THE DEVELOPMENT AND IMPLEMENTATION OF A SALARY SCHEDULE
FOR C AND M COMMUNITY SCHOOL,
CUMBERLAND, IOWA, 1959-1960

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The Graduate Division
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of the Requirements for the Degree
Master of Science in Education

by
Dale H. Feazell
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THE DEVELOPMENT AND IMPLEMENTATION OF A SALARY SCHEDULE
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CUMBERLAND, IOWA, 1959-1960

by

Dale H. Feazell

Approved by Committee:

[Signatures]

Chairman

Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

Although the principles of scheduling teachers' salaries were established more than three decades ago,\(^1\) many smaller schools in Iowa are only now establishing salary schedules. This time lag can be attributed to the smaller schools lagging behind larger schools in both educational and business administration.\(^2\)

The importance of adequate professional salaries is pointed out by the Research Division of the Iowa State Educational Association which stated, "Thoughtful citizens who effect professional salaries for educators in their communities will benefit their children by giving their schools the ability to successfully compete and thus hold and attract talented administrators and teachers."\(^3\) Salaries should be scheduled to further the quality of the school system and to further the quality of the services it renders.\(^4\) The aim of salary schedules

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is better education for our children. Ample salary schedules accomplish this by providing the means to obtain better teachers and to hold them by providing security for future years.

I. THE PROBLEM

The problem presented in this study is the initiation and development of a salary schedule for C and M Community School, Cumberland, Iowa. The steps followed in the development of this study were: (1) introduction of the concept of salary schedules to the faculty and board of education of C and M Community School; (2) organization and direction of a committee of board members and faculty to investigate salary schedules and to propose a salary schedule for the C and M Community School; (3) securing adoption of the proposed salary schedule by the board; and (4) evaluation of the salary schedule established.

II. NEED FOR THE PROJECT

The faculty expressed dissatisfaction with the existing salary scale on four points: (1) no teachers, except coaches, were reimbursed for sponsoring activities; (2) teachers with graduate credit were paid the same as those with minimum preparation; (3) elementary teachers
were underpaid and very little differential was made for preparation; and (4) future salaries were dependent upon decisions for the board at contract time.

The board was satisfied with the existing salary scale, but objected to the long sessions of individual bargaining at contract time. It became obvious that some guide was needed to determine salaries.

III. DEFINITION OF TERMS

The following terms are defined as they are used in this project.

**Board.** Board is the Board of Education of the C and M Community School.

**Salary schedule.** Salary schedule is a written article used to determine the annual compensation of a teacher.

**Base salary.** Base salary is the salary received by an inexperienced teacher having no responsibility for school activities.

**Annual increment.** Annual increment is the percent of the base salary that is added to the base salary to encourage tenure and to reward experience within the system.
Activity pay. Activity pay is the amount of dollars added to the base salary for sponsoring certain activities not included in general duties of all teachers.

Graduate study. Graduate study is credits earned toward an advanced degree at an accredited institution.

Single salary scale. Single salary scale is a scale in which there is no differential because of dependency, sex, marital status or grades taught.

Local teachers. Local teachers are those teachers in the school system who would remain in the community if not teaching because their permanent residence is in the community.


IV. LOCAL HISTORICAL BACKGROUND

The C and M Community School District was formed in July, 1957 by reorganization of the Massena Independent School District, the Cumberland Independent School District, and the major portions of four adjoining townships. The physical plants of the independent districts were located in two towns each having a population of approximately five hundred people. The towns are located
seven miles apart in the southeast corner of Cass County, Iowa. The independent districts were small, each having less than two hundred students and employing five high school teachers and five elementary teachers. 

Salaries had been determined by individual teachers bargaining with the boards of education. Coaches were paid more than regular classroom teachers. No differential was made for experience or preparation. Length of tenure usually ranged from one to three years with the exception of local teachers who remained longer.

Prior to the opening of the 1957-1958 school year, six, one-room school buildings in the reorganized district were moved into the two towns. The remaining one-room school buildings were sold at auction. There was brief, but heated, opposition to the selling and the moving of the one-room school buildings. When the changes were completed and the schools were in operation, the patrons realized the advantages and accepted the changes.

