salary laws enacted by the Legislature of the Commonwealth but each time the increases incorporated were counterbalanced by a rise in the cost-of-living. This rise represented the principal reason why the teachers, when they found the State laws inadequate, turned to the local school board for relief. The main theme of the forties centered around the teachers' struggle for financial help to offset the rise in the cost-of-living. While not gaining much in this battle, the teachers contributed willingly to the World War II effort, used their state teachers' association in their search for better pay, and finally succeeded in eliminating the salary differentials established by the Edmonds Act which had been adopted by the State a quarter of a century before.

Even though World War II began on December 7, 1941 and the Country had been on a war basis since 1939, the improved economic conditions were not evident in teachers' salaries. For instance, compared to salaries of 1939-1940, the overall increase in Northampton County in 1941-1942 was negligible. Although Nazareth's were one hundred dollars higher, the median salaries of other school districts remained unchanged with the exception of the school districts of the fourth class which advanced one hundred dollars for elementary teachers and four

hundred for the secondary.¹ However, the increases in these latter salaries resulted from changes in the law.

In August of 1941, the State Legislature finally adopted Act 288 raising the minimum² salary and for the first time establishing annual increments³ for teachers of the fourth class districts. Their salaries had been governed by the Edmonds Act (passed in 1921) which provided only a monthly salary of \$100 for most teachers in the elementary schools.⁴ The new law stated that elementary teachers in the fourth class districts⁵ should receive a thousand dollars annually as well as two annual increments of fifty dollars each.⁶ Whereas the old Edmonds Act established the minimum at one hundred and thirty dollars a month for most secondary teachers, the new minimum became twelve hundred a year with

¹Northampton County's salaries were comparable to those in other counties of the State at this time and generally could be said to be at a par with those paid throughout the United States. See Statistical Report of Superintendent: 1942, p. 62; and "Salaries of City-School Employees, 1944-1945," N.E.A. Research, Bulletin, XXIII (1945), 70.

²For definition, see above, p. 34.

³For definition, see above, p. 34.

⁴Above, p. 29.

⁵The 1937 session of the Legislature abolished the provision of the Edmonds Act that elementary schools of districts of the fourth class were obliged to remain open for only 160 days in a school year. Since, however, that law did not make the new 180 day provision effective until 1939, that session of the Legislature changed the effective date of the 180 day provision for the elementary schools of the fourth class districts to the school year 1941-1942. When the 1941 session of the Legislature took no further action, the 180 day provision for elementary schools of the fourth class became effective. See Laws of Pennsylvania: Session of 1937, Act 478, p. 2576 and Laws of Pennsylvania: Session of 1939, Act 352, p. 793.

⁶Laws of Pennsylvania: Session of 1941, Act 288, p. 784. Signed by Governor James.

two fifty dollar annual increments.⁷

Act 288, the first permanent change in the principles of the Edmonds Act in over twenty years, concluded at least six years of activity by interested groups begun in 1935 when a Joint Legislative Committee undertook the task of studying public school problems. One of their recommendations strongly denounced the State's practice of paying teachers of fourth class districts, fourth class salaries. The Committee objected it was "unfair to the fourth class districts to constitute them, by law, a pedagogical proving ground."⁸

Then in 1937, the Pennsylvania State Education Association, the teachers' professional organization, discussed the question of better remuneration for teachers of districts of the fourth class and decided to sponsor legislation in that year's session of the Legislature.⁹ When their bill failed to pass either the House or the Senate,¹⁰ the Association created a committee "to make a survey of school costs, taxation, ability to support public education, sources of revenue, and equitable distribution of State subsidies in Pennsylvania . . . and that recommendations be submitted to the 1938 Convention."¹¹ This Committee

⁷Ibid.

⁸Report of the Educational Costs Survey: Act 420, 1935, p. 20.

⁹Minutes of the Regular Meeting of the Executive Council of the Pennsylvania State Education Association, March 6, 1937 - hereafter referred to Minutes of Executive Council; also William R. Benedetti, "Legislative Role of P.S.E.A." (unpublished doctoral thesis, School of Education, University of Pittsburgh, 1964), pp. 6 and 65; and "Association Activities: Committee on Legislation," Pa. School Jour., LXXXV (1937), 293, 294.

¹⁰Benedetti, p. 65.

¹¹Report of the Committee on Survey of School Costs (P.S.E.A., Harrisburg, 1938), p. 3.

published its findings, recommending, for one thing, a modification of the Edmonds Act provisions so "that the salary schedule for teachers in fourth class districts be the same as that now in effect for teachers in third class districts" ¹² The Association sponsored a bill to obtain this goal but the Legislature failed to enact it at this time. ¹³ Undiscouraged, the Association set up a subcommittee on Salaries of Teachers in Fourth Class Districts with the avowed objective of obtaining better salaries for teachers in these districts. ¹⁴ In March, this Committee sent representatives to a hearing held by the House of Representatives. ¹⁵ Later the Pennsylvania State Education Association predicted that legislation for improving salaries of teachers in the fourth class districts would be adopted in the current session of the Legislature. ¹⁶ Finally, on August 5, 1941, Act 288 became the law of the Commonwealth as has been pointed out previously. ¹⁷

The Pennsylvania State Education Association immediately claimed credit for this first change and improvement in teachers' salaries since 1921. It published a two-page advertisement in the September issue of

¹² Ibid., p. 115.

¹³ "General Assembly of 1939 and Educational Legislation," Pa. School Jour., LXXXVIII (1939), 9.

¹⁴ "Educational Interests: Committee on Legislation," Pa. School Jour., LXXXIX (1941), 234-235.

¹⁵ "Educational Interests: Educational Legislation," Pa. School Jour., LXXXIX (1941), 270.

¹⁶ "Association Activities: Committee on Legislation," Pa. School Jour., LXXXIX (1941), 308.

¹⁷ Above, p. 61. Of course, not everybody favored the passage of the Act. For instance, the State Chamber of Commerce opposed the bill. See Laura M. Braun, "Teachers: The Trustees for Childhood," Pa. School Jour., LXXXVIII (1940), 264.

its Journal listing legislation favorable to the welfare of teachers which the Association supported (including, of course, the salary increase for fourth class districts' teachers) and described "the method" used: (1) An elected state legislative committee, (2) local legislative committees,¹⁸ (3) coordinated information and suggestions by weekly legislative letters and (4) close personal contact with the General Assembly during its deliberations.¹⁹

This success established a definite feeling of confidence among the Association's personnel at the State level.²⁰ The energies and efforts of the teachers seemed to be gathering strength for a concerted effort to improve their socio-economic status. Then came December 7, 1941.

Pearl Harbor changed this mood by, first of all, diverting the teachers' immediate attention to coping with wartime emergencies on the home front. Secondly, the war effort stimulated a rise in the cost-of-living that increases in teachers' salaries barely overtook by the

¹⁸"Educational Interests: Educational Legislation," Pa. School Jour., LXXXIX (1941), 238. In March of 1941, the Association boasted about the number of legislative committees that had been organized and which were functioning in the Association's local units. The extent of this activity at the local level is debatable. The writer's personal experience as president of a local teachers' association unit and as chairman of its legislative committee in another state in addition to his service as a member of the executive committee of a local teachers' association in Pennsylvania proved that it was extremely difficult to maintain teachers' interests in the activities of the association even when the question of their own salaries was involved. This observation is supported in an interview with the present president of the Bethlehem Teachers' Association. Interview with Edward F. Long, President, Bethlehem Education Association, January 17, 1966.

¹⁹"Teachers Professional Organizations," Pa. School Jour., XC (1941), 18, 19.

²⁰Benedetti, p. 138.

end of the nineteen forties. World War II definitely affected the socio-economic status of the teachers.

Wartime conditions created emergencies and Northampton County, although seemingly unwilling to pay its teachers adequate salaries,²¹ immediately turned to them for aid when World War II began. Their contribution to the war effort on the home front was admirable and they plunged, willingly in most cases, into the many activities associated with the war effort.

Out-of-school, the teachers assisted in conducting local air-raid drills, taught first aid classes, acted as watchers in the Civilian Defense plane-spotting program and wrote letters to their former students serving in the armed services.²² In-school, they helped with Red Cross activities and supported war-bond stamp and war-savings programs. Their greatest contribution came in their distribution of rationing books and their assistance in the registration of citizens for the war-time draft.²³

In practically every instance, the teachers volunteered and served on this "home front" program without complaint. An exception occurred in Northampton when two teachers objected to acting as registrars for the war-rationing program because such action would be a contribution

²¹See Ch. III above, pp. 56, 57.

²²Gerald E. Nord, "Schools in Wartime," Pa. School Jour., XCI (1943), 268, 269.

²³See Minutes of Bangor Board, February 11, 1942, p. 1000; and May 6, 1942, p. 1021. Also Minutes of Easton Board, April 20, 1941, p. 1160; April 20, 1942, p. 166; and September 20, 1943, p. 35. Also Minutes of Bethlehem Board, October 11, 1940, p. 370; February 9, 1942, p. 32. Also Minutes of Nazareth Board, April 13, 1942, p. 219. Usually the schools were closed; sometimes for a full day, sometimes for only a half day. On occasions the program was carried on at night or on a Saturday morning. Registration for ration books and for the Selective Service was done in the schools by the teachers without extra pay.

to the war effort which, since they did not believe in war, they could not support.²⁴ The Commander of the local American Legion Post criticized these teachers publicly and soon one of them tried to obtain a leave of absence.²⁵ A year later when the other teacher submitted her resignation, the Board accepted it immediately.²⁶

While in school, the teachers also engaged in activities, usually hastily organized, to defend the schools and the pupils against enemy attack - a thought not lightly held in December of 1941. The superintendent of schools in Easton, one week after Pearl Harbor, reported that first aid classes had been attended by the principals and himself and he recommended the course to all members of the teaching staff.²⁷ In Bangor, the superintendent described the plans he and his staff developed in the event the town would be subjected to an air attack while the schools were in session. The Board promptly voted to pay for and install material that would prevent the flying of glass from damaged windows in the schools.²⁸ In Bethlehem the superintendent explained to the Board preparations made in the schools, particularly those to be

²⁴Minutes of Northampton Board, February 17, 1942, p. 1

²⁵Minutes of Northampton Board, March 4, 1942, p. 4.

²⁶Minutes of Northampton Board, August 4, 1943, p. 3.

²⁷Minutes of Easton Board, December 15, 1941, p. 91.

²⁸Minutes of Bangor Board, December 18, 1941, p. 990.

followed in the event of an attack by air.²⁹

The school's efforts to deal with emergencies caused by wartime conditions were compounded by the increasing shortage of available teachers. As pointed out in chapter three, teachers' salaries were woefully inadequate and many teachers were now attracted to better paying jobs in industry. The primary cause of the shortage, however, was induction into the armed forces. Some teachers joined the services before December 7³⁰ but, after Pearl Harbor, teacher inductions stepped up so rapidly that in February of 1942, the superintendent of schools in Bangor advised the Board in which fields shortages were apt to develop.³¹ By the end of the year, the superintendent informed the board that if any more teachers were inducted, the school program could only be carried on with extreme difficulty.³²

Not only were inductions increasing but suitable replacements were scarce and for some positions in the schools, not available at all. In 1944, the Bangor superintendent, to fill a vacancy in the high school (subject-matter not specified in the Minutes), had been forced to hire a girl who was a student at East Stroudsburg State Teachers College and

²⁹Minutes of Bethlehem Board, December 22, 1941, pp. 421, 422. These hasty preparations seem somewhat ludicrous today but the writer, who taught at this time in a very conservatively administered high school not far from Boston, can recall very vividly being ordered by his principal on December 8 (a Monday and the first day the schools were open after the attack on Pearl Harbor) to stand guard at the main entrance to the high school in order to repulse any strangers at the door and to report any troop movements immediately. (It was rumored that the Germans had landed on the coast and might be marching to Boston.)

³⁰Minutes of Easton Board, January 16, 1941, pp. 112-114; and February 16, 1941, p. 130.

³¹Minutes of Bangor Board, February 11, 1942, p. 1000.

³²Minutes of Bangor Board, December 2, 1942, p. 1071.

had arranged a teaching schedule so she could teach in the morning and continue her studies in the afternoon.³³ In 1946, the superintendent, unable to obtain a physical education instructor for the girls' program, hired a man for the position on a day-to-day basis.³⁴

Other districts faced these same difficulties. The circumstances differed little except that sometimes the loss of teachers in the smaller districts caused a greater and more immediate crisis than in the larger districts. For example, in Bushkill Township, a district of the fourth class, two teachers resigned early in August of 1941.³⁵ When two more resigned later in the month, the staff was so depleted that the Board called a special meeting in order to try to open the schools the first of September.³⁶ When four teachers resigned in the summer of 1942 from the Lower Nazareth Township school (another district of the fourth class), it meant that almost all of the staff had to be replaced at a very short notice.³⁷

These same conditions prevailed in other parts of the Commonwealth and throughout the United States. Henry Klonover, Director of Teacher Education and Certification in the State Department of Public Instruction, declared that for a demand of 724 elementary teachers in the fall of 1943 only 200 qualified instructors would be available. The ratio of supply to demand was about the same in the secondary schools of the

³³Minutes of Bangor Board, April 5, 1944, p. 1402.

³⁴Minutes of Bangor Board, January 3, 1946, p. 1582.

³⁵Minutes of Bushkill Board, August 9, 1941, p. 72.

³⁶Minutes of Bushkill Board, August 20, 1941, p. 73.

³⁷Minutes of Lower Nazareth Board, August 28, 1942, p. 58.

Commonwealth.³⁸ The United States Office of Education reported that of thirteen thousand teaching jobs unfilled in the United States one thousand to fifteen hundred applied to Pennsylvania.³⁹

These vacancies existed not only because teachers left the profession through induction but also because better pay in industry enticed them. Both men and women teachers left the profession in search of jobs that paid more money.⁴⁰

Wages in industry were becoming more attractive. To illustrate, the collective bargaining agreement negotiated in 1937 between the Taylor-Wharton Iron and Steel Company, located near Easton, and the United Steel Workers of America fixed the minimum rate for an unskilled worker with no experience at fifty-five cents an hour, fifty-eight cents after three months of employment, and sixty-two and a half cents after six months employment. In September of 1942, the rate of pay for unskilled laborers with no experience began at sixty cents an hour. After one month on the job, the rate became sixty-three cents and after two months on the job, the rate jumped to sixty-six cents.⁴¹

At the same time that wages went up, the hours of work went down. On March 1, 1938, the forty-hour week replaced the forty-four-hour week. In September of 1942, the worker's pay check received another

³⁸"Supply and Demand of Teachers," Pa. School Jour., XCII (1944), 141.

³⁹"Teaching Qualification and Certification," Pa. School Jour., XCII (1943), 79.

⁴⁰"Senate Bill (U.S.) 637," Pa. School Jour., XCI (1943), 305.

⁴¹Collective Bargaining Agreement Between Taylor-Wharton Iron and Steel Company and the United Steel Workers of America, June 11, 1937 and amended February 26, 1938; March 3, 1941; April 10, 1941; September 15, 1942 and October 15, 1942, pp. 3 and 4.

potential boost when President Roosevelt ordered industry to pay time and one-half for all hours worked beyond forty and double pay for all work done on a holiday.⁴²

Bethlehem Steel's wage rates kept pace with those in such companies as Taylor-Wharton. Steel's collective bargaining agreement declared that each employee "shall be guaranteed and shall receive for each day's work an amount which shall not be less than seventy-eight cents multiplied by the number of hours worked by him on that day,"⁴³ or an amount "which shall not be less than his fixed occupational hourly rate multiplied by the hours worked by him on that day"⁴⁴ The forty-hour work week was established and luncheon and rest periods were excluded specifically from those hours. Overtime pay was to be at the rate of one and one-half times the worker's regular rate of pay and holiday and vacation pay rates were defined.⁴⁵

Steel was not the only industry paying more adequate wages. The Rinek Cordage Company of Easton agreed to a minimum wage rate for unskilled labor of forty-two cents an hour in April of 1940. The following April the rate jumped to forty-seven cents an hour; to fifty-three and a half cents in April 1942; in 1943, to fifty-eight and one-half cents; in 1944, to sixty-two cents; and in January of 1945, the wage went up to sixty-seven cents. By the end of 1946, the rate reached

⁴²Ibid., pp. 5 and 14-16.

⁴³Agreement between Bethlehem Steel Company and the United Steelworkers of America, August 13, 1942, p. 11.

⁴⁴Ibid., pp. 11 and 12.

⁴⁵Ibid., pp. 19, 24 and 25.

eighty-six cents and became one dollar an hour in 1947.⁴⁶

On the basis of these wage rates the lowest paid inexperienced worker at Taylor-Wharton received an annual wage of \$1300 in 1941, over \$1600 at Bethlehem Steel in 1942, and about \$1113 at Rinek Cordage in 1942. The new minimum wage for teachers in fourth class districts for inexperienced teachers in 1941-1942 was \$1000 for those who taught in elementary schools and \$1200 for those in secondary schools.⁴⁷ No wonder teachers abandoned the profession.⁴⁸

Notwithstanding that these economic conditions helped to create a shortage of qualified teachers, the school boards in Northampton County did not increase salaries to overcome this shortage. They sought other means. In many instances they extended the age of retirement. Though the State specified that teachers must retire at the age of seventy, most Boards in the County set the age at sixty-five, but during the War Years they permitted teachers to continue teaching beyond that age.⁴⁹ Besides extending the retirement age, many school boards solved their teacher-shortage problems by ignoring their rules (up to this time very stringent) prohibiting the employment of married women.⁵⁰

⁴⁶"Wage Rate for Unskilled Laborers for the Rinek Cordage Company" (From the files of the Textile Workers of America, Regional Office, Easton, Pa.).

⁴⁷See above, p. 61.

⁴⁸The factory worker's weekly pay check almost continually increased throughout the decade of the forties. See Sylvester K. Stevens, "The Impact of the War on the Pennsylvania Economy," Pennsylvania History, XI (1944), 120, 121; also U.S., Department of Labor, Bureau of Labor Statistics, Employment and Earnings, VI (1959-60), 29; and Sylvester K. Stevens and Norman B. Wilkinson, Pennsylvania 1947: A Survey (Harrisburg: Pennsylvania Historical and Museum Commission, 1948), pp. 28-30.

⁴⁹Minutes of Bangor Board, March 7, 1945, p. 1595.

⁵⁰See Minutes of Easton Board, April 19, 1943, p. 156; and Minutes of Bethlehem Board, May 10, 1943, p. 95.

However, the State rendered the greatest aid in easing the teacher shortage by making it possible, through the issuance of an Emergency Wartime Certificate, to hire non-certificated personnel.⁵¹

While the teacher shortage did not motivate school boards to raise salaries, the rising cost-of-living forced action in this direction. This rise began early in the decade and was not to cease even by the beginning of the 1950's. It plagued school boards, teachers and the State legislature during the nineteen forties. The local boards and the State legislature either could not, or they chose not to maintain teachers' salaries at a level equal to the rise in the cost-of-living until the very end of the decade. Consequently, the teachers appeared constantly before the boards and the Legislature requesting more money.

The rise in prices had begun even prior to Pearl Harbor. During the twelve month period, January 1940 to January 1941, the total increase was nine and six-tenths percent.⁵² The President of the Pennsylvania State Education Association, testifying before a United States Senate subcommittee, stated that in November of 1942 the cost of food had increased forty-one percent, clothing eighteen percent, housing eleven percent, fuel and light six percent over the previous year.⁵³ From January 1, 1942 to December 31, 1942, the cost-of-living went up eight and four-tenths percent from 112.0 to 120.4.⁵⁴ The cost-of-living,

⁵¹Laws of Pennsylvania, Session of 1943, Act 328, pp. 784-786.

⁵²"The Cost of Living," Pa. School Jour., XC (1942), 274.

⁵³"Senate Bill 637," Pa. School Jour., XCI (1943), 305.

⁵⁴Monthly Labor Review, LV (1942), 156 and 1229; and Monthly Labor Review LVI (1943), 310.

though its rate of climb slowed in 1943, continued to rise from 120.7 in January to 124.4 by December.⁵⁵

However, the greatest rise in the cost-of-living index occurred in 1946. Based on the 1935-1939 years (as a base of 100), the index rose from 129.9 in January of 1946 to 153.3 in December.⁵⁶ Food prices in 1947 were 12.3 percent higher than in 1946; clothing was up 8.5 percent, house furnishings 9.9 percent, and rents 6.7 percent. Practically all the necessities of life increased in price.⁵⁷

Prices continued to rise in 1948. Using June 15, 1941 as a base of 100, the index rose from 161.9 percent to 170.2 percent from March 15 to September 15. Food prices reached an index of 208.3 percent, a rise of 5.7 percent over that of 1947.⁵⁸ By the end of December, however, prices had declined and they went down slowly in 1949 only to bound back up again in 1950.⁵⁹

At first the teachers achieved little success with this rise-in-the-cost-of-living argument. The school boards in Northampton County refused requests for better pay. For instance, in Bethlehem when the

⁵⁵Monthly Labor Review, LVI (1943), 1182; Monthly Labor Review, LVII (1943), 99, 299; and Monthly Labor Review, LVIII (1944), 409.

⁵⁶Monthly Labor Review, LXIV (1947), 501.

⁵⁷Stevens and Wilkinson, Pennsylvania 1947, pp. 28-30.

⁵⁸Sylvester K. Stevens and Norman B. Wilkinson, Pennsylvania 1948: A Survey (Harrisburg: Pennsylvania Historical and Museum Commission, 1950), pp. 39, 49, and 72.

⁵⁹Monthly Labor Review, LXIX (1949), 104; Monthly Labor Review, LXX (1950), 112; and Monthly Labor Review, LXXIII (1951), 118.

Teachers' Association⁶⁰ asked for a salary hike, the Administrative Committee of the Board reported that the desired raise would require a two mill increase in taxes, an unfair burden to the taxpayer.⁶¹ In Bangor, two members of the local branch of the Pennsylvania State Education Association urged the Board to grant the teachers a ten percent increase to compensate for the rise in the cost-of-living.⁶² Relying on their solicitor's ruling that they could not exceed the legal limit of twenty-five mills tax on real estate, the Board refused the request.⁶³

When the teachers persisted in their efforts to obtain more money, the school boards turned to the Commonwealth for assistance. This

⁶⁰Minutes of the Regular Meeting of the Bethlehem Teachers' Association, January 19, 1943 -- hereafter referred to as Minutes of Bethlehem Teachers.

⁶¹Minutes of Bethlehem Board, February 8, 1943, p. 29.

⁶²Minutes of Bangor Board, February 11, 1942, p. 997.

⁶³Minutes of Bangor Board, May 11, 1942, p. 1027. This ruling of the solicitor became the subject of a dispute. It was not until 1947 that the lawyer for the Bangor district finally sent letters to more than one hundred school districts of the third class in Pennsylvania which were levying a property tax of more than twenty-five mills. In this letter he asked the solicitors of the other districts how they were legally levying a property tax of more than twenty-five mills. See Minutes of Bangor Board, March 5, 1947, p. 1691. This tendency of school boards to depend on a solicitor's ruling is a weakness in the Pennsylvania school system in this writer's opinion. Local lawyers differ, often sharply, in their interpretation of the law. The Department of Public Instruction will not enter officially into a matter that is only "under discussion." Oftentimes the solicitor's ruling was used as a device to curb teachers' salary requests. (Until recently local teachers' associations did not have enough money in the treasury to hire a lawyer to contest the decision of a school board's solicitor.) In this case the solicitor's decision effectively prevented salary increments for teachers in Bangor for two years. Finally, in 1944 when the Board found it had a small surplus in its treasury, it voted to pay all teachers a fifty dollar "across-the-board" increase payable immediately. See Minutes of Bangor Board, December 4, 1944, p. 1487. The use of the solicitor to forestall a possible salary increase was also resorted to in Northampton. See Minutes of Northampton Board, October 1, 1941, p. 3; and October 20, 1941, p. 1.

movement began when the secretary of the Easton School Board communicated with the secretary of the Bangor School Board asking for the latter's support of a resolution requesting the Legislature to provide better salaries for teachers and other school employees because it was essential the salaries of teachers should be at least comparable to those wages currently being paid in industry and in the State Government.⁶⁴ The Bangor Board approved the Easton resolution and voted to send copies of their approval, together with the resolution, to the officers of the Pennsylvania School Directors' Association, the executive officers of the Commonwealth, the Superintendent of Public Instruction, and all Senators and Representatives in the General Assembly who came from the Bangor area.⁶⁵

At the same time, the Nazareth Board discussed a letter received from its teachers asking support for a substantial raise in salaries through increased appropriations from the Commonwealth. The Board readily accepted this recommendation and directed a copy of the Board's resolution be sent to the executive officers of the Department of Public Instruction and the members of the General Assembly who represented Nazareth.⁶⁶ Finally, in Northampton in January of 1943, the

⁶⁴Paul H. Wuellar, "Tax Reduction or Tax Reform," Pa. School Jour., XCI (1943), 206. Also original letter - R. E. Peifer to R. Speer, January 14, 1943 (in files of the superintendent's office, Bangor Area School System). The State's liquor store employees had just received a fifteen percent increase in salaries. See Wuellar, p. 207.

⁶⁵Minutes of Bangor Board, January 6, 1943, pp. 1077-1078.

⁶⁶Minutes of Nazareth Board, January 11, 1943, p. 255. The timing and the wording of this Teachers' Association request when compared to the requests made by the Bethlehem and Easton Teachers' Associations leads one to believe that this was a follow-up of directions received from the Pennsylvania State Education Association's Emergency Committee on Salaries. See below, p. 86.

School Board adopted a formal resolution stating that, since teachers' salary requests could not be financed from current revenues, the Board, the local Teachers' Association, and the State School Directors' Association should petition the Legislature for more State appropriations to provide for adjustments at the local level and that this resolution should be transmitted to the executive officers of the Commonwealth, the officers of the Department of Public Instruction, and the members of the Legislature from the Northampton district.⁶⁷

When the School Directors' annual convention of 1943 adopted a resolution advocating better salaries for teachers with costs to be paid by greater State appropriations,⁶⁸ and when the newly elected governor of the Commonwealth, Governor Duff, recommended that the General Assembly consider the matter of teachers' salaries and, in his inaugural address, spoke of the need to aid the public schools because they are "suffering from the terrific impact of the war,"⁶⁹ the setting was prepared for the passage of a salary bill. At the time the Legislature convened, bills calling for an emergency increase of \$300 for each teacher in the Commonwealth were introduced from which bills eventually came the act that provided the following cost-of-living supplements in salary for the teachers of Pennsylvania:

⁶⁷Minutes of Northampton Board, January 6, 1943, p. 5.

⁶⁸Minutes of Easton Board, February 15, 1943, p. 130.

⁶⁹"The General Assembly," Pa. School Jour., XCI (1943), 236.

TABLE 13^a
 COST-OF-LIVING SALARY ADJUSTMENTS^b
 ACT 329 - 1943

If in 1941-1942 salary was	Increase was
1000-1099	300
1100-1499	250
1500-1999	200
2000-2999	150
3000-3499	100

^aAdapted from Pennsylvania: State Mandated Salaries: 1930-1955 (Harrisburg: P.S.E.A. Research Department, 1958), p. 4.

^bTo be paid in addition to regular increments mandated by the provisions of the Edmonds Act.

Teachers were to receive these cost-of-living bonuses for each of two school years, 1943-1944 and 1944-1945. The monies were to come from the State's biennium fund already appropriated but, if it developed there would not be enough money in that fund to cover these increases, the local school boards were to be notified so that the increases could be reduced.⁷⁰

Though this law, Act 329, eventually led to some changes for the better in teachers' salaries, its immediate affect on the welfare of teachers was insignificant. All the school boards in Northampton County faced continual demands for better wages primarily because the adjustments in the law did not offset the rise in the cost-of-living.

For example, in Bangor, although the Board granted the usual increments required by the Edmonds Act plus the cost-of-living increment as established by Act 329, one teacher returned her unsigned

⁷⁰"Educational Legislation," Pa. School Journal, XCI (1943), 274. See also Benedetti, "Legislative Role of P.S.E.A.," p. 56; and Laws of Pennsylvania: Session of 1943, Act 329, pp. 786-789.

contract because her salary was unsatisfactory.⁷¹ In Nazareth, though the Board complied with the provisions of the Edmonds Act, those of Act 329, and granted an additional two and one-half percent increase for all professional employees, representatives of the Teachers' Association objected to the two and one-half percent "across-the-board" raise, asking that it be changed to five percent. Whereupon the Board rescinded its previous action and complied with the teachers' request.⁷² The Northampton Board, after hearing the teachers' petition for more money, voted to pay all full-time professional employees an additional sixty dollars a year over and above the mandated salaries beginning in September of 1944.⁷³ In Easton, the Teachers' Association demanded a cost-of-living bonus to supplement the present inadequate emergency increase approved by the last session of the Legislature, a demand referred to the Committee of the Whole.⁷⁴ When this Committee gave its report, the Superintendent argued that the local tax situation would not permit the adoption of the plan.⁷⁵

Evidently arguments of this sort contributed to the Legislature's decision, made at its 1943 session, to appoint a commission to make "a complete study of the methods of maintaining and supporting the public schools and the amount of participation by the Commonwealth and the local school districts and making a report thereon to the next

⁷¹Minutes of Bangor Board, July 5, 1944, p. 1459.

⁷²Minutes of Nazareth Board, March 20, 1944, p. 26.

⁷³Minutes of Northampton Board, April 5, 1944, p. 5.

⁷⁴Minutes of Easton Board, Jan. 24, 1944, p. 89.

⁷⁵Minutes of Easton Board, Feb. 28, 1944, p. 105. One of the few times Dr. Bay ever opposed a salary increase for teachers.

session of the General Assembly, embodying the commission's recommendations."⁷⁶ This report in 1945 sanctioned a change in minimum salaries⁷⁷ and Act 403 became the law of the Commonwealth. Its major provisions are set forth in table 14.

TABLE 14^a

PROVISIONS OF ACT 403, 1945^b
SECOND, THIRD, AND FOURTH CLASS DISTRICTS

Second Class District	Minimum	Increments	Maximum
Elementary Teachers	1400	9 at 100	2300
High School Teachers	1600	9 at 100	2500
Supervisors	1600	8 at 100	2400
Elementary Principals	2200	5 at 100	2700
High School Principals	3000	8 at 125	4000
Third and Fourth Class Districts			
Elementary and Secondary Teachers	1400	7 at 100	2100
Principals with less than 25 teachers	2000	5 at 100	2500
Principals with 25 or more teachers	2200	5 at 100	2700

^aAdapted from State Mandated Salaries (P.S.E.A. Research Dept., 1958), p. 5.

^bProfessional employees who had earned a master's degree and who had received all increments provided for by the Act, were entitled to two additional annual increments of \$100 each.

For the first time, districts of the fourth class were no longer the "poor cousins" of the school system of the Commonwealth. The salary for these teachers became the same as that of teachers in districts of the third class. Just as important, the minimums for districts of the third and fourth class equaled those for districts of the second

⁷⁶Laws of Pennsylvania: Session of 1943, Act 278, p. 635.

⁷⁷Report III of the School Commission to the General Assembly of the Commonwealth of Pennsylvania, Teachers Salaries and the Commission's School Subsidy Plan (Harrisburg, 1945), pp. 7-14.

class at the elementary school level. Although more increments were available if a beginning teacher signed a contract to teach in Easton or Bethlehem (districts of the second class), nevertheless the new minimum, applicable to all districts, might attract more beginning teachers to the smaller school districts.⁷⁸ Act 403 narrowed the salary gap among the classes of districts.⁷⁹

In spite of these monied advances, the economic position of the teacher did not improve. Better salaries as provided for in Act 403 were counterbalanced by rises in the cost-of-living and consequent decrease in the purchasing power of the dollar. While the average salary of Pennsylvania teachers was \$435 higher in 1945 than in 1940, the purchasing power of the dollar had declined so that their average salary was worth only about \$1593 in actual purchasing dollars, a value slightly below that of 1939.⁸⁰ It was understandable, therefore, why salary problems persisted.

In nearly every district in Northampton County, the school boards contended with these problems. In Nazareth, the Board approved the pay for each professional employee for the school year 1945-1946 at an amount \$100 higher than established the previous year but, in each case, that portion of the teacher's salary which was higher than the salary mandated by Act 403 was designated as a special temporary increase. The Board carefully emphasized this difference in the

⁷⁸Laws of Pennsylvania: Session of 1945, Act 403, pp. 1112-1116.

⁷⁹A. Clair Moser, "A Guide for Local Branch Salary Committees," (Harrisburg: P.S.E.A., 1945), p. 7.

⁸⁰Average Salaries, Price Indexes, And Dollar Purchasing Power, (P.S.E.A. Research Dept., n.d.), p. 1.

raise so that the teachers could make no claim against the school district if or when the Board found it advisable to withdraw the temporary increase.⁸¹

In Bethlehem, the Board elected to pay all professional employees a cost-of-living bonus of thirty dollars a month for twelve months in addition to the salaries previously established for 1945-1946.⁸² In Easton, the minimum salary for inexperienced teachers employed in the elementary schools was set at \$1500 a year - \$100 above the minimum as established by Act 403. In Lower Nazareth, a school district of the fourth class, the Board agreed to compensate all teachers an additional \$125 for the school term of 1946-1947 to offset the growth in the cost-of-living.⁸³

As the end of 1946 approached, the teachers raised the tenor of their salary demands. In Bangor the Teachers' Association applied for an additional \$500 increment for all professional employees for the current school year and another \$500 for 1947-1948. Perhaps in desperation the School Board accepted the offer of the local Kiwanis to obtain subscriptions from local industries to help pay for this demand. The Board finally allowed an increase of \$125 to be paid not later than December 5 with the stipulation that all teachers must sign a statement saying they understood this raise was temporary and applied to the 1946-1947 school year only. The Board did promise to add to the

⁸¹Minutes of Nazareth Board, June 11, 1945, p. 110. Legal phraseology to protect the Board; used quite frequently by school boards and resented by some teachers as a "slap" at their integrity.

⁸²Minutes of Bethlehem Board, March 18, 1946, p. 72.

⁸³Minutes of Lower Nazareth Board, Nov. 22, 1946, p. 132.

\$125 any monies the Kiwanians might obtain.⁸⁴

Within two months the teachers came to the Board with more salary demands. This time the Board adopted a resolution stating they had already given the teachers reimbursements much beyond those required by law and they, as a Board, had done as well as other districts. If, in the future, a way could be found to grant further raises, the Board would be only too glad to consider the possibility.⁸⁵ The next month when the teachers visited the Board again, the Board answered (wearily it seemed) it had not promised any additional money since there was no money available locally.⁸⁶

These activities paralleled those occurring in other districts of the County. In Easton in 1947, the Board agreed on a \$600 increase for all professional and non-professional employees.⁸⁷ In Nazareth, the Board hiked the salaries of all teachers by \$300 for the school year 1946-1947.⁸⁸ In Northampton, salaries were upped by ninety dollars⁸⁹ to which was added in September of 1946 another

⁸⁴ Minutes of Bangor Board, Nov. 7, 1946, p. 1663. Nothing ever came of the Kiwanian efforts.

⁸⁵ Minutes of Bangor Board, Jan. 8, 1947, p. 1675.

⁸⁶ Minutes of Bangor Board, Feb. 12, 1947, p. 1681. This "no money" excuse was and is used again and again by school boards in situations such as this. Bangor's balance on July 7, 1947, the end of the 1946-1947 school year, was \$17,163.45. See Auditor's Report: Bangor (County Archives, Court House: Easton, Pa., 1947).

⁸⁷ Minutes of Easton Board, April 28, 1947, p. 149 f. This was the largest single increase in salaries granted since 1930. It evoked a nice letter from the president of the Teachers' Association. See Minutes of Easton Board, July 28, 1947, p. 4.

⁸⁸ Minutes of Nazareth Board, April 8, 1946, p. 162.

⁸⁹ Minutes of Northampton Board, April 9, 1946, p. 5.

fifty dollars.⁹⁰ In 1947, the Board adopted a salary schedule as presented by the Board's committee on salaries but then added fifty dollars to cover the rise in the cost-of-living.⁹¹

All of this activity on behalf of teachers' salaries prompted the 1947 session of the Legislature to revise the provisions of the 1945 salary law in the manner indicated in table 15.

TABLE 15^a

PROVISIONS OF ACT 515 - 1947
SECOND, THIRD, AND FOURTH CLASS DISTRICTS

Type of Certificate	Minimum Salary	Number of Increments	Maximum Salary
Standard	1950	5 at 150	2700
Bachelor's	2000	8 at 150	3200
Master's	2200	8 at 150	3400

^aAdapted from Pennsylvania: State Mandated Salary Schedules (P.S.E.A. Research Department), p. 7.

Act 515 made several important revisions and changes in the 1945 law. The minimums and maximums were higher than they had been in the 1945 law and the annual increment rose from \$100 to \$150 though in some instances the number of increments were reduced.⁹² However, the minimums and maximums of the new salary law proved to be inadequate again, primarily because of the constant and steady rise of the cost-of-living.

In Northampton County it soon was evident that the new law did not solve the "money problem" for the teachers. In August of 1947, the

⁹⁰Minutes of Northampton Board, September 11, 1946, p. 6.

⁹¹Minutes of Northampton Board, June 25, 1947, p. 6.

⁹²Laws of Pennsylvania: Session of 1947, Act 515, pp. 1269-1271.

president of the Bangor Teachers' Association came to the Board with another recommendation on salaries. After listening, the Board proceeded to establish the total monies it would make available for teachers' salaries during the school year 1947-1948. The salary committee of the local branch of the Pennsylvania State Education Association became responsible for the determination of how this money should be distributed and granted to the individual teachers on the staff, all, of course, to be done by the Association within the legal limits of the School Code.⁹³

In Bethlehem in addition to the payment of salaries as required by Act 515, the Board authorized all professional employees who had taught for ten or more years in Bethlehem to receive a \$300 increment for the school year 1948-1949. The \$2700 maximum for the standard certificate was moved up to \$2760.⁹⁴ The very next month, all temporary professional employees received a service increment of \$150.⁹⁵

During the biennium 1947-1948 and 1948-1949, school boards and teachers discussed, studied, argued and made some adjustments in salaries with results not always satisfactory to either side. The Legislature, when it convened in 1949, considered the subject again and finally settled upon Act 542 whose provisions for districts of the second, third, and fourth class are listed in table 16 below.

⁹³Minutes of Bangor Board, August 21, 1947, p. 1736.

⁹⁴Minutes of Bethlehem Board, April 18, 1948, pp. 76, 77.

⁹⁵Minutes of Bethlehem Board, May 17, 1948, p. 111. Temporary professional employees are those not "on tenure;" that is, those with less than two complete years of service. See below, p. 140.

TABLE 16
 PROVISIONS OF ACT 542 - 1949^a
 SECOND, THIRD, AND FOURTH CLASS DISTRICTS

Teachers	Minimum	Number of Increments	Maximum
Standard Cert.	2000	7 at 200	3400
College Cert.	2000	9 at 200	3800
Master's Degree	2200	9 at 200	4000

^aLaws of Pennsylvania: Session of 1949, Act 542, pp. 1822-1823.

The 1949 law established identical minimums for teachers with standard and college certificates.⁹⁶ Increments rose another \$50 to \$200 and maximums increased \$700 for teachers with a standard certificate and \$600 for those with a college certificate or a master's degree.⁹⁷ Thus, the minimum salary for most teachers in Pennsylvania went up from \$1000 in 1941 to \$2000 in 1949. Such improvements in salary, however, were largely nullified by a corresponding increase in the cost-of-living. Before discussing that matter further, let us examine some of the other factors that played a role in the development of the economic conditions of the teacher in the nineteen forties.

In examining the factors that influenced the trend of teachers' salaries in this decade, the role of the Pennsylvania State Education Association cannot be ignored. From the early forties when the Association had been influential in obtaining a revision in salaries of teachers in districts of the fourth class,⁹⁸ the Association undertook to influence the determination of teachers' salaries.

Its main function consisted of informing the local units about all

⁹⁶For differences in certificates, see above, p. 35.

⁹⁷Laws of Pennsylvania: Session of 1949, Act 542, pp. 1822-1824.

⁹⁸See above, p. 61.

matters pertaining to salary and advising the members how to help themselves. The Pennsylvania State Education Association used the media of letters and pamphlets, regional meetings, and well-informed speakers to prod, assist, and inform its local units. The Association also introduced and sponsored bills calling for increases in teachers' salaries. At the time of the "freezing" of wages in the early War Years, it appointed an Emergency Committee on Salaries⁹⁹ to study the rising cost-of-living, the loss of teachers to jobs in the war effort, and the inability of local school districts to adjust salaries due to the unusual conditions facing the nation.

This Committee publicized information on the rising cost-of-living and urged teachers to seek pay raises in spite of the wage ceilings.¹⁰⁰ In response to many requests from local branches for information on the "freezing" of salaries, the Committee distributed information which explained fully the legal limits on salaries.¹⁰¹ Teachers were told how, and to whom, to apply in the federal government in order not to violate the provisions of the federal law.¹⁰² When word was received that the "wage ceiling" did not apply to teachers' salaries, this information received wide publicity.¹⁰³

The Pennsylvania State Education Association strove to maintain the interest of its local branches in the Association's program by holding a

⁹⁹Report of Emergency Committee on Salaries," Pa. School Jour., XCI (1943), 176.

¹⁰⁰Ibid., p. 79.

¹⁰¹Ibid., p. 176.

¹⁰²"School Salaries and Federal Stabilization," Pa. School Jour., XCI (1943), 135, 136.

¹⁰³"Salary Increases," Pa. School Jour., XCI (1943), 213.

series of regional meetings for presidents of the locals. For instance, the principal topic for the Northampton County's meeting (held in Allentown) was legislation - how and what to sponsor on behalf of the welfare of teachers.¹⁰⁴ In 1946 Clair Moser, assistant executive secretary of the Pennsylvania State Education Association, the principal speaker at the regular meeting of the Bethlehem Teachers' Association, emphasized the importance of obtaining state legislation for teachers' salaries.¹⁰⁵

Such activities brought results. In 1947 the Association and the Pennsylvania Federation of Teachers held meetings and demonstrations in the interests of better salaries which culminated in a march on the State Capitol and an interview with Governor Duff.¹⁰⁶

After the march on the Capitol and the passage of the 1947 law, the Pennsylvania State Education Association, which had sought the adoption of a \$2400 minimum, branded the minimums of Act 515 (the 1947 law) as inadequate and agreed to seek higher minimums.¹⁰⁷ This action became particularly effective when the Association pointed out that the cost-of-living had increased so that in 1948 the median salary for teachers in the Commonwealth would buy less than the median salary for 1940. This statement helped to bring about the passage of Act 542 in

¹⁰⁴"Local Branch Presidents' Conferences," Pa. School Jour., XCIII (1944), 15.

¹⁰⁵Minutes of Bethlehem Teachers, February 14, 1946. . . .

¹⁰⁶Stevens and Wilkinson, Pennsylvania 1947, pp. 45, 46. The Bethlehem Teachers' Association assessed its members an additional dollar in dues to help defray the expenses of the delegates it sent to Harrisburg to take part in this effort. See Minutes of Bethlehem Teachers, May 28, 1947. . . .

¹⁰⁷Stevens and Wilkinson, Pennsylvania 1947, p. 46.

1949, the provisions of which have already been presented.¹⁰⁸

Although the salary scales and schedules as adopted by the State Legislature and the local boards did not provide enough money to overcome gains in the cost-of-living, these schedules did eliminate some inequities that had been incorporated in the old Edmonds Act. First adopted in 1921, this law provided that salaries be differentiated on the basis of the class of district and the type of school - elementary or secondary.¹⁰⁹ In the nineteen forties these distinctions were obliterated.