The tax levy for the 1957-1958 school year was low because $30,000 of general fund surplus was included in that year's budget.

Elementary enrollment was increased by closing the one-room school buildings in the reorganized district and transporting these students to attendance centers in
the two towns. A K-12 system was operated in each town utilizing certain high school teachers half time in each system.

Changes in the salary scale were made by increasing the salaries of all regular classroom teachers in high school to $4,200 regardless of experience or preparation. Elementary teachers' salaries ranged from $2,500 to $2,800.

At a hotly contested school board election in March of 1958, the membership of the board changed so that four members lived in the Cumberland area and one lived in the Massena area. In September, 1958, the high schools were combined in the Cumberland building; grades seven and eight were combined in the Massena building. The change was made in order to provide a richer curriculum in high school, and to utilize high school teachers in their major fields. The tax levy for the 1958-1959 school year was five mills higher than the levy for 1957-1958. This increase was due to an unrealistic levy the previous year resulting from using the general fund surplus. Many people in the Massena area were dissatisfied with the school in 1958-1959 because they felt they did not have equal representation on the board, they had "lost their high school," and they believed the school was costing too much money.
V. PROCEDURE

To begin the project, literature in the area of salary scheduling was reviewed. Salary information from the Iowa State Department of Public Instruction and the Iowa State Educational Association was particularly useful because this information was current and applicable to the local situation.

In order to initiate the project, it was necessary to secure the approval of the board and the faculty. A brief presentation to each group on the advantages of a salary schedule contrasted to the previous method of salary determination secured approval.

A salary study committee was then formed with the investigator as chairman. The first meeting was called to distribute materials for study, and to make research assignments.

At the next meeting, the committee established the characteristics it believed a salary schedule should have. Following meetings were spent in developing a schedule based on the list of characteristics and current salary schedule practices.

Near the completion on the study a salary consultant from the Iowa State Education Association was asked to appraise the salary schedule developed by the committee.
and to make recommendations for needed changes.

The salary schedule was presented to the board for adoption.

The salary schedule was evaluated by interviews with the faculty and board members using a check list.

VI. REVIEW OF LITERATURE

Information on salary schedules may be found in books dealing with school finance and school business administration. More current information on salaries and salary schedules is available in pamphlet form from state and national teachers' associations.

Recognized authorities agree with Mort and Reusser who said, "The question is no longer one of whether or not to schedule salaries, but the problem is rather one of determining which is the best schedule."¹

Board of education members often object to raising a teacher's salary on the basis that merely raising the salary does not produce better teaching. Morrison agreed with this reasoning; however, he admits that although establishing differential for training does

¹Mort and Reusser, op. cit., p. 297.
not guarantee good service, on the whole, the holders of higher degrees will show their merit.\(^1\) Reeder wrote that the higher salary usually buys better teaching than a lower salary.\(^2\) These opinions agreed that raising the salary or making a differential for training will result in a better school system.

Reeder pointed out two advantages to a salary schedule: (1) a salary schedule facilitates budget making and (2) a salary schedule is a more just means of salary determination.\(^3\) Burke favored salary schedules over individual bargaining because of ease of administration and improvement of the status of teaching as a profession. Burke warned that a salary schedule may act to weaken initiative.\(^4\)

The trend toward single salary scales in city school systems was found to be on the increase by Mort and Reusser. The per cent of cities of 30,000 to 100,000 having a single salary scale increased from forty-two per

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\(^1\)Morrison, \textit{op. cit.}, p. 261.  \(^2\)Reeder, \textit{op.cit.}, p.375.  
\(^3\)Ibid.  
cent in 1942-1943 to ninety-six per cent in 1948-1949. ¹
The dependency clause, which provided extra pay for
teachers with dependents, was a result of salaries at
a subsistence level and is disappearing as professional
salaries are attained.²