In 1945, the Legislature provided for the first major revision in the principles of the Edmonds Act in almost twenty-five years. For the first time, the state law eliminated salary distinctions based on the class of district.¹¹⁰ Then, at its session in 1947, the Legislature moved toward the elimination of salary distinctions based on whether a teacher taught in the elementary or secondary schools.

This Act 515 removed the differences in salary between the districts of the second class and those of the third and fourth; only teachers in districts of the first class remained on a different salary schedule.¹¹¹ The most significant change, however, provided that teachers should be paid on the basis of the type of certificate held rather than on the basis of position. In other words, the distinctions between secondary and elementary teachers ended. Salary

¹⁰⁸ See above, p. 85.

¹⁰⁹ See above, p. 29.

¹¹⁰ See above, p. 79.

¹¹¹ Laws of Pennsylvania: Session 1947, Act 515, pp. 1267-1269.

payments henceforth were based on a teacher's educational preparation and background.¹¹² The 1949 law, Act 542, simply clarified and adjusted the increments of the 1947 law.

Though the abolition of these inequities was important, still the major determinant in a teacher's economic status was the salary he received for teaching. There was no doubt about what happened to these salaries in the forties. The adoption of the above-mentioned laws increased the salary medians. Table 17 compares the 1949-1950 salary medians in the school districts of Northampton County with those of 1941-1942.

TABLE 17

MEDIAN SALARIES FOR TEACHERS BY DISTRICTS
NORTHAMPTON COUNTY: 1941-1942 and 1949-1950

District	1941-1942		1949-1950 ^a
	Elementary	Secondary ^b	Median ^c
Bangor	1400-1499	1600-1699	2900-2999
Bethlehem	(d)	(d)	3200-3299
Easton	1800-1899	2000-2499	3500-3599
Nazareth	1500-1599	1600-1699	3000-3099
Northampton	1400-1499	1600-1699	3000-3099
Wilson	(e)	(e)	2700-2799
County	1000-1099	1300-1399	2300-2399

^aSuperintendents Annual Reports: Salaries, 1940-1950, Appendix I, pp. 235-236.

^bSee above, p. 61.

^cTeachers' salaries for this year not reported separately by type of position held as this differential was eliminated by the law of 1947, Act 515.

^dNot available.

^eNot on file at Department of Public Instruction

¹¹²Ibid., pp. 1266,1267. The types of certificates and the meaning of teacher certification are explained in Chapter III. See above, p. 35.

The medians in all of the districts listed in table 17 rose at least \$1000; in fact many medians almost doubled. So, too, the salaries throughout the Commonwealth improved as the data in table 18 proved.

TABLE 18
MEDIAN TEACHERS' SALARIES
PENNSYLVANIA: BY CLASS OF DISTRICT

District	1941-1942 ^a		1949-1950 ^b	
	Elementary ^c	Secondary ^d	Elementary ^c	Secondary ^d
		2186		3436
Second Class	1862	2224	3142	3604
		1690		2974
Third Class	1463	1726	2660	2930
		1347		2633
Fourth Class	1059	1291	2371	2578

^aStatistical Report of Superintendent: 1942, p. 62.

^bStatistical Report of Superintendent: 1950, p. 67.

^cDefined as including grades I-VIII.

^dFirst figure in column represents junior highs (grades included not defined); second figure represents senior high (grades included VIII-XII).

The Pennsylvania Manual reported medians for the year 1949-1950 for class of district as: Second class \$3315, third class \$2915, and fourth class \$2475.¹¹³ Thus Easton was slightly ahead of the State's median for its class, Bethlehem was below except in the elementary field. In the third class districts, Nazareth and Northampton rated higher, Bangor comparable, and Wilson below the State's medians. The fourth class districts in the County fell behind the State's medians for that class.

Most of the districts in the County paid their teachers as well as

¹¹³Pennsylvania, Department of Property and Supplies, The Pennsylvania Manual, XCI (1953-1954), 935.

any in the Commonwealth. Generally these salaries equaled those paid throughout the nation as table 19 shows.

TABLE 19

MEDIAN SALARIES FOR CLASSROOM TEACHERS^a
CITIES 30,000 to 100,000 POPULATION^b

Type of School	1940-41	1946-47	1948-49	1950-51
Elementary ^c	1608	2288	2955	3231
Junior High ^d	1847	2546	3280	3569
High ^e	2039	2774	3444	3782

CITIES 10,000 to 30,000 POPULATION^f

Elementary	1432	2118	2778	2998
Junior High	1597	2354	3014	3204
High	1803	2595	3269	3490

CITIES 5,000 to 10,000 POPULATION^f

Elementary	1289	1948	2609	2831
Junior High	1452	2155	2874	3005
High	1626	2375	3017	3220

CITIES 2,500 to 5,000 POPULATION^g

Elementary	1149	1864	2483	2683
Junior High	1301	2087	2677	2903
High	1428	2274	2877	3067

^a"Salaries & Salary Schedules of City-School Employees, 1950-51" N.E.A. Research Bull., XXIX (1951), 61-64.

^bComparable to districts of the second class in Pennsylvania.

^cKindergarten included but otherwise type of elementary school not defined.

^dType of junior high not defined (grades included that is).

^eGrade combinations included but not defined.

^fComparable to school districts of the third class in Pennsylvania.

^gComparable to school districts of the fourth class in Pennsylvania.

In every case the medians for all classes of school districts in

the Country for all teachers rose in ten years a minimum of \$1500. Although the National Education Association did not sample salaries in 1949-1950, on the basis of the statistics set forth in table 19 for the years 1948-1949 and 1950-1951, it appears that Easton compared favorably with other districts of its type or class in the nation; Bethlehem in 1949-1950 ranked below. Bangor, Nazareth, Northampton and Wilson, with populations less than 10,000 (1950 census), all except Wilson identified well with the national medians. Fourth class districts did not fare as well.

Thus, in the year 1949-1950 as in 1939-1940, Northampton County's school districts paid salaries comparable to those in the other counties of Pennsylvania or other states in the Union. Nevertheless, the teachers of Pennsylvania, in common with most of the teachers in the nation, received substandard incomes. The rise in their salaries did not keep pace with the rise in the cost-of-living until 1949.¹¹⁴

The average teacher in Pennsylvania earned \$1000 more in 1949 than he did in 1941-1942. His salary had more than doubled during the decade but increases in the cost-of-living erased these gains until the very end of the decade. For example, the average salary for the instructional staff in the public schools of the State in 1948 was \$2666 which, because of the decline in the purchasing power of the dollar, actually bought \$1552 worth of goods and services. This was lower than the purchasing power of the average teacher's salary in 1940 when it was worth \$1609.¹¹⁵ By the end of the decade, a teacher earning an

¹¹⁴"Teachers in the Public Schools," N.E.A. Research Bull., XXVII (1949), 158-159.

¹¹⁵'Average Instructional Staff Salaries' (Harrisburg: P.S.E.A. Research Dept., n.d.), p. 1.

average salary of \$2850 could buy \$1676 worth of goods.¹¹⁶ In ten years his salary had doubled but its purchasing power had increased only \$65.00¹¹⁷ Ten years of activity resulted in this pitiful improvement in the economic status of the teachers of Northampton County.

In spite of this, the school teacher remained on his job. To illustrate, the personnel of the staffs of the public schools of Northampton County changed little in the forties nor was the turnover excessive. Table 20 gives the number of males and females employed in 1941-1942 and in 1949-1950.

TABLE 20

PERSONNEL^a
SCHOOL DISTRICTS OF NORTHAMPTON COUNTY
COMPARISON BETWEEN 1941-42 and 1949-50

District	1941-1942			1949-1950		
	Male	Female	Total	Male	Female	Total
Bangor	19	26	45	22	27	49
Bethlehem ^b	116	219	335	130	246	376
Easton	68	144	212	73	139	212
Nazareth	20	32	52	27	34	61
Northampton	27	42	69	28	36	64
Wilson ^b	15	39	54	22	42	64
County ^c	116	246	362	79	244	323

^aSuperintendents Annual Reports: Personnel, 1940-1950, Appendix I, pp. 214, 218.

^bFigures are for the year 1943-1944; not available for 1941-1942.

^cRepresents the districts of the fourth class.

As demonstrated in table 20, a sharp reduction of male teachers occurred in the districts of the fourth class. However, the number of men teachers in the County as a whole remained the same. In the third

¹¹⁶Ibid.

¹¹⁷And this was accounted for only by a drop in the cost-of-living in 1949. See above, p. 73.

class districts almost fifty percent of the staff were men; in the second class districts, about one-third. Obviously, the War economy made no inroads on the number of males employed in the profession in Northampton County.¹¹⁸

Despite the fact that teachers' salary increases until the end of the decade failed to keep pace with the rising cost-of-living, the teachers on the staffs of the districts in Northampton County either entered the profession with better educational backgrounds or managed to obtain more educational credits while on the job than they did in the thirties. In 1931, although teachers with normal school certificates far outnumbered those with other types of certification, by the beginning of the forties, teachers with college certification¹¹⁹ outnumbered all others in the school districts of the County. By 1949-1950, college certificate holders were in the majority in every school district included in this study except in the fourth class districts of the County. In these districts the normal school certificate holders had reversed the respective positions of the early forties and now (1949-1950) were more numerous than the teachers with college certificates (four-year graduates, that is).¹²⁰

This change in the educational backgrounds of the teachers in Northampton County is more vividly illustrated by a study of the degrees

¹¹⁸ During the Depression of the thirties, the number of male teachers employed in the County did not drop either. See above, p. 58.

¹¹⁹ Above, p. 57.

¹²⁰ Superintendents Annual Reports: Certification 1940-1950, Appendix I, pp. 222-224. These changes in certification were influenced by changes in the law which required a college certificate as a prerequisite to teaching in Pennsylvania, particularly for beginners. See below, p. 185.

the teachers held. In 1930-1931, there were only 5 teachers or administrators with doctoral degrees, 44 with master's degrees, 250 with baccalaureate degrees, and 599 with normal school diplomas. In 1940-1941, there were 5 teachers with doctoral degrees, 104 with a master's degree, 541 were college graduates (4 year) and 415 with 2-3 years of college. By 1948-1949, there were 9 persons with doctoral degrees, 164 with a master's degree, but only 468 with a four-year college degree. The 2-3 year college graduates (the old normal school group) numbered 450.¹²¹ The decline in the number of college graduates teaching in the fourth class districts of the County and the increase in the number of two and three year college graduates reflected the employment of married women as teachers during the War Years.¹²²

Although teachers became, at their own expense for the most part, better qualified to hold their positions, they still continued to accept substandard salaries and stay on the job. As shown in chapter three, a great many teachers, particularly the married men, added to their income by working at another job during the school year and during the summer. As would be expected from the facts presented above, this trend continued into the nineteen forties. Over fifty-two percent of the married males, who began teaching in Northampton County in the 1940's, earned more income by working during the summer months, and almost twenty-five percent of them held another job during the regular school year. Over twenty percent were in debt.¹²³

¹²¹Superintendents Annual Reports: Educational-Instructional: 1930-1940 and 1940-1950, Appendix I, pp. 203, 219, 230.

¹²²Above, p. 50.

¹²³Summary of Questionnaire, Appendix II, p. 271.

In summary, in this decade, the teachers performed their wartime tasks well, they improved their educational backgrounds, and they received many salary increases. The benefits of the latter were cancelled by increases in the cost-of-living until the end of the decade, but even then the average salary of the teacher in Northampton County could buy only \$65.00 worth of more goods than it could at the beginning. His position was similar to that of a quarterback of a high school football team who completed five forward passes but never made a first down.

Five completions but little gain summarizes the salary situation for teachers in Northampton County in the 1940's. After twenty years, teachers were barely better off economically. Surely the 1950's would bring much needed improvements. Chapter five will tell us if the teacher finally achieved the goal of adequate pay.

CHAPTER V

EMERGING FROM THE WILDERNESS

The decade of the fifties brought little reduction in the difficulties caused by advancing prices. Most of this chapter will deal with the attempts at the state and local level to meliorate this plight of the public school teacher. For the sake of organizational clarity, although it violates strict chronology, the salary struggles will be dealt with first and will be followed by a consideration of the efforts of the state and local teachers' associations to help in these and other economic matters. The concluding section will be devoted to a comparison of salaries paid teachers in Northampton County, the State and the Nation together with an analysis of the economic status of the teachers as revealed by replies from a questionnaire distributed to teachers presently employed in the County.

From the beginning of the fifties, the cost-of-living continued to be a problem. Constant rises in prices tended to offset increases in salaries and compelled teachers to ask for better pay. Higher living costs were reflected in the Consumer's Price Index which advanced steadily. As compiled by the United States Department of Labor, the Index stood at 178.8 at the end of 1950, increasing from 166.9 at the beginning of the year.¹ Using 1947-1949 as the base, the Index was 106.9 in December of 1950, up from 100.6 in January of the same year.²

¹Monthly Labor Review, LXXIV (1952), 111.

²Monthly Labor Review, LXXVII (1954), 107. The base for computation changed every few years.

The rate of increase slowed in 1951, but the Index spiralled upward almost continuously every month.³

Not only did the cost-of-living increase but factory wages were rising also. Hourly and weekly wages for factory workers mounted steadily without a corresponding increase in the hours worked. The average hourly earnings in the manufacturing industries of the Allentown-Bethlehem-Easton Labor Market Area rose five cents an hour in 1950; in 1951, the average wage jumped from \$1.38 an hour to \$1.56. Average earnings per week increased \$3.54 in 1950 and then shot up an additional \$8.09 in 1951. At the end of that year, the workers in the manufacturing plants of Northampton County earned on the average \$61.76 a week and worked less than forty hours.⁴

To cite specific examples, the labor agreements negotiated in the Taylor-Wharton and Bethlehem Steel plants provided for wage increases without any extra hours of work. The Taylor-Wharton agreement in 1950 stipulated that the standard base hourly wage rate be raised by 10 cents so that it varied from a low of \$1.05 to a high of \$1.73.⁵ In 1952, the Agreement called for an advance in the base rate of "twelve cents (12¢) per hour" so that it began at a low of \$1.17 an hour and reached a high of \$1.85.⁶ In 1952, the Steel Company guaranteed an average raise of

³Ibid.

⁴Pennsylvania, Department of Labor and Industry, State Employment Service, Average Hourly and Weekly Earnings and Average Hourly Work-Week of Manufacturing Production Workers: Allentown-Bethlehem-Easton Labor Market Area, p. 1.

⁵Collective Bargaining Agreement Between Taylor-Wharton Iron & Steel Company and United Steelworkers of America, C.I.O., Sept. 1, 1950, pp. 6 and 7.

⁶Collective Bargaining Agreement, Taylor-Wharton and United Steelworkers of America, Nov. 24, 1952, p. 7.

12.5 cents an hour which upped the starting rates to \$1.435 and increased the top rate to \$3.14.⁷

When the cost-of-living continued to go up (slowly to be sure) in 1952 and 1953, rising a total of 1.8 points in two years (from 113.1 on January 15, 1951 to 114.9 on December 15, 1953),⁸ the teachers became more dissatisfied. As they observed the average hourly earnings of workers in local manufacturing plants rise in 1952 from \$1.56 to \$1.61 and reach \$1.73 by the end of 1953 (making the weekly salary \$67.12, an increase in two years of almost \$5.37 a week) without any advance in the average hourly work week, the teachers quoted these increases as a reason for better pay.¹⁰

All over Northampton County teachers appealed to their local boards for adjustments in salary to meet the rising cost-of-living and to parallel the raises received by the average factory worker. In Nazareth, the local Teachers' Association appointed a special committee to petition the School Board for an immediate raise because of "the general economic conditions of the times."¹¹ The Committee's report, sent to all members of the Association and the School Board, stressed

⁷Agreement between Bethlehem Steel Company, et. al. and United Steelworkers of America, August 1, 1952, pp. 9 and 83.

⁸Monthly Labor Review, LXXVIII (1955), 144.

⁹Hourly and Weekly Wages, Pennsylvania Employment Service, p. 1.

¹⁰On the basis of \$67 a week, the average factory worker was earning \$3484 annually. The maximum salary, which was the highest salary a teacher with a standard certificate had to be paid legally in 1950, was \$3400 a year. See above p. 85.

¹¹Minutes of the Regular Meeting of the Nazareth Teachers' Association, Dec. 6, 1950 - hereafter referred to as Minutes of Nazareth Teachers. (Pages are not numbered.)

the rise in the cost-of-living since 1939 as the chief reason why teachers' real wages were much lower than the actual salaries they received. In addition, the special report reminded Board members that employees of local industries "have been granted many social benefits which have considerably increased their earnings. Teachers do not receive such benefits. In the past week . . . the following local industries have been given increases as noted: Cement Mills - 8 cents an hour, Schrenech Farms - 10 cents an hour, and Bethlehem Steel - 16 cents an hour."¹² This Special Committee concluded its statements by asking for a \$600 raise, \$300 to be paid in 1950-1951 and \$300 in 1951-1952.¹³ The next month, the School Board voted all professional employees a temporary cost-of-living increase of twenty-five dollars a month, beginning January 1, 1951 and ending June 30, 1951.¹⁴

In Bethlehem, too, the Board rescinded its action of January 8, 1951 (adoption of salaries for professional employees) and substituted a motion that all teachers' salaries be augmented by \$180 for the balance of the school year.¹⁵ In the fall, the Board directed the superintendent and the secretary-business manager to prepare a schedule for 1951-1952 which would provide a \$400 increment for all professional employees, grant an additional \$300 to all teachers who had taught in Bethlehem for ten or more years, and give an added increment of \$200

¹²Report of the Special Committee on Salary Increase, Dec. 8, 1950 (in files of the Nazareth Teachers' Association).

¹³Ibid., p. 2.

¹⁴Minutes of Nazareth Board (Spec. meeting), Jan. 14, 1951, p. 197.

¹⁵Minutes of Bethlehem Board, Jan. 15, 1951, p. 24.

to all those teachers with a master's degree.¹⁶

Nazareth and Bethlehem were not the only districts in Northampton County faced with salary demands. The smaller districts reacted to the economic conditions of the times. For example, Bushkill Township in February 1951 elected to pay its teachers a \$100 cost-of-living increase.¹⁷ When the schools opened in September, the Board agreed on a temporary raise for all teachers in addition to the "legislative increase" of \$200.¹⁸ The year before, the Northampton Board consented to a cost-of-living adjustment of \$150 for each teacher.¹⁹ In August of 1951, this School Board granted a temporary cost-of-living reimbursement of \$200 with the condition that this additional increment would become "null and void" if the Legislature mandated a new salary schedule during the 1951-1952 school year.²⁰ In Bangor, representatives of the Teachers' Association requested a bonus of thirty-four dollars per month beginning in January 1951 and continuing through June 1951. Though the Board withheld immediate approval,²¹ the following week it voted an emergency increase of \$150, payable semi-monthly to all members of the teaching and supervisory staff.²² Easton's

¹⁶ Minutes of Bethlehem Board, Sept. 10, 1951, p. 257.

¹⁷ Minutes of Bushkill Board, Feb. 10, 1951, p. 44. A school district of the fourth class.

¹⁸ Minutes of Bushkill Board, Sept. 1, 1951, p. 59.

¹⁹ Minutes of Northampton Board, Dec. 13, 1950, p. 2.

²⁰ Minutes of Northampton Board, August 30, 1951, p. 3.

²¹ Minutes of Bangor Board, Jan. 3, 1951, p. 2019.

²² Minutes of Bangor Board, Jan. 10, 1951, p. 2020.

teachers, too, sought salary improvements. The president of the Teachers' Association submitted a "single-salary"²³ schedule to the Board which included annual increments of \$200.²⁴ The Board unani- mously adopted the plan.²⁵

These constant revisions in teachers' salaries at the local level made the provisions of the 1949 law obsolete. Such conditions no doubt prompted the General Assembly to pass Act 471. Its provisions, as they applied to teachers, were as follows:

TABLE 21^a

SALARY SCHEDULE FOR CLASSROOM TEACHERS
ACT 471 - 1951

Teachers	Minimums	Increments	Maximums
Standard Certification	2400	8 at 200	4000
College Certification	2400	10 at 200	4400
Master's Degree	2400	12 at 200	4800

^aAdapted from Pennsylvania State Mandated Minimum Salary Schedules (P.S.E.A. Research Dept., 1958), pp. 9 and 10.

Finally, after sixteen years of strenuous activity, uniformity of salaries became a fact. Teachers in all districts were paid on the basis of their preparation for teaching. Though this Act raised the minimums and the maximums for all teachers²⁶ and, for the first time

²³"Single-salary" schedules eliminated differentiation in salary between elementary and secondary classroom teachers.

²⁴Minutes of Easton Board, December 18, 1950, p. 71.

²⁵Minutes of Easton Board, Jan. 22, 1951, p. 80. This was the first adoption of this type of salary in the County though Bethlehem discussed such a schedule in the 1940's. The adoption anticipated State action by about six months.

²⁶Pennsylvania State Mandated Minimum Salary Schedules, (P.S.E.A. Research Dept.), p. 8.

since 1943, gave teachers-in-service additional increments,²⁷ the salaries established did not meet the economic conditions of the times. A college graduate still received only \$2400 annually as a beginning teacher whereas the average factory worker earned over \$3100.²⁸ Teachers kept up their pressures for better pay.

While the rise on the cost-of-living had been the prime motive for the teachers' demands, several other factors now strengthened the teachers' position as they continued to seek better salaries. In the first place, the teacher shortage of the nineteen forties continued into the fifties. The Superintendent of Public Instruction noted a severe shortage of elementary teachers in Pennsylvania for the biennium 1952-1954. By 1956, the National Education Association estimated the shortage of qualified potential teachers at 130,000 persons.²⁹ In the second place, salaries remained unattractive in Pennsylvania. The average salary as reported by the Pennsylvania State Education Association in 1952 was \$3528 and \$3761 in 1943,³⁰ while the National average was \$3450 in 1952 and \$3825 in 1953.³¹ More to the point, the Superintendent of Public Instruction reported Pennsylvania teachers received, on the average, lower salaries than teachers in the neighboring states

²⁷Laws of Pennsylvania: Session of 1951, Act 471, pp. 1778-1782. The P.S.E.A. companion bill for increases in the State's subsidies also passed. See Ibid., Act 472, p. 1783.

²⁸See above, pp. 99, 102.

²⁹"The Postwar Struggle to Provide Competent Teachers," N.E.A. Research Bull., XXXV (1957), 117.

³⁰"Average Instructional Staff Salaries," P.S.E.A. Research Dept., p. 1.

³¹"Average Salary of Instructional Personnel in Public Schools by State," N.E.A. Research Memo (February, 1961), p. 1.

of New York, New Jersey, Delaware, and Maryland.³² No wonder that Northampton County's school teachers continually sought more money from 1952 to 1954.

To illustrate, the Nazareth School Board early in 1952 ruled that the \$200 temporary increment for 1951-1952 be made permanent to meet the new minimums and maximums of Act 471 and decreed an additional \$200 for each professional employee for 1952-1953³³ and 1953-1954.³⁴ In May of 1954, all teachers got \$100 more than the mandated annual increments so that, in most instances, each professional employee received \$300 as an increment in 1954-1955.³⁵

The Bangor Board, in the meantime, adopted the first salary schedule in Northampton County definitely attuned to the rise of the Consumer Price Index. The development of this cost-of-living feature began in the fall of 1952 when the Teachers' Association discussed with the Board a request for a \$300 increase. As a result, the Board's finance committee (one of the committees used by the Board to handle its business)³⁶ met with the teachers' committee on salaries and agreed upon a cost-of-living bonus to be determined according to the following regulations:

³²Francis B. Haas, A Superintendent Speaks (Harrisburg, 1954), pp. 13-14.

³³Minutes of Nazareth Board, May 13, 1952, p. 272.

³⁴Minutes of Nazareth Board, Nov. 9, 1953, p. 42.

³⁵Minutes of Nazareth Board, May 10, 1954, p. 78.

³⁶Above, p. 21.

(1) The index figure of 1.84% as listed by the Keplinger Washington Agency, Washington, D.C., as the agreed upon increase in the cost-of-living from April 1951 to March 1952 and the basic salaries for 1952-1953 shall be used in computing the cost-of-living increment.

(2) The basic salary of employees for the school year 1952-1953 shall be used for a period of five (5) years.

(3) The index figure to be used in computing adjustments for each succeeding year shall be the index figure as listed by the United States Department of Labor, Bureau of Labor Statistics between March 15 and March 15 of each succeeding year.

(4) In the event the index figure decreases, no greater percentage than previously granted shall be deducted from the cost-of-living increment.

(5) The officers of the Pennsylvania State Education Association local branch shall be obligated to sign an agreement of approval.³⁷

In spite of its intent to keep the salary problem under some sort of control through the school year 1956-1957, the Bangor Board revised some provisions of this agreement in 1954. At the same time, the Board declared its intention to help pay for the expenses of employees who sought advanced degrees or who were required to take certain courses at the request of the Board. Items to be paid included tuition, transportation costs, textbooks, and certain conference fees.³⁸

Northampton attempted to resolve its salary problems by paying a \$100 cost-of-living raise in 1953-1954 as an additional increment to the \$200 mandated by the Legislature.³⁹ Not quite one year later,

³⁷ Minutes of Bangor Board, Nov. 5, 1952, p. 2211.

³⁸ Minutes of Bangor Board, June 2, 1954, p. 2331. There were restrictions included: e.g., teachers taking advantage of these benefits signed a statement that they would remain in Bangor as teachers for a number of years, specified according to the amount of their educational expenses paid by the Board. This program was not instituted by many other boards in the County at this time.

³⁹ Minutes of Northampton Board, June 9, 1953, p. 1.

after a special meeting with the teachers, the Board agreed to continue the additional bonus during 1954-1955 and, also, set the minimum salary for inexperienced teachers at \$2800, a figure \$400 above the mandated state minimum.⁴⁰

The districts of the second class in Northampton County were subjected to the same pressures. In Bethlehem in 1953-1954, all professional employees received \$100 in addition to the salaries mandated by Act 471.⁴¹ That summer the Board elected to prolong the practice of granting teachers with ten years service in Bethlehem an extra \$300 increment which, in effect, gave these teachers a \$600 increment.⁴² The following year, after the Teachers' Association expressed some dissatisfaction with salaries, the Board set maximums in excess of those mandated by the State, such maximums to be attained "as feasible in consideration of the economic status of the district."⁴³

In the County seat, Easton, the Salary Committee of the Teachers' Association in 1954 formally requested a \$200 raise for each professional employee, a double increment (\$400) for the following year, and another \$200 in 1956.⁴⁴ In May of that year, the Board agreed

⁴⁰Minutes of Northampton Area, May 12, 1954, p. 2. These are the minutes of the jointure formed in July of 1952. See above, pp. 25, 26.

⁴¹Minutes of Bethlehem Board, June 29, 1953, pp. 253-255.

⁴²Minutes of Bethlehem Board, Aug. 17, 1953, pp. 322, 323.

⁴³Minutes of Bethlehem Board, June 1, 1954, p. 181. The only time the phrase "economic status" was used by the Board. Notice that it applied to the School District, not the teachers.

⁴⁴Minutes of Easton Board, January 25, 1954, pp. 216, 217.

upon a salary schedule that incorporated many of the Association's recommendations.⁴⁵

By the middle of the decade events developed which strengthened the teachers' demands for better salaries. For one thing, superintendents began to compete for the good beginning teachers by establishing salary schedules more attractive than those of neighboring districts. Secondly, teachers in the middle nineteen fifties were deserting their profession; more left than entered in 1954-1955.⁴⁶ Finally, the number of college graduates, particularly among the men, who wanted to enter the teaching profession had been dropping steadily.⁴⁷

To demonstrate the affect of these forces, the superintendent of schools in Bethlehem described the difficulty he experienced filling vacancies because of the district's low beginning salary.⁴⁸ He recommended a minimum of \$3000 which the Board accepted.⁴⁹ In December of 1955 the superintendent revealed that competition for the beginning⁵⁰ teachers was so intense (some districts from as far away as Cleveland, Ohio sent special recruiters to interview prospective teachers at East Stroudsburg State College) that he felt he should begin recruiting

⁴⁵Minutes of Easton Board, May 24, 1954, p. 247.

⁴⁶B. W. Gorman, "Personnel Policies and the Teacher Shortage," Am. School Board Jour., CXXXII (1956), 35.

⁴⁷Ray C. Maul, "A Realistic Look at Teacher Supply and Demand," Am. School Board Jour., CXXXII (1956) 25, 26. This trend was gradually reversed after 1955, showing a slow but steady increase until 1960. See "Teacher Shortage Continues," N.E.A. Research Bull., XLI (1963), 69.

⁴⁸Minutes of Bethlehem Board, Feb. 28, 1955, pp. 73-75.

⁴⁹Minutes of Bethlehem Board, May 31, 1955, pp. 240-257.

⁵⁰Teachers with no experience and still in college but to graduate the following June.

immediately. In order to be in a better competitive position and also to be able to offer the prospective teacher a definite salary for the following school year (in this case 1956-1957), the Superintendent sought and obtained from the Board a \$100 increase in the beginning salary for candidates with a bachelor's degree and an additional \$100 for those with a master's degree.⁵¹

The desire to improve their competitive position prompted school boards to adopt salary schedules better than those established by law, a fact that the teachers quickly turned to their advantage. For instance, although the Bethlehem Board in 1955 approved a salary schedule that was at least \$600 higher than the current schedule in effect by law,⁵² the Teachers' Association's representatives entered a plea for still better salaries.⁵³ In Northampton, the Board, though it had approved a salary schedule for 1955-1956, completely revised its program after listening to the members of the local Teachers' Association.⁵⁴ At a special meeting in May the School Board adopted a salary schedule which set minimums of \$3000 and included maximums as high as \$5400.⁵⁵

Such activity throughout the Commonwealth made the salary law as finally passed by the Legislature in June of 1956 outdated when the Governor signed it. Most districts had already established minimums

⁵¹ Minutes of Bethlehem Board, Dec. 19, 1955, p. 690.

⁵² Above, p. 102.

⁵³ Minutes of Bethlehem Board, June 6, 1955, p. 202.

⁵⁴ Minutes of Northampton Board, April 12, 1955, p. 2.

⁵⁵ Minutes of Northampton Board, May 27, 1955, p. 1.

of \$3000 or better. As if recognizing at long last the need to revise teachers' salaries upwards for more than one biennium, the Legislature provided for a four-year period of regular increases in the minimums of the new salary schedule. This feature and other provisions of the law appear in table 22.

TABLE 22

ACT 656 - 1955^a

Minimum Salaries						
Teachers	1956-1957	1957-1958	1958-1959	1959-1960	Increments	Maximum
Standard	3000	3200	3400	3600	7 at 200	5000
College	3000	3200	3400	3600	9 at 200	5400
M. A.	3000	3200	3400	3600	11 at 200	5800

^aLaws of Pennsylvania: Session of 1955, Act 656, pp. 1948-1957.

In addition to higher minimums, Act 656 raised the maximums and provided extra increments for experienced teachers. However, the law was ineffectual because the Legislature failed to compensate for the increases in the cost-of-living and to make the teaching profession's salaries competitive with good paying jobs in industry. Therefore, the teachers turned to their local school boards for help because events at that level seemed to promise more success.

In the 1950's, particularly from 1954 on, the school boards in Northampton County and the superintendents made a point to be informed of salary schedules adopted in neighboring districts. Prompted by the shortage of teachers and also by the competition from other school districts in states adjoining Pennsylvania, the local school districts in Northampton County vied with one another to set the best minimums and maximums to attract the better qualified teachers.

To illustrate, Easton established a minimum salary of \$3000 in 1954-1955⁵⁶ and Bethlehem followed suit in 1955-1956.⁵⁷ Then Northampton, a district of the third class, raised its minimums to \$3000.⁵⁸ For the school year 1956-1957, Bethlehem upped its minimums to \$3300 for the standard and college certificate and \$3500 for the Master's Degree⁵⁹ while Easton set its minimum for the standard and college certificates at \$3400.⁶⁰ The next year Bethlehem hiked its minimum for the same types of certificates to \$3500⁶¹ as did Northampton.⁶² Easton increased its minimum to \$3600 for the school year 1957-1958.⁶³ The following schedules were in effect for Easton and Bethlehem in 1958-1959:

⁵⁶ Above, p. 106.

⁵⁷ Above, p. 107.

⁵⁸ Above, p. 108.

⁵⁹ Minutes of Bethlehem Board, June 18, 1956, pp. 372, 373.

⁶⁰ Minutes of Easton-Forks Jointure, Dec. 30, 1957, p. 38-J.

⁶¹ Minutes of Bethlehem Board, May 27, 1957, pp. 354, 356.

⁶² Minutes of Northampton Board, June 3, 1957, p. 1.

⁶³ Minutes of Easton Board, May 27, 1957, p. 46-E.

TABLE 23

TEACHERS' SALARY SCHEDULES
BETHLEHEM AND EASTON, 1958-1959

Certificate	Bethlehem ^a		Easton ^b	
	Minimums	Maximums	Minimums	Maximums
Standard	3700	5500	3800	6800
College	3700	5900	3800	6800
M. A.	3900	6300	4000	7200
Ph. D.	-	-	4200	8000

^a Minutes of Bethlehem Board, May 27, 1957, p. 356.

^b Minutes of Easton-Forks Jointure, Dec. 30, 1957, p. 38.

By 1958-1959, the minimum salary in most districts of Northampton County began at a level \$300 to \$400 higher than those established by Act 656. The maximums were much higher; i.e., in Easton as shown above. Thus, in response to the demands of increased cost-of-living, the shortage of teachers, and competition among districts to offer better salary schedules, teachers' salaries had advanced during the decade of the fifties. Before turning to a comparison of these salary increases with increases in the cost-of-living, other factors which affected the rise in teachers' salaries during this decade should be noted. For instance, the teachers' professional associations, both local and state, played an important role in the development of the salary schedules.

At the state level, the Pennsylvania State Education Association continued to work for higher minimums and maximums and for the adoption of a "single-salary"⁶⁴ schedule.

The Association had not been satisfied with the minimums or the

⁶⁴ For definition of term, see above, p. 102.

maximums mandated in the laws of 1947 and 1949.⁶⁵ When it came time to prepare legislation for 1951, the Legislative Committee of the Association recommended minimums of \$2400 and proposed maximums which varied according to the type of certificate held but, in all cases, were at least \$600 higher than those established by the 1949 law.⁶⁶

The 1951 proposals urged the Legislature to adopt a "single-salary" schedule applicable to all classes of districts in the Commonwealth. First mentioned in the 1930's,⁶⁷ the Pennsylvania State Education Association had introduced this type of legislation in the 1947 and 1949 sessions of the General Assembly without any success.⁶⁸ Although Act 471, adopted in 1951, did provide this type of schedule, the minimums of \$2400 were legally adopted four years after the Association's officers had first proposed them.⁶⁹

After the passage of Act 471, the Pennsylvania State Education Association continued its interest in the economic welfare of its members. It introduced a bill in 1953 to provide an in-service⁷⁰ increment for experienced teachers working in the Pennsylvania

⁶⁵Above, p. 83, 85.

⁶⁶"Educational Interests: P.S.E.A. Salary-Subsidy Program Introduced," Pa. School Jour., XCIV (1951), 284; and Minutes of the Regular Meeting of the Legislative Committee: P.S.E.A., Feb. 3, 1951 (in files of the Association, Harrisburg).

⁶⁷See above, p. 30.

⁶⁸Benedetti, pp. 69, 70.

⁶⁹Ibid., p. 70.

⁷⁰An additional annual increase in salary for teachers already employed and teaching in a school district.

schools⁷¹ but the bill failed to pass apparently because the mood of the Legislature was not geared to making salary adjustments. The 1953 session of the Legislature was the first since 1941 not to adopt a teachers' salary program.

In 1954 the Association's Legislative Committee prepared for the 1955 session of the Legislature by meeting with representatives of the different departments of the Association, heads of the different convention districts, and others in order to obtain a concensus for the introduction of a bill for salaries in the forthcoming session. The bill as finally drafted contained \$3000 minimums and \$4600, \$5000, and \$5400 maximums for the respective certificates. It also included a \$400 increment for all teachers and a service increment for all teachers with ten years' service in a school district who were not paid the mandated maximum.⁷² Act 656, as finally passed by the Legislature in 1956, contained higher maximums than those advocated by the Association; however, it accepted the Association's recommended minimums and some of its recommended increments.⁷³

The success of the Association at the state level depended not only on aggressive officers but also on the active support of the members of the Association's local branches. Energizing interest in legislative matters among the local branches required skill and, as mentioned in chapter four⁷⁴ this problem had plagued all officers and

⁷¹Benedetti, p. 71, and Minutes of Legislative Committee, P.S.E.A., May 11, 1953.

⁷²Benedetti, pp. 72, 73.

⁷³See above, p. 109.

⁷⁴See above, p. 64.

many committees of the state Association since the nineteen thirties.

The potential legislative strength of the Association was great if it could be marshalled at the local level. An enthusiastic legislation chairman was needed in the local branches if success was to be achieved at the state level. In Northampton County, the local Teachers' Association in Nazareth appointed a legislation chairman who became very active and interested in legislative matters of the state Association. His activities illustrated how the work of the state legislative committee and the directives of the Executive Council from the Associations' headquarters in Harrisburg could be implemented.

Late in 1950, the chairman of the Legislative Committee of Nazareth Teachers' Association presented a summary of the legislation the state organization planned to sponsor in the 1951 session of the Legislature.⁷⁵ Early in 1951, he read a letter which listed and delineated bills the state Association planned to support and, at that same meeting, he described the progress of the salary-subsidy bill as advocated by the Pennsylvania State Education Association. He also announced a dinner to be held in the near future to which the newly elected legislators of the district were to be invited (as guests of the Association, of course).⁷⁶

⁷⁵Minutes of Nazareth Teachers, Oct. 3, 1950.

⁷⁶Minutes of Nazareth Teachers, Feb. 27, 1951. When thoroughly wined and dined, these representatives of the people were to be told of the Association's salary plans and were to be asked frankly for their aid and assistance.

At the first meeting of the local Association the following fall, he explained the function of the County Co-ordinating Committee⁷⁷ and told of the Committee's discussion with Senator Yosko (State Senator for the 18th senatorial district who resided in Bethlehem) and Representative Bucchin who was Nazareth's representative in the General Assembly. The chairman reported both gentlemen were in favor of H.B. 333 (the P.S.E.A. salary bill) but both hedged on the question of the adoption of a tax bill to pay for the proposed salary hikes.⁷⁸

Active interest at the local level usually brought results in the form of action for improvements in local salary schedules. Motivated by the economic factors already referred to in this chapter, the Nazareth Teachers' Association approved a salary schedule for 1954-1955 which started at \$3000 and reached maximums of \$4600, \$5000 and \$5400 depending on the type of certificate.⁷⁹

⁷⁷This Committee was organized by the P.S.E.A. as a more effective means of maintaining interest among its local branches in legislation and other Association programs. It was composed usually of the presidents and legislative chairmen of local branches and represented a county or other large geographical area. It was not new in the fifties, having been in operation in the nineteen forties. See Minutes of the Executive Committee of the Northampton Local Branch of the Pennsylvania State Education Association, March 12, 1948. (Pages are not numbered.)

⁷⁸Minutes of Nazareth Teachers, Oct. 3, 1951. It is interesting to note that even with an actively interested legislation chairman and the concerted effort by the State Association for favorable legislation this local association could not maintain its legally constituted quorum at meetings. See Minutes of Nazareth Teachers, Feb. 5, 1952. This, of course, was a recurring factor present all during the forties and fifties as we have seen. Attributed to a lack of interest by most association officers. See above, pp. 113, 114.

⁷⁹Minutes of Nazareth Teachers, Jan. 27, 1954. The chairman of the Salary Committee complained about the lack of interest and the lack of cooperation he received from the Association's members. They had not filled in and returned a questionnaire he had distributed on the subject of salaries. A chronic complaint, noted before.

In April the Association called a special meeting where dissatisfaction was voiced about the Board's action on salaries (actual action not specified). Amid some confusion and much discussion the Association agreed to ask the Board, when dealing with their salary requests, to dispatch with reasonable promptness an official notification of any action taken by the Board. In this particular instance, the Association wanted the Board to understand the reasonableness of its request for an increase beyond the mandated increments.⁸⁰ When it met the next week (attended by fifty-two out of the sixty teachers on the staff - the best turnout in years), the superintendent of schools reminded the teachers that most of their requests had been met. Although the superintendent pointed out their salaries compared favorably with other districts, nevertheless, the teachers remained unsatisfied and asked the superintendent to hold up enactment of the budget until the salary committee could meet with the School Board.⁸¹ During the month of May the matter must have been settled to the satisfaction of the Association for at their May meeting the members agreed to send a letter of thanks to the Board for their cooperation in the resolving of affairs of compensation.⁸²

Teachers' groups, other than Nazareth's, continued to press for better salaries. For example, after the Bethlehem Board adopted a \$300 increment for all professional employees and voted increments as high as \$600 for some teachers for 1954-1955, the local Association

⁸⁰Minutes of Nazareth Teachers, April 22, 1954.

⁸¹Minutes of Nazareth Teachers, April 28, 1954.

⁸²Minutes of Nazareth Teachers, May 26, 1954.

sent a committee to the Board to object to these salary provisions.⁸³ The next year, the Economic Welfare Committee of the Bethlehem Teachers' Association proposed the following program for obtaining better salaries: (1) A minimum of \$3000 as well as a \$400 increment in addition to the \$400 increment mandated by the State; (2) preparation and distribution of a booklet (1000 copies) to keep the local citizens aware of the activities of the schools; and (3) the hiring of a solicitor by the Association to present and defend its case.⁸⁴ When the president of the Association reported the Board's reaction to this program, the teachers became disgruntled and most of them agreed that the salary schedule as set by the Board was a temporary expedient to attract better teachers to the school district.⁸⁵ At a special meeting of the Association, called to investigate the Board's action, dissension was so rife that one teacher suggested joining a union. After the restoration of calm, the Association agreed that its Economic Welfare Committee should carry the members' reaction to the Board and explain their dissatisfaction to the press.⁸⁶

About the same time the Northampton Teachers' Association petitioned their Board for a salary increase.⁸⁷ A year later the salary committee of the Association supported a schedule that maintained the same minimums as the 1955-1956 schedule but raised all maximums \$400,

⁸³ Minutes of Bethlehem Board, May 17, 1954, p. 155.

⁸⁴ Minutes of Bethlehem Teachers, Feb. 23, 1955.

⁸⁵ Minutes of (Executive Council) Bethlehem Teachers, March 15, 1955.

⁸⁶ Minutes of Bethlehem Teachers, June 2, 1955.

⁸⁷ See above, p. 108.

included credit for years of service in Northampton, and renewed the request for financial help for graduate study. The purpose behind their requests, so stated the Association's committee, was "to give teachers a decent standard of living as professional persons without creating an unjust or unreasonable burden upon the boards⁸⁸ of education."⁸⁹ This statement concluded by claiming that the basic salary schedule, if enacted, would attract to Northampton the best available teachers, bolster the morale of the teachers presently employed in the district, motivate the staff to improve themselves educationally, and provide a standard of living which would offset steady decreases in purchasing power stemming from the rising cost-of-living and increased taxation.⁹⁰

Meanwhile, after the fracas over salaries in 1954 in Nazareth, the teachers appeared to be satisfied with their economic conditions. In June of 1955, the Board approved the salary schedule for the 1955-1956 school year.⁹¹ In the fall, however, the new president of the teachers' Association recounted to the members that over eleven percent of the teachers resigned in 1954-1955 because they wanted to teach in districts "where more money was offered immediately or where the salary schedule was such that it promised more in the future,"⁹² and he

⁸⁸Several boards were still in existence in Northampton because Northampton and surrounding towns were now in a jointure. For explanation of term, see above, pp. 25-27.

⁸⁹Minutes of Northampton Board, Aug. 7, 1956, pp. 1-5 f.

⁹⁰Ibid.

⁹¹Minutes of Nazareth Area, June 13, 1955, p. 136. Nazareth now in a jointure with its neighboring towns. For explanation of term, see above, pp. 25-27.

⁹²"An Appeal From the President of the Nazareth's Teachers' Association," mimeographed sheet, 1954 (in files of the Association).

proposed that a letter signed by all members of the Association be sent to the Board asking for improvements in the salary schedule presently in effect.⁹³ Thus began a series of events that clearly demonstrated: (1) The Association's actions and the Board's reactions on salary questions; and (2) the attitude of each group toward the subject of teachers' salaries.

It took two meetings before agreement could be reached on the contents of the letter and to get all members to sign it.⁹⁴ When the letter evoked no action from the Board (as often happened), the Association's officers called a special meeting for early in January. At this meeting, the president said he had been informed by the School Board that the original letter of the Association had been turned over to a committee of the Board without action. After an animated, lengthy and somewhat meandering discussion, the Association members adjourned without agreeing on their next move.⁹⁵ When the Association's next regular meeting arrived without any word from the School Board, the members decided, after much discussion, that a special salary committee should meet with the Board. If this committee obtained no satisfaction, then the complete membership would go to a board meeting en masse.⁹⁶ The next month, the special salary committee reported it met

⁹³ Minutes of Nazareth Teachers, Nov. 22, 1955.

⁹⁴ Minutes of Nazareth Teachers, Nov. 22, 1955 and Nov. 29, 1955. Teachers were timid - some of them, that is - and it was extremely difficult to obtain unanimous action on such a thing as sending a letter to the Board. Some, too, wanted to curry favor with the Board on their own and would not sign for that reason. Some teachers were private couriers for certain Board members and they would not sign.

⁹⁵ Minutes of Nazareth Teachers, Jan. 4, 1956. Another common occurrence - disagreement to the point of no agreement.

⁹⁶ Minutes of Nazareth Teachers, Jan. 18, 1956.

with the Board and gave the following report which is included here as an excellent example of the diverse philosophies of school Board members and teachers on the question of salaries:

We, your salary committee, have met the School Board's salary committee, and they are not noticeably ours. . . . In the beginning the atmosphere was slightly strained; it became more comfortable as the meeting progressed

In brief the School Board's committee made the following points:

1. Teachers have more security than labor.
2. Poor teachers must be granted increases along with good ones, and worst of all, kept.
3. They prefer a flexible base pay.
4. Taxes will have to go up; some relief for real estate must be found.
5. In the case of teachers, money shouldn't be everything.
6. Their BUDGET for this year; even coal consumption in the new building is fantastic.

Your committee made these points:

1. The two-year probationary should be adequate for determination of a teacher's performance.
2. We questioned our security in terms of dollars and cents.
3. We agreed taxes will have to go up, and that some tax other than real estate is desirable.
4. We conceded the flexible base for hiring purposes. For teachers already under contract, figuring from the maximum works as satisfactorily.
5. We sympathized with the BUDGET problem, but maintained our budget problems were our chief concern and money was pretty important even to teachers since the cost of living index is rising and the dollar shrinking.
6. We understood they were a fact-finding committee, but we insisted they tell us if their report to the Joint School Board about our proposed new salary schedule would be favorable

Mr. Schnerr said, 'We will not give it an unfavorable report.'

7. Your president slipped in the information that Mr. Buck and he would be present at the next regular meeting of the Joint School Board and that the teachers would be there, too. That was an astonishing

bit of news, obviously. Would the teachers be at the meeting? No, but in the building for the purpose of learning that night the Board's decision.

(Note: Last night we let strictly alone a question that could later be most effective, i.e. [sic] Are school boards penalizing teachers because of the cost of unnecessarily lavish new buildings?)

Your committee has done its part. Some members of your committee are optimistic, others are not. It is up to the whole Nazareth Teachers' Association now.

In the interim there should be a little soul-searching among all of us. Are we going to back away like children whose wrists were slapped if the Board buckles on its breast plate, THE BUDGET? Do we truly believe the new salary schedule is fair, reasonable and due us? Are we willing to stand up and be counted?

As a result of this broadside, the Association voted that its special salary committee would attend the February 13th meeting of the Nazareth Borough Board and the Nazareth Area Joint Board⁹⁸ and "at the same time a 100 percent representation of our membership should be present in the building to receive the decision of the Board."⁹⁹ On that important night, all Association members appeared except one (a truly remarkable turnout), waiting in a room of the High School for their special salary committee to report the action, if any, of the Board meeting held in another part of the building. When the special committee described how the Board went into executive session every

⁹⁷ Spirit duplicated sheet, unsigned and undated (in files of Nazareth Teachers' Association). There is so much about this report that could stand comment. The remark about lavish buildings refers to the new high school to be built by the new consolidated school district or Jointure.

⁹⁸ Districts in school jointures held joint board or joint committee meetings as well as their own district meetings. Usually these separate meetings were held in the same place on the same night and followed one another in time.

⁹⁹ Minutes of Nazareth Teachers, Feb. 8, 1956.

time the subject of teachers' salaries came up for discussion,¹⁰⁰ the Association members released their side of the controversy to the press and sent another letter to the Board asking for action on the proposals originally submitted on November 30.¹⁰¹

The record does not clearly describe what actually happened within the next month but at the next School Board meeting in early March the teachers repeated the tactics they used in February. This time the special salary committee got action. In fact, its members practically composed the new salary schedule step-by-step by shuttling between the Board and the teachers with each proposal and counter-proposal. Since this obviously consumed a lot of time, both parties finally agreed to adjourn without a final adoption of the salary plan because of the lateness of the hour.¹⁰² When the Board reconvened for their regular meeting two week later, the teachers obtained practically all they bargained for. The Association members and officers were jubilant.¹⁰³

In general, teachers' associations at the local level continued to press for improvements in other phases of the economic welfare of their members. In addition to seeking better salaries, they began to demand different types of benefits - the so-called fringe benefits. For example, in 1957 the Bethlehem Teachers' Association presented a new salary schedule which contained a request to receive their pay

¹⁰⁰ See above, p. 20.

¹⁰¹ Minutes of Nazareth Teachers, Feb. 13, 1956.

¹⁰² Minutes of Nazareth Teachers, March 12, 1956.

¹⁰³ Minutes of Nazareth Teachers, March 22, 1956.

every two weeks.¹⁰⁴ In August the president of the Association requested additional benefits through the Board's sponsorship of a Blue Shield-Blue Cross plan¹⁰⁵ which request was later granted.¹⁰⁶ In the latter part of 1957, the Teachers' Association asked the Board to initiate a ratio schedule¹⁰⁷ for administrators, offer a double increment to all teachers, and organize a permanent committee on salaries composed of Board members and teachers.¹⁰⁸

Early in the following year the Economic Welfare Committee of the Teachers' Association submitted these recommendations to the Board:

(1) Pay checks were to be made out and delivered or mailed every other Thursday; (2) teachers with twenty or more years of service in Bethlehem should be raised to the maximums on the schedule for their certificates immediately; (3) all teachers should receive a double increment (\$400) for the school year 1958-1959.¹⁰⁹ Almost a year later the Executive Council explained that the Economic Welfare Committee would petition the School Board for a new salary schedule, additional life

¹⁰⁴Minutes of the Bethlehem Board, March 4, 1957, p. 146. Up to that time (and even today in some districts) teachers often were paid once a month.

¹⁰⁵Minutes of Bethlehem Board, Aug. 19, 1957, p. 664.

¹⁰⁶Minutes of Bethlehem Teachers (Executive Council), Sept. 24, 1957.

¹⁰⁷A plan whereby the administrators' pay would be tied to the classroom teachers' salary on a ratio basis. For instance, a high school principal's pay rate would 1.6 times that of the teacher; principle advocated by the National Association of Secondary School Principals. Such a ratio system had been adopted in Easton earlier in the year. See Minutes of Easton-Forks Jointure, Aug. 26, 1957, (page number not listed).

¹⁰⁸Minutes of Bethlehem Teachers (Executive Council), Dec. 10, 1957. This last committee was similar to Easton's. See below, p. 124.

¹⁰⁹Minutes of Bethlehem Teachers (Executive Council), March 27, 1958.

insurance and health and accident insurance, and payment of the super-numerary increment for an earned master's degree to be made in two successive increments rather than one.¹¹⁰

In Easton, the teachers and Board members advocated changes in matters similarly related to the economic welfare of the teachers. In 1956, the Salary Committee (composed of Board members and teachers) recommended a study of the costs involved in the Board's assuming wholly or in part a Blue Cross-Blue Shield plan for teachers.¹¹¹ In May of 1957, the School Boards (Easton now in a jointure with five other districts) approved a \$500 increment for all principals and supervisors¹¹² and the following year approved the ratio system for the administrators.¹¹³ Finally, Easton also initiated a plan whereby the salary of a teacher, not at the maximum at the time of the teacher's retirement, would be raised to the maximum regardless of the amount of money involved. Several teachers received \$1000 or more under this plan.¹¹⁴

Salary changes as discussed in this chapter occurred also throughout the State and Country. Before going any further, Northampton County's salaries at the end of the decade must be compared with those in effect in the State and Nation. The median salary for all

¹¹⁰Minutes of Bethlehem Teachers (Executive Council), Feb. 26, 1959.

¹¹¹Minutes of Easton-Forks, Jan. 26, 1956, p. 44. Board did not adopt the plan, however, until 1965.

¹¹²Minutes of Easton-Forks, May 27, 1957, p. 46.

¹¹³Minutes of Easton-Forks, Aug. 26, 1957, p. 48.

¹¹⁴Minutes of Easton Area, April 6, 1959, p. 24; and April 27, 1959, p. 27.

elementary teachers in the Commonwealth (which did not include kindergarten teachers) was \$5050 in 1958-1959; for all secondary teachers, \$5168; and for all combined (elementary-secondary), \$4988.¹¹⁵ For 1958-1959, the median salary in the United States for districts in size of population 2,500 to 4,999 (comparable to the Pennsylvania fourth class districts) was \$4616; in cities of 5,000 to 9,999 (comparable to districts of the third class in Pennsylvania), \$4755; in cities of 10,000 to 29,999, \$5058; and in cities of 30,000 to 99,999 (comparable to the second class districts in Pennsylvania), the median was \$5300. The Country's average was \$5153.¹¹⁶ In 1958-1959, the median salary in Northampton County for districts of the fourth class was \$4400; for districts of the third class, \$5175; and districts of the second class, \$5500.¹¹⁷

In comparison with median salaries for the State and Nation, Northampton County's median salary was lower in the fourth-class districts but higher in the third and second class districts. More importantly, however, some neighboring states paid better salaries than Pennsylvania and Northampton County. In 1958-1959 the average salaries were: New York, \$6300; New Jersey, \$5650; Maryland, \$5273;

¹¹⁵Department of Public Instruction did not summarize salaries for 1959-1960. See Statistical Report of Superintendent: 1959, p. 30. For all certified personnel (same as instructional personnel) the median was \$4894 and includes secondary, kindergarten, elementary, etc.; for classroom teachers alone, the median was \$4813.

¹¹⁶"Salaries of Urban Teachers Rising Slowly," N.E.A. Research Bull., XXXVII (1959), 69.

¹¹⁷See below, p. 126.

Pennsylvania, \$5180;¹¹⁸ and Northampton County, \$5108. Thus, though the County's second and third class school districts compared well with the remainder of the State and the Nation but, in general, even these districts fared poorly when matched against the salaries paid teachers in such states as New York and New Jersey.

However, as this study has demonstrated, salaries in Northampton County increased during the decade. The extent is shown in table 24 below by comparing medians for 1949-1950 and 1958-1959.

TABLE 24

MEDIAN INSTRUCTIONAL SALARIES
DISTRICTS OF NORTHAMPTON COUNTY

District	1949-1950 ^a	1958-1959 ^b
	Median	Median
Bangor	2900-2999	4950-5049
Bethlehem	3200-3299	5350-5649
Easton	3500-3599	5350-5649
Nazareth	3000-3099	5050-5349
Northampton	3000-3099	5350-5649
Wilson	2700-2799	4950-5049
County	2300-2399	4350-4449

^aSee above, p. 89.

^bSuperintendents Annual Reports: Salaries, 1950-1960,
Appendix I, pp. 257, 258.

In spite of these increases in the median salaries, the gap in teachers' salaries between the different types of districts widened by the end of the fifties. In other words, though the State had abolished distinctions in salary among the different classes of districts by law, other factors operated which tended to perpetuate this differential.

¹¹⁸"Average Salary of Instructional Personnel," N.E.A. Research Memo 1961, p. 1.

Reasons for these differences need explanation. All statistical data indicated that the second and third class districts maintained their median salaries at a level better than districts of the fourth class.¹¹⁹ However, since most of the school districts of the fourth class in the County operated elementary schools only, these districts employed more teachers who possessed a two-three year college background.¹²⁰ These teachers held standard certificates, received less pay, factors which partially accounted for the lower average and median salaries in these districts.

Teacher turnover tended to accentuate salary differences between the fourth class districts and other districts of the County. Table 25 reveals the number of teachers who left positions in the County in the forties and the fifties.

¹¹⁹See above, p. 126.

¹²⁰It should be recalled that during the nineteen thirties and for about half of the nineteen forties teachers with such qualifications could be employed. These graduates of the old normal schools were trained for the elementary field. By the nineteen fifties, they represent the old-timers still employed.

TABLE 25

TEACHER TURNOVER: NET^a
NORTHAMPTON COUNTY^b
1940-1950^c and 1950-1960^d

Number of New Teachers Employed ^e			
Year	Total	Year	Total
1940-1941	-	1950-1951	67
1941-1942	-	1951-1952	80
1942-1943	-	1952-1953	89
1943-1944	37	1953-1954	82
1944-1945	-	1954-1955	67
1945-1946	88	1955-1956	83
1946-1947	-	1956-1957	92
1947-1948	77	1957-1958	107
1948-1949	58	1958-1959	-
1949-1950	67	1959-1960	-

^a Represents the number of new teachers hired less the difference between the new positions created and the number discontinued.

^b Superintendents Annual Reports: Teacher Turnover 1940-1950 and 1950-1960, Appendix I, pp. 237-239, 259-261.

^c The years of the forties listed were the only ones for which a complete report for all the districts of the County was available.

^d This section in the Annual Report was discontinued after the year 1957-1958.

^e This table discounts increasing school population and changes in districts' staffs brought about by the formation of jointures.

The figures in this table indicated a higher degree of mobility in the 1950's than in the 1940's. An examination of the Superintendents Reports by district revealed that the fourth class districts had a higher percentage of turnover than districts of the third class,¹²¹ another contributory item to lower salaries because replacements were usually hired at or near the beginning teachers' salary.

¹²¹ Superintendents Annual Reports: Teacher Turnover, 1950-1960, Appendix I, pp. 259-261.

Another factor creating the salary differential in the fourth class districts came through the almost complete non-participation of these districts in the continual upgrading of the educational backgrounds of the teachers. For example, in the County as a whole in 1950-1951, these backgrounds included 7 doctorates, 219 M.A.'s, 490 bachelor's degrees and 427 2-3 year college graduates.¹²² By 1959-1960, they numbered 8 doctorates, 376 master's degrees, 764 bachelor's degrees and only 385 2-3 year college degree holders.¹²³ Most of the latter, however, taught in the fourth class districts and these districts employed relatively few teachers who qualified either for the bachelor's or master's degree.¹²⁴

Though the median salaries of teachers greatly increased in the fifties, as shown in table 24 above, the most important question at the end of the decade continued to be the same as it had been in the thirties and the forties. Namely, in spite of dollar increases in salary, how much increased purchasing power did these higher salaries bring to the teacher.

In 1955 the National Education Association reported on the economic status of over 2600 beginning teachers in the United States who taught in different types of schools in many different communities from the largest cities in the Country to the smallest towns. In that year, the typical first-year teacher earned \$3235 a year or \$269.58

¹²²Superintendents Annual Reports: Educational-Instructional, 1950-1960, Appendix I, p. 248.

¹²³Ibid.

¹²⁴In general, a holder of a master's degree received more money than a teacher who taught on a college certificate (bachelor's degree).

per month.¹²⁵ Among the unmarried female teachers, over one-third ended their first year of teaching with no surplus money and every two out of three were in debt. As for the married male teacher, his situation, in terms of his teacher's salary, was much worse. In this group two-thirds had no money at the end of the year and about one-half were in debt.¹²⁶

As stated previously, a questionnaire was distributed to teachers presently employed in the public schools of Northampton County. On the basis of replies received, the teachers of the County proved to be no better off than their colleagues employed in other parts of the Nation. Of the 289 teachers in the County who began their careers in the 1950's, a large percentage of the married males and widowers (66 percent to be exact), 16 percent of the married females and widows, and one-third of the single females found it necessary to take a second job during the summer. Over 40 percent of the married males and widowers, 5 percent of the married females and widows, and 8 percent of the single females worked at a second job during the school year. And almost one-third of the married males and widowers, 22 percent of the married females and widows, and 4 percent of the single females owed money and over 50 percent of those who began teaching in the fifties were still in debt in the nineteen sixties.¹²⁷

While this data was discouraging, conditions improved by the end of the nineteen fifties. Teachers' salary increases outgained the

¹²⁵ In this same year, the lowest paid worker in Bethlehem Steel received an annual wage of \$3404.80. See Agreement Between Bethlehem Steel Company, et. al. & United Steel Workers of America, July 1, 1954 (as amended to July 1, 1955), pp. 8 and 91.

¹²⁶ "First Year Teachers in 1954-1955," N.E.A. Research Bull., XXXIV (1956), 42, 43.

¹²⁷ Summary of Questionnaire, Appendix II, p. 271.

rise in the cost-of-living. To illustrate, at the national level the average salary for 1958-1959 was estimated at \$4935, a 4.6 percent increase over the average salary of 1957-1958. "In dollar amounts the average salary of the instructional staff was \$2846 in 1948-1949 and \$4935 in 1958-1959 - an increase of 73.4 percent. The 1958-1959 average salary was equal to \$3990 in terms of purchasing power of the dollar of 1948-1949."¹²⁸

In Northampton County the percent of increase for salaries of the instructional staff for 1958-1959 over 1949-1950 is shown in table 26.

TABLE 26

PERCENT OF TEACHERS' SALARY INCREASE^a
1958-1959 over 1949-1950

<u>District</u>	<u>Percent</u>
Bangor	70.6
Bethlehem	70.3
Easton	55.7
Nazareth	71.6
Northampton	81.6
Wilson	83.2
County	91.3

^aIncrease calculated by comparing salaries as presented in table 24 - see above, p. 126.

The median increase for all school districts was 71.6 percent.¹²⁹

In the State as a whole the average instructional salary in 1949-1950 was \$2980¹³⁰ and in 1958-1959 it was \$4894,¹³¹ representing a 64.2

¹²⁸"A Statistical Picture of our Schools," N.E.A. Research Bull., XXXVII (1959), 4.

¹²⁹See above, table 26.

¹³⁰"Average Instructional Salaries," P.S.E.A., p. 1.

¹³¹See above, p. 115.

percent increase. Examining this subject from another point of view, Bangor's and Wilson's median salary of \$5000 in 1958-1959 was actually worth \$4015 in 1947-1949 dollars; Bethlehem's, Easton's and Northampton's, \$4416.50; Nazareth's, \$4175.60; and the County's \$3733.20.¹³²

The consumer price index as used by the United States Department of Labor based on 1947-1949 as an index of 100 went from 100.6 on January 15, 1950 to 125.5 on December 15, 1959 or an increase of approximately 25 percent.¹³³ Thus, the teachers' salary increase in Northampton County in the fifties advanced more rapidly than the increase in the cost-of-living.

In addition to this promising development, in the fifties the average salary of teachers at last exceeded the average earnings of all employed persons. But the average earnings of teachers (\$5012) remained less than those of federal civilian employees (\$5682) and employees in manufacturing (\$5214). "The evidence is that salaries in teaching are more than keeping up with increases in the cost-of-living But the teaching salary is still far from the levels of compensation achieved by other professional groups."¹³⁴ Perhaps a more adequate description of the teachers' economic situation appeared in one of the National Education Association's reports issued in 1959: "At the end of 1959, teaching was still priced in the same salary

¹³²Determined by dividing the median salary for 1958-1959 by the Consumer Price Index. See "Economic Status of Teachers," Research Report 1960-R8 (N.E.A. Research Division, 1960), p. 10.

¹³³Monthly Labor Review LXXXIII (1960), 105, 124 and 223.

¹³⁴"Economic Status of Teachers in 1960-61," Research Report 1961-R4 (N.E.A. Research Division), pp. 45 and 52.

range as skilled and semi-skilled work"135

Thirty years of struggle for economic recognition of the teaching profession ended by being equated to the average working group. Although the teacher in the fifties regained some of the ground he lost in the 1930's and did not substantially make up in the forties, he was still, in terms of salary, not much better off than the average factory worker. As for being comparable to the doctors, or the dentists or industrial engineers, there was no comparison. Surely there must be other economic or social features that would make his job rewarding - a good retirement plan for instance. The next chapter will discuss this and other aspects of the socio-economic status of the teacher in the County.

¹³⁵"Economic Status," Research Report 1960-R8 (N.E.A.), p. 50.

CHAPTER VI

TENURE, RETIREMENT, LEAVES OF ABSENCE, AND OTHER ASPECTS OF THE ECONOMIC STATUS OF TEACHERS

Although a teacher's salary largely determines his economic status, the kinds of retirement benefits, sick and death leave provisions, as well as the degree of security in the profession, also influence that standing. To fully understand it, however, the amount of debt and the extent of "moonlighting"¹ of teachers must also be considered. The historical development of these and other factors and the extent to which they affected the teacher's economic status will be the subject of this chapter.

It is generally accepted that next to salary, security of position, or tenure, ranks as the most important phase of the teacher's economic status. As mentioned in chapter three, the General Assembly appointed a joint committee to study the public school system of Pennsylvania and to report its findings and recommendations to the 1937 session.² One of its recommendations urged that teachers should "be protected against political coercion or reprisal against 'blanket' dismissals³ and against dismissals made without cause such as a desire upon the part of interested authorities to create a teaching position

¹ Defined as employed in a second job, either after school, nights, weekends, or during the summer.

² Above, p. 30.

³ A phrase used to describe the practice whereby school boards dismissed all teachers each year and then rehired only those they wanted.

for persons in whom they are personally interested."⁴ School teachers had been subjected to such indignities for years.

The Pennsylvania State Education Association became interested in tenure as early as 1921 when it established a Committee on Tenure at its annual convention.⁵ In those days the School Code stipulated that teachers could be elected for a length of time not to exceed three years. Since the phrase "not to exceed three years" made no other specific reference to length of employment, school boards generally interpreted this regulation to give them the legal right to dismiss a teacher every year. Political motives often caused dismissals or, more frequently, the personal likes or dislikes of a board member led to the firing of a teacher.⁶

The Association embarked on a program to correct these practices. The Legislative Committee (of which the Committee on Tenure was a sub-committee) suggested a bill to the 1922 Convention.⁷ Nothing came of the tenure bill, however, and soon the word "tenure" was dropped and the phrase "continuing contract" was substituted because of the great hostility of the legislators to the idea of tenure.⁸ The aversion to tenure persisted until 1929 when the Legislature approved the so-called "continuing contract" that obligated the school boards to sign

⁴Report of the Educational Costs Survey: Act 420, p. 127.

⁵"House of Delegates," Pa. School Jour., LXX (1922), 215.

⁶Benedetti, "Legislative Role of P.S.E.A.," p. 22.

⁷"The Bethlehem Convention: Report of the Legislative Committee," Pa. School Jour., LXXI (1923), 254, 255.

⁸A. Clair Moser, "Pennsylvania State Education Association and its Role in Tenure Legislation" (unpublished pamphlet, P.S.E.A., Harrisburg, n.d.) pp. 14-15.

a written contract with all teachers, supervisors, supervising principals, and principals. The contract remained in force year after year unless terminated in writing by the teacher or the school board thirty days before the close of the school term.⁹

This law was easily evaded and dismissals, often for the most absurd reasons, continued to occur. For instance, one school board's regulations declared teachers with short hair must wear hair nets in the classroom. Building principals were to report any violations immediately.¹⁰

This type of regulation prompted the chairman of the Pennsylvania State Education Association's legislative committee in 1931 to declare that the unjust dismissal of competent teachers remained the most important issue to be resolved by his committee. He proposed to remedy the situation by seeking the enactment of a strict tenure law or by an amendment to strengthen the Continuing Contract law.¹¹ In 1931, an amendment required that written notice of termination of contract by either the teacher or the school board be made sixty days before the close of the school term.¹²

⁹Laws of Pennsylvania: Session of 1929, Act 480, p. 1576. A "contract" was a piece of paper in which the conditions of employment were set down in writing (salary, number of days to be worked in a given school year, etc.) and signed by the teacher, the school board president, and the secretary of the board.

¹⁰Moser, pp. 29-31.

¹¹"Educational Interests: Issues," Pa. School Jour., LXXX (1931), 155.

¹²Laws of Pennsylvania: Session of 1931, Act 130, p. 261. School boards often waited until just prior to the last day of school before dismissing teachers. This sixty-day provision attempted to stop this practice and thus, at least in theory, allow time to publicize the dismissals before the close of school.

This law, too, proved to be unsatisfactory and the practice of 'blanket' dismissals continued. The Committee on Tenure of the Pennsylvania State Education Association documented a number of actual violations in 1931.¹³ In this same year the Committee told the Association's members, assembled for their Annual Convention, that data compiled from fifteen school districts of the second class (out of a total of twenty) indicated these districts resorted to the "blanket dismissal" technique.¹⁴

School districts in Northampton County used this tactic to dismiss teachers. For example, in Bethlehem in 1932 the secretary notified every teacher his contract would be terminated as a measure of economy.¹⁵ Bangor, too, a year later, terminated the contracts of all teachers, supervisors, supervising principals, and principals and sent a sixty-day notice to all persons affected.¹⁶

Security of position for teachers worsened in the early years of the Depression but the Pennsylvania State Education Association did not deem it wise to introduce legislation on tenure in the 1933 session of the Legislature because of unfavorable conditions for its adoption.¹⁷ That year the Association adopted a "hold-the-line" attitude in its

¹³"Educational Interests: Committee on Tenure," Pa. School Jour., LXXX (1931), 218.

¹⁴"Philadelphia Convention: Report of the Tenure Committee," Pa. School Jour., LXXXII (1932), 260.

¹⁵Minutes of Bethlehem Board, Feb. 29, 1932, p. 128. A reason frequently used in these Depression Years.

¹⁶Minutes of Bangor Board, April 11, 1933, p. 222.

¹⁷Letter: Gayman to Gilligan, March 17, 1933 (in files of P.S.E.A., Harrisburg).

legislative program.¹⁸ Even in 1935, a spirit of caution prevailed in Association's approach to the Legislature on the topic of tenure.¹⁹ The situation changed completely in 1937.

The Legislature became "tenure conscious and tenure proposals were numerous."²⁰ The law as passed took effect immediately and every professional person working in the public schools on the date of its passage automatically received tenure;²¹ that is, a teacher continued to teach year after year unless the school board made definite charges (specified in the Act) and followed legal procedures to implement these charges. A professional employee retained the right to a hearing and could appeal to the courts.²²

Proponents greeted the law's passage as the end of bondage and as the dawn of a new era in education.²³ Its opponents, particularly the School Directors' Association and local school boards, prepared to

¹⁸ Moser, p. 16.

¹⁹ Note on the agenda for a meeting of the Executive Council, P.S.E.A., Harrisburg, April 27, 1935 (in files of the Association).

²⁰ Moser, p. 16. The first Democrat since the Civil War occupied the Governor's chair in Harrisburg in 1937. The period has been called the "Little New Deal" and probably accounted for the interest in tenure. See Fortenbaugh and Tarman, Story of a Commonwealth, pp. 331-333.

²¹ Did not apply to superintendents of schools.

²² Laws of Pennsylvania: Session of 1937, Act 52, pp. 213-219. The passage of this law put Pennsylvania in a select group in the field of tenure legislation. By 1940, only seven states provided tenure for teachers. See "The Status of the Teaching Profession," N.E.A. Research Bull., XVIII (1940), 65.

²³ James C. Bay, "Education Becomes a Profession in Pennsylvania," Pa. School Jour., LXXXV (1937), 359, 360.

amend the Act if it could not be found unconstitutional.²⁴ Amendment became the last opportunity for revision when the Supreme Court of Pennsylvania upheld the constitutionality of tenure.²⁵

The School Directors' Convention of 1938 advocated amending the Act to remove the unacceptable sections. A resolution at that Convention strongly recommended the following modifications in the Tenure Act: (1) A three year probationary period for newly employed teachers before they became eligible for tenure; (2) permit each school board to decide if it wanted to hire married women; (3) include "insubordination" as one of the causes for dismissal; (4) make optional the retirement of teachers at the age of sixty-two.²⁶

The Pennsylvania State Education Association developed plans to oppose amendments which it considered detrimental to the best interests of the teachers. Teachers were alerted for possible attacks on the validity of the Tenure Act²⁷ which advice, in Easton, apparently was taken quite literally. There the superintendent and teachers boycotted merchants who advertized in the paper in an attempt to change its editorial policy which vociferously favored amendments to

²⁴The School Directors' Association vigorously opposed tenure. In 1932, they adopted a resolution in opposition to a more stringent tenure law because school boards "must not have their hands tied in dealing with unworthy and incompetent employees." See "Educational Interests: School Officials Convene," Pa. School Jour., LXXXII (1932), 500.

²⁵Harvey E. Gayman, "Tenure Act Held Constitutional," Pa. School Jour., LXXXVI (1938), 225; and "Education Bulletin," P.S.E.A., VI (1938), 57-58.

²⁶"Educational Interests: School Officials," Pa. School Jour., LXXXVI (1938), 228.

²⁷Richard J. Williams, "Council of War," Pa. School Jour., LXXXVI (1938), 199, 200..

the Tenure Act. The episode not only received unfavorable publicity throughout the State but also created a violent controversy at home and did not change the editorial policy.²⁸

The school boards marshalled their forces in favor of amendments. The School Directors' Association prepared bills for amending the original act²⁹ and distributed literature to the local boards urging them to contact their local representatives and senators in the General Assembly for support.³⁰

The teachers also appealed to the members of the General Assembly. Over 3000 teachers registered vigorous opposition to changes in the law³¹ at a public hearing discussing the proposed amendments to the Tenure Act while representatives of the School Directors' Association, real estate groups, the Tax Justice League of Pennsylvania, and the Schuylkill County Taxpayers' League among others appeared in support of these revisions. The Act was amended.

Henceforth a two-year probationary period preceded placement of a teacher on tenure. Other changes provided for the evaluation of a teacher's performance in the classroom by the building principal

²⁸ Easton Express, April 1, 1939, p. 1; April 5, 1939, p. 1; April 21, 1939, p. 1; and May 19, 1939, p. 1.

²⁹ Minutes of Bangor Board, April 1, 1938, p. 654.

³⁰ Minutes of Bangor Board, March 3, 1939, p. 738.

³¹ "Education Bulletin," P.S.E.A., VII (1939), 97-99 and "Educational Interests: Teachers Oppose Senate Bill 45 at Public Hearing," Pa. School Jour., LXXXVII (1939), 310.

and the superintendent of schools³² and declared the right of the school board or the teacher to take a dispute first to the Superintendent of Public Instruction for adjudication instead of the courts. This latter amendment proved to be a much needed money and time-saving provision.³³

Even after the passage of these amendments, the School Directors continued to seek revisions that would weaken the law's effectiveness. For example, the Tenure Act was amended in 1943 to make participation by professional employees in un-American or subversive activities one of the causes for dismissal. However, in 1946 the School Commission, created by an act of the General Assembly to make a study of the schools of the Commonwealth,³⁴ recommended no change in the Tenure Act.³⁵ Since then, the Act has remained unchanged and seldom challenged.³⁶

Although tenure was hailed as a great victory for the teachers and particularly for the officers of the Pennsylvania State Education

³²It was this aspect of the amendment to the original act that was most opposed and most feared by the teachers; their fears proved groundless, however. See Edwin Cruttenden, "A Survey of Teacher Rating in Pennsylvania," Pa. School Jour., LXXXIX (1941), 229.

³³Laws of Pennsylvania: Session 1939, Act 274, pp. 482-490.

³⁴Laws of Pennsylvania: Session of 1945, Act 377, pp. 953-954.

³⁵Benedetti, "Legislative Role of P.S.E.A.," pp. 30-31.

³⁶Tenure or job security was supposed to be a substitute for higher pay, so some experts claimed. However, as early as 1942, the factory worker in two companies in Northampton County could not be discharged without the company clearing through the union during the first thirty to forty-five days of his employment. See Collective Bargaining Agreement: Taylor Wharton, 1947, p. 20 and Agreement Between Bethlehem Steel Company and United Steelworkers of America, August 13, 1942, pp. 25 and 30.

Association, other aspects of the teachers' economic and social status demanded constant attention. For instance, while the controversy over tenure was in progress, the Association was successful in making improvements in the teachers' retirement benefits.

The Pennsylvania State Education Association became interested in retirement as early as 1910. At that time, such provisions for teachers rested in the hands of the local districts few of which supported a retirement system.³⁷ By 1917, however, the Association succeeded in having a statewide system established which created a board, a fund, and set the age of retirement at sixty-two as the lower limit and seventy as the upper limit.³⁸ The teacher's monetary allotment upon retirement had accumulated through his contributions, matched by a corresponding contribution equally divided between the local district and the State.³⁹ The actual allotment was based on the number of years served in the Commonwealth and was calculated on his "final salary," defined in the 1917 law as the average salary earned "by a contributor as an employee for the ten years of service immediately preceding retirement."⁴⁰

After the passage of the 1917 act, the Pennsylvania State Education Association during the next forty years worked diligently to

³⁷ Benedetti, pp. 76, 77.

³⁸ Laws of Pennsylvania: Session of 1917, Act 343, p.1046.

³⁹ Ibid., pp. 1043-1054.

⁴⁰ Ibid., p. 1045. In other words, the teacher's salary for the ten years prior to his retirement was averaged and this figure was used as a base to determine his retirement pay.

liberalize the provisions in favor of its members.⁴¹ In 1933, again in 1951, and also in 1955, the definition of "final salary" was changed to benefit the teacher. By 1960, the number of years was reduced to five and a teacher could use the best five years (that is, any five years in which he received his highest salaries) to determine his "final salary."⁴²

Several major changes in the retirement program occurred in 1949 when monetary benefits increased approximately fifteen percent and members of the Retirement System received the option of retiring at the age of sixty-two with full retirement compensation if they had served for thirty-five years. In addition, teachers could retire with partial benefits at the same age if they had served twenty-five years in Pennsylvania.⁴³

The Pennsylvania State Education Association not only played a part in obtaining these improved retirement benefits for the teachers of Pennsylvania but its officers also became the principal guardians of the Fund particularly in the years shortly after the creation of

⁴¹It was necessary for the P.S.E.A. to maintain its interest in this aspect of the teachers' economic welfare. The labor unions at two local steel plants had obtained increased vacation and insurance benefits as early as 1942. See Collective Bargaining Agreement: Taylor-Wharton 1937 and amendments through 1942, pp. 10, 11; also Collective Bargaining Agreement: Taylor-Wharton, 1945, pp. 15, 16; also Agreement Between Bethlehem Steel Company and United Steelworkers of America, Aug. 3, 1942, pp. 25 and 30; and Agreement Between Bethlehem Steel Company and United Steelworkers of America, April 23, 1945, pp. 30, 31.

⁴²Laws of Pennsylvania: Session of 1955, Act 664, p. 1989; also, Benedetti, p. 81. During these years, Pennsylvania's retirement benefits were comparable to those in other states of the Nation. See "Status of Teacher Retirement," N.E.A. Research Bull., XIX (1941), 51; also "Statistics of State & Local Teacher Retirement Systems, 1943-1944," N.E.A. Research Bull., XXIII (1945), 43.

⁴³Laws of Pennsylvania: Session of 1949, Act 185, pp. 752-754; and Ibid., Act 541, pp. 1818-1820. See also, Benedetti, pp. 81, 82.

the Retirement System. They quickly and strenuously resisted any efforts by the Legislature to curtail its payments to the Fund and to otherwise ignore or mistreat it.⁴⁴ In 1932 the Pennsylvania State Education Association thwarted a move by the State to declare a moratorium on its payments.⁴⁵ In 1953 the Association's Committee on Retirement Problems declared it devoted its major efforts to defeating legislative proposals designed to reduce the State's payments to the Fund or to abolish the Fund entirely.⁴⁶

Generally, school boards favor an early retirement age for teachers. During the Depression this desire became particularly strong as a method of reducing expenses and taxes because the highest paid teachers were usually the older teachers. In Easton, for example, the Board voted to retire certain teachers between the ages of sixty-two and seventy.⁴⁷ In Bangor, the Board recorded that all teachers reaching the age of sixty-five would be retired at the end of the school year in which they attained that age.⁴⁸

This movement to establish a low retirement age in the thirties was not peculiar to Northampton County. The School Directors' Association at its 1938 Convention overwhelmingly adopted a resolution

⁴⁴Benedetti, pp. 88, 89.

⁴⁵"The Special Session of the Legislature and Education," Pa. School Jour., LXXXI (1932), 9-12.

⁴⁶Benedetti, pp. 94, 95. To be replaced by Social Security which the Association opposed at this time.

⁴⁷Minutes of Easton Board, April 8, 1935, pp. 180-181. Perfectly legal because law said Board could retire teachers any time between ages of sixty-two and seventy. See School Laws: 1931, section 5614, pp. 276, 277.

⁴⁸Minutes of Bangor Board, March 2, 1939, p. 725.

permitting a board to retire all teachers at sixty-two; that is, make retirement mandatory at that age, not optional.⁴⁹ The next year the Legislature, in an amendment to the Tenure Act, made it possible to gradually reduce the retirement age so that by the first of July 1947, the compulsory retirement age became sixty-two.⁵⁰ This change, permissive not mandatory legislation, stimulated action at the local level.

After the Education Committee of the Easton Board studied the subject⁵¹ and reported it favorably, the Board agreed that, beginning in 1947, the compulsory retirement age for teachers in Easton should be sixty-two.⁵² However, as 1947 approached a committee of the Teachers' Association argued against this change stating they favored the Board's old plan of permissive retirement at sixty-two and compulsory retirement at seventy. The Education Committee then recommended that the Board rescind its action and re-adopt the program previously in effect.⁵³

The Bethlehem Board favored a gradual reduction in the retirement age. The Board's Rules and Regulations stated that all teachers would be retired at the age of sixty-two in 1947 and further explained "said termination shall become immediately effective upon the professional

⁴⁹"Educational Interests," Pa. School Jour., LXXXVI (1938), 228.

⁵⁰Laws of Pennsylvania: Session of 1939, Act 274, p. 486.

⁵¹Minutes of Easton Board, Dec. 21, 1939, p. 95.

⁵²Minutes of Easton Board, April 18, 1940, p. 149.

⁵³Minutes of Easton Board, Feb. 25, 1946, pp. 105-108.

employee reaching the age mentioned."⁵⁴ Five years later this regulation was changed to the one more commonly used; that is, a person would be retired at the end of the school year in which he reached the age of retirement.⁵⁵ By that time, however, the Board had established sixty-five as the compulsory retirement age.⁵⁶

This trend toward the reduction of the retirement age in the late nineteen thirties changed abruptly in the forties. During World War II the school boards relaxed their retirement rules in order to meet the problem of the shortage of teachers.⁵⁷ To this day, the usual age for retirement in the schools of Northampton County has remained at sixty-five or at the State's compulsory age of seventy.⁵⁸

Although tenure and good retirement benefits represented important areas of the economic welfare of the public school teacher, other factors contributed to his economic standing. For instance, the teachers sought better compensation for absences from duty caused by personal illness or death in the family.

In the beginning such regulations did not provide for full pay. Bethlehem's were typical of those in effect in the 1930's: Unavoidable absence supported by a satisfactory excuse brought about a

⁵⁴Rules and Regulations of Bethlehem School District, Nov. 1, 1940, pp. 21 and 22.

⁵⁵Minutes of Bethlehem Board, May 21, 1945, p. 118.

⁵⁶Committee of the Whole Report: Rules and Regulations of School District, Jan. 21, 1946 (in files of the superintendent's office, Bethlehem).

⁵⁷Minutes of Bangor Board, March 7, 1945, (no page listed). See Chapter IV, p. 71.

⁵⁸See Minutes of Northampton Board, Nov. 13, 1956, p. 1; also Minutes of Bangor Board, March 4, 1953, p. 2234; and Minutes of Bethlehem Board, Jan. 20, 1958, p. 46.

reduction in the teacher's regular salary of twenty-five percent for each of the first ten days, fifty percent for the second ten days, and gave no compensation for absence beyond thirty days.⁵⁹

In 1932 Northampton provided teachers five days with full pay for absence due to sickness with a gradual reduction in pay for each succeeding five days until at the end of twenty days no pay was received.⁶⁰ The next year, however, the Board voted "to pay its teachers who were absent on account of sickness, one-half pay for the first ten days and nothing thereafter."⁶¹ In 1937 the Board modified this regulation of half-pay to permit three full days with pay for absence because of personal illness or for death in the immediate family.⁶² In 1939 the Board allowed the unused portion of a teacher's sick leave to accumulate to ten days.⁶³ In Nazareth, the Board adopted a sick-leave policy of five full days with pay for all professional employees with an accumulation to a maximum of twenty days.⁶⁴ In 1941 an amendment extended this policy to include death in the immediate family as well as emergencies (not defined).⁶⁵ In Easton, the Teachers' Association requested a five day sick-leave plan with full pay, a plan accepted by the Board.⁶⁶

⁵⁹ Minutes of Bethlehem Board, Oct. 15, 1930, pp. 550, 551.

⁶⁰ Minutes of Northampton Board, April 6, 1932, p. 5.

⁶¹ Minutes of Northampton Board, Nov. 1, 1933, p. 1.

⁶² Minutes of Northampton Board, Feb. 5, 1937, p. 4.

⁶³ Minutes of Northampton Board, Dec. 4, 1939, p. 6.

⁶⁴ Minutes of Nazareth Board, April 12, 1937, p. 214.

⁶⁵ Minutes of Nazareth Board, April 14, 1941, p. 168.

⁶⁶ Minutes of Easton Board, March 27, 1944, pp. 117-119.

During the thirties, not a law was enacted requiring school boards to adopt a minimal sick-leave program for teachers and the Pennsylvania State Education Association neglected the subject until 1943.⁶⁷ In that year and again in the 1945 session of the Legislature it unsuccessfully introduced legislation for sick and death leave privileges.⁶⁸ At its Convention in 1946, the Committee on Legislation stated the teaching profession was "entitled to minimum sick leave guarantees. Currently the teaching group is the only group of public and State employees for which such provisions do not exist."⁶⁹ The Association's recommendations later became the basis for a law passed in 1947.⁷⁰

This law, mandatory for all school districts, guaranteed five full days of pay for absence for reasons of personal illness with such leave accumulative to twenty days, the maximum useable in any one year. For death in the immediate family, the Legislature legalized three days with full pay; and for death of a near relative, full pay for the

⁶⁷ Reasons for this late interest in the subject can only be surmised. Perhaps the Association was affected by a report issued in 1942 by the National Education Association which stated that the practice of granting sick leave was more prevalent in private employment than in public service. In that report, the N.E.A. recorded that less than two percent of the industries examined were without a sick leave plan and more than half of the companies indicated there was no fixed limit on leave for sickness but the median was two weeks with full pay. See "Teacher Personnel Procedures: Employment Conditions in Service," N.E.A. Research Bull., XX (1942), 107, 108.