Elsbree reported that the idea of merit pay was
proposed in 1866 by the Indiana State Superintendent.³
Merit pay continues to be a controversial issue today.
Most authorities have agreed that, in theory, merit pay
is desirable, however, in practice, objective techniques
of evaluation are not well developed. Current trends
in merit pay were reported by the Research Division of
the National Education Association. The percentage of
large urban districts having merit provisions in their
salary schedules declined from twenty per cent in 1938-
1939 to a low of four per cent in 1952-1953 then rose to
6.2 per cent in 1958-1959.⁴

Authorities have agreed that the salary schedule
should be developed cooperatively by the faculty, admin-

¹Mort and Reusser, op. cit., p. 297.
²Ibid., p. 301-2.
³Willard S. Elsbree, The American Teacher (New
⁴"Salary Provisions for Quality of Service," NEA
Research Bulletin, XXVII (December, 1959), 106.
istration, and the board of education. There is some difference of opinion on whether the public or civic groups should be included in the salary study committee.¹ Local practices and attitudes would probably determine this policy.

Current characteristics of salary schedules are summarized in the following adapted from resolutions at the National Education Association's Ninety Seventy Annual Meeting held in 1958:

CHARACTERISTICS OF A PROFESSIONAL SALARY SCHEDULE

1. Is based on preparation, teaching experience, and professional growth.

2. Provides a beginning salary adequate to attract capable young people into profession.

3. Includes increments sufficient to double the beginning salary within 10 years, followed by continuing salary advances.

4. Is developed cooperatively by school board members, administrators, and teachers.

5. Permits no discrimination as to grade or subjects taught, creed, race, sex, marital status, or number of dependents.

6. Recognizes experience and advanced education, through the doctor's degree.

7. Is applied in actual practice and is not merely a paper schedule. ¹

CHAPTER II

DEVELOPING A SALARY SCHEDULE FOR
THE C AND M COMMUNITY SCHOOL

I. INITIATING THE PROJECT

The project of developing a salary schedule for C and M Community School had its beginning when a need was seen for a change in salary determination.¹ A review of literature in the area of salary schedules indicated that a salary schedule might provide the solution to the school system's salary problem. The investigator proposed a study to develop a salary schedule to the faculty and received favorable response. Permission was requested from the board to initiate a study for the purpose of developing a salary schedule for the C and M Community School. The board gave its permission.

Organization of the Salary Study Committee. A salary study committee was formed consisting of two high school teachers, two elementary teachers, two board members, the superintendent, and the investigator, who was the high school principal. Faculty members and

¹cf. ante, p. 2.
board members were selected by their respective groups; the board requested the administrators be included in the committee membership. The groups represented were selected in accordance with recommendations published by the National Education Association. The board advised that civic groups be excluded because public relations were not good at the time.

II. DEVELOPING THE SALARY SCHEDULE

**Materials for the Salary Study Committee.** Materials for study groups, previously obtained from the Iowa State Education Association, were distributed to the committee members for study. A list of materials furnished by the Iowa State Education Association Salary Service appears below:


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1 *of ante*, p. 8.  
2 *of ante*, p. 4.
Establishing Basic Characteristics of a Salary Schedule. The committee established a set of characteristics for guidance in developing a salary schedule. The characteristics established were:

1. Merit pay is desirable; however, adequate techniques of evaluation have not been developed.

2. A salary schedule should encourage tenure.

3. Graduate study should be encouraged.

4. A salary schedule should provide extra pay for extra duties and responsibilities.
5. Experience should be recognized.
   (a) Experience within the system is more valuable than experience outside the system.
   (b) The first year of experience is more valuable than the following years.

6. A base salary:
   (a) Must vary, not with the rest of the economy, but so as to reflect the needed increase in teachers' salaries.
   (b) Must be adequate to attract beginning teachers.

These characteristics were in general agreement with recommendations contained in resolutions adopted at the Ninety-Seventh meeting of the National Education Association in 1958. Deviations from the recommendations are noted in the discussion that follows.