⁶⁸ Benedetti, pp. 105, 106.

⁶⁹ "Harrisburg Convention: Report of the Committee on Legislation," Pa. School Jour., XCV (1946), 137.

⁷⁰ Pennsylvania was in a rather select class in this area of teachers' benefits. By 1949 only seventeen states in the Union required local school boards to provide full pay for sick-leave. See "Teacher in the Public Schools," N.E.A. Research Bull., XXVII (1949), 148.

day of the funeral.⁷¹ In 1955, amendments made leave-with-pay for accidental injury part of the law if such injury occurred while the employee was engaged "in remunerative work related to school duties."⁷² In 1957, the Legislature increased the five-day provision to ten and permitted a total accumulation of thirty days.⁷³ No further changes occurred in the law during the period of this study.

At the local level, however, the school districts granted the teachers more benefits than the law required. For example, in the instance of sick-leave privileges, Northampton allowed the accumulated days to reach a high of thirty in 1947.⁷⁴ In Bangor, the Board granted all employees four days of absence from the time of death of a member of the immediate family - questionable cases to be arbitrated by a committee composed of the local Association's Ethics Committee and members of the Board. In addition, all employees received six days with full pay as sick leave for each year of service in the Bangor schools. Such leave accumulated from year to year but the total used could not exceed twenty-five days with full pay in any one year. Teachers with long continuous service (twenty years or more) would have their cases judged individually. The Board also established an emergency leave of two days a year with the stipulation

⁷¹Laws of Pennsylvania: Session of 1947, Act 441, p. 1037.

⁷²Laws of Pennsylvania: Session of 1955, Act 120, p. 309; also see "P.S.E.A. Acts through Legislation," Bull. of Nazareth Teachers (in files of Association).

⁷³Benedetti, pp. 102, 103, 105; and School Laws: 1957, section 1154, p. 168. These increases matched similar developments in other states of the Nation. See above, N.E.A. Research Bull., XXVII (1949), p. 53.

⁷⁴Minutes of Northampton Board, Dec. 10, 1947, p. 5 f.

that "all emergency excuses were to be reviewed by the chairman of the Education Committee of the Board and the Superintendent before payment was made."⁷⁵

In Bethlehem in 1950 all professional employees obtained ten school days each year with full pay for personal illness "plus one day for each year of service with the District"⁷⁶ There also were provisions for absence because of death in the immediate family and for the death of a near relative.⁷⁷ When the State increased the number of allowable days in 1957, the Bethlehem Board revised its local regulation so that professional employees with one to ten years of service in Bethlehem were granted ten days of sick leave with full pay; those with eleven to twenty years of service, fifteen days; and those with over twenty years of service, twenty days in any year. The total amount of accumulation permitted was sixty days.⁷⁸

Although teachers considered sick and death leaves to be most important, two other kinds of leave interested some teachers - sabbatical and maternity. The Commonwealth established the former in 1937 when it laid down the following basic tenets: (1) The number of years service in the schools before a teacher became eligible; (2) a statement of the purposes for which a sabbatical must be granted; (3) the amounts of money receivable by the professional employee while on sabbatical;

⁷⁵Minutes of Bangor Area, June 6, 1956, p. 135.

⁷⁶Rules and Regulations of Bethlehem School District: 1950-1951, pp. 24-25.

⁷⁷Ibid.

⁷⁸Minutes of Bethlehem Board, July 22, 1957, pp. 555-556.

and (4) a delineation of other benefits maintained for the professional employee while on leave; e.g., retirements benefits.⁷⁹ Since 1937, the original law has been amended to extend the leave provisions to more members of the professional staff,⁸⁰ to raise the amount of money a person on leave could receive from the school board,⁸¹ and to make more flexible the provision regarding the number of years a person must teach before he became eligible.⁸²

Another leave frequently used but of concern only to the married women teachers was maternity leave. Though remuneration was not involved, the leave guaranteed a teacher could return to the teaching force by observing certain regulations. As early as the middle thirties, experts who studied the Bethlehem Schools recommended the Board enact a regulation that the period for such a leave should begin six months after the advent of pregnancy and should continue at least three months after the birth of the child.⁸³ This recommendation lay dormant until 1947 when the Board stipulated that a teacher must apply for a maternity leave of absence "not less than five months prior to

⁷⁹Laws of Pennsylvania: Session of 1937, Act 481, pp. 2580-2581.

⁸⁰Original law applied to teachers only and it was 1963 before superintendents became eligible. See Laws of Pennsylvania: Session of 1963, Act 190, p. 358.

⁸¹Only recently was the provision of half-pay adopted. See Benedetti, pp. 101, 102.

⁸²Ibid. The implementation of the sabbatical-leave program in Pennsylvania corresponded to those established in other states of the Union. See "Teacher Personnel Practices, 1950-1957: Appointment & Termination of Service," N.E.A. Research Bull., XXX (1952), 45.

⁸³Arnold, Survey of Bethlehem Schools, p. 141.

the anticipated birth of the child."⁸⁴ This provision and other specific regulations regarding maternity leave still operated in 1950.⁸⁵

Bangor's and Northampton's regulations differed little from those of Bethlehem. The former required a teacher to resign after the fourth month of pregnancy provided there were no disturbing or embarrassing symptoms present and the teacher could return to her position four months after the birth of the child. The regulations also stated that the teacher must notify the superintendent at least thirty days in advance of her fourth month of pregnancy and at least thirty days in advance of her planned return to work.⁸⁶ When Northampton adopted its maternity leave of absence the Board extended it over a period of two school years.⁸⁷

These regulations, so specific about pregnancy, were rather ironic after all the years these boards had refused to employ married women and even dismissed a teacher if she married while a member of the professional staff. The exclusion of married women from the profession began in the days of the Depression to make more jobs available to

⁸⁴"Times and Conditions Governing Leave of Absence to Married Teachers Because of Maternity," adopted Jan. 20, 1947 (mimeographed two-page sheet in files of the Superintendent, Bethlehem). One of the most famous cases in the State involving pregnancy but related to Tenure occurred in Bethlehem and could account for the delay by the Board in any adoption of a maternity leave policy until 1947. See "Mrs. Gordon Keller Brown Case," (in files of superintendent of Schools, Bethlehem).

⁸⁵Minutes of Bethlehem Board, Oct. 16, 1950, p. 330 f.

⁸⁶Minutes of Bangor Board, Oct. 3, 1945, p. 1561. Boards seemed more concerned about the appearance of the pregnant woman than anything else.

⁸⁷Minutes of Northampton Board, Sept. 14, 1949, p. 7.

more needy⁸⁸ people. The practice carried over into the early forties but lapsed when a shortage of teachers developed during World War II.

To illustrate how this attitude mushroomed and waned, in 1930 the Bethlehem Globe-Times reported the School Board adopted a regulation prohibiting the employment of married women,⁸⁹ but a married woman could obtain a job if she signed an affidavit that her teaching income would be her sole means of support.⁹⁰ In Easton so many arguments occurred over the question of employing married women that once the following headline appeared in the local paper: "Board Members Quarreled Frequently in Loud Tones."⁹¹ In Northampton a teacher's position became vacant because she married.⁹² Later the same Board sent every married female on the staff a letter requesting her to resign at the end of the school term.⁹³ In Lower Nazareth Township, the Board dismissed all married women for the school year 1935-1936.⁹⁴

As would be expected, the School Directors' Association opposed the employment of married women. In 1938, the Association sought an amendment to the Tenure Act permitting school boards to decide the question of employment of married women.⁹⁵ When this move proved

⁸⁸ During the great stress and need for money in the Depression days, the assumption was that every family needed at least one wage earner but not necessarily two.

⁸⁹ Globe-Times, Oct. 16, 1930, pp. 1 and 24.

⁹⁰ Minutes of Bethlehem Board, July 13, 1934, p. 331.

⁹¹ Easton Express, May 3, 1932, p. 1.

⁹² Minutes of Northampton Board, April 10, 1934, (no page listed).

⁹³ Minutes of Northampton Board, June 7, 1939, p. 5.

⁹⁴ Minutes of Lower Nazareth Board, Jan. 25, 1935, (no page listed).

⁹⁵ Above, p. 139.

unsuccessful they recommended that school boards be allowed to establish reasonable regulations for the dismissal of married females.⁹⁶ In 1941, the Directors continued to seek the "dismissal of married female teachers at the discretion of the board."⁹⁷

Some of the Boards in the County in the early forties used different tactics to remove married female teachers. In Bethlehem the Board asked thirty-three married women to resign because the Depression, so the Board members said, still affected the teaching profession and hundreds of local applicants could not obtain jobs in the schools because of "decreasing school population and a meager turnover in the teaching personnel."⁹⁸ The Board frankly stated that the resignations of these women would save \$27,000 in salaries.⁹⁹ In Easton, the Education Committee of the Board recommended a policy that made marriage for a single female teacher a neglect of duty.¹⁰⁰

⁹⁶"Educational Interests: School Officials," Pa. School Jour., LXXXVIII (1940), 243. New England and the northwestern section of the Country adamantly refused to employ married women as teachers in these years. See "Teacher Personnel Procedures: Selection & Appointment," N.E.A. Research Bull., XX (1942), 60, 61.

⁹⁷"Educational Interests: School Officials," Pa. School Jour., LXXXIX (1941), 236; and Minutes of Easton Board, Feb. 20, 1941, p. 124. It was in Easton that a Board member publicly regretted that a teacher married during the school year (and thus violated her contract) because she, of all people, should set an example to the community. See Minutes of Easton Board, July 23, 1934, pp. 15-20.

⁹⁸Minutes of Bethlehem Board, June 28, 1940, p. 196.

⁹⁹Ibid., p. 197.

¹⁰⁰Minutes of Easton Board, Sept. 21, 1942, pp. 57-60. A common reason for dismissal not only in Pennsylvania but also in many other States. See "Teacher Personnel Procedures: Employment Conditions in Service," N.E.A. Research Bull., XX (1942), 107, 108.

World War II saw the end of these prohibitions for the hiring of married females. Primarily brought about by the wartime shortage of teachers, many former teachers, now married, returned to teaching. For example, in March of 1943 Easton elected a married woman who had twenty-one years of teaching experience.¹⁰¹ With this change in the attitude of the school boards, by 1960 the married female teachers outnumbered the married males, the single males, and females on the staffs of the Northampton County school districts.¹⁰²

Though the teachers' economic status improved in the areas of security, retirement, leaves of absence such as sabbatical and maternity, not until the 1950's did some of the so-called "fringe benefits" (quite common in the labor union contracts)¹⁰³ begin to be granted by school boards.¹⁰⁴ For instance, for years not only was it difficult to obtain permission to attend a convention or an educational conference, but, if permitted,

¹⁰¹Minutes of Easton Board, March 15, 1943, p. 143.

¹⁰²Summary of Questionnaire, Appendix II, passim. This situation in Northampton County was matched by similar situations throughout the United States. The N.E.A. reported in 1960 that the typical teacher "is not looking for a husband, she already has one and has had for several decades. Furthermore she is likely to have one or two children tearing up furniture at her home." See "Teachers in Public Schools," NE.A. Research Bull., XLI (1963), 26.

¹⁰³Such benefits, usually related to different types of insurance plans, were available to some factory workers in Northampton County in the early forties and were expanded in the fifties. See Collective Bargaining Agreement: Taylor-Wharton, 1947, p. 20; also Taylor-Wharton Agreement: 1950, pp. 22 and 39-46; also see Agreements for 1952, 1954, 1956 and 1959. The union at Bethlehem Steel negotiated similar plans for its members. See Agreement Between Bethlehem Steel Company & United Steelworkers of America, June 6, 1947, p. 34; also Agreement for 1952, p. 36; also Agreement for 1956, pp. 43 and 80; and Agreement for 1960, p. 90.

¹⁰⁴See above, p. 123.

the boards usually stipulated the teacher should pay the expenses involved.¹⁰⁵ By the 1950's this philosophy had changed so much that a small school district voted to pay the teachers who attended a reading clinic at Lehigh "for their expenses which will include the registration fee of \$2.00 and the luncheon of \$1.75."¹⁰⁶

The payment of other incidental expenses or benefits developed in the 1950's and grew in scope as the end of the decade approached. Social Security became integrated with the Retirement System, some boards paid part or all of the expenses of a Blue Cross-Blue Shield Program, others supported health and insurance programs or paid for the expense of attending graduate school.¹⁰⁷

Although retirement allotments, financial provision for sickness, and certain other "fringe benefits" represented an important segment of the economic conditions of the public school teacher in Northampton County, to fully understand his economic position during the period 1930 to 1960 more information needed to be accumulated particularly about his indebtedness, the extent of "moonlighting" and the amount or value of material possessions - such as a house or car. Knowing full well that the school boards of the County rarely discussed these facets of the economic well-being of their professional staffs, a questionnaire was prepared and distributed to teachers and

¹⁰⁵ Minutes of Bethlehem Board, Jan. 9, 1930, p. 19; and June 23, 1932, p. 281.

¹⁰⁶ Minutes of Upper Nazareth Board, Jan. 30, 1959, p. 95.

¹⁰⁷ Minutes of Northampton Teachers (Executive Council), March 10 and April 21, 1960; also Minutes of Bethlehem Teachers (Executive Council), April 2, 1957; also Minutes of Easton Area Joint, Oct. 26, 1959, (no page listed); and Minutes of Bethlehem Board, Jan. 20, 1958, p. 70.

administrators presently teaching in Northampton County to obtain some valuable data about these matters.¹⁰⁸

From the 1400 questionnaires sent to the professional personnel,¹⁰⁹ 849 replies were received. Of the 849 returns, 367 or 43 percent were from males and 482 or 57 percent from females, a good distribution between the sexes. Of the males, 347 or 94.5 percent were married men or widowers and only 20 or 5.5 percent were single.¹¹⁰ Of the female total, 354 or 73 percent were married women or widows and 128 or 27 percent were single.¹¹¹ Obviously in Northampton County, during the nineteen thirties to the nineteen sixties, few single males entered the teaching profession or remained single while teaching.

The extent of "moonlighting," referred to briefly in chapters three, four, and five above needs to be more fully examined at this time. First of all, in the Questionnaire, teachers were asked if they held a summer job during their career. The results showed married males sought such employment much more frequently than either married or single females, a fact that applied equally to those who began teaching in the 1920's and to those who began in the 1950's.¹¹² Fifty-eight percent of the married females and forty percent of the

¹⁰⁸Summary of Questionnaire, Appendix II, passim.

¹⁰⁹Superintendents not included - all other members of the staff were asked to reply, except those who began teaching after the year 1959-1960.

¹¹⁰There were only seven widowers (the term "widowers" includes any divorced or separated) of the total of 347.

¹¹¹The 354 total included fifty-seven widows (the term "widows" includes any divorced or separated).

¹¹²Single males are not discussed because of their insignificant percent of the total number of replies to the Questionnaire.

single females never held a summer job.¹¹³ The types of jobs included summer school teaching, selling encyclopedias, camp counselling, waiting on tables, playing in an orchestra, and store clerking.¹¹⁴

In addition to summer jobs, many members of the professional staffs who answered the Questionnaire worked at a second job during the school year, another form of "moonlighting." Again the married male worked more often than any other member of the professional staff and for longer periods of time. The single women took a second job during the school year more often than the married females. Married and unmarried teachers who began teaching in the nineteen fifties sought and obtained a job during the school year more frequently than those who began teaching in the 1920's, 1930's or 1940's. Although working at a second job did not necessarily mean an inferior economic status, it did indicate that the teachers of the fifties felt that their economic condition needed the support of another job.¹¹⁵ These jobs included part-time clerking, teaching in adult evening school, part-time musician, acting as a paid Sunday School teacher, and one teacher worked as a part-time warden in a women's reformatory.¹¹⁶

¹¹³Summary of Questionnaire: Appendix II, p. 267.

¹¹⁴This type of information was volunteered by the respondents.

¹¹⁵Increase in cost-of-living or desire for better standard of living could account for this trend in the fifties. The situation was much the same in the Nation. The N.E.A. reported in 1960 that about sixty percent of the men and twelve percent of the women (twenty-seven percent of all teachers) were employed in a summer job. In addition, almost half of the men worked at second jobs while school was in session but less than ten percent of the women held such jobs. See "Teacher in Public Schools," N.E.A. Research Bull., XLI (1963), 25.

¹¹⁶This type of information was volunteered by the respondents to the Questionnaire.

The economic status of married couples can be determined by the extent to which both work and by other financial resources, such as retirement allotments received by the spouse. According to the Questionnaire, eighty-six percent of the husbands of the married women teachers worked full-time in comparison with thirty-one and a half percent of the wives of the married men. Eleven husbands of the married women teachers did not work at all but ten of them were drawing retirement pay; the other husband was in college. Six husbands were drawing retirement pay and working part-time as well. One hundred ninety-four wives of the married men teachers did not work and only three were drawing retirement pay.¹¹⁷ Apparently the husband and wife combinations of the married female teachers were better off financially than the combinations of the married males.

The amount of a person's indebtedness is an indication of his economic status. The replies of the 849 members of the County's staff showed the married males carried more debt than either the married or single females. By the end of the 1950's, sixty-eight percent of the married males, thirty-eight percent of the married females, and ten percent of the single females owed money over and above any mortgage on property. The amount of indebtedness and the number in debt increased each decade for both the married male and female. The single female appeared to be the most affluent in the teaching profession though the ones entering the profession in 1960 were more in debt than their counterparts who entered in the other decades - probably attributable to college debt.¹¹⁸

¹¹⁷ Summary of the Questionnaire, Appendix II, p. 275.

¹¹⁸ Ibid., p. 271.

As might be expected, few teachers received any income from rents, stocks or bonds. According to the replies from the Questionnaire, the single females seemed to accumulate more income from these sources than either the married men or women. However, none of these groups could be classified as "entrepreneurs."¹¹⁹

The possession of an automobile is another evidence of one's economic status. The Questionnaire asked if teachers owned a car and for how many decades. All but five (who did not answer the question) of the married males owned a car all the time they taught. One hundred percent of the married male teachers who began teaching in the 1960's owned a car. However, not as many female teachers possessed an automobile.¹²⁰

The final indice used to ascertain the teacher's economic status was the value of the house he owned. According to the replies, a substantial number of the married males and married females on Northampton County's staffs owned or were buying homes or property. Though the percentage of the married men and women who possessed property averaged about the same, the percentage of married women who owned homes valued at twenty thousand or more was greater than that of the married men - thirty-two percent for the women and twenty-three percent for the men. Also, surprisingly, forty-two percent of the single women teachers owned property, seventeen percent of which was worth twenty thousand or more. Definitely, the teachers of Northampton County

¹¹⁹Ibid., p. 269.

¹²⁰Ibid., p. 270. Many indicated that their cars were second-hand. One married male teacher commented: "Bought car prior to teaching - sold it and bought older/cheaper car since teaching." (In possession of the author.)

were, as a whole, substantial citizens who wanted to settle and remain in their community.¹²¹

In summary, although tenure, retirement, and other benefits were available to teachers, liberalization of these aspects of a teacher's economic status involved a thirty-year struggle. In the 1930's the major gain saw the establishment of security through tenure. While retirement benefits were in force in those years, they needed protection against attempts by the Legislature to forego its contributions in times of emergency. Statewide sick leave regulations did not exist in the thirties although sabbatical leave provisions became law.

The forties saw improvements in the so-called "fringe benefits" but the teachers' gains in these areas only equaled those of the wage earners in factories. For instance, the workers in the Taylor-Wharton plant near Easton enjoyed the benefit of a group insurance plan shared on a fifty-fifty basis with the company in the nineteen forties, a type of fringe benefit generally unavailable for teachers until the fifties. By that time, such benefits as Blue Cross-Blue Shield, expenses to conventions, accumulative sick leave, sabbatical leave provisions improved over those of the 1930's and, in most instances, seemed to be comparable to those available in industry.

Teachers at the end of the fifties continued to take summer jobs or a second job during the school year. However, the married male seemed to suffer most economically. He held more summer jobs and second jobs during the school year than either the married or single female. His debts were greater, his wife worked less frequently than

¹²¹Ibid., p. 272.

the married female's husband, and he accumulated less in the way of dividends, stocks, and bonds. While he owned a car more often than the other teachers, he lived in a less expensive home.

Economic conditions did improve during the fifties. After thirty years, there seemed to be hope that teachers would be better off economically than they had ever been before. However, they were still a long way, economically, from achieving a status worthy of their profession.

CHAPTER VII

SOCIAL STATUS OF THE TEACHERS OF NORTHAMPTON COUNTY

Previous chapters in this study certainly have demonstrated that the teachers' economic status as a whole was not discussed or analyzed by school boards nor was the subject, in its totality, considered an important factor in the life of the community or even of a particular school district. When the topic was thought of at all, attention focused on its component parts such as salaries, retirement, sick-leave and job security or tenure. Moreover, the teachers' social status was not believed important enough to be worthy of mention by the school boards. The communities in Northampton County paid no heed to the subject except in an indirect manner, an indifference mirrored by their school boards.¹

This paper contends that the teachers' social status - i.e., whether they are considered 'hired hands' or respected professionals, is determined in part by the degree of esteem showed by the local school board toward its staff. However, since the boards never mentioned the phrase "social status" in their official proceedings, the subject can only be approached through an analysis of the boards' decisions on such matters as teachers' salaries, retirement, and their employment policies. In addition to describing these activities as a

¹A trend noticeable throughout the Nation. Not only did a community neglect this aspect of the welfare of its teachers, but also, as one author stated, there were surprisingly few references to the topic through the years. See T. F. Fleming, "A Study of Mass-Media Willingness to Recognize the Contributions & Value of Teachers in 1931, 1941, & 1951," Jour. Educational Research, XXXXVIII (1955), 521-530.

means of ascertaining the social status of teachers, this chapter considers other factors affecting that standing.

For example, the teachers' attitude toward their profession and colleagues is revealed by the extent of participation in their state and local professional organizations. Also, the teachers' personal evaluation of their social position was obtained through the replies to the Questionnaire distributed to the teachers presently employed in the County. The final factor explored is the teachers' educational backgrounds and certification requirements as reported in the Superintendents' Annual Reports.

All during this thirty-year period, the school boards of the County, the School Directors' Association, and the communities maintained a duality of attitudes toward the teachers and the teaching profession. On the one hand, these people professed to praise the teachers and their profession but when it came to provide better salaries, tenure, or better retirement policies, the school boards and the communities placed a low social value on the standing of the teacher.²

To illustrate, school boards expressed some admiration for teachers, especially at the time of retirement. The minutes of boards in the thirties abound with glowing tributes to teachers when they died or retired. The Bethlehem Superintendent wrote particularly flowery tributes which were always "spread upon the minutes" in those

²The N.E.A. commented about this tendency by stating that continuing efforts were "needed for the adoption of salary schedules which don't belittle the significance of the teacher's service to society." See "City Teachers: Their Preparation, Salaries & Experience," N.E.A. Research Bull., LVIII (1940), 36.

days.³ At death, as in Bangor for instance, the School Board often authorized not only that a testimonial be placed in the minutes but also that it be published in the local paper and a "floral tribute be purchased . . . from the Board."⁴ In special cases, a more elaborate tribute was arranged. Sometimes a dinner was tendered a teacher at the time of her retirement by her former pupils as in Bethlehem⁵ or the school board closed the schools or a school for the day upon the death of a particular teacher (usually one who had served a good number of years in the community).⁶ In Easton, the Board called a special meeting upon the untimely death of a particularly well-liked supervisor. The superintendent of schools read a memorial and the Board expressed its deep sense of the community's loss.⁷

The communities' attitudes toward their teachers paralleled those of the Boards. For example, in Easton when a teacher disappeared from her home, the local paper recalled that the teacher "had many friends here, lived a quiet life, attended church regularly and bore an excellent reputation."⁸ In Nazareth the paper headlined "Well Known Teacher of Northampton Dies" and in the article commented about his upright character and his kind words to both friends and enemies made

³Minutes of Bethlehem Board, June 14, 1930, p. 1; also Minutes of Bethlehem Board, April 15, 1931, p. 79; and Minutes of Bethlehem Board, Jan. 13, 1933, p. 73.

⁴Minutes of Bangor Board, May 16, 1933, p. 230.

⁵"Educational Interests: Bethlehem Teacher Retires," Pa. School Jour., LXXXV (1936), 83.

⁶Minutes of Bethlehem Board, April 30, 1935, p. 178.

⁷Minutes of Easton Board, April 6, 1938, p. 118.

⁸Easton Express, Sept. 11, 1930, p. 1.

him "one of the most beloved citizens of the County."⁹

This newspaper often referred to the status of teachers or the teaching profession. At one time, one of its syndicated columnists wrote that, in spite of poor monetary rewards, "the wise person will prefer to teach at half the salary he could get in any other calling."¹⁰ In the same article, the columnist said, "Take off your hat to the teacher. He is a personage."¹¹ This newspaper (annually) featured a picture of the staff of the high school or some other local group of teachers with such a caption as "Nazareth Is Proud of High School Faculty. . . ." ¹²

The School Directors' Association frequently praised the teachers and the teaching profession. At its Convention of 1932, the Association credited the Edmonds Act for improving the quality of teaching and placing it on a high professional plane.¹³ In 1935, the Directors adopted a resolution which praised the teachers "for the loyalty they have shown to the children of Pennsylvania in carrying on as they have done their school work, receiving reduced salary, and carrying an increased teaching load. They have been a strong influence in sustaining the educational work of Pennsylvania."¹⁴

⁹Item (Nazareth), Aug. 6, 1931, p. 1.

¹⁰Item, Feb. 13, 1934, p. 1.

¹¹Ibid.

¹²Item, June 1, 1936, p. 1.

¹³"Educational Interests: School Officials Convene," Pa. School Jour., LXXX (1932), 500.

¹⁴"Educational Interests: Annual Convention of State School Directors," Pa. School Jour., LXXXIII (1935), 374.

However, this same Association strenuously opposed the teachers' efforts to obtain tenure¹⁵ and at its 1938 Convention passed a resolution calling for the inclusion of insubordination as one of the causes for dismissal.¹⁶ In 1940, the Association recommended that the "teaching of any subversive activity be a cause for dismissal" of teachers.¹⁷ They also vigorously opposed the employment of married women as teachers.¹⁸

In the local districts, any admiration for the teachers or the teaching profession did not becloud the board members' minds when a discussion of salaries arose. For instance, when the Bethlehem Board terminated the contracts of all teachers in 1933 in an effort to reduce salaries, the Board justified its action by claiming that the present law (the Edmonds Act)¹⁹ absolutely prohibited a reduction in salaries and thus teachers had to be dismissed if school expenses were to be reduced. In the Board's opinion the Edmonds law made the teachers a select group: "No other class of employees in our State is better protected or more favored than the public school teachers."²⁰ The Board recorded that "although the vast body of taxpayers are today eking out an existence on greatly depleted incomes and have no law to protect them in this regard, public school teachers are

¹⁵See above, p. 138.

¹⁶See above, p. 139.

¹⁷"Educational Interests: School Officials," Pa. School Jour., LXXXVIII (1940), 243.

¹⁸See above, p. 139.

¹⁹See above, p. 29.

²⁰Minutes of Bethlehem Board, April 12, 1933, p. 131.

secure by this protective legislation."²¹

Other school boards in the County, not quite so erudite in the enunciation of their reasons for such actions, nevertheless acted in the same manner. In Easton, for example, the School Board, when seeking a voluntary pay-cut, argued that the persistent demand of taxpayers for a reduction in school taxes justified the Board's request that the teachers "help out" in the emergency.²²

Though the attitude of the boards toward salaries has been documented in chapters three through six, a further indication of the value boards attributed to a classroom teacher can be discovered by their approach to the appointment and the setting of salaries of the high school varsity football coaches and their assistants. For instance, in 1931, Easton paid a football coach \$1600 for his teaching job and \$900 for coaching.²³ That fall the Board agreed to pay two assistant coaches who scouted opposing teams on Saturdays \$100 extra because they could not officiate while scouting and thus were unjustly deprived of an additional source of income.²⁴ In the middle of the decade, when the Board hired a new coach for the varsity football team, a long discussion ensued about publicizing his salary because his combined teaching and coaching salary would pay him more than most

²¹Ibid., p. 132.

²²Minutes of Easton Board, Feb. 14, 1932, pp. 92-96. Teachers, of course, eventually took pay cut. See above, p. 49.

²³Minutes of Easton Board, June 15, 1931, p. 176. School job, ten months; coaching, about three.

²⁴Minutes of Easton Board, Sept. 21, 1931, p. 28. No mention of the classroom teacher who "moonlighted" in the local grocery store.

of the teachers presently on the staff.²⁵ In Bethlehem, in the thirties, the Athletic Committee of the Board recommended the re-election of the football coach at a teaching salary of \$1620 and a coaching salary of \$1500.²⁶ At this combined salary he was the highest paid professional in the system with the exception of the superintendent and the high school principal.²⁷

This type of action continued into the nineteen forties and fifties. Bethlehem spent a portion of each meeting one summer trying to resolve its head coach's responsibilities for football. During June, July and August of 1946, the School Board could not agree on an assistant coach of varsity football.²⁸ In the nineteen fifties much disagreement occurred again over the selection of a coach for the high school football team.²⁹ Later, in attempting to elect another coach for the varsity football team, the Board discussed the matter at several meetings before finally settling the matter.³⁰

Such activity by the boards certainly showed they placed a high economic value on the position of the varsity football coach. Other

²⁵ Minutes of Easton Board, March 25, 1935, pp. 174-177.

²⁶ Minutes of Bethlehem Board, April 30, 1934, p. 165.

²⁷ Superintendents Annual Reports: Salaries 1930-1940, Appendix I, p. 209.

²⁸ Minutes of Bethlehem Board, June 17, 1946, p. 193; July 15, 1946, p. 221; and Aug. 19, 1946, p. 245.

²⁹ Minutes of Bethlehem Board, Nov. 28, 1955, p. 665.

³⁰ Minutes of Bethlehem Board, Feb. 27, 1956, p. 103; March 27, 1956, p. 210; and May 7, 1956, p. 445. Rarely, if ever, was there such a discussion about the appointment of a classroom teacher.

policies of the boards often revealed their attitude toward the teaching profession and the teacher. One such area involved their practices for the hiring of teachers and administrators.

Although during the Depression years there were numerous attempts to force the Board in Easton to hire local people exclusively, the Board never succumbed completely to that impulse. In the fall of 1934, the Board established an examining board to screen and recommend applicants for teaching positions. Non-Easton people achieved eligibility but the number of these applicants could not exceed the number of resident candidates.³¹ Only once did an Easton Board member vote against a candidate because he did not reside in Easton.³²

In Bethlehem, however, the policy of hiring local candidates only was firmly entrenched. Early in the nineteen thirties, the Board questioned the recommendation of the Administrative Committee that a non-resident be elected as a teacher of home economics, suggesting the superintendent advertize in the paper for a local candidate.³³ When that tactic produced no results, the Board hired the superintendent's non-resident candidate.³⁴ In 1935, the Board authorized the publication of the list of local applicants and recommended vacancies in the schools be filled from this list. The Board further stipulated that every effort should be made "to give a start in teaching to the more than 200 applicants, all local residents and all graduates of

³¹Minutes of Easton Board, Oct. 1934, pp. 78-80.

³²Minutes of Easton Board, July 22, 1935, pp. 10-12.

³³Minutes of Bethlehem Board, Sept. 15, 1933, p. 363.

³⁴Minutes of Bethlehem Board, Oct. 13, 1933, p. 390.

recognized leading institutions, who are eager to prove their mettle and to test what they have learned in college."³⁵

The policy of hiring local people evoked strong criticism from the University of Pennsylvania Survey Team when it reported in 1937. As has been mentioned, the Report emphasized that the Board helped the unemployed get jobs without any concern for the welfare of the children and the betterment of education.³⁶ The visiting experts stressed that this policy was one "of the crucial factors which has produced the low morale of the teaching staff. Many teachers and principals of Bethlehem are distrustful of each other, many believing that others have 'influence'. 'Influence', they believe, determines appointment, promotion, etc."³⁷ The Survey Team recommended the policy be eliminated immediately.³⁸

Few recommendations of the Report were adopted immediately by the Bethlehem Board. By not acting on the recommendation for employing teachers the Board's tradition of hiring local people provoked friction during the nineteen forties. For instance, one of the Board members complained that "G. I." residents of Bethlehem could not obtain teaching positions in Bethlehem. When a presentation of the facts proved the Board member to be incorrect, the superintendent pointed out that non-resident candidates obtained positions only

³⁵Minutes of Bethlehem Board, Jan. 31, 1935, p. 33. This regulation could be the result of the fact that all school board members in Pennsylvania in districts of the second, third and fourth class are elected to the office. See above, pp. 16, 17.

³⁶See above, p. 24.

³⁷Arnold, "Survey of Bethlehem Schools," p. 139.

³⁸Ibid., p. 141.

when there were no properly qualified and certificated local candidates available.³⁹

This policy continued to plague Bethlehem in the nineteen fifties. The newly elected superintendent in 1956 defended his recommendation of candidates by pointing out that though he tried to present the person he thought best qualified, regardless of residence, if all qualifications were equal between two candidates, he recommended the one from Bethlehem or the Lehigh Valley as he called it.⁴⁰ When, in 1957, a team of experts visited Bethlehem to evaluate the High School and recommended that the staff be balanced with teachers from outside the environment of Bethlehem because years of employing local teachers almost exclusively led to a staff that was terrifically "inbred," the superintendent recommended a policy whereby thirty percent of the newly elected candidates definitely should come from beyond the limits of Bethlehem and the Lehigh Valley. The Board approved.⁴¹

The habit of school boards to hire only local applicants would seem to demonstrate their lack of appreciation of the value of a teaching staff. Boards further revealed their tendency to think poorly of teachers by often treating them as "hired hands."⁴² For instance, teachers in Easton were forbidden to accept pay for tutoring pupils who were students in the schools.⁴³ The Bushkill Board recorded

³⁹Minutes of Bethlehem Board, Sept. 19, 1949, p. 298.

⁴⁰Minutes of Bethlehem Board, Oct. 22, 1956, p. 672.

⁴¹Minutes of Bethlehem Board, March 25, 1957, pp. 206, 207.

⁴²B. W. Gorman, "Personnel Policies & the Teacher Shortage," Am. School Board Jour., CXXXII (1956), 35.

⁴³Minutes of Easton Board, Jan. 25, 1932, p. 73.

each teacher must be at the school house at eight o'clock in the morning of each school day or hand in his resignation.⁴⁴ The Bangor Board stated that repeated or constant tardiness in reporting to school would constitute sufficient reason for dismissal.⁴⁵ In the same District, the superintendent of schools told the Board he had trouble with male teachers smoking on the school grounds.⁴⁶

In Easton, the School Board granted the petition of the male teachers at the High School for the establishment of a smoking room after the fire chief found no potential hazard. However, before the Board could approve this request, it had to amend its rules and regulations which did not permit teachers to smoke anywhere on the school grounds.⁴⁷ When the Bangor Teachers' Association approached their Board about such privileges, the Board went one step further than Easton. They voted to allow male teachers to smoke in the old High School boiler room hallway "during free periods or when they have a study period providing another teacher is secured to supervise their class while they are absent."⁴⁸ Women teachers received the same privilege. They could not smoke in the same place, however; they used the office of the girls' physical education instructor.⁴⁹

⁴⁴ Minutes of Bushkill Board, Nov. 4, 1931, p. 169.

⁴⁵ Minutes of Bangor Board, Jan. 12, 1932, p. 148.

⁴⁶ Minutes of Bangor Board, May 6, 1938, p. 661.

⁴⁷ Minutes of Easton Board, Oct. 27, 1947, p. 107. Notice this applied to men only. Women still could not smoke on the school grounds.

⁴⁸ Minutes of Bangor Board, Feb. 8, 1950, pp. 1944-1945.

⁴⁹ Ibid.

While engaged in the policy of employing local candidates almost exclusively, of spending much time on the hiring of football coaches, or of treating teachers as "hired hands", the school boards of Bethlehem and Easton, particularly in the nineteen thirties, were guilty of playing politics so much that even the superintendent of schools in Easton stated that the Board was generally considered to be "a group of ill-bred, quarrelsome adolescents."⁵⁰ In Bethlehem, the teachers claimed the Board lacked faith in its teachers,⁵¹ the Pennsylvania State Education Association accused the Board of fighting among themselves for political reasons,⁵² and the Survey Committee from the University of Pennsylvania said, in connection with the Board's hiring policies, they seem to "have lost sight of the purpose of the schools; namely, the provision of the best education for the children. It, the Board, appears to have regarded itself as a dispenser of jobs to the unemployed."⁵³

Certainly many of the teachers and surely the state officers of the Pennsylvania State Education Association felt that these antics of school boards placed a low social value on teachers and the teaching profession. The President of the Pennsylvania State Education Association when writing of the need for a tenure law said "public school teachers have always occupied a most unfortunate and insecure place in our social structure. They have been compelled to make

⁵⁰Minutes of Easton Board, Dec. 5, 1934, pp. 105, 106.

⁵¹Minutes of Bethlehem Board, April 12, 1933, p. 132.

⁵²"Harrisburg Convention: Report of the Commission on Professional Ethics," Pa. School Jour., LXXXIII (1935), 272.

⁵³Arnold, Survey of Bethlehem Schools, p. 142.

heavy investments in the form of schooling for preparation for their chosen profession; they have had humiliating experiences in securing positions after they had met state requirements The injustice done teachers by politicians, gossip-mongers and certain of those in school control who were motivated by selfish desires and personal axe-grinding, is directly responsible for the Teacher Tenure Act."⁵⁴

Some prominent citizens did not think the teachers rated high as a social group. Mrs. Pinchot, the wife of the Governor of Pennsylvania in the thirties, speaking at a banquet in Philadelphia said "teachers have been exploited and oppressed in all sorts of ways. In many cases and many ways they have received something much more like a raw deal than a square deal."⁵⁵

The professional staff members in school districts throughout the Commonwealth generally felt that school boards assigned a low value to the services rendered by a teacher. The Eastern Convention District of the Pennsylvania State Education Association at its annual meeting in 1935 advocated protection of professional employees against political, religious, personal, or other unjust attacks on teachers as reasons for dismissal.⁵⁶

This feeling was not peculiar to Northampton County and Pennsylvania. Late in the nineteen thirties the National Education Association recommended to school boards a better social and economic

⁵⁴ Frank Faust, "What the P.S.E.A. Stands For," Pa. School Jour., LXXXVI (1938), 221-222.

⁵⁵ "Educational Interests: Philadelphia Teachers Banquet," Pa. School Jour., LXXXII (1934), 426.

⁵⁶ "Educational Interests: Eastern Convention District," Pa. School Jour., LXXXV (1936), 109.

recognition of teaching by eliminating the habit of regarding teachers as almost "a separate class whose activities and enjoyments should be of a more ascetic tone than those of other people. Younger teachers should not be excluded from certain social activities because they are school teachers."⁵⁹ The limiting of teachers to the spinsters' class placed "a wholly unnecessary handicap on the profession. The no-marriage rules . . . have been one of the most potent forces in setting teaching apart in the social scale in many communities."⁵⁸ The National Education Association concluded that continuing efforts were "needed for the adoption of salary schedules which do not belittle the significance of the teacher's service to society."⁵⁹

In the nineteen forties, the National Education Association declared that poor salaries and the low economic status of the teacher caused thousands of young persons to reject teaching "because of the low money value placed by society on what should be one of its most honored occupations."⁶⁰ Or as the Association reported in 1945: "Leadership is needed both by teachers and school administrators in getting rid of the long out-moded policy that only spinsters may be teachers - a policy that results in a constant, useless loss of good teachers from the profession and prevents many able young women

⁵⁷"City Teachers: Their Preparation, Salaries & Experience," N.E.A. Research Bull., LVIII (1940), 36.

⁵⁸Ibid.

⁵⁹Ibid., p. 37.

⁶⁰"Teachers Salaries and the Public Welfare," N.E.A. Research Bull., XXI (1943), 95.

from preparing themselves to be teachers."⁶¹

Local school board minutes revealed little more about the subject of the social standing of teachers in Northampton County during the forties and fifties. However, the replies received from the Questionnaire sent to teachers presently employed in the County showed that a total of 489 teachers thought that the social status of teachers had improved since 1930 although 248 teachers indicated no improvement.⁶² When asked to name a decade in which they believed the greatest advancement in social status had occurred, the only decade listed was the nineteen fifties.⁶³

The Questionnaire contained a space for comments. Quite a few dwelt on the topic of social status:

From a married male classroom teacher who was 31-35 years old and has been teaching in the elementary schools since 1956: "Social status, as viewed by most non-teaching personnel, is judged by earning power. Although improvements have come, we as a teaching profession are still too far behind the other professions to enjoy the social status of other professions when considering earned income."⁶⁴

From a junior high classroom teacher who has been teaching for four years, is a married male between 26-30 years old: "When you consider the fact that we as teachers are supposedly professionals and when you compare us to other professionals we are still at the bottom - financially, economically and socially. I think we will only become recognized as professionals when we start to form a tighter profession - as the medical profession has done."⁶⁵

⁶¹"The Teacher Looks at Personnel Administration," N.E.A. Research Bull., XXIII (1945), 139.

⁶²Comments by teachers on replies to the Questionnaire. In possession of the author.

⁶³Ibid.

⁶⁴Ibid.

⁶⁵Ibid.

From a seventh grade teacher who began teaching in the County in 1953, who is between 36-40 years old and married; "Today the factory worker has more benefits and better working conditions than most school teachers."⁶⁶

From a teacher of mentally retarded children teaching since 1950 who is a married woman between 31-35: "I think the teacher's social status has dropped in the last decade as parents look down on teachers who are earning less money than the parents. They pass this attitude on to their children. As a result a teacher today ranks far below other professions in status."⁶⁷

From a married male guidance counselor who is between 46-55 years old and has been teaching since 1947: "I believe status of teachers has always been good, however, they usually do not have sufficient economic means to associate with other social groups of equal education and interests."⁶⁸

From one married male administrator, 46-55 years old, teaching since 1944, who tied the economic and social status idea together in his comment: "Being what they are, teachers cannot live in slum areas, or one step removed, but economically they should. In order to live as they must (their training, personality, and prestige demands this) they are forced to take too much extra work or their wives to seek full time employment."⁶⁹

From a married male administrator, 56-65 years old, teaching since 1925: "We may be on the verge of attaining greater social status - I note a greater interest in the "product" with which we deal. Our work may become accepted as important as that of making cups, coils, crayons, and other very useful products."⁷⁰

Although these teachers denied the existence of an adequate social status for themselves, there is another aspect of the subject that should be examined. It has been said that the greatest need for making teaching attractive as a career was "an appreciation on the part

⁶⁶ Ibid.

⁶⁷ Ibid.

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰ Ibid.

of the public and administrators of the importance of teaching . . . and a sense of belonging to the community."⁷¹ The school boards, the newspapers, even the citizens rarely mentioned this "sense" in the thirty years from 1930 to 1960 in Northampton County.

In anticipation of this fact, the Questionnaire asked the teachers to judge their degree of acceptance by the community. Of the total 849 teachers who replied, only twenty-one did not answer this question, five indicated that they were ignored by the community and ninety-two claimed partial acceptance.⁷² Obviously teachers felt they belonged to the community.

The Summary of the Questionnaire showed that though some teachers participated in community affairs, many did not. For example, out of a total of 354 married females and widows only 71 belonged to any women's group during the period 1930-1960 and participated actively in that organization. Some 54 more joined but were not participating members. Among the single females only 33 out of a total of 128 regularly attended a women's group. More than half, 70 to be exact did not belong at all.⁷³ The record was not much better among the married male teachers. Only 88 participated in a men's service club and only 54 were active members of a fraternal organization. It would seem that the married males, with their high percentage of

⁷¹Roma Gans, "Changing Concept of Teacher Status," Teachers College Record, XLVII (1945), 103-104.

⁷²Summary of Questionnaire, Appendix II, p. 278. These statistics are similar to those reported by the N.E.A. for the Nation as a whole. In 1954-1955, they reported that among beginning teachers about eighty percent felt they were socially acceptable in their communities and "only 1 in 1000 felt rejected by a community." See "First-Year Teachers in 1954-1955," N.E.A. Research Bull., XXXIV (1956), 26, 27.

⁷³Ibid.

second jobs and indebtedness, had little time or money for outside activities.⁷⁴

However, a surprisingly large number of teachers joined political parties and attended church. Almost two-thirds of the 347 married males and nearly half of the married and single women were affiliated with a political party.⁷⁵ Of the 849 teachers who answered the Questionnaire, 452 were active in their church or synagogue, 330 were members, and only 67 did not belong.⁷⁶

These replies to the Questionnaire by the teachers presently teaching in the County reflect their opinions about their own social status in the community. Equally important to the possible determination of the social status of the teacher as defined in this paper, however, is the teacher's opinion or attitude toward his profession and his colleagues.

Teachers publicly criticized their profession and, in their relations with non-teachers, frequently were highly critical of teachers. Many times they complained loudly about the faults of the

⁷⁴Ibid. These statistics are informative. Most authorities claim that teachers belong to and are the bulwark of support for service clubs, women's clubs, and fraternal organizations. Apparently this is not true in Northampton County. One married male who answered the Questionnaire commented: "My only resentment in teaching is that there is never any possibility of decent vacationing or year round entertainment without slacking in some other areas" (Comment by teacher in possession of the author.)

⁷⁵Ibid. In regard to joining and participating in clubs, political parties, and other activities of the community, it should be noted that teachers seldom joined the prestige clubs in the community. For instance, the roster of the Bethlehem Club, an exclusive eating and drinking club, contained the name of not a single public school teacher during the period 1930-1960. The first public school teacher joined the Club in 1965. Interview with Kermit L. Saxon, Secretary of Bethlehem Club, Bethlehem, Pa., January 24, 1966.

⁷⁶Ibid.

teaching profession and they seldom praised it. For example, in 1930 an author wrote "various caste systems within . . . the school add to the social ineffectiveness of the institution. High school teachers look down upon elementary teachers and don't associate with them."⁷⁷ In 1932, the Pennsylvania State Education Association noted the unjust criticism of the schools by former teachers.⁷⁸ In 1934, the Eastern Convention District of the Pennsylvania State Education Association proclaimed it to be the obligation of teachers to assume a more aggressive attitude toward education and that teachers should support "all movements toward the betterment of educational practices and procedures."⁷⁹ In 1937, this Convention District lamented the "political apathy and the economic illiteracy of our profession."⁸⁰ The next year the Association stated "adverse criticism, known or heard, should not be made or repeated except to the one criticized or to his superior with full expectation that opportunity for explanation will be afforded."⁸¹

⁷⁷Samuel R. Ellis, "The Social Status of the American Teacher," School and Society, XXXI (1930), 48-49. One widow in her reply to the Questionnaire commented: "As teachers - if we cannot brotherize [sic] within our own profession, how can we expect aspects of environmental status to improve." (Comment by teacher; in possession of the author.)

⁷⁸Docket for meeting of Executive Council, Dec. 2, 1932. (In files of the P.S.E.A.)

⁷⁹"Educational Interests: Eastern Convention District," Pa. School Jour., LXXXIII (1934), 171.

⁸⁰"Educational Interests: Eastern Convention District," Pa. School Jour., LXXXVI (1937), 110.

⁸¹"Code of Ethics of the Pennsylvania State Education Association," Pa. School Jour., LXXXVI (1938), 159.

Moreover, as pointed out in chapters three through six, teachers supported their professional organizations with little enthusiasm. In 1935 a committee working with the local branches reported little evidence that any of these branches were "making any contributions toward professional solidarity or the welfare of the teaching corps."⁸² In January of 1937 this committee declared that few of the 285 local branches of the Association contributed to the organizational welfare of the Association.⁸³

Many teachers did not belong to the State or the National organizations. In Bethlehem the membership in 1936-1937 was recorded as 292 persons (out of a total staff and potential membership of 356) in the local and State Associations and only 17 belonged to the National Education Association.⁸⁴ In 1939, the president of the State Association pleaded for more active local branches.⁸⁵

In the forties, the local and state teachers' associations continued to experience difficulties in sustaining interest among their members. In 1944, only fifteen percent of the local associations claimed one hundred percent membership in the local, state and national organizations, and only thirty-eight percent had one hundred percent membership in the local and state. Among the local

⁸²"Harrisburg Convention: Report of the Committee on Programs for Local Branches," Pa. School Jour., LXXXIII (1935), 273.

⁸³"Harrisburg Convention: Report of Committee on Programs for Local Branches," Pa. School Jour., LXXXV (1937), 187.

⁸⁴Auditor's Report, 1936-1937, Bethlehem Teachers' Association (in files of Association). Dues were 25¢ for the local Association, \$1.00 for the State, and \$2.00 for the National.

⁸⁵Thomas Francis, "Cooperation with the President and P.S.E.A. Headquarters," Pa. School Jour., LXXXVII (1939), 231, 232.

associations, forty-five percent had two or fewer meetings per year, fifty-two percent had legislative committees, and only fourteen percent collected local dues of more than one dollar.⁸⁶ In the same year at Bethlehem, the attendance at a Teachers' Association regular meeting was fifty (out of a potential of 311).⁸⁷

Lack of interest continued into the nineteen fifties. In Nazareth when a new president assumed office, he immediately appealed for a more active interest in the local Association.⁸⁸ The following year, he remarked about the lack of unity and appealed for one hundred percent support when the Association went to the School Board.⁸⁹ At a special meeting called to discuss an unsatisfactory salary schedule adopted by the Board, several teachers urged less bickering and more cooperation among the teachers.⁹⁰

That teachers did not support their professional associations too well nor cooperate readily with each other can be verified from the results obtained from the Questionnaire. During the thirties and forties only about half of the married males and females belonged to the National Education Association. The National Association attracted more of the teachers who began their careers in the fifties and sixties but still it failed to enroll 100 percent. The Association's best success came with the unmarried female teachers who joined to the

⁸⁶"Harrisburg Convention: Report of the Committee on Local Branches," Pa. School Jour., XCIII (1944), 128.

⁸⁷Minutes of Bethlehem Teachers, May 2, 1944.

⁸⁸Spirit duplicated copy of "An Appeal From the President," 1955 (in files of Nazareth Teachers' Association).

⁸⁹Minutes of Nazareth Teachers, Feb. 8, 1956.

⁹⁰Minutes of Bethlehem Teachers, June 2, 1955.

extent of over 75 percent of their numbers.⁹¹

These statistics also showed that the local associations and the Pennsylvania State Education Association could claim 100 percent membership of the single females in the forties and fifties and almost 100 percent membership among all the teachers of Northampton County in the sixties.⁹² From this data it appeared that by the end of the fifties some gains had been made by the local, State and National Associations in Northampton County.

A college education has usually been considered as an asset to a person's social status. It would seem logical to conclude that certainly such a statement would apply to teachers. All persons connected with public school teaching in Northampton County agreed about the need to improve the educational background of teachers. The State led the way, the teachers usually complied without complaining, and the school boards wholeheartedly supported the program which manifested itself at the state level in better requirements for certification.

The Edmonds Act, the basic law for the payment of teachers' salaries in the Commonwealth for so long,⁹³ provided that teachers had to meet certain requirements to be certificated. As a result, the educational backgrounds of teachers in the State improved tremendously. In Northampton County, before the passage of the Act, only fifty-one percent of the teachers in the districts of the third and fourth class possessed two or more years' schooling beyond the high school but, by

⁹¹Summary of Questionnaire, Appendix II, p. 277.

⁹²Ibid.

⁹³See above, p. 29.

1931-1932, eleven years after the Edmonds Act became effective, ninety-six percent of the teachers in these districts had two or more years of post-high school education.⁹⁴

In 1937, the State Council of Education raised the certification requirements so that by 1943 all persons who desired to teach or who had been teaching and wished to remain as teachers in the elementary schools must have a four-year college background or its equivalent.⁹⁵ The local school boards in Northampton County readily accepted this new requirement. Nazareth recorded the following: "Whereas the Department of Public Instruction has increased the requirements for the Standard Limited Certificate from two years of post secondary school preparation to three years of such preparation with an additional year of preparation required to make the certificate permanent at the end of six years for all teachers beginning their preparation after January 1, 1937, Be it Resolved: That, in the future, as far as is practicable, all candidates for elementary positions shall be required to have at least three years of preparation beyond the high school and that other qualifications being equal, preference shall be given to those candidates whose preparation has been directed exclusively toward the elementary field."⁹⁶ In 1938, the Bethlehem Board voted that effective February 1, 1943 all teachers and professional employees in the public schools must be four-year college graduates

⁹⁴"The Edmonds Act," Pa. School Jour., LXXXI (1933), 363.

⁹⁵Department of Public Instruction, "The Professional Status of Teachers," Bull. 150 (1939), pp. 10-12.

⁹⁶Minutes of Nazareth Board, May 10, 1937, p. 223.

in order to qualify as applicants for teaching positions.⁹⁷

This sort of direction from the State and support by the local boards inevitably increased the educational background of teachers, at least in terms of the number of years they attended college. Thus the Department of Public Instruction could declare that by the end of the nineteen thirties teachers continued to be better trained, better certificated, and possessed better educational backgrounds. Between 1929 and 1939, those teachers with bachelor's degrees doubled and those with master's degrees increased more than threefold.⁹⁸

Northampton County kept pace with the rest of the Commonwealth. Bangor, which had only one teacher with a master's degree and eleven with a four-year college degree out of a staff of forty-five in 1931, had five teachers with a master's degree and twenty-five with a baccalaureate degree with the same number of teachers in 1939-1940. Easton employed eighteen teachers with a master's degree and sixty-nine with a four-year college degree out of a staff of two hundred and thirty in 1931. With a staff of two hundred and thirteen in 1939-1940, twenty-eight had their masters' and one hundred and three had their baccalaureate degrees.⁹⁹

This improvement in educational backgrounds occurred in all districts of the County during the 1930's, 1940's and 1950's. For instance, the number of teachers with master's degrees increased¹⁰⁰

⁹⁷ Minutes of Bethlehem Board, March 21, 1938, p. 96.

⁹⁸ Pennsylvania, Department of Public Instruction, "Research Service in Education," Bull. 74 (1940), pp. 31, 32.

⁹⁹ Superintendents Annual Reports: Educational-Instructional, 1930-1940, Appendix I, p. 203.

¹⁰⁰ See above.

from a low of forty-four in 1930-1931 to a total of three hundred and seventy-six in 1959-1960.¹⁰¹

In spite of the fact that this educational improvement did not take place through the efforts of the teachers alone but rather resulted from the State's policy of constantly raising the eligibility requirement to teach, nevertheless, teachers did possess a good educational background, certainly one that was above average. However, for years the extent of a teacher's educational background received no recognition when boards arranged salary schedules. Apparently the boards and the communities considered the educational training of the teachers inferior, an attitude influencing any consideration of their social standing.

The evidence accumulated in this chapter leads to the conclusion that the social status of the public school teacher was mediocre as the term, "social status," was interpreted in this study. Neither the school board nor the community considered the teacher to be a very important person. The reasons for this attitude were not completely comprehensible but it can be stated that the teachers themselves did not help their position in the community by their lack of respect for each other, their failure to present a united front to the community, and their indifference to their local, state, and national organizations.

¹⁰¹See Appendix I, pp. 203, 248.

CHAPTER VIII

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The function of this final chapter is to present a summary of findings about those aspects of the socio-economic status of the public school teacher in Northampton County which have been examined in this study. From these findings are drawn conclusions and evaluations which, in turn, evoke suggestions and recommendations for further study.

It is obvious that the teachers' economic status during the nineteen thirties and forties was barely good enough to allow him to maintain an average standard of living. His position, as measured by the salary received for teaching, scarcely improved in the years from 1930 to 1950. The greatest improvements occurred in the nineteen fifties.

In the nineteen thirties the teacher's economic conditions were most unsatisfactory. Not only salaries but also other facets of his economic welfare were poor. Sick leaves were irregular and there was an attempt to reduce the teachers' retirement age. Most woman teachers were fired when they married and pregnancy for a married woman meant automatic dismissal. In many instances, teachers had to reside in the school district to be employed as teachers. Until 1937, they possessed no job security and sabbatical leaves were not mandated. If teachers desired to attend a conference or convention, they paid their own expenses. Even at the end of the decade, a teacher's salary was below the level considered necessary to purchase the ordinary necessities of life. Consequently, teachers worked at a second job; that is, they "moonlighted" to obtain a better livelihood.

Their economic conditions, moreover, improved little in the nineteen forties. Though teachers' needs received more attention at the local and state levels, actual improvements in salary were negligible. For instance, although the Legislature adopted five different salary bills, each of which raised the minimums, the maximums, and the amount and number of annual increments, the increases granted by these laws were usually offset by a rise in the cost-of-living. Consequently, teachers appeared regularly before their local school boards seeking better and better salary allotments.

By the end of the nineteen forties the teachers were no better off monetarily than they had been in the thirties. Increases in salaries rarely kept pace with the increases in the cost-of-living. The average teacher still received a salary below that generally recognized as necessary to maintain an average standard of living in the United States. The typical teacher continued to work during the summer or to take a second job during the school year. He remained as deeply in debt as he had been in the thirties.

After twenty years with few of the economic benefits one would feel our society ought to tender a teacher, his economic status gradually improved in the nineteen fifties. The teachers of Northampton County in common with their colleagues in the State and Nation received salary raises which more than matched increases in the cost-of-living. Though the State passed only two laws providing for raises in salaries, the teachers, roused by increases in the cost-of-living, exerted great efforts for better salaries at the local level.

It would be convenient to believe that the principal causes for the economic dilemma of the teacher were the Depression in the thirties,

the rise in the cost-of-living in the forties, and the shortage of qualified teachers in the nineteen fifties. However, such an explanation would be too simplified; for, although the Depression caused a reduction in salaries, the Depression can not account for the lack of a statewide sick leave law or good retirement policies.

Furthermore, the cost-of-living was not the only causal effect on the teachers' economic status during the forties. For example, World War II created a shortage of teachers which, while not altering the salary situation, brought about several changes that still exist today. The shortage moved school boards to relax their regulations prohibiting the hiring of married women, change their policy on pregnancy leaves, and broaden their hiring practices to encompass other than local candidates.

By the end of the fifties, a married woman became a permanent fixture in the teaching profession. Brought back into the schools primarily as a result of World War II shortages, her employment as a teacher was in direct contrast to the thirties when she was not wanted and actually was barred from teaching in many districts. In spite of the hiring of married women in increasing numbers, the shortage of teachers continued in the nineteen fifties.

The shortage prompted superintendents to advocate raises in local salary schedules to levels higher than those in the State's schedules. In addition, since New York and New Jersey paid more money for teaching than Pennsylvania, local superintendents urged school boards to establish better salaries. These actions tended to develop competition among school districts in Northampton County so that each tried to keep its schedule on a par with its neighbor's.

This brief summary of the findings conditioning the economic standing of the public school teacher in Northampton County leads to certain conclusions. For instance, in the thirties, recognizing that the Depression affected everyone and that teachers' salaries probably had to be cut, it seems reasonable to have expected more effective leadership either by the school board, the superintendent, or by local and state teachers' associations. Teacher-school board-administrator relationships in Northampton County ought to be thoroughly researched to ascertain why ineffectual leadership existed.

As for the 1940's, further research is needed to determine why the Legislature failed to adopt salary schedules that kept pace with the cost-of-living. Also, no studies have been made of its role in the development of the educational program of the Commonwealth of Pennsylvania, particularly in the area of teacher welfare - salaries, retirement, etc. Though the legislative role of the Pennsylvania State Education Association has been examined by Benedetti, no study has been made of the Pennsylvania School Directors' Association and its part in the evolution of the educational program of the Commonwealth. The activities of such groups as the Chamber of Commerce, the Grange, and the Pennsylvania Economy League have not been studied for their influence on public education. Finally, a study is needed in the County to determine the effect of the lowering of the certification standards during the War Years; for example, the impact of this move on the teaching profession as a whole.

By the fifties, the married men teachers, it was clear, experienced the greatest difficulties in maintaining a suitable economic status. Since economically the married male teachers fare poorly, something

ought to be done about their salaries - establish a dependency allowance for instance - if the public schools want to attract married men. Data accumulated by this study indicates that the single salary schedule is not the answer to the married male's economic problems. This is an area that calls for more research immediately.

Certainly further studies must be made of the teacher's economic status in Northampton County. Moreover, though more difficult to evaluate, the teachers' social status, as defined in this study, was not outstanding in the communities of the County. As one author put it "the social position occupied by teachers is respectable but not highly distinguished."¹ This attitude existed in spite of the fact that teachers are college graduates, are church members, participate in the affairs of the community, join its social and welfare organizations, and usually reside in the community in which they teach. Too often, the teacher was taken for granted as a hardworking, reliable, responsible citizen. The community expected him to teach its children well but this same community gave the teacher's personal needs scant attention.

Teachers themselves should assume some blame for this attitude. The minutes of the local teachers' associations showed that too many teachers harbored low opinions of their colleagues and their professional organizations. They blamed everybody for poor working conditions but neglected "to put the real blame on one of the real culprits"² - themselves.

¹Henry L. Smith, "Social Status of the Teachers," Review of Educational Research III (1943), 314.

²Isobel V. Brown, "The Trouble with Teachers," N.E.A., Journal, XLVII (1958), 107.

Also, teachers gave poor support to their local and state associations and paid little attention to their national professional association. There did not seem to be a great sense of loyalty to "our fellows and to our profession as a whole."³ Disinterest in the activities of the local association was common resulting in poor attendance at meetings and disagreement over objectives and goals. Such difficulties could be partially attributed to a dearth of knowledge of the objectives and activities of the State Association.

The Pennsylvania State Education Association employed only one field representative during the period 1930 to 1960 and most of the teachers never met him. One representative certainly could not maintain the personal contact so vitally needed to maintain a strong, effective state-wide organization. More, many more, such representatives should be employed. The weakness of the Association and the chief cause for its ineffectual leadership lies not in the state officers but rather in the Association's organizational structure which does not provide enough members of the state staff to work exclusively with the local associations to channel and develop their energies into a powerful force.

These observations apply to the teachers' national professional organization, the National Education Association. Most of the teachers have never seen a representative of this organization, in fact, have never met one unless they attended a state or national convention. Far removed from the local level, the National Education Association remains a name to many teachers. The Association's good work passes virtually

³Ibid., p. 108.

unnoticed. Even as late as 1960 only about half of the teachers of the Country belonged to this Association.⁴

The poor attitude and the lack of interest on the part of the teachers did not provide a firm base for the state teachers' association to develop a program to improve the socio-economic status of the public school teacher in the Commonwealth of Pennsylvania. However, the association tried. About the only time it failed to advocate a positive program was during the Depression years.

In the thirties, the Pennsylvania State Education Association did not introduce a single bill on teachers' salaries. During this decade the Association concentrated on a "hold-the-line" policy. It backed and took much credit for the passage of the Tenure Act but, until the year of its passage, the Association approached the topic with cautious persistence. Although it opposed any change in this Act, the amendments adopted in 1939 contained some features it did not want.

The Association was more successful in the forties. For example, it succeeded in obtaining a mandatory sick and death leave law and safeguarded and strengthened retirement benefits for the teachers. It backed the salary bills; in fact, the Association sought higher minimums than the Legislature granted. In the fifties, the Association continued its interest on behalf of its members but more and more the local association assumed leadership in establishing better economic and social conditions for the teacher.

Although the local, state, and national teachers' associations could claim they represented the teachers and that they supported and

⁴"Educational Summary" (A.C. Croft, New London, Conn.), XIII (1960), 8.

sought any program that would improve and protect the interests of teachers, the same could not be said about the school boards. They opposed the teachers in all of their demands - salaries, retirement, and other benefits.

In the thirties, although local school boards praised teachers for their humanitarian activities and spread lavish commendations on their official minutes at the time of retirement or upon the death of a particular teacher who served the district for a number of years, the school board members often felt that teachers occupied the best paying jobs in the community, at least, from the point of view of a guaranteed wage. When it came time to discuss salaries, however, the board members were often more concerned about the football coach's salary than anybody else's. If they did not spend hours arguing about that subject, they wrangled over the dismissal of a teacher or teachers, voted themselves salaries as secretary or treasurer of the school board, or acted as dispensers of jobs to the unemployed as one expert expressed it. Too often they treated their employees as "hired hands."⁵ School boards threatened to dismiss teachers for such reasons as failure to report at a specified time or for smoking on the school grounds. School boards and administrators not only never mentioned the phrases "economic status" or "social status," but there also seemed to be a complete disregard for these subjects.

The boards' attitudes or actions changed little during the nineteen forties. Only when sorely pressed by the teachers did the local boards pay more than the State mandated salaries. The evidence revealed

⁵B. W. Gorman, Am. School Board Jour., CXXXII (1956), 35.

that the school boards hesitated to raise the tax rate enough to accommodate the needs of teachers. Instead they claimed the lack of necessary financial resources and looked to the State for financial aid and assistance.

During the period 1930 to 1960, expediency shaped the boards' policy on salaries; that is, the boards paid just enough to keep the better teachers in the classroom and to attract the best inexperienced teachers to their district. The boards' greatest concern focused on school finances and taxes and keeping both of these at as low a level as possible. No school district in this period tried to determine what it could afford to pay for a good educational program in relation to the community's financial ability to maintain such a program. As for interest in the social status of teachers, this study has demonstrated the school boards' utter lack of concern.

Finally, the findings of this study indicate that school boards and superintendents spend altogether too much time with the day-to-day affairs connected with the administration of the local schools and not enough time studying trends in the Nation and State on such matters as personnel and welfare policies. Experimentation, research and long-range planning were not even thought of in the thirties or the forties and rarely indulged in by school boards and superintendents during the fifties. Time and money must be spent by school boards for such studies to achieve permanent improvement in the socio-economic status of teachers.

In seeking reasons why school boards and superintendents are so prosaic in their approach to school problems, it should be pointed out that a superintendent in the final analysis can be only as good as his

school board allows him to be. Of course, he can and should try to lead but it is difficult to lead an unwilling board. A superintendent is the administrative official of the school board who must be supported by it. Since he possesses no vote he must depend on the acceptance of his recommendations to carry out his program. The ideal relationship between a school board and its superintendent is that of a team - the one cannot do the job adequately without the other. The role of the superintendent is important but no more so than the role of the school board. It is the school board, however, that renders the final decision on any school matter.

The school boards and their directors in Northampton County function poorly as an educational institution. The local school board does not furnish the type of educational leadership needed to perform education's primary function of developing to the highest degree the capabilities of all individuals of our society. This study clearly demonstrates this failure in leadership. Most school board members are too parochial in their views, too limited in their knowledge, and totally unsuited for their position. Their educational backgrounds and training often have no relation whatsoever to their position as a school board member. Most consider themselves as representatives of the taxpayer with a mandate to keep school taxes at a rate painless to their constituents. Often they sit on the board for political reasons only. Much research is needed in Northampton County for a better understanding of the historic role of the school boards in our educational structure, its function in the modern world, and its promise for the future.

Ironically, at the present time school board members and superintendents are being forced to be aware of the socio-economic status of

their teachers through the potential threat that they will join the American Federation of Teachers. The Union has been successful in obtaining improved economic benefits for teachers and, as a result, its enrollment has grown tremendously in the last few years.

Although the data of this study proves that the socio-economic status of the public school teacher in Northampton County was not outstanding in 1960, this same data shows that teachers achieved some of their goals in the fifties, that they developed their techniques for obtaining these goals, and that they can be successful in their dealings with school boards and administrators. This study proves that teachers are on the way toward the ultimate goal of professionalism. They do not need the Union - only its threat - to obtain that goal.

Improvements in status can be achieved by teachers without the aid of the Union if they develop a unity of purpose and if they impose discipline on their members. Self-imposed discipline, though difficult to obtain, establishes a firmer association in the end. The Union can offer the teachers unity and discipline but at a price - the price of regimentation and the loss of one's professional independence.

As stated in the preface, it was anticipated that this study would raise questions which could often not be completely answered. This thesis has prepared the way, it is hoped, for more studies of the socio-economic status of the public school teacher in Northampton County. Some of the suggested subjects have been mentioned but others would include:

1. Married women teachers - the history of their role, their future place in the educational organization, and their effect on personnel policies.

2. School board members - their role in the past, the present and the future; their educational backgrounds and politics; and their orientation or training for their position.

3. Community groups - their interest in the socio-economic status of the teacher.

4. The local teachers' association - its role in the administrator-school board-teacher relationship.

5. Union versus non-union - the effectiveness of unions among teachers, the need for unions.

6. The superintendency - its changing role in a changing society and the educational background and administrative experience of superintendents.

Such subjects merit serious study. Such studies will contribute to a better solution of the problems that face school boards, teachers and administrators in the field of teacher welfare and personnel policies.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS^a
 NORTHAMPTON COUNTY
 1930-1960

KEY

School Districts

B	.....	Bangor
Beth	.....	Bethlehem
E	.....	Easton
H	.....	Hellertown
N	.....	Nazareth
North	.....	Northampton
W	.....	Wilson
Cty	.....	Northampton County

Personnel on School Staffs

A	.....	Assistant
Ad	.....	Administrator
AO	.....	All Others
C	.....	Combination (elementary and secondary)
DH	.....	Dental Hygienist
E	.....	Elementary
F	.....	Female
G	.....	Guidance
HSV	.....	Home School Visitor
K	.....	Kindergarten
L	.....	Librarian
M	.....	Male
N	.....	Nurse
O	.....	Official
P	.....	Principal
Psy	.....	Psychologist
RW	.....	Research Worker
S	.....	Secondary
SvrO	.....	Supervising Official
Spt	.....	Superintendent
Sp.T	.....	Special Teacher
Svr	.....	Supervisor
T	.....	Teacher

^a Figures in the following reports may not add up to total listed because teachers reported as serving one-half or less were not included. Also, some of the figures in the original reports were apparently reported inaccurately.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
NORTHAMPTON COUNTYPersonnel: 1930-1940

	1930-1931					
	B	Beth	E	North	W	Cty
G.T.	13M, 32F	95M, 266F	57M, 175F	17M, 51F	12M, 40F	103M, 291F
Spt.	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	1
Svr.	2F	1F	4M, 10F	1M, 2F	-	5M, 2F
E.T.	2M, 18F	30M, 215F	87F	30F	3M, 23F	79M, 268F
E.P.	-	15M, 3F	1M, 13F	3M, 1F	-	-
S.T.	10M, 12F	48M, 47F	47M, 64F	11M, 17F	7M, 17F	17M, 21F
S.P.	-	1M	4M, 1F	1M, 1F	1M	-

	1931-1932 ^a		1932-1933 ^a		1933-1934 ^a	
	E	North	E	North	E	North
G.T.	56M, 169F	17M, 51F	53M, 159F	22M, 50F	53M, 160F	23M, 48F
Spt.	1	1	1	1	1	1
Svr.	3M, 5F	1M, 3F	3M, 3F	3F	3M, 4F	1M, 3F
E.T.	84F	4M, 29F	1M, 82F	1M, 30F	83F	1M, 28F
E.P.	1M, 12F	-	1M, 12F	3M, 1F	1M, 12F	3M, 1F
S.T.	47M, 67F	9M, 19F	43M, 56F	15M, 13F	44M, 56F	15M, 13F
S.P.	4M, 1F	2M	4M, 1F	2M	4M, 1F	2M
A.O.	-	-	5F	3F	4F	3F

	1934-1935 ^a		
	E	N	North
G.T.	54M, 159F	9M, 31F	24M, 49F
Spt.	1	-	1
Svr.	3M, 2F	1M, 2F	1M, 3F
E.T.	83F	16F	1M, 28F
E.P.	1M, 12F	-	3M, 1F
S.T.	45M, 56F	8M, 11F	16M, 14F
S.P.	4M, 1F	2F	2M
A.O.	5F	-	3F

^aThe only statistics available at the State and local level.

1935-1936

	B	Beth	E	N	North	W	Cty
G.T.	15M, 31F	358	55M, 155F	10M, 32F	23M, 47F	17M, 39F	109M, 236F
Spt.	1	1	1	-	1	1	1
Svr.	3	11	2M, 2F	1	-	1M	4
Sp.T.	-	3	-	-	-	-	-
N.	1F	5F	-	1F	-	-	1F
E.T.	17	205	83F	16	1M, 26F	2M, 25F	157
E.P.	-	7	1M, 10F	-	3M, 1F	-	-
S.T.	23	65	46M, 53F	20	16M, 16F	12M, 14F	45
S.P.	1	-	4M, 1F	1	2M	1M	-
C.T.	-	-	-	-	-	-	137
C.P.	-	5	-	-	-	-	-
A.O.	-	16	1M, 6F	3	4F	-	-

1936-1937^a1937-1938^a

	E	North	E	N	North
G.T.	55M, 157F	25M, 48F	57M, 155F	13M, 32F	26M, 48F
Spt.	1	1	1	1	1
Svr.	2M, 2F	1F	2M, 7F	-	1
Sp.T.	-	-	6F	-	2F
N.	-	-	-	-	1
E.T.	82F	27F	64F	16F	27F
E.P.	1M, 10F	3M, 1F	1M, 10F	-	3M, 1F
S.T.	46M, 56F	19M, 15F	44M, 53F	12M, 12F	20M, 16F
S.P.	4M, 1F	2M	4M	2F	2M
C.T.	-	-	5M, 15F	2F	-
A.O.	1M, 6F	4F	-	-	-

1938-1939^a1939-1940^a

	E	N	North	B	E	N	North
G.T.	59M, 154F	16M, 31F	26M, 48F	19M, 26F	59M, 154F	19M, 31F	26M, 44F
Spt.	1	1	1	1	1	1	1
Svr.	2M, 2F	-	1F	-	2M, 2F	-	1F
Psy.	-	-	-	-	1F	-	-
Sp.T.	8F	-	2F	-	8F	-	2F
N.	-	-	-	1F	3F	-	1F
D.H.	-	-	-	-	1F	-	-
E.T.	66F	1M, 14F	24F	13F	61F	14F	3M, 21F
K.	-	-	2F	-	-	-	2F
E.P.	1M, 10F	1M	3M, 1F	1M, 2F	1M, 10F	2M	-
S.T.	45M, 53F	13M, 13F	20M, 17F	15M, 8F	45M, 53F	16M, 13F	20M, 17F
S.P.	4M, 1F	2F	2M	1M	4M	2F	2M
C.T.	6M, 14F	2F	1F	1M, 2F	6M, 15F	2F	-

^aThe only statistics available at the State and local level.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
EDUCATIONAL-INSTRUCTIONAL 1930-19401930-1931

	B	Beth	E	North	W	Cty
Ph. D	-	3	1	-	-	1
M. A.	1	19	18	3	1	2
Bacc.	11	94	69	19	13	44
2-3 yr. Coll.	-	24	13	5	-	-
Normal School	23	181	83	42	28	242
S. S. Grad.	-	28	48	-	-	55
Partial H. S.	-	4	-	-	-	18
Completed E.	-	2	-	-	-	-
All Others	11	2	-	-	10	33

1931-1932^a1932-1933^a1933-1934^a

	E	North	E	North	E	North
Ph. D.	1	-	1	-	2	-
M. A.	22	3	19	3	20	5
Bacc.	73	22	72	25	74	24
2-3 yr. Coll.	15	9	7	8	22	6
Normal School	77	37	62	36	60	36
S. S. Grad.	44	-	51	-	35	-

1934-1935^a1935-1936^a1936-1937^a

	E	North	E	North	E	North
Ph. D.	2	1	1	1	1	1
M. A.	21	3	21	2	25	2
Bacc.	78	31	88	34	92	37
2-3 yr. Coll.	16	6	8	4	-	-
Normal School	62	32	60	29	64	33
S. S. Grad.	34	-	32	-	30	-

1937-1938^a1938-1939^a1939-1940^a

	E	N	North	E	N	North	B	E	N	North
Ph. D.	2	-	1	2	-	1	-	2	-	1
M. A.	27	5	3	28	5	2	5	28	4	6
Bacc.	94	25	40	98	29	42	24	103	34	36
2-3 yr. Coll.	59	13	30	59	11	29	12	57	10	27
S. S. Grad.	30	2	-	26	2	-	3	23	2	-

^aAll the statistics available at the State and local level.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
CERTIFICATION 1930-19401930-1931^a

Certificate	B	Beth	E	North	W
College P.	12	104	77	25	14
Normal C.	23	176	77	37	28
Spec. Temp.	-	-	-	1	-
Standard	9	63	66	5	10
Partial	1	1	1	-	-
Emergency	-	3	2	-	-

1931-1932^a1932-1933^a1933-1934^a1934-1935^a

Certificate	E	North	E	North	E	North	E	N	North
College P.	88	24	79	27	89	29	94	25	35
Normal C.	69	37	66	35	62	35	60	9	32
Spec. Temp.	2	1	2	2	2	-	1	-	-
Standard	71	8	64	7	59	7	58	6	6
Emergency	2	1	1	1	1	-	-	-	-

1935-1936

Certificate	B	Beth	E	N	North	W	Cty
College P.	22	136	101	25	37	24	72
Normal C.	18	155	58	9	29	27	204
Spec. Temp.	-	4	1	1	-	-	1
Standard	6	63	48	7	4	5	62
Partial	-	-	-	-	-	-	4
Emergency	-	-	2	-	-	-	2

1936-1937^a1937-1938^a

Certificate	E	North	E	N	North
College P.	111	40	109	29	44
Normal C.	57	29	57	10	23
Spec. Temp.	1	-	1	-	-
Standard	43	4	45	6	7

1938-1939^a1939-1940^a

Certificate	E	N	North	B	E	N	North
College P.	117	35	45	29	122	38	43
Normal C.	51	7	22	12	49	7	22
Spec. Temp.	1	-	-	-	1	-	-
Standard	44	5	7	4	37	5	5

^aThe only statistics available at the State and local level.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
YEARS OF SERVICE 1930-1940

Years	1930-1931 ^a					1931-1932 ^a		
	B	Beth	E	North	W	Cty	E	North
0 - 1	-	1	1	-	-	-	1	-
1 - 1.9	6	42	13	7	4	35	7	6
2 - 2.9	7	30	14	10	6	52	13	8
3 - 4.9	12	50	32	15	10	37	29	13
5 - 9.9	9	84	53	17	16	113	59	20
10 - 14.9	4	52	37	5	5	56	37	8
15 - 19.9	-	30	26	6	7	38	31	6
20 - 24.9	4	25	16	4	1	15	17	5
25 - 29.9	3	14	10	2	2	21	10	2
30 or more	1	33	30	3	1	28	29	3

Years	1932-1933 ^a		1933-1934 ^a		1934-1935 ^a		
	E	North	E	North	E	N	North
0 - 1	-	1	4	1	2	2	1
1 - 1.9	1	8	3	3	8	1	8
2 - 2.9	7	5	2	9	8	4	2
3 - 4.9	21	13	16	9	9	5	10
5 - 9.9	64	20	61	23	52	13	24
10 - 14.9	30	8	31	9	37	4	10
15 - 19.9	30	9	31	4	30	5	5
20 - 24.9	18	3	20	7	20	1	6
25 - 29.9	9	2	10	3	11	5	4
30 or more	32	3	35	3	36	-	3

Years	1935-1936 ^a		1936-1937 ^a		1937-1938 ^a		
	E	North	E	North	E	N	North
0 - 1	1	-	2	2	-	-	-
1 - 1.9	9	7	6	4	2	3	3
2 - 2.9	11	7	7	7	6	3	6
3 - 4.9	9	9	19	10	22	5	12
5 - 9.9	45	19	34	20	-	-	20
10 - 14.9	37	9	38	9	48	11	10
15 - 19.9	31	5	38	7	28	4	6
20 - 24.9	23	5	23	4	27	1	6
25 - 29.9	13	4	12	4	16	2	5
30 or more	31	5	33	6	34	6	6

^aThe only statistics available at the State and local level.

Years	1938-1939 ^a			1939-1940 ^a		
	E	N	North	B	E	North
0 - 1	-	-	-	1	2	-
1 - 1.9	9	3	1	7	3	1
2 - 2.9	3	3	5	1	6	1
3 - 4.9	12	8	8	3	11	6
5 - 9.9	32	6	23	9	32	23
10 - 14.9	50	10	13	9	48	14
15 - 19.9	29	7	7	6	33	9
20 - 24.9	31	2	5	2	29	4
25 - 29.9	17	1	5	-	19	6
30 or more	30	7	7	7	30	6

^aThe only statistics available at the State and local level.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
SALARIES 1930-19401930-1931^a

Salary	B-45	Beth-361	E-230	North-70	W-52	Cty-394
700-799	-	-	-	-	-	3E
800-899	-	-	-	-	-	108E
900-999	-	-	-	-	-	93E
1000-1099	-	19E	6E	3E	5E	38E
1100-1199	2E	15E	2E	4E	4E	38E, 1S
1200-1299	1E	20E, 1S	7E, 1S	4E	-	20E, 3S
1300-1399	3E	22E, 1S	6E, 1Svr	5E, 4S	4E	18E, 5S
1400-1499	7E, 3S	14E, 8S	3E, 8S	3E, 4S	6E, 1S	9E, 2S
1500-1599	2E, 2S 1Svr	15E, 1EP 8S	6E, 7S 1Svr	11E, 5S	5E, 3S	8E, 4S
1600-1699	3E, 3S	17E, 1EP 10S	1E, 11S	1EP, 3S 1SP	7S	8E, 5S
1700-1799	2E, 11S 1Svr	114E, 5EP 17S	51E, 1EP 27S, 2Svr	3EP, 8S 2Svr	2E, 9S	2E, 11S 2Svr
2000-2499	2S	8E, 2EP 50S, 1Svr	5E, 12EP 56S, 1SP	5S, 2SP	4S	2E, 6S 3Svr
2500-2999	1S	1E, 6EP	1SP, 5Svr	1SP	1SP	1S, 2Svr
3000-3499	-	1EP	2S, 1Svr	-	-	-
3500-3999	-	1EP	1EP, 2SP 1Svr	1Spt	1Spt	1ASpt 1Spt
4000-4499	1Spt	1EP	-	-	-	-
5000-5999	-	1SP	1SP	-	-	-
6000-6999	-	-	1Spt	-	-	-
8000-8999	-	1Spt	-	-	-	-

^aNazareth was included with the County figures at this time.

Salary	1931-1932 ^a		1932-1933 ^a		1933-1934 ^a	
	E-232	North-71	E-212	North-72	E-213	North-72
900-999	-	-	-	-	6E	9E
1000-1099	2E	2E	1E	5E	4E	1E, 2S
1100-1199	4E	3E	1E	2E	3E	3E, 4S
1200-1299	3E	4E	4E	3E, 5S	4E, 3S 1AO	3E, 2S
1300-1399	6E, 1S 1AO	3E, 5S	3E	3E, 2S	5E, 3S 1AO	13E, 2S 1Svr
1400-1499	3E, 3S 1AO	7E, 4S	7E, 2S 1AO	16E, 2S 2AO	5E, 4S	4S, 2AO
1500-1599	5E, 7S 1AO	1E, 10EP 5S, 2AO	4E, 2S 1AO	5S, 1AO 1Svr	4E, 4S	5S, 3Svr 1AO
1600-1699	4E, 7S	1E, 4S 3Svr, 1AO	5E, 8S	3EP, 7S 1Svr	36E, 1EP 11S, 2AO	4AP, 5S
1700-1999	49E, 30S 3AO, 1Svr	2E, 6S 1Svr	58E, 11EP 41S, 2AO 1Svr	1EP, 9S 1SP, 1Svr	16E, 10EP 56S, 1Svr	3S
2000-2499	8E, 12EP 64S, 1SP 2Svr, 1AO	4S, 1SP	1EP, 46S 2SP, 1AO 1Svr	1SP	1EP, 19S 2SP, 2Svr	2S, 2SP
2500-2999	1S, 1SP 2Svr	1SP	1S, 2Svr	-	1S, 2Svr	-
3000-3499	2S, 1Svr	-	1EP, 2SP 1Svr	-	1EP, 2SP 1Svr	-
3500-3999	1EP, 2SP 1Svr	1Spt	-	1Spt	-	1Spt
4500-4999	-	-	1SP	-	1SP	-
5000-5999	1SP	-	-	-	1Spt	-
6000-6999	1Spt	-	1Spt	-	-	-

1934-1935^a

Salary	E-213	N-40	North-72
900-999	11E	-	11E
1000-1099	3E	4E	7S
1100-1199	2E	1E	3E, 3S
1200-1299	4E, 11S, 1AO	1E, 8S	3E, 1S, 2Svr
1300-1399	5E, 3S, 1AO	2E, 1S	12E, 2S, 1Svr
1400-1499	4E, 3S	8E, 2S	4S, 2AO
1500-1599	3E, 3S	3S	5S, 1Svr, 1AO
1600-1699	35E, 9S, 2AO	2Svr	4EP, 3S
1700-1999	16E, 11EP, 52S, 1Svr	4S, 1SP	4S
2000-2499	1EP, 19S, 2SP, 1Svr, 1AO	1S	2SP
2500-2999	1S, 2Svr	1SP	-
3000-3499	1EP, 2SP, 1Svr	1Svr	-
3500-3999	-	-	1Spt
4500-4999	1SP	-	-
5000-5999	1Spt	-	-

^aThe only reports available at the State or local level.

1935-1936

Salary	B-45	Beth-345	E-210	N-41	North-70	W-56	Cty-345
600-699	-	-	-	-	-	-	3
700-799	-	-	-	-	-	-	3
800-899	-	-	-	-	-	-	170
900-999	-	-	-	-	-	-	60
1000-1099	5E	9	16E	2E	5E	4E	32
1100-1199	-	7	1E	3E, 1N	4E	2E	27
1200-1299	11	23	1E	3S	13S, 1AO	3E, 7S	19
1300-1399	2	11	3E	1E, 6S	3E, 3S	9E, 2S	12
1400-1499			2E, 9S		15E, 1S		
	8	20	1AO	10E, 1S	2AO	7E, 2S	5
1500-1599			5E, 3S		1EP, 2S		
	5	39	1AO	-	1AO	2S	3
1600-1699						1E, 10S	
	11	23	3E, 4S	4S, 2Svr	3EP, 11S	1Svr	3
1700-1799			49E, 21S				
	-	13	3EP, 3AO	-	2S	1E, 1S	2
1800-1899	1	105	-	3S	-	1S	2
1900-1999	-	22	-	2S	-	1S	-
2000-2499			3E, 7EP				
	-	64	60S, 1SP	1S	1SP	-	1
			2AO, 2Svr				
2500-2999			1S, 1SP				
	1SP	5	1Svr	1SP	1SP	1SP	1
3000-3499			1EP, 1S				
	-	1	2SP, 1Svr	1Svr	-	-	2
3500-3999	1Spt	-	-	-	1Spt	1Spt	-
4000-4499	-	1	-	-	-	-	-
4500-4999	-	-	1SP	-	-	-	-
5000-5999	-	-	1Spt	-	-	-	-
8000-8999	-	1Spt	-	-	-	-	-

Salary	1936-1937			1937-1938	
	E-211	North-73	E-212	N-45	North-75
1000-1099	3E	3E	2E	1E	1E
1100-1199	7E	5E	1E	2E	3E
1200-1299	4E	3E, 3S	6E	3S	2S
1300-1399	4E	11S, 1AO	4E	1E, 4S	2E, 3S
1400-1499	1E, 5S 1AO	16E, 1EP 3S, 2AO	4E	2E, 4S	21E, 6S
1500-1599	1E	1EP, 7S 1AO	1E, 6S 1C, 1Svr	10E, 1S	4S, 1C
1600-1699	3E, 8S	2EP, 8S 1Svr	1C	3S	4EP, 18S 2SpT 1C, 1Svr
1700-1799	56E, 17S 3AO	2S	1E, 7S 2C	4S	2S
1800-1899	-	-	33E, 3S 5C, 2Svr	2C	1SP
1900-1999	-	-	6E, 4S 2C, 1Svr 4SpT	3S	-
2000-2499	3E, 10EP 71S, 1SP 2Svr, 2AO	1SP	6E, 10EP 74S, 1SP 8C, 2Svr 2SpT	2S, 1SP	1S, 1SP
2500-2999	1SP, 1Svr	1SP	1S, 2Svr	1SP	-
3000-3499	1S, 1EP 2SP, 1Svr	-	1S, 1CP	-	-
3500-3999	-	1SpT	1EP, 1S 1Svr	1SpT	1SpT
4000-4499	-	-	2SP	-	-
4500-4999	1SP	-	-	-	-
5000-5999	1SpT	-	1SP	-	-
6000-6999	-	-	1SpT	-	-

1938-1939

Salary	E-212	N-47	North-74
1000-1099	3E, 1C, 1AO	2E	-
1100-1199	2E, 1C	1E	1E
1200-1299	-	1EP, 2S	1K, 2E
1300-1399	6E	3S	3S
1400-1499	4E, 3S, 1C	2E, 4S	1K, 21E, 3S
1500-1599	4E	10E, 4S	7S, 1C
1600-1699	1E, 5S, 1C, 1AO, 1SpT	1S	4EP, 21S, 1Svr, 2SpT
1700-1799	1C	7S	1S
1800-1899	31E, 7S, 7C, 1AO	2C	1S
1900-1999	5E, 3S, 1AO4SpT	3S	-
2000-2499	5E, 10EP, 75S, 8C 1SP, 2Svr, 3SpT	1SP	1S, 1SP
2500-2999	2S, 2Svr	2S, 1SP	1SP
3000-3499	2S, 1CP	-	-
3500-3999	1EP, 1S	1SpT	1SpT
4000-4999	2SP	-	-
6000-6999	1SP	-	-
7000-7999	1SpT	-	-

1939-1940

Salary	B-45	Beth-311 ^a	E-210	N-51	North-70	W-54 ^a	Cty-326 ^a
800-899	-	-	-	-	-	-	118
900-999	-	-	-	-	-	-	78
1000-1099	-	-	4E	1E	-	-	37
1100-1199	-	1	1C	1E	-	2	28
1200-1299	1E, 5S, 1C	1	3E, 1C	1E	1S	7	15
				1EP, 5S			
1300-1399	1S	1	-	3S	1K, 1S	1	21
1400-1499	12E, 1N, 2S	7	6E, 3S	1E, 3S	1K, 21E, 3S	19	11
1500-1599	3EP			1N			
	1S, 2D	17	4E, 4S	10E, 4S	1N, 2S	3	1
1600-1699					2SpT, 29S		
	13S	1	3E	1EP, 4S	1Svr, 3E	9	4
1700-1799			1N, 1E, 4S				
	-	2	1Svr, 1C	1S	1S	6	3
			1SpT				
1800-1899			29E, 7C				
	-	124	1N, 1DH	4S	-	4	4
			4SpT, 1N				
1900-1999	-	9	4E, 7S, 1C	3S, 2C	-	-	-
			1Svr, 1Psy				
2000-2499	2S	136	3SpT, 5E	2S, 1SP	-	1	2
			10EP, 75S				
			1SP, 9C				
2500-2999	-	4	2Svr, 2S	1SP	2SP	-	2
3000-3499	-	2	1S, 1C	-	-	1	1
3500-3999	1Spt	2	1EP, 1SP	1Spt	1Spt	1	1
4000-4999	-	3	2SP	-	-	-	-
5000-5999	-	-	1SP	-	-	-	-
6000-6999	-	-	1Spt	-	-	-	-
7000-7999	-	1	-	-	-	-	-

^aFrom Applications for Appropriation Sheets at the Department of Public Instruction, Harrisburg. Superintendents' Annual Reports for these three districts were not on file at Harrisburg for this year.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
TEACHER TURNOVER: 1930-19401931-1932

	Teachers Leaving District					New Positions Created					Positions Discontinued					New Teachers In District				
	Svr		To-			Svr		To-			Svr		To-			Svr		To-		
	E	S	O	O	tal	E	S	O	O	tal	E	S	O	O	tal	E	S	O	O	tal
E.	6	7	-	-	13	-	-	-	1	1	-	12	2	1	15	1	6	-	1	8
North	2	3	-	-	5	1	-	-	-	1	-	-	-	-	3	3	-	1	7	

1932-1933

E.	-	12	2	1	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North	3	3	1	-	7	-	-	1	-	1	-	-	-	-	5	5	-	-	10	

1933-1934

E.	4	3	-	-	7	-	-	-	-	-	-	-	-	5	2	-	-	7
North	-	-	-	-	-	-	-	-	-	-	-	-	-	4	3	-	-	7

1934-1935

E.	4	5	-	-	9	-	-	-	-	-	-	-	-	4	6	-	-	10
N.	-	1	-	-	1	-	2	-	-	2	-	-	-	-	3	-	-	3
North	-	-	-	-	-	-	-	-	-	-	-	-	-	2	6	-	-	8

1935-1936

E.	8	8	1	-	17	-	1	-	-	1	1	-	1	2	7	9	-	-	16
North	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	1	7	

1936-1937

E.	7	4	-	1	12	-	2	-	-	2	-	-	-	4	7	-	1	12
North	2	2	-	1	5	-	2	-	-	2	-	-	-	3	3	-	-	6

1937-1938

E.	3	1	1	-	5	-	1	-	-	1	-	-	1	1	4	-	-	5
N.	-	1	-	-	1	-	2	-	-	2	-	-	-	-	3	-	-	3
North	1	1	-	-	2	-	1	-	-	1	-	-	-	1	2	-	-	3

1938-1939

E.	5	1	-	-	6	-	3	-	-	3	2	-	-	2	5	4	-	1	10
N.	3	2	-	-	5	-	2	-	-	2	-	-	-	3	4	-	-	7	
North	-	-	-	-	-	-	1	-	-	1	-	-	-	-	1	-	-	1	

1939-1940

B.	1	6	-	-	7	-	-	-	-	-	1	1	-	2	5	1	-	6
E.	2	3	-	-	5	-	-	-	-	2	-	-	-	2	3	-	-	3
N.	-	1	-	-	1	-	3	-	-	3	-	-	-	-	3	-	-	3
North	3	-	-	-	3	-	1	-	-	1	3	-	-	3	1	-	-	1

APPENDIX I
SUPERINTENDENTS ANNUAL REPORTS
PERSONNEL: 1940-1950

1940-1941

	B	Beth ^a	E	N	North	W	Cty
G.T.	19M, 26F 45		63M, 147F 210	19M, 34F 53	28M, 43F 71	16M, 40F 56	129M, 231F 360
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	2	4	-	-	-	16
Psy.	-	-	1	-	-	-	-
Sp.T.	-	3	9	-	2	1	-
N.	1	5	3	1	1	-	5
D.H.	-	2	1	-	-	-	-
E.T.	16	130	66	16	24	24	34
K.	-	-	-	-	2	-	-
E.P.	-	6	-	-	-	-	5
S.T.	26	168	100	31	38	27	46
S.P.	1	4	4	2	2	1	1
C.T.	-	1	21	2	-	2	240
C.P.	-	-	-	-	-	-	11

^a Bethlehem didn't fill out the certification sheets for this year so it was impossible to determine the number of males and females on the teaching staff.

1941-1942

	B	Beth ^a	E	N	North	W ^a	Cty
G.T.	19M, 26F 45		68M, 144F 212	20M, 32F 52	27M, 42F 69		116M, 246F 362
Spt.	1		1	1	1		1
A.Spt.	-		-	-	-		1
Svr.	-		4	-	1		12
Psy.	-		1	-	-		1
Sp.T.	-		9	-	1		2
N.	1		3	1	1		5
D.H.	-		1	-	-		-
E.T.	13		60	15	24		42
K.	-		-	-	2		-
E.P.	3		10	-	-		-
S.T.	26		99	31	37		44
S.P.	1		4	2	2		3
C.T.	-		19	2	-		246
C.P.	-		1	-	-		5

^a Superintendents' annual reports missing in Harrisburg.

1942-1943

	B	Beth ^b	E ^b	N ^b	North	W ^b	Cty
G.T.	19M, 26F 45	325	214	57	21M, 45F 66	54	100M, 259F 359
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	6	4	2	1	-	7
Psy.	-	-	1	-	-	-	1
R.W.	-	1	-	-	-	-	-
Sp.T.	-	3	8	-	1	1	-
N.	1	5	3	1	1	-	6
D.H.	-	1	1	-	-	-	-
E.T.	13	129	4	15	24	17	42
K.	-	-	-	-	2	-	-
E.P.	3	6	-	-	-	5	-
S.T.	26	169	99	31	34	27	46
S.P.	1	4	4	2	2	1	6
C.T.	-	-	88	-	-	2	244
C.P.	-	-	1	-	-	-	5

1943-1944

	B	Beth	E	N	North	W	Cty
G.T.	10M, 35F 45	116M, 219F 335	63M, 143F 206	17M, 33F 50	22M, 43F 65	15M, 39F 54	78M, 282F 360
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	6	2	2	1	-	9
Psy.	-	1	1	-	-	-	1
R.W.	-	1	-	-	-	-	-
Sp.T.	1	4	8	-	1	1	-
N.	1	6	3	1	1	-	6
D.H.	-	1	1	-	-	-	-
E.T.	12	128	61	13	20	17	42
K.	-	1	-	-	2	-	-
E.P.	3	6	10	-	4	5	-
S.T.	26	176	95	31	33	26	48
S.P.	1	5	4	2	2	1	8
C.T.	-	-	19	-	-	3	239
C.P.	-	-	1	-	-	-	5

^b When Superintendents did not fill out certification sheets it was impossible to determine the number of males and females on staff.

1944-1945

	B	Beth	E	N	North	W	Cty
G.T.	45	340	204	50	65	55	350
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	4	3	2	1	-	9
Psy.	-	-	1	-	-	-	-
R.W.	-	1	-	-	-	-	-
Sp.T.	1	4	8	-	1	-	-
N.	1	5	3	1	1	-	6
D.H.	-	1	-	-	-	-	-
E.T.	12	131	60	13	20	19	38
K.	-	-	-	-	2	-	-
E.P.	3	6	10	-	4	5	-
S.T.	26	183	94	31	33	29	46
S.P.	1	4	4	2	2	1	8
C.T.	-	-	19	-	-	-	241
C.P.	-	-	1	-	-	-	-

1945-1946

	B	Beth	E	N	North	W	Cty
G.T.	15M, 33F 48	113M, 232F 345	64M, 138F 202	17M, 36F 53	20M, 46F 66	18M, 39F 57	65M, 279F 344
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	6	3	2	1	-	12
Psy.	-	-	1	-	-	-	-
R.W.	-	1	-	-	-	-	-
Sp.T.	1	5	8	-	1	1	-
N.	1	6	3	1	1	1	7
D.H.	-	1	1	-	-	-	-
E.T.	12	129	60	13	20	19	35
K.	-	8	-	-	2	-	-
E.P.	3	5	10	-	4	5	-
S.T.	29	178	92	34	34	27	44
S.P.	1	5	3	2	2	1	7
C.T.	-	-	19	-	-	2	230
C.P.	-	-	1	-	-	-	7

1946-1947

	B	Beth	E	N	North	W	Cty
G.T.	49	348	206	55	63	56	327
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	6	3	2	1	-	11
Psy.	-	-	1	-	-	-	-
R.W.	-	1	-	-	-	-	-
Sp.T.	1	6	7	-	-	1	-
H.S.V.	-	1	-	-	1	-	-
N.	1	6	3	1	1	1	7
D.H.	-	1	1	-	-	-	-
E.T.	11	128	54	13	18	20	42
K.	-	9	6	-	2	-	1
E.P.	3	5	10	-	4	5	-
S.T.	31	179	99	36	34	25	40
S.P.	1	5	3	2	1	1	3
C.T.	-	-	17	-	-	2	212
C.P.	-	-	1	-	-	-	9

1947-1948

	B	Beth	E	N	North	W	Cty
G.T.	21M, 27F 48	117M, 235F 352	67M, 140F 207	20M, 36F 56	28M, 37F 65	18M, 42F 60	69M, 256F 325
Spt.	1	1	1	1	1	1	1
A. Spt.	-	-	-	-	-	-	1
Svr.	-	7	4	1	1	-	9
Psy.	-	-	1	-	-	-	-
Sp.T.	1	6	7	-	-	-	-
H.S.V.	-	1	-	-	1	-	-
N.	1	7	3	1	2	1	10
D.H.	-	1	1	-	-	-	-
E.T.	10	129	54	13	19	20	48
K.	-	10	6	2	2	2	2
E.P.	3	5	10	-	3	5	-
S.T.	31	180	98	36	35	28	41
S.P.	1	5	4	2	1	1	3
C.T.	-	-	17	-	-	2	202
C.P.	-	-	1	-	-	-	8

1948-1949

	B	Beth	E	N	North	W	Cty
G.T.	48	372	210	57	66	62	328
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	7	5	2	1	-	6
Psy.	-	-	1	-	-	-	-
Sp.T.	1	7	8	-	-	-	-
H.S.V.	-	1	-	-	1	-	-
N.	1	7	3	1	2	1	10
D.H.	-	1	1	-	-	-	-
E.T.	10	141	56	13	19	20	80
K.	-	13	6	2	3	3	5
E.P.	3	6	10	-	3	5	1
S.T.	31	183	98	36	35	29	44
S.P.	1	5	4	2	1	1	3
C.T.	-	-	16	-	-	2	169
C.P.	-	-	1	-	-	-	8

1949-1950

	B	Beth	E	N	North	W	Cty
G.T.	22M, 27F 49	130M, 246F 376	73M, 139F 212	27M, 34F 61	28M, 36F 64	22M, 42F 64	79M, 244F 323
Spt.	1	1	1	1	1	1	1
A.Spt.	-	-	-	-	-	-	1
Svr.	-	7	5	2	1	-	12
Psy.	-	-	1	-	-	-	-
Sp.T.	1	8	7	-	-	-	-
H.S.V.	-	1	-	-	1	-	-
N.	1	7	3	1	2	1	13
D.H.	-	1	-	-	-	-	-
E.T.	11	146	58	14	18	21	83
K.	-	13	6	2	2	3	6
E.P.	3	6	10	-	3	5	2
S.T.	31	181	99	39	35	30	36
S.P.	1	5	4	2	1	1	4
C.T.	-	-	17	-	-	2	157
C.P.	-	-	1	-	-	-	8

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
EDUCATIONAL-INSTRUCTIONAL: 1940-19501940-1941

	B	Beth	E	N	North	W	Cty
Ph.D.	-	2	2	-	1	-	-
M.A.	9	41	26	6	6	7	9
Bacc.	24	125	111	34	38	22	187
2-3 yr. Coll.	12	128	53	10	26	27	159
S.S. Grad.	-	25	18	3	-	-	-
A.O.	-	1	-	-	-	-	4

1941-1942

	B	Beth ^a	E	N	North	W ^a	Cty
Ph.D.	-		2	-	1		1
M.A.	8		28	6	6		18
Bacc.	25		105	33	37		190
2-3 yr. Coll.	12		59	10	25		151
S.S. Grad.	-		18	3	-		-
A.O.	-		-	-	-		2

1942-1943

	B	Beth	E	N	North	W	Cty
Ph.D.	1	1	2	-	1	-	1
M.A.	9	58	27	8	5	7	15
Bacc.	25	132	114	31	36	27	203
2-3 yr. Coll.	10	126	53	10	24	20	140
S.S. Grad.	-	6	18	3	-	-	-
A.O.	-	2	-	-	-	-	-

1943-1944

	B	Beth ^b	E ^b	N	North	W ^b	Cty
Ph.D.	1			-	1		2
M.A.	7			10	5		19
Bacc.	28			28	31		217
2-3 yr. Coll.	9			9	28		122
S.S. Grad.	-			3	-		-

^aBoth reports were missing in Harrisburg.

^bThe State forms beginning in the year 1943-1944 made it optional to fill out this category each year or every other year.

1944-1945

	B	Beth	E	N	North	W	Cty
Ph.D.	1	2	3	-	1	-	1
M.A.	5	62	39	9	5	6	17
Bacc.	29	147	91	29	32	29	223
2-3 yr. Coll.	10	113	53	9	27	20	108
S.S. Grad.	-	15	18	3	-	-	1

1945-1946

	B	Beth ^a	E ^a	N ^a	North	W	Cty
Ph.D.	1				1	-	1
M.A.	7				5	8	21
Bacc.	29				36	29	225
2-3 yr. Coll.	11				24	18	93
S.S. Grad.	-				-	1	1
A.O.	-				-	1	3

1946-1947

	B	Beth	E	N	North	W	Cty
Ph.D.	1	1	3	-	1	-	1
M.A.	8	66	37	6	6	11	13
Bacc.	31	147	94	37	36	26	103
2-3 yr. Coll.	9	129	56	10	20	18	203
S.S. Grad.	-	4	16	2	-	1	7

1947-1948

	B	Beth ^a	E ^a	N ^a	North	W	Cty ^a
Ph.D.	1				1	-	
M.A.	8				6	11	
Bacc.	29				39	31	
2-3 yr. Coll.	9				19	17	
S.S. Grad.	-				-	1	
A.O.	1				-	-	

1948-1949

	B	Beth	E	N	North	W	Cty
Ph.D.	1	1	3	-	1	-	3
M.A.	8	76	43	8	7	12	10
Bacc.	29	156	89	36	39	33	86
2-3 yr. Coll.	9	132	62	10	19	17	201
S.S. Grad.	-	5	14	3	-	-	-
A.O.	1	2	-	-	-	-	29

^aThe State forms beginning in the year 1943-1944 made it optional to fill out this category each year or every other year.

1949-1950

	E	Beth ^a	E ^a	N	North	W	Cty ^a
Ph.D.	1			-	1	-	
M.A.	11			9	9	13	
Bacc.	27			38	37	35	
2-3 yr. Coll.	10			12	17	16	
S.S. Grad.	-			2	-	-	

^aThe State forms beginning in the year 1943-1944 made it optional to fill out this category each year or every other year.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
CERTIFICATION: 1940-19501940-1941

	B	Beth ^a	E	N	North	W	Cty
College P.	30		130	40	45	29	196
Normal C.	14		47	7	21	22	120
Spec. Tem.	-		1	-	-	2	4
Standard Tem.	-		3	-	1	-	3
" Limited	1		1	-	1	-	23
" Perm.	-		28	6	3	3	13
Emergency	-		-	-	-	-	1

1941-1942

	B	Beth ^b	E	N	North	W ^b	Cty
College P.	33		127	39	44		209
Normal C.	11		50	7	20		125
Spec. Tem.	-		1	-	-		3
Standard Tem.	1		-	-	1		-
" Limited	-		-	-	1		12
" Perm.	-		32	6	3		11
Emergency	-		2	-	-		2

1942-1943

	B	Beth ^c	E ^c	N ^c	North	W ^c	Cty
College P.	35				42		211
Normal C.	9				19		124
Standard Tem.	1				1		2
" Limited	-				1		9
" Perm.	-				3		11
Emergency	-				-		2

1943-1944

	B	Beth	E	N	North	W	Cty
College P.	35	192	120	37	37	36	238
Normal C.	8	89	45	7	21	15	95
Spec. Tem.	-	5	1	-	-	1	2
Standard Tem.	1	1	4	-	-	-	-
" Limited	-	2	1	-	2	-	8
" Perm.	-	46	33	6	4	2	7
Emergency	1	-	2	-	1	-	10

^aThis section was not filled out by the Superintendent.

^bEntire reports were missing in Harrisburg.

^cThe State forms beginning in the year 1942-1943 made it optional to fill out this category each year or every other year.

1944-1945

	B	Beth	E	N	North	W	Cty
College P.	34			37	38		
Normal C.	8			1	20		
Spec. Tem.	-			6	-		
Standard Tem.	1			-	2		
" Limited	-			-	2		
" Perm.	-			5	3		
Emergency	2			1	-		

1945-1946

	B	Beth	E	N	North	W	Cty
College P.	34	204	124	41	42	37	247
Normal C.	10	97	44	7	18	16	67
Spec. Tem.	-	2	1	-	-	1	2
Standard Tem.	-	1	1	1	1	-	1
" Limited	-	4	-	-	1	-	10
" Perm.	1	37	31	4	4	2	4
Emergency	3	-	1	-	-	1	13

1946-1947

	B	Beth	E	N	North	W	Cty
College P.	40				43	36	115
Normal C.	8				15	15	131
Spec. Tem.	-				-	1	-
Standard Tem.	-				1	-	-
" Limited	-				1	-	10
" Perm.	1				3	2	48
Emergency	-				-	2	23

1947-1948

	B	Beth	E	N	North	W	Cty
College P.	38	214	125	41	46	42	116
Normal C.	9	89	45	7	14	15	125
Spec. Tem.	-	3	1	-	-	-	-
Standard Tem.	-	2	-	-	1	1	-
" Limited	-	1	-	-	-	-	10
" Perm.	-	35	30	5	4	2	48
Emergency	1	8	6	3	-	-	26

1948-1949

	B	Beth	E	N	North	W	Cty
College P.	38				47	43	
Normal C.	9				13	14	
Standard Tem.	-				1	2	
" Perm.	-				4	2	
Emergency	1				1	1	

1949-1950

	B	Beth	E	N	North	W	Cty
College P.	39	222	134	47	47	45	119
Normal C.	9	100	47	9	12	13	122
Spec. Tem.	-	2	2	-	-	-	19
Standard Tem.	-	14	1	1	1	3	4
" Limited	-	3	1	1	-	-	-
" Perm.	-	28	25	3	4	2	45
Emergency	1	7	2	-	-	1	14

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
YEARS OF SERVICE: 1940-19501940-1941

Years	B	Beth	E	N	North	W	Cty
0-1	3	9	1	-	-	-	3
1 - 1.9	1	-	9	-	1	1	35
2 - 2.9	3	1	2	5	2	3	40
3 - 4.9	4	6	12	7	5	6	38
5 - 9.9	8	45	32	13	22	13	72
10 - 14.9	9	92	41	8	14	16	68
15 - 19.9	7	61	35	8	9	6	42
20 - 24.9	2	42	30	3	6	5	27
25 - 29.9	1	23	23	2	6	3	15
30 or more	7	42	25	7	5	3	20

1941-1942

Years	B	Beth ^a	E	N	North	W ^a	Cty
0 - 1	-		2	-	-		5
1 - 1.9	3		6	1	1		40
2 - 2.9	3		8	2	2		39
3 - 4.9	4		10	8	2		36
5 - 9.9	12		34	12	19		69
10 - 14.9	6		38	8	19		69
15 - 19.9	7		31	8	7		42
20 - 24.9	3		32	3	7		27
25 - 29.9	1		25	2	4		17
30 or more	6		26	7	8		18

1942-1943

Years	B	Beth	E	N	North	W	Cty
0 - 1	-	6	2	-	-	-	6
1 - 1.9	4	13	7	1	6	5	50
2 - 2.9	4	10	5	3	-	5	42
3 - 4.9	1	11	11	3	2	3	33
5 - 9.9	14	33	38	12	15	14	63
10 - 14.9	2	76	27	7	16	13	65
15 - 19.9	7	71	38	11	6	4	43
20 - 24.9	4	42	24	6	6	5	26
25 - 29.9	2	26	31	1	6	3	16
30 or more	7	37	31	8	9	2	15

^aBoth reports were missing in Harrisburg.

1943-1944							
Years	B	Beth ^a	E ^a	N ^a	North	W ^a	Cty ^a
0 - 1	1				-		
1 - 1.9	4				2		
2 - 2.9	1				3		
3 - 4.9	4				1		
5 - 9.9	11				13		
10 - 14.9	6				17		
15 - 19.9	7				7		
20 - 24.9	3				7		
25 - 29.9	2				5		
30 or more	6				10		

1944-1945							
Years	B	Beth	E	N	North	W	Cty
0 - 1	3	2	4	-	-	-	11
1 - 1.9	1	8	1	1	3	6	63
2 - 2.9	2	11	7	-	2	7	33
3 - 4.9	5	18	11	7	3	8	40
5 - 9.9	6	33	27	10	11	2	54
10 - 14.9	5	55	26	9	14	11	58
15 - 19.9	9	78	39	7	11	9	39
20 - 24.9	6	55	24	4	9	6	26
25 - 29.9	2	33	32	4	1	4	15
30 or more	6	47	33	8	11	2	10

1945-1946							
Years	B	Beth ^a	E ^a	N ^a	North	W	Cty ^a
0 - 1	2				-	-	
1 - 1.9	-				3	5	
2 - 2.9	2				3	4	
3 - 4.9	4				5	5	
5 - 9.9	9				10	7	
10 - 14.9	5				15	10	
15 - 19.9	8				11	13	
20 - 24.9	8				5	5	
25 - 29.9	3				6	5	
30 or more	7				8	3	

^aThe State forms beginning in the year 1943-1944 made it optional to fill out this category each year or every other year.

1946-1947

Years	B	Beth	E	N	North	W	Cty
0 - 1	-	14	5	-	-	-	-
1 - 1.9	1	7	3	3	2	4	2
2 - 2.9	2	7	3	4	2	3	13
3 - 4.9	1	16	6	3	4	5	14
5 - 9.9	13	42	25	12	8	8	45
10 - 14.9	10	42	28	10	15	9	41
15 - 19.9	4	73	36	5	15	14	10
20 - 24.9	9	63	31	8	2	7	120
25 - 29.9	3	40	25	4	6	3	44
30 or more	6	44	44	6	9	3	35

1947-1948

Years	B	Beth ^a	E ^a	N ^a	North	W	Cty ^a
0 - 1	-				-	-	
1 - 1.9	3				2	4	
2 - 2.9	-				3	6	
3 - 4.9	4				3	4	
5 - 9.9	8				10	9	
10 - 14.9	9				17	13	
15 - 19.9	4				12	8	
20 - 24.9	7				4	2	
25 - 29.9	7				5	9	
30 or more	6				9	5	

1948-1949

Years	B	Beth	E	N	North	W	Cty
0 - 1	-	16	6	-	-	-	-
1 - 1.9	2	6	7	2	1	5	12
2 - 2.9	2	20	4	5	3	4	42
3 - 4.9	3	24	8	6	5	7	16
5 - 9.9	5	44	26	9	8	12	56
10 - 14.9	7	48	26	11	16	6	28
15 - 19.9	8	53	27	8	13	12	84
20 - 24.9	8	73	34	4	7	9	31
25 - 29.9	5	43	22	6	5	2	36
30 or more	8	45	51	6	8	5	23

^aThe State forms beginning in the year 1943-1944 made it optional to fill out this category each year or every other year.

1949-1940

Years	B	Beth ^a	E ^a	N ^a	North	W	Cty ^a
0 - 1	5				-	-	
1 - 1.9	1				-	7	
2 - 2.9	2				1	5	
3 - 4.9	2				6	10	
5 - 9.9	3				8	13	
10 - 14.9	10				13	2	
15 - 19.9	8				14	9	
20 - 24.9	6				8	8	
25 - 29.9	7				8	6	
30 or more	7				8	6	

^aThe State forms beginning in the year 1943-1944 made it optional to fill out this category each year or every other year.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
SALARIES: 1940-1950

1940-1941

	B	Beth ^a	E ^a	N	North	W	Cty
1000-1099	-			-	-	-	2Svr, 2N, 10E, 1EP, 79C, 1CP
1100-1199	-			1E	-	-	5E, 1EP, 4C, 2CP, 9S
1200-1299	-			1E, 2S	1S	1Sp.T 1E, 1C	2Svr, 1N, 2E, 1EP, 1C 3CP, 7S, 2SP
1300-1399	1E, 4S			1E, 5S	1E, 1S	4E, 2S, 1C	-
1400-1499	1N, 12E, 1S			1EP, 3S	2K, 20E, 1S	15E	1EP, 10S
1500-1599	3EP, 2S			1N, 11E 3S, 1C	1N, 4S	2E, 4S	2Svr, 1EP, 1S, 1SP
1600-1699	14S			4E, 3S	1Svr, 30S, 2Sp.T, 3E	10S	1Svr, 1S, 1SP
1700-1799	-			1EP, 1S	1S	3S	1CP
1800-1899	-			5S	-	2E, 5S	2Svr, 1CP, 2S
1900-1999	-			3S, 1C	-	2S	1S
2000-2499	1S, 1SP			2S, 1SP	-	1S	2Svr
2500-2999	-			1SP	2SP	-	-
3000-3499	-			-	-	1SP	2Svr
3500-3999	1Spt			1Spt	1Spt	1Spt	1ASpt 1 Spt

^aThe Superintendents did not fill out this section of the report.

1941-1942

	B	Beth ^a	E	N	North	W ^a	Cty
1000-1099	1N		10E, 2C	-	-		1Svr, 1N, 22E, 212C
1100-1199	-		2E	-	-		15C, 2N, 13E
1200-1299	2S		1N, 1E	1E, 1S	1S		1Svr, 11C, 2Sp.T, 3E, 15S
1300-1399	2S		2Sp.T	1E, 2S	1S		3E, 7C, 1CP, 12S
1400-1499	13E, 4S		2E, 3S, 1C	5S	2K, 20E		2Svr, 1E, 2C, 1Sp.T, 8S
1500-1599	3EP, 2S		3S	1N, 12E, 2S	1N, 2S		1Svr, 1CP, 5S
1600-1699	15S		6E, 2S	7S, 1C	1Svr, 32S, 1Sp.T, 3E		1Svr, 1CP, 1S, 1SP
1700-1799	-		4E, 5S	1E, 4S	1E, 1S		1CP, 2S
1800-1899	-		1N, 1DH, 7C, 27E, 2S	2S	-		1CP, 2SP, 1S
1900-1999	-		4Sp.T, 1N, 4E, 6S, 2C	3S, 1C	-		-
2000-2499	1S		1Psy, 5E, 3Sp.T, 9EP, 75S, 1SP, 7C	5S, 1SP	-		2Svr
2500-2999	1SP		4Svr	1SP	2SP		1Svr
3000-3499	-		1S, 1CP	-	-		3Svr, 1Psy
3500-3999	1Spt		1EP, 1S	1Spt	1Spt		-
4000-4999	-		2SP	-	-		1A.Spt, 1Spt
5000-5999	-		1SP	-	-		-
6000-6999	-		1Spt	-	-		-

^a Both reports were missing in Harrisburg.

1942-1943

	B	Beth ^a	E ^a	N ^a	North	W ^a	Cty
1000-1099	2E				-		2N, 15E, 187C
1100-1199	1N				-		2N, 15E, 32C, 7S
1200-1299	1S				5S		3E, 14C, 21S
1300-1399	3S				-		3E, 8C, 4S, 1CP
1400-1499	11E, 2S				2K, 19E		1N, 1E, 3C, 2S
1500-1599	3EP, 5S				1N, 2S		1Svr, 1CP, 5S
1600-1699	12S				1Svr, 26S, 1Sp. T, 3E		1N, 1CP, 2S
1700-1799	-				1E, 1S		1CP, 3S
1800-1899	2S				-		2S, 2SP
1900-1999	-				-		1SP
2000-2499	1S				-		3S, 1CP, 3SP
2500-2999	-				2SP		1Svr
3000-3499	1SP				-		2Svr, 1Psy
3500-3999	1Spt				1Spt		-
4000-4500	-				-		1A.Spt, 1Spt

^aState forms made it optional to fill out this category each year or every other year.

1943-1944

	B	Beth	E	N	North	W	Cty
1000-1099	-	-	-	-	-	-	3C
1100-1199	-	-	-	-	-	-	1C
1300-1399	1E	1E	1E	-	-	-	4N, 15E, 12S, 182C, 1CP
1400-1499	1Sp.T, 2E, 4S	1N, 6E	3E, 1C	-	1K	2E	1Svr, 1N, 16E, 39C, 1CP, 17S
1500-1599	1N, 1E, 2S	2N, 7E, 1S	6E	2E, 1S	1Sp.T, 2E, 5S	1Sp.T, 1E	1Svr, 7E, 9C, 5S
1600-1699	2S	3S	1Sp.T, 1N, 5E, 3S, 1C	3S	1S	2S	1N, 3C, 1CP, 4S
1700-1799	8E, 1EP, 3S	3E, 7S	1Sp.T, 3E, 1EP, 2SP 1C	8E, 3S	1N, 18E, 1S	13E, 2SP, 3S	1E, 2C, 1CP, 5S, 1SP
1800-1899	2EP, 10S	3E, 11S	3E, 1SP	1N, 3E, 1S	1Svr, 25S, 1Sp.T	4S, 1E, 1EP	1Svr, 1CP, 4S, 1SP
1900-1999	3S	2E, 4S	2SP, 2C	1Svr, 7S	4EP, 1S	1EP, 1S	3SP
2000-2499	2S	3Svr, 1DH, 4Sp.T, 3N, 106E, 107S	6Sp.T, 2N, 1DH, 40E, 7EP, 1SP, 75S, 13C	1Svr, 15S	-	1EP, 12S, 3C	2Svr, 1S, 2SP
2500-2999	1SP	1E, 41S	2Svr, 1EP, 1Psy, 1C, 10S	1S, 1SP	2SP	-	1Svr, 1SP
3000-3499	-	3Svr, 6EP, 1Psy, 2SP	1SP, 1CP	1SP	-	1SP	1Svr, 1Psy
3500-3999	1Spt	-	1EP, 1S	-	1Spt	1Spt	2Svr
4000-4999	-	4SP	2SP	1Spt	-	-	1A.Spt, 1Spt
5000-5999	-	1SP	1SP	-	-	-	-
6000-6999	-	-	1Spt	-	-	-	-
7000-7999	-	1Spt	-	-	-	-	-

1945-1946^a

	B	Beth	E	N	North	W	Cty
1400-1499	-	1K, 2E	1DH, 1E	1N	-	2E, 2S, 1C	1Svr, 3N, 13E, 27C, 5S
1500-1599	-	2E	2E, 1C	2S	-	1E, 1S	2Svr, 2N, 16E, 149C, 10S
1600-1699	3E	12E, 3S	2E, 2S	-	3S	3E, 1EP, 2S	1N, 4E, 34C, 20S
1700-1799	1E, 7S	10E, 3S	2E, 1C	1E, 2S	3E, 6S	1N, 5E, 1EP, 1S	1Svr, 1N, 1E, 6C, 3S, 1CP
1800-1899	1Sp.T, 1E, 1S	1N, 9E, 5S	8E, 2S	2Svr, 8E, 5S	1K, 2S	6E, 1S, 1C	2Svr, 2CP, 1E, 7C, 4S
1900-1999	1N, 3E, 3S	2K, 1N, 5E, 9S	1Sp.T, 2N, 2E	4E, 3S	1K, 6E, 2S	2E, 4S, 1EP	1Svr, 2CP, 6C, 4S, 1SP
2000-2499	4E, 18S, 3EP	2Svr, 1DH, 2Sp.t, 5K, 4N, 89E, 38S	6Sp.T, 1N 42E, 1EP, 12S, 10C	21S	1Svr, 1N, 1Sp.T, 11E, 4EP, 21S	1Sp.T, 2EP, 15S	1C, 2CP, 1S, 1SP
2500-2999	-	3Sp.T, 119S	1Svr, 72S, 1Psy, 9EP, 1Sp.T, 7C	1S, 1SP	1SP	1S	1Svr, 2SP
3000-3499	1SP	2Svr, 1RW, 5EP, 1S	2Svr, 1S, 1CP	1SP	1SP	-	1Svr
3500-3999	-	1SP	3S	-	-	1SP	2Svr
4000-4499	1Spt	1Svr, 3SP	2EP	1Spt	1Spt	1Spt	1SP, 1A.Spt, 1Spt
5000-5999	-	1SP	1SP	-	-	-	-
6000-6999	-	-	1Spt	-	-	-	-
7000-7999	-	1Spt	-	-	-	-	-

^aOmitted the year 1944-45 as only two superintendents filled out this part of the State form.

1947-1948^a

	B	Beth	E	N	North	W	Cty
1600-1699	-	-	-	-	-	-	2N, 2C
1700-1799	-	-	-	-	-	-	6C
1800-1899	-	-	1DH, 1E	-	-	-	4C
1900-1999	1N	1N	-	-	1N	-	2N, 14E, 105C
2000-2099	1S	2K, 6E, 2S	2E, 2S, 1C	1N, 4S	1S	1K, 1N, 2E, 2S	7E, 18C, 8S
2100-2199	1E, 1S	3S	-	1E	5E, 1S	2E, 4S	2Svr, 15E, 1K, 44C, 7S
2200-2299	-	1K, 1N, 5E, 5S	-	2K, 2S	1K, 7S	5E, 1EP, 2S, 1C	1K, 5N, 14C, 8E, 1CP, 2S
2300-2399	-	1E	1K, 1E	1E, 4S	1S	1K, 4E, 2S	1Svr, 1CP, 4E, 4C, 14S
2400-2499	8S	11E, 3S	3K, 2N, 1E, 2S, 1C	1S	1K, 3E	3S	6S
2500-2599	-	1N, 15E, 6S	1E	7E, 3S	6E, 5S	-	2CP, 1S
2600-2699	5E, 5S, 1EP	5E, 6S	8E, 2S, 3C	1Svr, 1E, 1S	1HSV, 5E, 1EP, 9S	7E, 1EP	1N, 4S
2700-2799	1Sp. T, 4E, 9S	6K, 4N, 9S, 1DH, 70E	1N, 1E, 1S	3E, 4S	1Sp. T, 1Svr, 7S	3EP, 1S	1CP, 2S, 1SP
2800-2899	2E, 1S	4E, 1S	1Sp. T, 2E	3S	1E, 2S	2S	1CP, 1S, 1SP
2900-2999	5S	1Sp. T, 1E, 14S	1Sp. T, 1E, 1K, 1S	7S	1EP, 1S	4S	1S
3000-3099	-	1K, 2Sp. T, 1HSV, 7E, 15S	2E, 2S	1S	-	2S	2CP, 1SP
3100-3199	1S	2Svr, 3E, 2Sp. T, 2S	5Sp. T, 1K, 34E, 4S, 6C	-	1S	3S	-
3200-3299	-	1Sp. T, 72S	1S, 1C	6S	-	1S	-
3300-3399	-	15S	2EP, 53S, 2C	-	-	1S, 1C	1Svr
3400-3499	-	1E, 26S	3S	-	-	1S	-
3500-3599	-	-	1Svr, 3C, 7EP, 24S	1SP	-	-	1Svr, 1A. Spt.
3700-3799	-	-	1Svr, 1EP, 1SP	-	-	-	1Svr
3800-3899	1SP	3Svr	2Svr, 1SP	-	-	-	-
3900-3999	-	1Svr, 5EP	-	-	1SP	-	-
4000-4499	-	1S, 5SP	1CP	1SP	-	1SP	-
4500-4999	-	-	1SP	-	1Spt	-	2Svr
5000-5499	1Spt	-	1Svr, 3SP	1Spt	-	1Spt	1Svr, 1Spt
6000-6999	-	1Svr	1SP	-	-	-	-
7000-7999	-	-	1Spt	-	-	-	-
8000-8999	-	1Spt	-	-	-	-	-

^aOmitted the year 1946-1947 as only three superintendents filled out this section of the State form.

1949-1950^a

	B	Beth	E	N	North	W	Cty
1600 or less	-	-	-	-	-	-	1Svr, 1K, 4N, 1E, 1C
1800-1899	-	-	-	-	-	-	1K, 1C
1900-1999	-	-	-	-	-	-	1C
2000-2099	1N, 1S	-	3E	1S	-	1N, 2E	3N, 2E, 24C
2100-2199	1S	1K, 1N, 1E	-	-	-	1K	1N, 4E, 6C, 1S
2200-2299	1E	4K, 3E, 8S	2E, 1S	1N, 1S	-	1K, 3E, 2S, 1C	1N, 3E, 11C
2300-2399	1S	5E, 1S	1K, 1E, 4S	2S	1K	-	2K, 2N, 29E, 68C
2400-2499	2E, 1S	1K, 5E, 3S	1E, 2S	2E, 6S	1N, 1S	2E, 1S	1Svr, 1K, 13E, 10C, 4S
2500-2599	2S	1K, 1N, 1E, 4S	-	-	-	3E, 3S	3Svr, 15E, 30C, 1CP, 5S
2600-2699	1S	13E, 4S	1Svr, 1K, 7E, 3S	2K, 2S	5E, 5S	1K, 4E, 2S	1Svr, 1K, 6E, 1EP, 1C, 1CP, 3S
2700-2799	3S	1K, 8E, 2S	2N, 3E, 1S, 1C	1Svr, 1E, 3S	1K, 3S	2E, 4S	1C, 1CP, 3S, 1N, 4E
2800-2899	1S	7E, 4S	1K	1S	-	1E, 3S	1N, 2E, 1EP, 1C, 7S
2900-2999	4E, 6S	1DH, 5E, 7S	1Sp.T, 9E, 2S, 1C	1Svr, 1E, 3S	5E, 1S	5E	1E, 1C, 1CP, 3S
3000-3099	1Sp.T, 1EP	1N, 4E, 1S	1N, 1E	6E, 2S	8E, 6S	-	2Svr, 2E, 4S, 1SP
3100-3199	5E, 1EP, 5S	6E, 7S	1Sp.T, 2E, 1C	2E, 1S	1HSV, 1N, 1EP, 10S	1EP, 2S	1E, 2CP, 3S
3200-3299	1EP	7Sp.T, 4N, 73E, 7S	1Sp.T, 1K, 3S	2E, 2S	1EP, 4S 1Svr	3EP, 5S	1CP, 1S
3300-3399	7S	2E, 4S	1E, 2S	5S	1EP, 2S	2S	1CP
3400-3499	-	1Sp.T, 3E, 1HSV, 7S	4Sp.T, 1K, 28E, 3S, 7C	3S	1S	2S	1CP, 1S
3500-3599	1S	1Sp.T, 8S	47S, 4C	1S	1S	2S	1A.Spt., 1SP
3600-3699	-	1Sp.T	-	-	1S	-	1S, 1SP
3700-3799	-	1Sp.T, 8E, 63S	1Svr, 28S, 3C	6S	-	3S, 1C	-
3800-3899	-	2Svr	7EP	-	-	-	-
3900-3999	-	1Sp.T, 1K, 2E, 50S	1SP	-	-	-	-

^aOmitted the year 1948-1949 as only three superintendents filled out this section of the State form.

1949-1950 Continued

	B	Beth	E	N	North	W	Cty
4000-4499	1SP	4Svr, 1EP	2Svr, 1Sp.T, 3EP, 1SP	1SP	-	-	1Svr
4500-4999	-	5EP, 1S, 1SP	1SP, 1CP	1SP	1SP	-	1Svr
5000-5499	-	3EP, 1SP	3SP	-	-	1SP	1Svr, 1Spt
5500-5999	-	-	1Svr	-	-	-	1Svr
6000-6999	1Spt	1Svr	1SP	1Spt	1Spt	1Spt	-
7000-7999	-	-	1Spt	-	-	-	-
9000-9999	-	1Spt	-	-	-	-	-

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
TEACHER TURNOVER: 1940-19501940-1941

	New Position Created					Position Discontinued					New Teachers In District					Expe- rienced	Inexpe- rienced
	Svr		To- tal	Svr		To- tal	Svr		To- tal	Svr		To- tal	Total	Total			
	E	S		O	O		E	S		O	O				E			S	O	O
B.	-	-	-	-	-	-	-	-	-	-	2	5	-	-	7	2	5
Beth	29	37	-	-	66	29	25	-	-	54	5	12	-	-	17	10	7
E.	DID NOT FILL OUT																
N.	-	2	-	-	2	-	-	-	-	-	-	2	-	-	2	2	-
North	-	1	-	-	1	-	-	-	-	-	-	2	-	-	2	1	1
W.	-	-	-	-	-	-	1	-	-	1	-	1	-	-	1	1	-
Cty	2	2	1	-	5	2	2	-	-	4	39	7	-	-	46	11	35

1941-1942

B.	-	-	-	-	-	-	-	-	-	-	3	-	1	4	1	3	
Beth	MISSING AT STATE DEPARTMENT																
E.	6	1	-	-	7	-	1	-	-	1	11	8	-	-	19	12	7
N.	-	-	-	-	-	1	-	-	-	1	-	1	-	-	1	-	1
North	-	-	-	-	-	-	-	-	-	-	-	3	-	-	3	1	2
W.	MISSING AT STATE DEPARTMENT																
Cty	1	1	1	-	3	1	-	-	-	1	44	8	-	-	52	32	20

1942-1943

B.	-	-	-	-	-	-	-	-	-	-	2	9	-	-	11	7	4
Beth	-	2	-	-	2	-	-	-	-	-	6	11	-	-	17	8	9
E.	-	1	-	-	1	-	4	-	-	4	12	9	-	-	21	14	7
N.	-	-	-	-	-	1	-	-	-	1	1	5	-	-	6	5	1
North	-	-	-	-	-	-	-	-	-	-	-	7	-	-	7	2	5
W.	-	-	-	-	-	2	-	-	-	2	3	4	-	-	7	2	5
Cty	-	-	-	-	-	2	-	3	-	5	44	8	-	-	52	29	23

1943-1944

B.	-	-	-	1	1	1	-	-	-	1	1	6	-	1	8	5	3
Beth	-	-	1	1	2	4	-	-	-	4	2	4	1	1	8	5	3
E.	-	-	-	-	-	-	2	-	-	2	3	1	-	2	6	2	4
N.	-	-	-	-	-	2	-	-	-	2	-	3	-	-	3	2	1
North	-	1	-	-	1	-	-	-	-	-	-	6	-	-	6	5	1
W.	-	-	-	-	-	-	-	-	1	1	3	3	-	-	6	3	3
Cty	-	5	2	-	7	5	-	-	-	5	-	-	-	-	-	-	-

1944-1945^a

	New Position Created				To- tal	Positions Discontinued				To- tal	New Teachers In District				To- tal	Expe- rienced	Total	Inexpe- rienced	Total
	Svr					Svr					Svr								
	E	S	O	O		E	S	O	O		E	S	O	O					
B.	-	-	-	-	-	-	-	-	-	-	3	5	-	-	8	5	3		
Beth	4	-	-	-	4	-	-	-	-	-	14	6	-	-	20	16	4		
N.	-	-	-	-	-	-	-	-	-	-	-	3	1	-	4	4	-		
North	-	-	-	-	-	-	-	-	-	-	1	6	-	-	7	7	-		
Cty	-	-	-	-	-	7	2	-	-	9	34	8	-	2	44	21	23		

1945-1946

B.	-	1	-	-	1	-	-	-	-	-	-	6	-	-	6	3	3	
Beth	10	-	1	1	12	7	-	-	-	7	12	8	-	-	20	13	7	
E.	-	-	-	-	-	-	-	-	-	-	4	3	-	1	8	5	3	
N.	-	1	-	-	1	-	-	-	-	-	-	7	1	-	8	5	3	
North	-	-	-	-	-	-	-	-	-	-	-	2	-	-	2	1	1	
W.	-	-	-	-	-	-	-	-	-	-	2	4	-	2	8	3	5	
Cty	1	-	3	-	4	8	2	-	-	10	30	5	-	2	37	16	21	

1946-1947

B.	-	1	-	-	1	-	-	-	-	-	-	2	-	-	2	1	1	
Beth	1	2	-	1	4	1	1	-	-	2	9	10	-	-	19	8	11	
E.	6	-	-	-	6	-	-	-	-	-	8	8	-	-	16	11	5	
N.	-	1	-	-	1	-	-	-	-	-	-	7	-	-	7	4	3	
North	-	1	-	-	1	-	-	-	-	-	2	4	-	-	6	4	2	
W.	-	-	-	-	-	-	2	-	-	2	4	2	-	-	6	3	3	
Cty																		

DID NOT FILL OUT

1947-1948

B.	-	-	-	-	-	-	-	-	-	-	-	3	-	1	4	2	2	
Beth	2	4	-	1	7	-	-	-	-	-	9	11	-	2	22	11	11	
E.	-	-	1	-	1	-	-	-	-	-	5	7	-	1	13	7	6	
N.	2	-	-	-	2	-	-	-	-	-	3	3	1	-	7	7	-	
North	-	-	-	1	1	1	-	-	-	1	2	2	-	1	5	3	2	
W.	2	2	-	-	4	1	-	-	-	1	2	2	-	-	4	2	2	
Cty	5	-	-	2	7	6	-	-	-	6	29	6	-	1	36	34	2	

^aEaston and Wilson did not fill out this section for this year.

1948-1949

	New Positions Created				To- tal	Positions Discontinued				To- tal	New Teachers In District				Expe- rienced	Total	Inexpe- rienced	Total
	Svr					Svr					Svr							
	E	S	O	O		E	S	O	O		E	S	O	O					tal	Total	Total
B.	-	-	-	-	-	-	-	-	-	-	3	-	-	3	1	2		
Beth	16	2	-	-	18	-	-	-	-	-	24	14	-	-	38	21	17	
E.	2	-	1	-	3	-	-	-	-	-	11	9	1	-	21	15	6	
N.	-	1	-	-	1	-	-	-	-	-	-	1	-	-	1	1	-	
North	-	-	-	-	-	-	-	-	-	-	1	1	-	-	2	2	-	
W.	1	1	-	-	2	-	-	-	-	-	2	2	-	-	4	1	3	
Cty	8	-	-	4	12	11	2	-	-	13	8	-	-	4	12	10	2	

1949-1950

B.	1	-	-	-	1	-	-	-	-	-	1	4	-	-	5	2	3
Beth	7	-	-	-	7	2	-	-	-	2	12	8	-	-	20	6	14
E.	-	-	-	-	-	-	-	-	-	-	7	3	-	-	10	5	5
N.	1	3	-	-	4	-	-	-	-	-	1	10	-	1	12	8	4
North	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-
W.	1	1	-	-	2	-	-	-	-	-	4	3	-	-	7	4	3
Cty	-	1	-	1	2	-	5	-	-	5	18	2	1	-	21	10	11

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
REASONS WHY STAFF LEFT SERVICE DURING YEAR1947-1948^a

	Retire- ment	Econom- ic Con- dition	Mar- riage	Person not Suited to T'g	Pupil T Ratio too Low	Death	Illness	Other ^b Causes
B	-	-	-	-	-	-	-	1
Beth	3	-	2	-	-	3	-	7
E	-	-	1	-	-	2	-	6
N	1	-	5	-	-	-	-	3
North	1	-	-	-	-	-	-	-
W	DID NOT FILL OUT							
Cty	-	-	-	-	-	-	-	6

1948-1949

B	-	-	1	1	-	-	-	-
Beth	4	-	1	-	-	2	2	11
E	3	-	3	-	-	1	3	4
N	1	-	3	-	-	-	-	1
North	-	-	1	-	-	-	-	3
W	-	1	2	-	-	-	1	-
Cty	-	-	-	-	-	-	-	13

1949-1950

B	-	-	1	-	-	-	1	-
Beth	-	-	2	-	-	-	-	12
E	1	-	1	-	-	-	-	4
N	-	-	2	-	-	-	-	2
North	-	-	-	-	1	-	-	1
W	-	1	4	-	-	-	-	-
Cty	-	-	-	-	-	-	-	5

^aThis section appeared in the State form for the first time in this year.

^bSome of the reasons given for Other Causes for leaving were: farming and a better position outside of the profession. The County district listed: closed schools, reorganization and a Junior High School discontinued.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
PERSONNEL: 1950-19601950-1951^a

	B 22M, 27F	Beth	E	N	North	W 24M, 41F	Cty
Total	49	385	214	60	63	65	326
Spt	1	1	1	1	1	1	1
A.Spt	-	-	-	-	-	-	1
Svr	-	7	4	2	1	-	12
Psy	-	-	1	-	-	-	-
Sp.T	1	9	7	-	-	-	-
HSV	-	1	-	-	1	-	-
N	1	8	3	1	2	1	13
DH	-	1	-	-	-	-	-
E.T.	11	149	60	14	17	22	233
K	-	13	6	2	2	3	7
E.P.	3	6	10	-	3	5	11
S.T.	31	184	100	38	32	32	44
S.P.	1	6	4	2	1	1	4
C.T.	-	-	17	-	3	-	-
C.P.	-	-	1	-	-	-	-

1951-1952

	B 21M, 28F	Beth 139M, 248F	E 75M, 145F	N 27M, 34F	North 35M, 40F	W 26M, 42F	Cty 63M, 247F
Total	49	387	220	61	75	68	310
Spt	1	1	1	1	1	1	1
A.Spt	-	-	-	-	-	-	1
Svr	-	7	4	-	1	-	10
Psy	-	1	1	-	-	-	-
Sp.T	1	10	8	-	-	-	-
HSV	-	1	-	-	-	-	-
N	1	6	3	1	2	1	13
D.H.	-	1	-	-	-	-	-
E.T.	11	151	61	14	18	21	224
K	-	15	6	2	3	3	6
E.P.	3	6	10	-	3	4	15
S.T.	31	183	101	41	42	37	38
S.P.	1	5	5	2	1	1	2
C.T.	-	-	19	-	4	-	-
C.P.	-	-	1	-	-	-	-

^aWhen the superintendents did not fill out the certification section of the State form it was impossible to know the number of males and females.

1952-1953

	B	Beth	E	H ^a	N	North	W	Cty
Total	52	396	221	39	63	79	77	271
Spt	1	1	1	-	1	1	1	1
A.Spt	-	-	-	-	-	1	-	1
Svr	-	7	4	3	-	1	-	7
Psy	-	1	1	-	-	-	-	1
Sp.T	1	11	8	-	-	-	-	-
HSV	-	1	-	-	-	-	-	-
G	1	1	-	-	-	1	-	-
N	1	6	3	1	1	2	2	11
D.H.	-	1	-	-	-	-	-	-
E.T.	15	158	61	15	14	21	23	209
K	1	14	8	2	2	2	3	3
E.P.	-	6	10	2	-	-	3	11
S.T.	31	183	101	15	43	45	44	26
S.P.	1	6	5	1	2	1	1	1
C.T.	-	-	18	-	-	4	-	-
C.P.	-	-	1	-	-	-	-	-

1953-1954

	B	Beth	E	H	N	North	W	Cty
	23M, 29F	156M, 252F	74M, 154F	15M, 50F	29M, 34F	37M, 44F	35M, 47F	
Total	52	408	228	65	63	81	82	267
Spt	1	1	1	-	1	1	1	1
A.Spt	-	-	-	-	-	1	-	1
Svr	-	7	4	2	-	1	-	4
Psy	-	1	1	-	-	-	-	1
Sp.T	-	10	9	-	-	-	-	-
HSV	-	1	-	-	-	-	-	-
G	1	1	-	1	-	1	-	-
N	1	6	3	2	1	2	2	12
D.H.	-	1	1	-	-	-	-	-
E.T.	16	163	65	39	14	18	25	206
K	1	15	7	2	2	3	3	5
E.P.	-	6	10	-	-	3	3	11
S.T.	31	190	103	18	43	47	47	25
S.P.	1	6	4	1	2	1	1	1
C.T.	-	-	19	-	-	3	-	-
C.P.	-	-	1	-	-	-	-	-

^aHellertown was included with the County until 1952-1953.

1954-1955

	B	Beth	E	H	N	North	W	Cty
	25M, 32F	164M, 264F	78M, 165F	16M, 52F	30M, 36F	42M, 46F	40M, 48F	54M, 216F
Total	57	428	243	68	66	88	88	270
Spt	1	1	1	-	1	1	1	1
A.Spt	-	-	-	1	-	1	-	1
Svr	-	-	-	-	-	-	-	3
E.Svr	1	3	1	1	-	1	-	1
S.Svr	-	4	1	-	-	-	-	-
C.Svr	-	-	2	-	-	-	-	3
Psy	-	1	1	-	-	-	-	1
S.L.	1	5	1	1	1	1	-	1
Sp.T	-	13	8	1	-	-	-	2
HSV	-	1	-	-	-	-	-	-
S.G.	1	1	1	1	1	1	1	1
N	1	6	4	2	1	2	2	12
D.H.	-	1	1	-	-	-	-	-
E.T.	20	165	89	39	15	17	25	201
K	1	17	7	2	2	3	3	6
E.P.	-	6	11	1	-	4	3	12
S.T.	30	198	110	18	43	54	52	24
S.P.	1	5	4	1	2	1	1	1
C.T.	-	-	-	-	-	2	-	-
C.P.	-	1	1	-	-	-	-	-

1955-1956

	B	Beth	E	H	N	North	W	Cty
	27M, 34F	176M 275F	80M 165F	16M, 54F	33M, 37F	43M 44F	47M, 70F	60M, 203F
Total	61	451	245	70	70	87	117	263
Spt	1	1	1	-	1	1	1	1
A.Spt	-	1	-	1	-	-	-	1
Ad.A	-	1	-	-	-	1	-	-
Svr	-	-	-	-	-	-	-	4
E.Svr	1	3	4	1	-	1	-	2
S.Svr	-	3	1	-	-	-	1	-
C.Svr	-	-	-	-	-	-	-	3
Psy	-	1	1	-	-	-	1	1
S.L.	1	5	2	1	1	1	1	1
Sp.T	-	12	7	1	-	-	1	6
HSV	-	1	-	-	-	-	1	-
E.G.	1	-	-	-	-	-	-	-
S.G.	-	3	-	1	2	1	1	1
N	1	6	4	2	1	2	4	12
D.H.	-	1	1	-	-	-	-	-
E.T.	21	172	77	40	15	17	41	190
K	2	18	8	2	2	2	5	5
E.P.	-	6	11	1	-	4	6	9
S.T.	32	210	103	19	46	54	53	26
S.P.	1	6	4	1	2	1	1	1
C.T.	-	-	20	-	-	2	-	-
C.P.	-	1	1	-	-	-	-	-

1956-1957^a

1957-1958

	B	Beth	E	H	N	North	W	Cty
Total	63	504	259	77	78	87	111	329
Spt	1	1	1	-	1	1	1	1
A.Spt	-	1	-	1	-	-	-	1
Ad.A	-	1	-	1	1	-	-	1
Svr	-	-	-	-	-	-	-	3
E.Svr	1	1	4	1	-	2	1	2
S.Svr	-	1	1	-	-	-	-	-
C.Svr	-	4	-	1	-	-	-	3
Psy	-	1	1	-	-	-	1	4
S.L.	-	5	1	1	2	1	1	-
C.L.	1	-	-	-	-	-	-	1
Sp.T	-	13	6	-	-	-	2	32
HSV	1	1	-	-	-	-	-	-
S.G.	-	5	1	1	2	1	2	-
C.G.	1	-	-	-	-	-	-	1
N	1	8	4	2	1	2	3	13
D.H.	-	2	1	-	-	-	-	-
E.T.	21	195	84	41	17	18	36	223
K	2	21	10	2	2	2	4	10
E.P.	-	8	11	2	1	-	5	9
S.T.	33	230	107	23	46	57	53	24
S.P.	1	5	4	1	2	1	2	1
C.T.	-	-	22	-	3	2	-	-
C.P.	-	1	1	-	-	-	-	-

^aOmitted this year as only three superintendents filled out this section of the State form.

1958-1959

	B	Beth	E	H ^a	N	North	W	Cty
Total	87	522	276		79	89	128	312
Spt	1	1	1		1	1	1	1
A.Spt	-	1	-		-	-	-	1
Ad.A	-	1	-		1	-	-	-
Svr	-	-	-		-	-	-	4
E.Svr	1	1	1		-	2	1	4
S.Svr	-	1	2		-	-	-	-
C.Svr	-	3	-		-	-	-	2
Psy	-	1	1		-	-	-	4
S.L.	-	5	1		2	1	1	1
C.L.	1	-	-		-	-	-	-
Sp.T	-	2	6		-	-	2	43
HSV	1	1	-		1	-	-	1
S.G.	-	5	3		2	1	1	1
C.G.	1	-	-		-	-	-	-
N	2	9	5		1	2	3	12
D.H.	-	2	1		-	-	-	-
E.T.	42	208	90		17	17	52	197
K	2	22	12		2	2	5	9
E.P.	-	8	11		1	-	-	4
S.T.	35	242	113		49	60	60	27
S.P.	1	5	4		2	1	2	1
C.T.	-	3	22		-	-	-	-
C.P.	-	1	1		-	-	-	-

^aHellertown's report for this year was missing at the State Department.

1959-1960

	B	Beth	E	H	N	North	W	Cty
Total	92	558	284	94	120	95	131	165
Spt	1	1	1	1	1	1	1	1
A.Spt	-	1	-	-	-	-	-	1
Ad.A	-	1	-	1	1	-	-	-
Svr	-	-	-	-	-	-	-	1
E.Svr	1	1	2	1	-	1	1	1
S.Svr	-	1	2	-	-	-	1	1
C.Svr	-	5	3	-	-	-	-	-
Psy	1	1	1	-	-	-	-	3
S.L.	-	5	1	1	2	1	1	-
C.L.	1	-	-	-	-	-	-	-
Sp.T	-	2	6	-	1	-	2	45
HSV	1	1	-	-	1	-	-	-
S.G.	-	6	2	2	2	1	2	-
C.G.	1	-	-	-	-	-	-	-
N	2	9	5	2	2	2	3	7
D.H.	-	2	1	-	-	-	-	-
E.T.	42	218	99	40	51	16	52	96
K	2	24	12	3	5	2	5	4
E.P.	-	10	11	2	1	-	-	5
S.T.	39	259	132	40	51	66	62	34
S.P.	1	5	6	1	2	1	1	-
C.T.	-	5	-	-	-	4	-	-
C.P.	-	1	-	-	-	-	-	-

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
EDUCATIONAL-INSTRUCTIONAL: 1950-19601950-1951

	B	Beth	E	H ^a	N	North	W	Cty
Ph.D.	-	1	3		-	1	-	2
M.A.	11	95	51		9	11	12	30
Bacc.	28	151	91		38	35	36	111
2-3 yr. Coll.	10	133	57		11	16	17	183
S.S.Grad	-	4	12		2	-	-	-
A.O.	-	1	-		-	-	-	-

1952-1953^b

	B	Beth	E	H	N	North	W	Cty
Ph.D.	-	1	3	-	-	1	-	2
M.A.	12	112	64	11	14	15	14	19
Bacc.	30	158	80	17	36	43	46	81
2-3 yr. Coll.	10	124	64	10	11	20	17	156
S.S.Grad	-	1	10	-	2	-	-	2
A.O.	-	-	-	-	-	-	-	11

1954-1955^c

	B	Beth	E	H	N	North	W	Cty
Ph.D.	1	2	2	-	1	1	-	1
M.A.	15	113	76	12	17	16	17	20
Bacc.	30	182	87	30	36	52	53	88
2-3 yr. Coll.	10	130	70	24	10	19	18	147
S.S.Grad	1	-	-	-	2	-	-	2
A.O.	-	1	8	-	-	-	-	12

^aHellertown is included in the County report for this year.

^bOmitted the year 1951-1952 as only three superintendents filled out this section of the State form.

^cOmitted the year 1953-1954 as only three superintendents filled out this section of the State form.

1955-1956

	B	Beth	E ^a	H	N ^a	North	W	Cty
Ph.D.	2	3	-	-	-	1	-	1
M.A.	17	127	12	-	-	17	23	15
Bacc.	32	190	31	-	-	50	61	99
2-3 yr. Coll.	9	131	25	-	-	19	33	147
S.S. Grad	1	-	-	-	-	-	-	1
A.O.	-	-	2	-	-	-	-	-

1957-1958^b

	B	Beth	E	H	N	North	W	Cty
Ph.D.	2	2	2	-	-	1	-	2
M.A.	18	147	83	14	39	23	28	19
Bacc.	33	233	98	33	30	45	62	139
2-3 yr. Coll.	9	122	70	30	8	18	21	169
S.S. Grad	1	-	6	-	-	-	-	-
A.O.	-	-	-	-	1	-	-	-

1958-1959^c1959-1960

	B	Beth	E	H	N	North	W	Cty
Ph.D.	2	3	2	-	-	1	-	-
M.A.	20	167	77	15	31	18	34	14
Bacc.	50	138	49	61	62	67	62	25
2-3 yr. Coll.	19	113	63	30	27	14	30	16
S.S. Grad	1	-	4	-	-	-	-	-
A.O.	-	-	-	-	1	-	-	-

^aEaston and Nazareth did not fill out this section.

^bOmitted the year 1956-1957 as only three superintendents filled out this section of the State form.

^cThis category was not included in the State form for this year.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
CERTIFICATION: 1950-1960^a1951-1952

	B	Beth	E	H ^b	N	North	W	Cty
College P.	38	239	144		48	53	49	116
Normal C.	10	91	47		9	13	15	116
Standard	1	44	26		4	5	4	57
Emergency	-	13	3		-	-	-	21

1953-1954

	B	Beth	E	H	N	North	W	Cty
College P.	43	257	155	37	51	61	64	100
Normal C.	5	105	47	23	9	14	11	95
Standard	4	44	24	4	2	6	7	61
Partial	-	1	-	-	-	-	-	-
Emergency	-	1	2	1	1	1	-	11

1954-1955

	B	Beth	E	H	N	North	W	Cty
College P.	44	288	160	39	54	69	65	109
Normal C.	7	104	50	23	8	13	15	92
Standard	4	35	27	6	4	5	6	48
Partial	-	-	-	-	-	-	-	3
Emergency	2	1	6	-	-	1	2	6

1955-1956^c

	B	Beth	E	H	N	North	W	Cty
College P.	51	314	163	41	60	68	81	115
Normal C.	7	103	50	18	-	12	27	83
Standard	3	28	25	10	10	6	7	51
Partial	-	5	-	-	-	-	-	5
Emergency	-	1	7	1	-	1	2	9

^aThe years 1950-1951, 1952-1953, and 1956-1957 were omitted as only three superintendents filled out this section of the State form.

^bHellertown was included in the County report for this year.

^cThe State Education Department issued a new form for the years 1957-1958, 1958-1959, and 1959-1960, which omitted the section on certification.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
YEARS OF SERVICE: 1950-19601950-1951

Years	B	Beth	E	H ^a	N	North	W	Cty
0 - 1	1	17	4	-	-	-	-	-
1 - 1.9	3	13	4	3	1	4	15	
2 - 2.9	3	13	5	4	-	7	23	
3 - 4.9	1	26	13	5	2	6	13	
5 - 9.9	6	45	19	11	11	12	39	
10 - 14.9	7	38	29	10	10	4	43	
15 - 19.9	7	52	22	8	15	14	59	
20 - 24.9	10	70	38	10	10	9	45	
25 - 29.9	4	52	27	5	4	3	40	
30 or more	7	59	53	4	10	6	49	

1952-1953^b

Years	B	Beth	E	H	N	North	W	Cty
0 - 1	-	-	3	-	-	-	11	-
1 - 1.9	5	19	4	1	1	6	1	16
2 - 2.9	3	13	5	3	-	1	7	4
3 - 4.9	4	43	12	2	7	2	9	14
5 - 9.9	5	50	23	8	14	15	13	31
10 - 14.9	7	47	30	8	10	10	7	44
15 - 19.9	8	41	28	8	10	13	10	37
20 - 24.9	5	64	27	4	7	13	8	37
25 - 29.9	5	63	27	2	7	3	6	32
30 or more	10	56	63	3	7	12	5	56

^aHellertown was included with the County Report for this year.

^bOmitted the year 1951-1952 as only two superintendents filled out this section of the report.

1954-1955^a

Years	B	Beth	E	H	N	North	W	Cty
0 - 1	1	1	1	-	-	-	-	1
1 - 1.9	3	22	10	2	-	10	5	27
2 - 2.9	1	23	5	1	2	3	3	16
3 - 4.9	8	29	8	8	5	3	14	17
5 - 9.9	8	76	32	9	14	10	17	34
10 - 14.9	6	49	31	15	5	10	11	46
15 - 19.9	8	46	26	9	11	16	5	41
20 - 24.9	4	43	29	9	12	13	18	35
25 - 29.9	8	63	38	7	6	8	7	23
30 or more	10	75	63	8	11	15	8	30

1957-1958^b

Years	B	Beth	E	H	N	North	W	Cty
0 - 1	1	-	4	-	-	-	-	-
1 - 1.9	1	61	16	7	-	7	5	3
2 - 2.9	1	31	9	3	3	4	7	30
3 - 4.9	8	39	13	5	5	7	16	26
5 - 9.9	12	66	36	11	19	9	34	31
10 - 14.9	6	65	32	15	14	12	14	54
15 - 19.9	8	51	31	12	6	10	11	40
20 - 24.9	7	39	29	6	12	13	8	37
25 - 29.9	8	52	29	7	9	13	6	31
30 - 34.9	4	63	29	7	6	3	8	27
35 or more	7	37	31	4	4	9	2	20

1959-1960^c

Years	B	Beth	E	H	N	North	W	Cty
0 - 1	1	2	4	-	4	-	3	-
1 - 1.9	1	53	18	7	8	11	6	12
2 - 2.9	4	41	21	13	5	7	10	11
3 - 4.9	5	64	17	10	6	11	10	10
5 - 9.9	17	87	30	11	15	10	31	25
10 - 14.9	11	70	30	9	23	10	25	26
15 - 19.9	11	45	32	18	12	9	18	23
20 - 24.9	10	43	30	7	15	13	7	11
25 - 29.9	6	44	26	9	13	9	11	18
30 - 34.9	17	56	35	4	9	6	5	9
35 or more	9	53	41	6	10	9	5	20

^aOmitted the year 1953-1954 as only half of the superintendents reported on this section of the form.

^bOmitted the years 1955-1956 and 1956-1957 as only half of the superintendents reported in the first year and only three for the latter.

^cThere was a change in the State form for the year 1958-1959 and the section on Years of Service was omitted.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS

SALARIES: 1950-1960

1951-1952^a

	B	Beth	E	N	North	W	Cty
Under 2000	-	-	-	-	-	-	1Svr 2N, 2E
Under 2400	-	1K, 2E	-	-	-	-	1N, 2E, 1K
2400-2499	-	1N, 5E, 6S	-	-	1S	1K, 2S	2Svr, 3N, 6E, 1K, 1S
2500-2599	-	1E	-	-	4S	1S	5E, 1EP
2600-2699	1N, 3S	1Sp.T, 2E, 1DH, 2K, 6S	1E, 2S, 1C	3S	1S	2E, 3S	3N, 10E, 1S
2700-2799	1S	1N, 6E, 1S	-	-	-	1N	16E
2800-2899	1E	1N, 13E, 2K, 7S	1E, 2S	1N, 2S	-	1E, 3S	1N, 9E, 1K, 1S
2900-2999	1E	5E, 3S	1C	2E, 1S	1K	1K, 2S	1N, 91E, 2K
3000-3099	1E, 3S	1Sp.T, 3E, 2S	7E, 1K, 4S, 1C	2E, 4S	1HSV, 1S	-	23E, 1K, 4S
3100-3199	2S	1Sp.T, 1E, 1K, 3S	1E, 1C	1S	-	4E, 1S	1Svr, 6S, 44E, 1EP
3200-3299	-	9E, 6S	1Svr, 8E, 1Sp.T, 6S	2K, 4S	4E, 3S	1E, 1S	1Svr, 1N, 7E, 3S
3300-3399	3S	3E, 1K, 1S	2E, 1K, 1S, 1C	2E, 2S	2S	2E, 2S	1N, 2E, 2EP, 5S
3400-3499	1S	11E, 4S	1E, 2S	3S	1K, 2S	2E, 2S	2E, 1EP, 3S
3500-3599	4E, 4S	2E, 7S	2N, 8E, 1K, 3S, 1C	1E, 4S	3E, 3S, 1C	2E, 1K, 4S	1Svr, 1E, 1EP, 3S
3600-3699	1EP, 2S, 1Sp.T	1Sp.T, 4E, 1S	3E, 1K, 1S	3E	10E, 5S	2E	3E, 4EP, 5S
3700-3799	1EP, 4E, 4S	4E, 6S	1Sp.T, 2E, 1C	2E	1N, 9S, 1C	1S	1EP, 2S
3800-3899	1EP	1Sp.T, 2N, 69E, 7K, 2S	1Sp.T, 1N, 1K, 2S	2E, 2S	1Svr, 4S, 2EP, 1C	5E, 1EP	2EP, 2S
3900-3999	7S	1N, 3S	1E, 1S	1S	2S	3EP, 4S	1EP, 2S
4000-4249	1S	4Sp.T, 7E, 1HSV, 69S	5Sp.T, 1K, 24E, 8C, 43S	7S	2S, 1EP	6S	1EP, 1SP
4250-4499	-	2Svr, 4E, 1Sp.T, 1K, 53S	2Svr, 2E, 7EP, 4C, 30S	3S	1S	4S	1SP
4500-4749	-	1Psy, 1EP, 1S	1Psy, 3EP, 2S	4S	-	1S	1Svr
4750-4799	1SP	4Svr, 1S	-	1SP	-	-	-

1951-1952 Continued

	B	Beth	E	N	North	W	Cty
5000-5499	-	5EP, 1S, 1SP	1S	1SP	1SP	-	-
5500-5999	-	3SP	1SVR	-	-	-	2Svr
6000-6499	-	-	1S, 4SP, 1CP	-	-	-	1A.Spt
6500-6999	-	1SP	-	-	-	1SP	-
7000-7999	-	1Svr	1SP	-	-	-	1Svr, 1Spt
8000-8999	1Spt	-	-	1Spt	1Spt	1Spt	-
9000-9999	-	1Spt	1Spt	-	-	-	-

1953-1954^b

	B	Beth	E	H ^c	N	North	W	Cty
Under 2000	-	-	-	-	-	-	-	3N
2000- 2199	-	-	-	-	-	-	-	1E
2200- 2399	-	-	-	-	-	-	-	3E
2400- 2599	-	2E, 3S	-	1E	-	-	1N	2N, 4E, 1K, 1S
2600- 2799	1E	13E, 1K, 1DH, 1S 10S	1N, 3E, 1S	-	4S	-	-	3N, 5E, 2K, 1S
2800- 2999	3E, 3S	3N, 9E, 6S 1C	1E, 1S, 1C	7E	1S	-	1E, 7S	8E, 2K, 1EP
3000- 3199	1N, 2E, 3S	1Sp.T, 1DH, 1K, 13E, 10S	3E, 1S	6E, 1S	1E, 3S	7S, 1C, 1E	3E, 5S	3N, 10E, 2S
3200- 3399	1E, 1S	14E, 3K, 11S 2S, 1C	1Sp.T, 3E, 1K, 2S, 1C	1N, 2E, 2K	1N, 1E, 5S	2S	1N, 4E, 7S	14E, 3S, 1EP
3400- 3599	1E, 3S	1N, 9E, 5S	5E, 1K, 5S, 2C	15E, 5S	1E, 4S	1K, 1S 1C	3E, 1K, 3S	1N, 11E, 4S
3600- 3799	5S	1Sp.T, 10E, 10S	1Svr, 2K, 2Sp.T, 14E, 9S	3E, 4S	4E, 2K, 7S	2E, 1N	2E, 1K, 1EP, 3S	1Svr, 4S, 79E, 2EP
3800- 3999	3E, 3S	11E, 2K, 7S	1N, 11E, 1K, 4S, 1C	3S	2E, 6S	2E, 1K, 6S	4E, 1K, 3S	1Svr, 3S, 26E, 3EP
4000- 4199	4E, 1K, 6S	2Sp.T, 1N, 67E, 6K, 9S	1Sp.T, 1N, 3E, 3S, 1C, 1EP	-	3E, 1S	13E, 5S	7E, 4S	36E, 5S, 1EP

^aOmitted the year 1950-1951 as only three superintendents filled out this section of the State form.

1953-1954 Continued

	B	Beth	E	H	N	North	W	Cty
4200-	1G, 1E,	1Sp.T,	1Sp.T,	1G, 1E,	2E, 2S	1N, 14S,	1E, 2S,	6E, 2EP,
4399	6S	5E, 1K, 5S	1N, 1E, 1K, 5S	2S		1C	2EP	1S
4400-	-	3Sp.T,	4Sp.T,	1E	7S	1EP, 5S	6S	1E, 1EP,
4599		1HSV, 7E, 1EP, 54S	22E, 1K, 38S, 9C					1SP
4600-	-	1Sp.T,	2E, 4C,	1S	3S	1EP, 2S	6S	1EP
4799		1G, 5S	30S					
4800-	1S	1Sp.T,	2S	-	4S	1A.Spt,	1S	1EP
4999		2Svr, 3E, 1K, 54S				1EP, 1G		
5000-	1SP	4Svr, 1G,	1Psy,	1SP	1SP	-	-	-
5499		1Psy, 1S, 1EP	2S, 2Svr, 1EP					
5500-	-	1EP, 3SP	1Svr	1Svr	1SP	-	1SP	1Psy
5999								
6000-	-	-	3SP, 1CP	-	-	1SP	-	1A.Spt
6499								
6500-	-	1EP, 3SP	1SP	-	-	-	-	1Svr
6999								
7000-	-	1SP	-	1Svr	-	-	-	1Svr,
7499								1Spt
7500-	-	1Svr	-	-	-	-	-	-
7999								
8000-	1Spt	-	-	-	-	1Spt	-	-
8499								
8500-	-	-	-	-	1Spt	-	1Spt	-
8999								
9000-	-	-	1Spt	-	-	-	-	-
9499								
11,000	-	1Spt	-	-	-	-	-	-
11,499								

^bOmitted the year 1952-1943 as only two superintendents filled out this section of the State form.

^cHellertown was included with the County until 1952-1953.

1955-1956^a

	B	Beth	E	H	N	North	W	Cty
2400- 2599	-	-	-	-	-	-	-	1Sp.T, 1N, 3E
2600- 2799	-	-	-	-	-	-	1K	2Sp.T, 2N, 5E
2800- 2999	-	-	-	2E, 2S	-	-	-	1Svr, 3N, 3E
3000- 3100	5E, 2S	1Sp.T, 20E, 1K, 20S	9E, 4S, 1C	1E, 1S	1S	2E, 3S	3N, 1E	2N, 21E
3200- 3399	1E, 4S	10E, 11S	1DH, 5E, 1K, 7S	1Sp.T, 1N, 3E, 1S	1K	6S	1E	1N, 11E, 1K, 2S
3400- 3599	1N, 3E, 1K, 2S	1Sp.T, 3N, 17E, 1K, 13S	1N, 6E, 3S	8E	1E, 5S	5S	1N, 3E, 1K, 5S	1N, 3E, 1K, 1S
3600- 3799	2E, 2S	1Sp.T, 1SL, 1DH, 12E, 7S	1N, 5E, 1K, 2S 2C	5E, 1S	1N, 5S	1Svr, 1E, 6S, 1C	1Psy, 7E, 2EP, 8S	2Svr, 1N, 54E, 2K
3800- 3999	3E, 2S	1Sp.T, 18E, 1K, 14S	6E, 1K, 1EP, 4S, 1C	1N, 2E, 2K, 2S	1SL, 3E, 4S	2S	3E, 9S	1Svr, 1SL, 1Sp.T, 33E, 3S
4000- 4199	1E, 1S	1N, 12E, 3K, 6S	1Sp.T, 1SL, 12E, 2K, 8S, 1C	1SL, 3S, 15E	1K, 6S	-	12E, 3K, 7S	1Svr, 1SG, 1Sp.T, 22E, 1K, 1EP, 3S
4200- 4399	1E, 3S	1Sp.T, 4E, 1K, 14S	1Sp.T, 1SL, 1N, 12E, 1K, 6S	3E, 3S	1SG, 7E, 5S	1N, 1E, 2S	1Sp.T, 11E, 5S, 1EP	1Sp.T, 7E, 6S, 1EP
4400- 4599	2S	1N, 59E, 9K, 14S	1Sp.T, 1N, 2E, 4S, 1C	3S	1E, 3S	3E, 1K, 5S	1SL, 2E, 4S	1Svr, 1N, 4E, 3S, 4EP
4600- 4799	1SL, 5S	1Sp.T, 7E, 1K, 6S	1Sp.T, 1E, 1K, 1EP, 3S	1S	3E, 7S	1N, 5E, 1EP, 5S, 1C	1SG, 1E, 1EP, 1S	2EP, 1S
4800- 4999	4E, 1K, 2S	4Sp.T, 3SL, 10E, 43S	3Sp.T, 1Svr, 1K, 18E, 8C, 29S	1SG, 1E, 1S	1S	1SL, 5S	4S	1Svr, 2E, 1EP, 2S
5000- 5249	1CG, 1E, 4S	1HSV, 1N, 1EP, 12S	1E, 2EP, 31S, 4C, 1SP	1EP, 1S	1SG, 9S	5E, 12S	1HSV, 10S	1E, 1SP
5250- 5499	1Svr, 2S	1Svr, 3E, 1SL, 1K, 2Sp.T, 50S	2Svr, 3EP	-	-	3EP, 3S	1Svr	1E

1955-1956 Continued

	B	Beth	E	H	N	North	W	Cty
5500- 5749	IS	1Svr, 1Psy, 2SG	1Svr, 1Psy, 4EP, 2S	-	-	1A.Spt, 1SG	-	-
5750- 5999	-	1SG, 1EP	-	-	1SP	-	-	-
6000- 6499	-	4Svr, 3EP	1Svr, 2SP, 1CP	1SP	-	-	1SP	-
6500- 6999	1SP	1A.Ad., 3SP, 1CP	-	1Svr	1SP	1SP	-	-
7000- 7499	-	1CP, 1EP, 2SP	1SP	-	-	-	-	1Svr
7500- 7999	-	1A.Spt	-	-	-	-	-	-
8000- 8499	-	1Sp	-	1Spt	-	-	-	-
8500- 8999	1Spt	-	-	-	-	1Spt	-	1A.Spt 1Svr
9000- 9499	-	-	-	-	1Spt	-	1Spt	-
10000- 10499	-	-	-	-	-	-	-	1Spt
11000- 11499	-	-	1Spt	-	-	-	-	-
11500- 11999	-	1Spt	-	-	-	-	-	-

1956-1957^b1957-1958^c

^aOmitted the year 1954-1955 as only three superintendents filled out this section of the State form.

^bOmitted this year as only one superintendent filled out this section of the State form.

^cThere was a new State form for this year and no section for salaries.

1958-1959

	B	Beth	E	H ^a	N	North	W	Cty
Under 3350	-	-	-		-	1K	-	4E
3350- 3449	1S	-	-		-	-	-	3Sp.T, 3E
3450- 3549	1E,1S	-	-		-	-	-	3Sp.T, 6E
3550- 3649	1E	-	-		-	-	-	4Sp.T, 5E
3650- 3749	-	-	-		-	-	-	9E
3750- 3849	2S	-	1N,10E, 1K,7S, 1C		-	-	1E	5Sp.T, 1N,10E, 1K
3850- 3949	1E	-	2E,1K, 1S		1E	-	1E	4Sp.T, 9E,1K, 1S
3950- 4049	2E	16E,2K, 13S	11E,1K, 6S,1C		1S	1E,11S	1N	7Sp.T, 1N,8E, 1S
4050- 4149	3E,1S	2N,2DH, 13E,15S, 1C	1E,3S, 1C		3S	1N,1E, 1S	1N,5E, 1K,2S	4Sp.T, 1SL,1N, 7E,4S
4150- 4249	2E,2S	9E,1K, 10S	2E,1S		3S	3S	1Sp.T, 2E,8S	1Sp.T, 1HSV,1N, 9E,1K, 1S
4250- 4349	2E,2S	6E,7S	1DH,2E, 4S,1C		-	-	1E,5S	1Sp.T, 1N,15E
4350- 4449	3E,1S	15E, 1K,8S	1E,2S		-	-	3S	2Sp.T, 2N,16E, 2K,3S
4450- 4549	1E,1S	1Sp.T, 9E,4S	5E,4S, 1C		1SL	4S	2K,1S	1Sp.T, 2N,18E
4540- 4649	1E,2S	1N,3E, 2K,7S	1N,4E, 2K,3S		2E,1K, 1S	1S	2S	1Sp.T, 1N,21E, 1K,1S
4650- 4749	2N	1E,10S	2E,1K, 3S,1C		1S	2S	3E,3S	1Svr, 1Spt., 1N,15E, 3S
4750- 4849	2E,1S	1HSV,1K, 12E,11S, 1C	1SG,1N, 2E,2S, 1C		1E,2S	1S,1C	2E	1Svr, 1Sp.T, 1N,10E, 1K
4850- 4949	2E,1K	1SL,2N, 13E,8S	1Sp.T, 2E,1K, 5S,2C		4S	1Svr,1S	1Sp.T, 2E,3S	1Svr, 1Sp.T, 1SG,2K, 12E

1958-1959 Continued^b

	B	Beth	E	H	N	North	W	Cty
4950- 5049	6E, 1S	8E, 3K, 7S	2E, 1S 1C		1HSV, 1N	1E, 1S	1N, 7E, 5S	1Sp.T, 9E, 1S, 1EP
5050- 5349	7E, 4S	1N, 9E, 1K, 21S, 1C	1Sp.T, 10E, 6S, 1C		1SL, 6E, 1K, 9S	4S	19E, 2K, 7S	1Psy, 1Sp.T, 7E, 4S
5350- 5649	2E, 3S	1N, 62E, 7K, 1EP, 14S	1Sp.T, 1SL, 1N, 1SG, 2K, 11E, 9S, 1EP		2E, 7S	5E, 1S, 1C	1SL, 6E, 7S	2Sp.T, 1E, 5S, 1EP
5650- 5949	1CL, 2E, 1K, 4S	11E, 2K, 1EP, 18S	3Sp.T, 1N, 20E, 2K, 8C, 28S		1SG, 5E, 5S	1N, 2E, 4S	1SG, 3E, 6S	1Svr, 2E, 1Psy, 3S, 1EP
5950- 6249	3E, 4S	2SL, 15E, 1K, 37S	1Svr, 3E, 1EP, 3C, 25S		7S	6E, 1K, 17S	8S, 1Sp	1E, 1EP, 1Svr
6250- 6749	1Sp.T, 1SG, 1E, 4S	1Svr, 2SL, 1Sp.T, 2N, 6E, 1EP, 52S	1Svr, 6EP, 3S		1Ad.A, 1SG, 6S, 1EP	1Svr, 1E, 1SL, 6S	-	1Svr
6750- 7249	1Svr, 1S	1Svr, 1Psy, 4SG, 1EP, 2SP, 1CP	1SG, 3EP, 1SP		-	1SG, 1S	1Svr	1Psy, 1SP, 1Svr
7250- 7749	-	2Svr, 1EP	3Svr, 1Psy		-	-	-	1Svr
7750- 8449	1SP	1Ad.A, 1EG, 3EP, 1SP	2SP, 1CP		2SP	-	-	1Psy
8450- 9149	-	1EP, 1SP	1SP		-	1SP	1SP	1Svr 1A.Spt
9150- 9849	-	1A.Spt, 1Svr, 1SP	-		-	-	-	-
9850- 10949	1Spt	-	-		-	-	-	1Svr
10950- 12049	-	-	-		1Spt	1Spt	1Spt	1Spt
12050- 15149	-	1Spt	1Spt		-	-	-	-

^aHellertown's report was missing at Harrisburg for this year.

^bThe 1959-1960 State form had no section for listing salaries.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
TEACHER TURNOVER: 1950-19601950-1951

	New Position Created					Position Discontinued					New Teachers In District					Expe-rienced Total	Inexpe-rienced Total
	E	S	O	O	To-tal	E	S	O	O	To-tal	E	S	O	O	To-tal		
B	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	1
Beth	4	1	-	-	5	2	-	-	-	2	18	10	-	3	31	13	18
E	-	-	-	-	-	-	-	-	-	-	6	3	-	-	9	5	4
N	-	-	-	-	-	-	-	-	-	-	1	3	-	-	4	1	3
North	-	1	-	-	1	-	-	-	-	-	-	1	-	-	1	-	1
W	-	2	-	-	2	-	1	-	-	1	-	8	-	-	8	4	4
Cty	2	-	-	-	2	1	-	-	-	1	18	1	-	-	19	10	9

1951-1952

B	-	-	-	-	-	-	-	-	-	-	1	2	-	-	3	1	2
Beth	6	1	-	-	7	4	2	-	-	6	12	7	-	3	22	10	12
E	-	-	1	-	1	-	-	-	-	-	10	12	1	-	23	16	7
N	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	1	-
North	-	1	-	-	1	-	-	-	-	-	2	6	-	-	8	4	4
W	-	5	-	-	5	2	-	-	-	2	-	8	-	-	8	3	5
Cty	7	-	1	1	9	18	8	-	-	26	15	-	-	-	15	15	-

1952-1953

B	1	2	-	-	3	1	-	-	-	1	3	6	-	-	9	4	5
Beth	16	4	-	-	20	2	-	-	-	2	24	12	-	-	36	18	18
E	-	-	-	-	-	-	-	-	-	-	9	9	-	-	18	15	3
H	3	1	-	-	4	-	-	-	-	-	3	1	-	-	4	1	3
N	-	-	-	-	-	-	-	-	-	-	-	3	-	-	3	2	1
North	-	1	-	1	2	-	-	-	-	-	1	5	-	-	6	4	2
W	1	6	-	-	7	-	-	-	-	-	1	10	-	-	11	3	8
Cty	3	2	1	-	6	2	-	-	-	2	32	5	2	-	39	27	12

1953-1954

	New Position Created				Position Discontinued				New Teachers In District				Expe-rienced	Inexpe-rienced			
	Svr				Svr				Svr								
	E	S	O	O	tal	E	S	O	O	tal	E	S			O	O	tal
B	-	-	-	-	-	-	-	-	-	-	4	3	-	-	7	6	1
Beth	14	8	-	1	23	8	1	-	-	9	23	22	-	1	46	29	17
E	-	-	1	1	2	-	-	-	-	-	4	7	2	1	14	11	3
H	2	1	-	-	3	-	-	-	-	-	3	3	-	-	6	5	1
N	-	-	-	-	-	-	-	-	-	-	2	-	-	-	2	2	-
North	-	3	-	-	3	-	-	1	-	1	-	7	-	-	7	3	4
W	2	3	-	-	5	-	-	-	-	-	4	7	-	-	11	11	-
Cty	4	2	1	-	7	-	1	-	-	1	16	5	-	-	21	19	2

1954-1955

B	-	-	1	-	1	-	-	-	-	-	2	7	1	-	10	6	4
Beth	24	14	-	1	39	15	2	-	-	17	22	8	-	1	31	19	12
E	-	-	-	-	-	-	-	-	-	-	8	7	-	-	15	4	11
H	2	1	-	-	3	-	-	-	-	-	2	1	-	-	3	2	1
N	-	1	-	-	1	-	-	-	-	-	-	7	-	-	7	2	5
North	-	8	-	-	8	-	-	-	-	-	-	12	1	-	13	3	10
W	1	5	-	-	6	-	-	-	-	-	1	11	-	-	12	9	3
Cty	3	1	-	-	4	-	-	-	-	-	15	5	-	1	21	21	-

1955-1956

B	-	1	-	-	1	-	-	-	-	-	4	6	-	-	10	8	2
Beth	7	5	3	1	16	2	-	-	-	2	14	29	-	1	44	26	18
E	-	-	1	-	1	-	-	-	-	-	10	5	-	-	15	10	5
H	1	1	-	-	2	-	-	-	-	-	2	-	-	-	2	1	1
N	-	4	-	-	4	-	-	-	-	-	-	7	-	-	7	7	-
North	-	1	-	-	1	1	-	-	-	1	1	5	1	-	7	3	4
W	5	2	-	1	8	-	-	-	-	-	6	6	-	1	13	8	5
Cty	10	1	-	7	18	-	-	-	-	-	20	7	-	6	33	24	9

1956-1957

B	-	-	-	-	-	-	-	-	-	-	4	-	-	4	1	3	
Beth	12	5	-	2	19	-	-	-	-	-	22	20	-	2	44	18	26
E	-	-	-	1	1	-	-	-	-	-	15	9	-	-	24	13	11
H	-	1	-	-	1	-	-	-	-	-	3	4	-	-	7	5	2
N	1	2	-	-	3	-	-	-	-	-	-	5	-	-	5	3	2
North	1	-	-	-	1	-	-	-	-	-	1	6	-	-	7	2	5
W	1	-	-	1	2	-	-	-	-	-	1	5	-	-	6	-	6
Cty	12	3	2	10	27	2	1	-	-	3	19	6	4	17	46	27	19

1957-1958^a

	New Position Created					Position Discontinued					New Teachers In District					Expe-rienced	Inexpe-rienced
	E	S	O	O	To- tal	E	S	O	O	To- tal	E	S	O	O	To- tal		
B	-	-	-	-	-	-	-	-	-	-	1	6	-	-	7	6	1
Beth	42	10	2	4	58	21	-	-	-	21	33	38	-	5	76	38	38
E	-	-	-	2	2	-	-	-	-	-	26	13	-	-	39	23	16
H	4	2	-	-	6	-	-	-	-	-	4	2	-	-	6	3	3
N	1	1	1	-	3	1	-	-	-	1	1	3	1	-	5	3	2
North	-	-	-	-	-	-	-	-	-	-	-	6	-	-	6	-	6
W	1	-	1	-	2	1	-	-	-	1	2	3	-	-	5	1	4
Cty	16	-	3	20	39	-	-	-	-	-	16	7	5	21	49	37	12

^aThis section of the State form was discontinued after this year.

APPENDIX I

SUPERINTENDENTS ANNUAL REPORTS
REASONS WHY STAFF LEFT SERVICE DURING YEAR: 1950-19601950-1951^a

	Retire- ment	Econom- ic Con- dition	Attend Higher Learn- ing	Mar- riage	Person not Suited to T'g	Pupil T Ratio Too Low	Death	Illness	Other Causes
B	1	-	-	1	-	-	1	-	-
Beth	4	-	-	7	-	-	1	5	8
E	4	-	-	1	-	-	3	-	7
N	1	1	-	-	-	-	-	-	2
Cty	-	-	-	-	-	-	2	-	1

1951-1952

B	-	2	-	1	-	-	-	-	-
Beth	9	-	-	4	-	2	-	-	5
E	3	-	-	-	-	-	-	-	5
N	DID NOT FILL OUT								
North	-	-	-	1	-	-	-	-	-
W	-	-	-	2	-	-	-	-	1
Cty	2	-	-	-	-	-	-	-	24

1952-1953

B	3	1	-	-	-	-	-	-	1
Beth	6	-	-	2	-	-	1	1	8
E	3	-	-	1	-	-	-	-	2
N	1	-	-	1	-	-	-	-	-
North	-	-	-	-	-	-	-	-	2
W	1	2	-	3	-	-	-	-	-
Cty	5	-	-	2	-	-	1	1	-

^aNorthampton and Wilson did not fill out this section for this year.

^bSome of the reasons given for Other Causes for leaving were: maternity, promotion in another school district, husband's transfer, to keep house, to teach in home district, to become an administrator, better opportunity at college level, to teach abroad, and left teaching profession.

1953-1954

	Retire- ment	Econom- ic Con- dition	Attend Higher Learn- ing	Mar- riage	Person not Suited to T'g	Pupil T Ratio Too Low	Death	Illness	Other Causes
B	-	1	-	-	1	-	-	-	1
Beth	8	-	1	1	-	-	2	-	22
E	5	-	-	-	-	-	-	-	5
H	DID NOT FILL OUT								
N	-	-	-	-	-	-	-	-	-
North	1	-	-	-	-	-	-	-	-
W	1	-	-	3	-	-	-	-	-
Cty	6	-	-	2	-	-	-	1	-

1954-1955

B	2	1	-	-	-	-	-	-	2
Beth	6	4	1	2	1	-	3	1	13
E	11	-	-	3	-	-	-	-	2
H	-	1	-	-	-	-	-	-	-
N	-	1	-	-	-	-	-	-	2
North	1	-	-	-	-	-	-	-	2
W	1	-	-	2	-	-	-	-	3
Cty	4	2	1	1	1	-	-	2	1

1955-1956

	Re- tire- ment	Eco- nomic Con- di- tion	At- tend High- er Learn- ing	Mar- riage	Per- son not Suit- ed to T'g	Unsat. T'g Con- di- tion	Death	Ill- ness	Mater- nity	Other Causes
B	-	1	-	-	-	-	-	1	-	-
Beth	5	2	-	-	-	-	-	9	11	
E	6	-	-	2	-	-	-	5	6	
H	-	1	-	-	-	-	-	-	-	
N	2	1	-	-	-	2	-	-	-	
North	4	1	-	-	-	-	1	-	1	
W	-	-	-	4	-	-	-	-	1	
Cty	3	2	2	1	-	-	1	2	1	

APPENDIX II

SUMMARY OF THE QUESTIONNAIRE SENT
TO 1400 TEACHERS IN NORTHAMPTON COUNTYFrom 849 Replies Received

Began Teaching	Replies	Married Males and widowers				Single Males				Married Females and widows				Single Females			
		E ^a	S ^b	Ad ^c	To-tal	E	S	Ad	To-tal	E	S	Ad	To-tal	E	S	Ad	To-tal
1920's	192	5	16	17	38	-	-	-	-	95	18	1	114	23	16	1	40
1930's	167	3	38	9	50	-	-	-	-	68	20	-	88	19	9	1	29
1940's	141	-	52	10	62	-	4	-	4	29	29	1	59	6	10	-	16
1950's	289	27	137	9	173	6	5	1	12	45	35	-	80	17	7	-	24
1960's	60	2	22	-	24	2	2	-	4	7	6	-	13	6	13	-	19
Totals	849	37	265	45	347	8	11	1	20 ^d	244	108	2	354	71	55	2	128

TEACHING EXPERIENCE

Decade Entered Teaching

Years of Service	1920's			1930's			1940's			1950's			1960's		
	MM	MF	SF ^e	MM	MF	SF	MM	MF	SF	MM	MF	SF	MM	MF	SF
1-4.9	-	-	-	-	-	-	-	-	-	1	6	-	24	13	19
5-9.9	-	-	1	1	3	-	1	13	-	110	51	16	-	-	-
10-14.9	-	11	-	-	13	-	8	6	-	62	23	8	-	-	-
15-19.9	-	19	-	1	17	-	41	19	4	-	-	-	-	-	-
20-24.9	2	21	-	3	25	1	12	21	12	-	-	-	-	-	-
25-29.9	-	20	1	16	17	13	-	-	-	-	-	-	-	-	-
30-34.9	7	16	4	29	13	15	-	-	-	-	-	-	-	-	-
35-39.9	19	19	21	-	-	-	-	-	-	-	-	-	-	-	-
40 or more	10	5	13	-	-	-	-	-	-	-	-	-	-	-	-

^aE represents elementary.

^bS represents secondary.

^cAd stands for administrator.

^dBecause of the small number of single male replies to the questionnaire, this category will be omitted in the following summaries.

^eMM represents married males and widowers; MF represents married females and widows; and SF represents single female. This will be true for the following summaries unless spelled out.

LEFT TEACHING PROFESSION

Reason	Decade Entering Profession														
	1920's			1930's			1940's			1950's			1960's		
	MM	MF	SF	MM	MF	SF	MM	MF	SF	MM	MF	SF	MM	MF	SF
Marriage	-	63	-	-	33	-	-	15	-	-	6	-	-	-	-
Maternity	-	19	-	-	29	-	-	16	-	-	23	-	-	-	-
Husband's Transfer	-	2	-	-	1	-	-	3	-	-	-	-	-	-	-
Further Study	3	4	3	2	2	-	5	-	1	3	-	1	1	-	-
Employment in non- teaching	7	-	-	3	3	1	2	2	-	12	3	1	-	-	-
Military Service	1	1	2	10	1	-	1	2	-	9	-	-	-	-	-
Ill Health	-	1	2	-	-	-	2	-	-	-	3	1	-	-	-
Dismissal	-	-	2	1	-	-	-	-	-	-	1	-	-	-	-
Other	-	4	1	1	4	-	1	-	-	1	-	1	-	-	-

SOURCES OF OTHER INCOME
A SECOND JOB DURING THE SUMMER

MARRIED MALES AND WIDOWERS

Began Teaching	Total Replies for each decade	Number Working Each Decade				Didn't Work	Didn't Answer	Number of Decades Working				
		1930's	1940's	1950's	1960's			1	2	3	4	
1920's	38	23	50	22	13	3	1	12	7	8		
1930's	50	24	36	34	23	2	3	9	11	14	11	
1940's	62	-	32	54	39	2	1	15	21	23	-	
1950's	173	-	-	114	141	6	5	67	95	-	-	
1960's	24	-	-	-	18	5	1	18	-	-	-	

MARRIED FEMALES AND WIDOWS

1920's	114	6	9	6	6	66	22	20	2	-	-
1930's	88	12	15	9	5	46	16	14	10	1	1
1940's	59	-	12	11	7	31	6	16	4	2	-
1950's	80	-	-	16	17	36	14	24	6	-	-
1960's	13	-	-	-	6	5	2	6	-	-	-

SINGLE FEMALES

1920's	40	8	9	9	4	16	7	9	5	3	-
1930's	29	4	10	8	5	9	3	9	8	-	-
1940's	16	-	5	7	1	4	2	7	2	1	-
1950's	24	-	-	8	5	10	3	9	2	-	-
1960's	19	-	-	-	8	8	3	8	-	-	-

SOURCES OF OTHER INCOME
A SECOND JOB DURING SCHOOL YEAR

MARRIED MALES AND WIDOWERS

Began Teaching	Total Replies for each decade	Number Working Each Decade				Didn't Work	Didn't Answer	Number of Decades			
		1930's	1940's	1950's	1960's			1	2	3	4
1920's	38	8	15	11	7	11	9	8	4	3	4
1930's	50	8	18	20	15	12	8	10	11	7	2
1940's	62	-	13	33	22	12	11	19	10	10	-
1950's	173	-	-	70	87	52	13	60	48	-	-
1960's	24	-	-	-	12	10	2	12	-	-	-

MARRIED FEMALES AND WIDOWS

1920's	114	2	2	2	2	80	27	4	-	-	-
1930's	88	2	7	4	2	58	22	4	2	2	-
1940's	59	-	3	6	6	40	9	6	3	1	-
1950's	80	-	-	4	9	50	20	9	1	-	-
1960's	13	-	-	-	2	10	1	2	-	-	-

SINGLE FEMALES

1920's	40	1	2	1	1	27	10	2	-	1	-
1930's	29	-	3	4	3	17	5	4	2	1	-
1940's	16	-	2	3	-	9	3	3	1	-	-
1950's	24	-	-	2	2	18	2	4	-	-	-
1960's	19	-	-	-	2	13	4	2	-	-	-

SOURCES OF OTHER INCOME
DIVIDENDS, RENTS, INTEREST, ETC.

MARRIED MALES AND WIDOWERS

Began Teaching	Total Replies for each decade	Number Receiving Each Decade					None	Didn't Answer	Number of Decades Receiving			
		1930's	1940's	1950's	1960's	1960's			1	2	3	4
1920's	38	8	10	14	18	18	7	3	6	2	7	
1930's	50	1	5	8	17	22	10	9	4	5	-	
1940's	62	-	5	13	12	34	11	9	4	4	-	
1950's	173	-	-	23	38	105	25	23	20	-	-	
1960's	24	-	-	-	5	15	4	5	-	-	-	

MARRIED FEMALES AND WIDOWS

1920's	114	3	5	20	30	59	21	14	12	2	3
1930's	88	7	10	15	20	40	24	10	5	3	6
1940's	59	-	2	12	23	27	10	10	10	2	-
1950's	80	-	-	10	18	43	19	9	9	-	-
1960's	13	-	-	-	3	9	1	3	-	-	-

SINGLE FEMALES

1920's	40	8	11	14	21	12	6	8	5	5	8
1930's	29	4	5	6	10	11	8	4	1	1	4
1940's	16	-	3	7	9	5	1	4	3	3	-
1950's	24	-	-	2	8	13	3	6	2	-	-
1960's	19	-	-	-	2	15	2	2	-	-	-

AUTOMOBILES

MARRIED MALES AND WIDOWERS

Began Teaching	Total Replies for each decade	Owned An Automobile					None	Didn't Answer	How Many Decades			
		1930's	1940's	1950's	1960's	1			2	3	4	
1920's	38	27	34	37	34	-	-	4	1	6	28	
1930's	50	23	29	39	41	-	2	14	4	9	21	
1940's	62	-	37	56	51	-	1	8	18	35	-	
1950's	173	-	-	123	135	-	2	83	88	-	-	
1960's	24	-	-	-	24	-	-	24	-	-	-	

MARRIED FEMALES AND WIDOWS

1920's	114	33	36	61	69	23	8	32	14	6	25
1930's	88	24	35	60	63	7	5	28	16	14	18
1940's	59	-	15	37	43	3	2	26	15	13	-
1950's	80	-	-	44	60	6	5	34	35	-	-
1960's	13	-	-	-	11	2	-	11	-	-	-

SINGLE FEMALE

1920's	40	17	18	25	20	10	1	9	2	3	13
1930's	29	8	9	15	15	7	4	4	5	3	6
1940's	16	-	4	12	9	1	-	8	4	3	-
1950's	24	-	-	9	18	4	-	13	7	-	-
1960's	19	-	-	-	15	4	-	15	-	-	-

DEBT^a

MARRIED MALES AND WIDOWERS

Began Teaching	Total Replies for each decade	Debt Incurred					Didn't Answer	Amount And Decades								
		1930's	1940's	1950's	1960's	none		1930's b c d e	1940's	1950's	1960's					
1920's	38	6	7	8	13	21	1	3	1	2	4	1	2	3	4	5
1930's	50	11	14	17	24	15	6	8	1	1	1	1	1	2	3	4
1940's	62	-	11	22	39	11	6	-	-	-	7	3	1	13	6	3
1950's	173	-	-	59	121	25	14	-	-	-	-	-	-	22	24	8
1960's	24	-	-	-	20	4	-	-	-	-	-	-	-	-	-	7

MARRIED FEMALES AND WIDOWS

1920's	114	5	6	8	22	67	12	4	1	-	3	1	2	2	2	13	4	2	3
1930's	88	7	10	13	25	41	12	6	1	-	7	2	1	4	6	1	2	11	8
1940's	59	-	2	10	23	22	4	-	-	-	2	-	-	7	3	-	15	4	3
1950's	80	-	-	18	42	26	10	-	-	-	-	-	-	7	8	2	1	22	12
1960's	13	-	-	-	8	3	2	-	-	-	-	-	-	-	-	-	3	4	1

SINGLE FEMALES

1920's	40	1	1	3	3	32	2	1	-	-	1	-	-	1	1	1	2	-	-
1930's	29	-	-	3	2	20	4	-	-	-	-	-	-	3	-	-	2	-	-
1940's	16	-	-	-	-	13	3	-	-	-	-	-	-	-	-	-	-	-	-
1950's	24	-	-	1	6	16	1	-	-	-	-	-	-	-	-	-	1	2	2
1960's	19	-	-	-	11	8	-	-	-	-	-	-	-	-	-	-	5	3	1

^a Over and above mortgage on home.

^c Less than \$2000.

^b Less than \$1000.

^d Less than \$3000.

^e \$3000 or more.

MARKET VALUE OF PROPERTY

MARRIED MALES AND WIDOWERS

Began Teaching	Total Replies for each decade	Less \$5000	Property Owned						25,000 to 34,999	35,000 or more	Didn't Answer
			5000-9999	10,000 to 14,999	15,000 to 19,999	20,000 to 24,999	25,000 to 34,999	35,000 or more			
1920's	38	-	4	14	7	6	3	1	1		
1930's	50	-	6	15	12	7	3	-	1		
1940's	62	-	2	13	12	13	12	-	-		
1950's	173	2 ^a	18	47	50	16	2	-	-		
1960's	24	-	3	5	5	1	-	-	-	5	

MARRIED FEMALES AND WIDOWS

1920's	114	1	14	32	18	13	7	2	2	4
1930's	88	-	8	18	17	15	13	7	7	3
1940's	59	-	9	11	15	7	5	1	1	-
1950's	80	1	10	20	12	11	5	-	-	3
1960's	13	1	2	3	-	-	-	-	-	-

SINGLE FEMALES

1920's	40	1	5	7	4	1	2	-	-	4
1930's	29	-	5	3	3	3	-	1	1	2
1940's	16	-	1	3	1	1	1	-	-	-
1950's	24	-	3	-	2	-	-	-	-	-
1960's	19	-	-	1	-	-	-	-	-	-

^aOne of these was a mobile-home - a trailer in other words.

LIVING ARRANGEMENTS

Living	1920's			1930's			1940's			1950's			1960's		
	MM	MF	SF	MM	MF	SF	MM	MF	SF	MM	MF	SF	MM	MF	SF
With spouse															
Renting	3	10	-	4	7	-	5	5	-	28	14	-	11	10	-
With spouse															
owning or															
buying	30	67	-	44	73	-	50	43	-	130	45	-	11	3	-
Individual															
Rooming	-	-	2	-	-	-	-	-	-	2	-	1	-	-	3
Individual															
Renting	1	5	11	1	-	4	2	2	3	1	4	6	1	-	2
Individual															
Owning	4	18	12	-	6	9	1	3	1	6	10	1	1	-	-
Sharing															
Ownership															
with other															
than spouse	-	4	8	-	1	4	-	1	1	-	-	1	-	-	-
With Parents															
and paying	-	3	7	1	1	7	1	1	8	4	8	10	-	-	13
With Parents															
and not															
paying	-	-	-	-	-	3	-	1	1	1	-	2	-	-	1
Other	1	5 ^a	-	-	-	-	-	3	2	1	4	1	-	-	-
Did not Answer	-	-	-	-	-	2	3	-	-	-	1	2	-	-	-

^aTwo of the married women teachers who listed other for living arrangements said they lived in parsonages with their minister husbands.

AGE

Began Teaching	Total Replies for each decade	21-25		26-30		31-35		36-40		41-45		46-55		56-65		66 & over		Didn't Answer				
		MM	SF	MM	SF	MM	SF	MM	SF	MM	SF	MM	SF	MM	SF	MM	SF					
		1920's	1930's	1940's	1950's	1960's	1920's	1930's	1940's	1950's	1960's	1920's	1930's	1940's	1950's	1960's	1920's		1930's	1940's	1950's	1960's
	192	-	-	-	-	-	-	-	-	-	-	3	23	5	33	88	33	2	1	2	-	-
	167	-	-	-	-	-	-	-	-	-	2	31	82	23	19	3	3	-	-	-	-	-
	141	-	-	-	-	1	-	11	12	4	28	21	9	19	24	2	3	1	1	-	-	-
	289	1	1	46	15	12	60	18	9	42	9	1	22	10	-	4	20	1	2	7	-	-
	60	3	7	17	58	2	2	5	-	-	2	-	1	-	-	-	-	-	-	-	-	-

YOUR FATHER'S OCCUPATION

Began Teaching	Total Replies for each decade	Farmer		Unskilled Worker		Skilled or Semiskilled Worker		Clerical or Sales Worker		Managerial or Self-employed		Professional or Semi-Professional		Didn't Answer								
		MM	SF	MM	SF	MM	SF	MM	SF	MM	SF	MM	SF									
		1920's	1930's	1940's	1950's	1960's	1920's	1930's	1940's	1950's	1960's	1920's	1930's		1940's	1950's	1960's					
	192	7	2	11	1	6	-	13	20	16	2	10	4	11	36	11	3	24	6	-	2	1
	167	2	4	1	2	4	-	24	29	12	7	8	1	9	30	8	6	12	5	-	1	2
	141	2	2	1	3	2	2	42	12	3	3	7	3	6	25	3	5	10	4	1	1	-
	289	1	4	3	16	1	-	96	15	8	15	9	3	26	33	6	17	18	4	2	-	-
	60	1	1	2	2	1	-	14	3	6	2	-	6	4	5	2	2	3	3	-	-	-

IS YOUR HUSBAND OR WIFE EMPLOYED

Began Teaching	Yes, Full Employment		Yes, Part-time		No, but draws Retirement		No ^c	
	MM ^a	MF ^b	MM	MF	MM	MF	MM	MF
1920's	19	64	4	5	-	9	13	7
1930's	22	71	5	6	2	4	20	3
1940's	23	47	5	-	-	3	31	-
1950's	38	62	15	1	1 ^d	-	115	1
1960's	5	11	4	2	-	-	15	-

^aThe widowers are not included. 340 married males and 7 widowers answered the questionnaire.

^bThe widows are not included. 297 married females and 57 widows answered the questionnaire.

^cFour (two male and two female) married people failed to answer this particular question.

^dThis wife drew disability not retirement.

PROFESSIONAL ORGANIZATIONS

MARRIED MALES AND WIDOWERS

Began Teaching	Total Replies for each decade	1930's			1940's			1950's			1960's		
		NEA ^a	PSEA ^b	Local ^c	NEA	PSEA	Local	NEA	PSEA	Local	NEA	PSEA	Local
1920's	38	31	34	33	37	37	37	37	38	38	36	37	37
1930's	50	25	38	36	34	45	44	36	46	46	39	50	50
1940's	62	-	-	-	32	39	41	46	54	56	46	54	56
1950's	173	-	-	-	-	-	-	95	128	131	127	164	164
1960's	24	-	-	-	-	-	-	-	-	-	17	17	22

MARRIED FEMALES AND WIDOWS

1920's	114	46	51	51	61	65	63	91	100	98	98	106	108
1930's	88	39	50	45	41	51	48	63	72	73	78	82	83
1940's	59	-	-	-	33	39	38	37	50	51	49	57	58
1950's	80	-	-	-	-	-	-	54	62	62	65	74	78
1960's	13	-	-	-	-	-	-	-	-	-	7	10	10

SINGLE FEMALES

1920's	40	30	35	36	31	35	33	35	36	36	37	39	39
1930's	29	25	27	24	27	28	26	28	28	27	28	29	29
1940's	16	-	-	-	14	15	16	13	15	16	13	15	16
1950's	24	-	-	-	-	-	-	20	22	20	23	24	24
1960's	19	-	-	-	-	-	-	-	-	-	15	18	18

^a National Education Association.

^b Pennsylvania State Education Association.

^c Local Teachers' Association.

YOUR COMMUNITY

Began Teaching	Living in Community Where Born		Came Here As Adult But Belong		Been Here Some Time But Not Identified		Been Here Too Short a Time to Identify		Didn't Answer				
	MM	SF	MM	SF	MM	SF	MM	SF	MM	SF			
1920's	19	48	27	18	59	11	3	1	1	2	-	2	1
1930's	26	40	22	23	39	5	5	-	-	4	-	-	2
1940's	28	20	11	29	32	4	4	-	2	3	-	-	1
1950's	88	36	15	54	34	8	2	-	17	6	-	4	2
1960's	10	6	12	9	3	2	2	1	2	2	3	1	1

Began Teaching	Is The School Building Where You Teach Located In Your Community		No	
	MM	SF	MM	SF
1920's	30	77	8	37
1930's	39	59	24	11
1940's	39	39	11	23
1950's	101	50	16	72
1960's	8	9	8	16

Degree of Acceptance

Began Teaching	Accepted		Partly Accepted		Ignored		Didn't Answer	
	MM	SF	MM	SF	MM	SF	MM	SF
1920's	36	107	37	2	2	-	-	2
1930's	46	75	27	3	11	-	-	1
1940's	51	93	14	9	3	2	2	2
1950's	131	66	19	35	11	2	2	5
1960's	21	11	16	3	1	3	-	1

ECONOMIC AND SOCIAL STATUS

Began Teaching	Has Your Economic Status Improved						If the Answer Was Yes Was the Improvement Gradual or in Some Particular Decade						Didn't Answer			
	Yes		No		Didn't Answer		Gradual		Decade ^a		Gradual		Didn't Answer			
	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF		
1920's	37	107 36	1	4	1	-	3	3	11	41	14	25	62	22	1	4
1930's	47	81 26	2	5	1	1	2	2	21	23	16	26	51	8	-	7
1940's	50	56 16	10	1	-	2	2	-	15	22	6	34	30	8	1	4
1950's	146	67 19	13	2	1	14	11	4	47	25	8	94	34	6	5	8

Began Teaching	Has Your Social Status Improved						If the Answer was Yes Was the Improvement Gradual or in Some Particular Decade						Didn't Answer			
	Yes		No		Didn't Answer		Gradual		Decade ^c		Gradual		Didn't Answer			
	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF	MM	MF SF		
1920's	31	84 26	7	20	9	-	10	2	18	55	17	13	24	8	-	5
1930's	30	56 19	15	26	5	5	6	3	20	31	15	10	19	3	-	6
1940's	34	34 7	25	32	7	3	6	2	17	25	4	17	8	3	-	1
1950's	87	41 9	65	18	6	20	20	9	45	23	7	40	16	1	2	2
1960's	16	5 6	1	-	2	7	8	11	7	3	5	6	1	1	3	1

^aAll who answered decade said the 1950 decade.

^bSix teachers said there was no difference in their social status and added that it had always been good.

^cThese teachers again picked the 1950 decade.

APPENDIX III

QUESTIONNAIRE SENT TO TEACHERS

April 22, 1964

To All Public School Teachers
of Northampton County:

As a doctoral candidate at Lehigh University, I am writing my dissertation on "The History of the Social and Economic Status of the Public School Teacher in Northampton County, 1930-1960." An exhaustive study of published records indicates that certain information which is needed to present an exact and true description of this important topic can be obtained only by means of the enclosed questionnaire.

I shall appreciate your time and thought in completing the questionnaire on or before May 15. Information received will not be identified in any way with the individual reporting.

A place is provided for comments if you have additional thoughts or material which you think might prove useful in the development of my dissertation.

Please accept my thanks for your cooperation.

Sincerely yours,

/s/ Edward Tracy

Edward Tracy
Superintendent

ECONOMIC AND SOCIAL STATUS
OF THE PUBLIC SCHOOL TEACHER
IN NORTHAMPTON COUNTY
1930-1960

Present Teaching or Administrative Assignment

1. Which of the following most nearly describes your PRESENT TEACHING or ADMINISTRATIVE ASSIGNMENT? Check ONE.
 - a. Classroom teacher, teaching all or nearly all subjects to one class
 - b. Classroom teacher, teaching a specific subject or subjects to several different classes
 - c. Librarian, counselor, or nurse, giving no time or less than half time to classroom teaching
 - d. Teaching principal
 - e. Administrator (supervisor, director, principal, etc.)
 - f. Other (specify) _____

2. If you are a grade or subject matter teacher, please indicate the GRADES you are teaching. Please encircle all the grades in which you are teaching this year.

K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

3. In what calendar year did you BEGIN your first full-time teaching position? Please write in.

_____ Year

4. Counting the present school year, what is the TOTAL NUMBER OF SCHOOL YEARS of full-time teaching and/or administrative experience you have had?

_____ Number of school years of experience.

5. Counting the present year, please indicate the NUMBER OF YEARS you have taught in Northampton County, in other counties of Pennsylvania, and outside of Pennsylvania.

_____ Northampton County

_____ Other counties of Pennsylvania

_____ Outside of Pennsylvania

6. Counting the present year, what is the number of years of full-time teaching and/or administrative experience you have had IN THE SCHOOL SYSTEM where you are now teaching? Check ONE.
- | | | |
|---------------------------------------|---|---|
| a. <input type="checkbox"/> 1-2 years | d. <input type="checkbox"/> 10-14 years | g. <input type="checkbox"/> 25-34 years |
| b. <input type="checkbox"/> 3-4 years | e. <input type="checkbox"/> 15-19 years | h. <input type="checkbox"/> 25-44 years |
| c. <input type="checkbox"/> 5-9 years | f. <input type="checkbox"/> 20-24 years | i. <input type="checkbox"/> 45 or more |
7. If you LEFT THE TEACHING PROFESSION at any time, please indicate below your primary reason for the most recent break in your teaching service. Check ONE.
- | |
|---|
| a. <input type="checkbox"/> Marriage or full-time homemaking |
| b. <input type="checkbox"/> Maternity or child-rearing |
| c. <input type="checkbox"/> Husband's transfer to another community |
| d. <input type="checkbox"/> Further study |
| e. <input type="checkbox"/> Employment in a non-teaching position |
| f. <input type="checkbox"/> Military service |
| g. <input type="checkbox"/> Ill health |
| h. <input type="checkbox"/> Dismissal or forced resignation from teaching |
| i. <input type="checkbox"/> Other (specify) _____ |

Income and Family Finances

8. SOURCES OF OTHER INCOME. Other than your teaching salary, at any time from 1930-1960, did you receive any income from the following sources? Check appropriate time period for each item.
- a. A second job during the summer, e.g., summer school teaching, school repair jobs, teaching at a university, working at a gas station, etc.
- | | | |
|------------------------------------|---------------------------------------|-------------------------------|
| <input type="checkbox"/> 1930-1939 | <input type="checkbox"/> 1950-1959 | <input type="checkbox"/> None |
| <input type="checkbox"/> 1940-1949 | <input type="checkbox"/> 1960-present | |
- b. A second job during the school year, e.g., evening school teaching, working in a store or factory, etc. (Do not include, however, extra duties associated with your teaching position and which were assigned to you by the principal or superintendent or for which you volunteered.)
- | | | |
|------------------------------------|---------------------------------------|-------------------------------|
| <input type="checkbox"/> 1930-1939 | <input type="checkbox"/> 1950-1959 | <input type="checkbox"/> None |
| <input type="checkbox"/> 1940-1949 | <input type="checkbox"/> 1960-present | |
- c. Dividends, rents, interest, royalties, or any income other than current earnings.
- | | | |
|------------------------------------|---------------------------------------|-------------------------------|
| <input type="checkbox"/> 1930-1939 | <input type="checkbox"/> 1950-1959 | <input type="checkbox"/> None |
| <input type="checkbox"/> 1940-1949 | <input type="checkbox"/> 1960-present | |

9. How much INCOME did you receive from each source listed below?
- \$ _____ Summer earnings
 - \$ _____ Outside earnings during school year
 - \$ _____ Dividends, etc., or any income other than earnings
10. In reference to question 9, if possible and if answerable in terms of your years of teaching service, could you please indicate the approximate AMOUNT OF INCOME BY DECADES. Only estimates are necessary to report.
- | | |
|--------------------|-----------------------|
| \$ _____ 1930-1939 | \$ _____ 1950-1959 |
| \$ _____ 1940-1949 | \$ _____ 1960-present |
11. What is the total money income of the SPENDING UNIT of which you are a member? Check ONE.
- | | |
|----------------------------|----------------------------|
| a. _____ Less than \$2,000 | e. _____ \$5,000-\$7,499 |
| b. _____ \$2,000-\$2,999 | f. _____ \$7,500-\$9,999 |
| c. _____ \$3,000-\$3,999 | g. _____ \$10,000-\$14,999 |
| d. _____ \$4,000-\$4,999 | h. _____ \$15,000 or more |
12. Did you own or buy an AUTOMOBILE? Check appropriate time periods.
- | | | |
|-----------------|--------------------|------------|
| _____ 1930-1939 | _____ 1950-1959 | _____ None |
| _____ 1940-1949 | _____ 1960-present | |
13. What is the total SHORT-TERM CONSUMER DEBT you owe? Please enter a number before each time period below that will correspond to one of the following statements, selecting the statement that represents your own amount of debt. (Do not include mortgage on home but do include all other debts.)
- | | |
|-----------------------|-----------------------|
| 1 - No debt | 4 - Less than \$3,000 |
| 2 - Less than \$1,000 | 5 - \$3,000 or more |
| 3 - Less than \$2,000 | |
- | | | |
|-----------------|--------------------|------------|
| _____ 1939-1939 | _____ 1950-1959 | _____ None |
| _____ 1940-1949 | _____ 1960-present | |
14. What are your LIVING ARRANGEMENTS? Check ONE.
- _____ Living with spouse - renting place
 - _____ Living with spouse - owning or buying place
 - _____ Individually rooming and boarding or eating out
 - _____ Individually renting house or apartment
 - _____ Individually owning house or apartment
 - _____ Sharing ownership of house or apartment with person other than spouse
 - _____ Living with parents or relatives and paying expenses regularly
 - _____ Living with parents or relatives and paying little or no expenses
 - _____ Other living arrangements



15. What is the CURRENT MARKET VALUE of house or apartment owned or being bought by you? Check ONE.

- a. Less than \$5,000
- b. \$5,000-\$9,999
- c. \$10,000-\$14,999
- d. \$15,000-\$19,999
- e. \$20,000-\$24,999
- f. \$25,000-\$34,999
- g. \$35,000 or more

You and the Community

16. Please check to show your SENSE OF IDENTITY with the community (town, city, or other unit of population) where you live during the school year. Check ONE.

- a. I am living in my home community where I have lived since childhood.
- b. Although I came here as an adult, I now feel that I belong.
- c. Although I have been here for some time, I do not feel identified with the community.
- d. I have been here for too short a time to expect to feel identified with the community.

17. Is the SCHOOL BUILDING in which you teach located in the community where you live?

Yes No

18. RELIGIOUS, CIVIC, AND OTHER ORGANIZATIONS. Several types are listed below. Please enter a number before each type that will correspond to one of the following statements, selecting the statement that represents your own relationship to the organization.

- 1 - I am a member and an active worker
- 2 - I am a member but not an active worker
- 3 - I am not a member

(Write in 1, 2, or 3)

- a. Church or synagogue
- b. Youth-serving group - Y, Scouts, etc.
- c. Women's group - AAUW, B & PW, League of Women Voters, etc.
- d. Men's service club
- e. Teachers association
- f. Political party organization
- g. Fraternal or auxiliary group
- h. Other (specify) _____

19. Please indicate below your opinion of your DEGREE OF ACCEPTANCE in the social life of the community in which you are teaching. Check ONE.

- a. Accepted
 b. Partly accepted, partly ignored
 c. Ignored or rejected

You and Your Family

20. What is your AGE (nearest birthday)? Check ONE.

- | | |
|---|---|
| a. <input type="checkbox"/> Under 21 | f. <input type="checkbox"/> 41-45 years |
| b. <input type="checkbox"/> 21-25 years | g. <input type="checkbox"/> 46-55 years |
| c. <input type="checkbox"/> 26-30 years | h. <input type="checkbox"/> 56-65 years |
| d. <input type="checkbox"/> 31-35 years | i. <input type="checkbox"/> 66 or over |
| e. <input type="checkbox"/> 36-40 years | |

21. What is, or was, your father's type of OCCUPATION? If more than one, check predominating type. Check ONE.

- | | |
|---|--|
| a. <input type="checkbox"/> Farmer | d. <input type="checkbox"/> Clerical or sales worker |
| b. <input type="checkbox"/> Unskilled worker | e. <input type="checkbox"/> Managerial worker or self-employed |
| c. <input type="checkbox"/> Skilled or semiskilled worker | f. <input type="checkbox"/> Professional or semi-professional worker |

22. Please indicate your SEX and MARITAL STATUS. Check ONE.

- a. Man, unmarried
 b. Man, married
 c. Man, widowed, divorced, or separated
 d. Woman, unmarried
 e. Woman, married
 f. Woman, widowed, divorced, or separated

23. If you are married, is your HUSBAND or WIFE gainfully employed? Check ONE.

- a. Yes; full-time employment
 b. Yes; part-time employment
 c. No, but draws retirement pay
 d. No

24. If you have DEPENDENTS, please indicate the number and type of dependents below. Check ONE.
- a. No dependents
 - b. 1 full dependent
 - c. 2 full dependents
 - d. 3 full dependents
 - e. 4 or more full dependents
 - f. 1 partial dependent
 - g. 2 partial dependents
 - h. 3 or more partial dependents
 - i. 1 full and 1 partial dependents
 - j. Other combinations of full and partial dependents (specify)
-
25. Please indicate the decades (count any number of years within a decade as a full decade) in which you were a member of any or all of the following PROFESSIONAL ORGANIZATIONS. Please enter the number or numbers before each time period that correspond to the organizations to which you belong.
- 1 - National Education Association
 - 2 - Pennsylvania State Education Association
 - 3 - Local teachers' association
- 1930-1939 1950-1959 None
 1940-1949 1960-present
26. Do you think your ECONOMIC STATUS as a teacher has improved since 1930? Check ONE.
- Yes No
27. If your answer to question 26 is yes, do you think the increase since 1930 has been gradual by decades or was it more pronounced in one decade than another? If the latter is true, please indicate the decade.
- Gradual Decade
28. Do you think your SOCIAL STATUS as a teacher has improved since 1930? Check ONE.
- Yes No
29. If your answer to question 28 is yes, do you think the increase since 1930 has been gradual by decades or was it more pronounced in one decade than another? If the latter is true, please indicate the decade.
- Gradual Decade
30. Additional COMMENTS:

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VITA

Edward Tracy, son of Edward A. and Lydia Hudson (Victor) Tracy, was born in Brooklyn, New York, June 20, 1911. He graduated from Boston Latin School in 1929, attended Brown University, graduating magna cum laude in 1934. While at Brown University he was elected to Phi Beta Kappa; was president of the Interfraternity Council and a member of the Commarian Club; was awarded several scholarships; and earned his varsity letter in hockey and baseball for three years. He received his Master of Arts degree in 1943 from Harvard University where he was elected to Phi Delta Kappa. He was one of the first two public school teachers in the Country to be a recipient of the Thomson Fellowship at Harvard University.

He began his teaching career as a teacher-coach at Farmington, Connecticut in 1934, went to Milton, Massachusetts as a teacher-coach in 1937, and became Superintendent of Schools in Templeton, Massachusetts in 1948. In 1951 he came to Easton, Pennsylvania as principal of the High School and was elected superintendent of the Easton Area Joint High School System in 1953, a position he currently holds.

He belongs to many professional and civic organizations. He was State Legislation Chairman for the Pennsylvania Congress of Parents and Teachers and presently is a member of the Joint Action Committee of the Pennsylvania State Education Association, Pennsylvania School Boards, Inc., and Parent Teachers Association and is a member of the Advisory Committee on Graduate Teacher Education, Department of Public Instruction.

He has published several articles in professional magazines. He is married to the former Patti Atwood and is the father of three children.