**Limits of the Salary Study Established.** The salary study committee agreed to exclude administrators and music teachers from the salary schedule. This decision was reached because the music teachers and administrators were hired for more than nine months and have traditionally been paid a different rate than other teachers. The faculty and board agreed with this decision.
The Base Salary. The first problem approached was that of a base salary. The committee established the concept that the base salary should not be a fixed unchanging figure, but a figure that would adjust to changing economic conditions. This concept was established after it was determined that salaries had varied in the past and would probably continue to vary in the future. Salaries paid beginning high school teachers in C and M Community School had increased from $3400 in 1955-1956 to $4200 in 1958-1959.¹

The National Education Association advised in Local Association Activities Leaflet Number 7: "Salary schedules should be adjusted periodically, with due consideration for trends in earnings in other professional occupations and for changes in the cost of living."² The committee disagreed with this statement in part. The committee reasoned that teachers' salaries must increase at a more rapid rate than other professional salaries and the cost of living, because teachers' salaries

¹ Personal interview with Bertha Waters, Secretary, C and M Community School District.

are adjusting from a subsistence level toward a professional salary. The National Education Association verified this reasoning in Local Association Leaflet Number 7:

"Their [teachers'] salaries remain far below professional levels."  

**Determination of Annual Variations of the Base Salary.** The committee sought some factor other than arbitration on which to base annual variations of the base salary. The Consumer Price Index, published monthly by the Bureau of Labor Statistics, was not suitable because it did not vary at the same rate as teachers' salaries. Comparison of the Consumer Price Index and Iowa teachers' salaries over a four year period from 1955-1956 to 1958-1959 showed an increase in teachers' salaries of 26.7 per cent whereas the Consumer Price Index increased only 7.3 per cent.

A suitable factor on which to base variations in the base salary was found in the salary study compiled each January by the Research and Publications Division of the Iowa State Department of Public Instruction.

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3 Personal interview with Dorothy Brazzle, Director, Research Division, Iowa State Education Association.
The Salary Summary listed the first quartile, median, and third quartile salaries of teachers in five sizes of schools. The first quartile salary of high school teachers, men, in schools having high school enrollments between 100 and 199, was selected. This category was chosen because (1) this category would represent more beginning teachers due to the school size and lower salary; (2) the salary of $4,374 was near the anticipated base salary for 1959-1960; and (3) the salary in the category chosen varied much the same as local salaries and the average of all Iowa teachers' salaries had varied in the four year period from 1955-1956 to 1958-1959. Table I presents a graphic comparison of the variation of these three salaries for a four year period.

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1 See Appendix, p. 41.

<table>
<thead>
<tr>
<th>Salary Level</th>
<th>1955</th>
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<th>1958</th>
<th>1959</th>
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<tbody>
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<td>$4500</td>
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... Salaries paid beginning high school teachers in the C and M Community School.\(^1\)

--- Average salaries paid all teaching personnel in Iowa public schools.\(^2\)

First quartile, high school teachers, men, salaries in schools having high school enrollments between 100 and 199.\(^3\)

**Annual Increments.** A review of other schools' salary schedules revealed that increments for experience were found...

--- Personal interview with Bertha Waters, Secretary, C and M Community School.

--- Personal interview with Dorothy Brazzle, Director, Research Division, Iowa State Education Association.

--- Personal interview with Arthur Anderson, Director, Research and Publications Division, Iowa State Department of Public Instruction.
were stated in dollar amounts.\textsuperscript{1} The committee rejected this method of determining increments because this method would operate to narrow the differential between experienced and inexperienced teachers. The committee adopted the Wyoming Plan\textsuperscript{2} in which increments were stated as a percentage of the base salary. This plan allows experienced and inexperienced teachers to maintain their relative positions on the scale. The actual per cent to be used for the increments was left to be determined later.

\textbf{Differential for Graduate Study.} The committee made a study of salary schedules of twelve schools in order to determine a differential for graduate study. The study was conducted using salary schedules published in \textit{Salary Schedules in Iowa Public Schools, 1958-1959}. The average differential between a bachelor's degree and a master's degree in the twelve salary schedules studied was found to be $304. The committee set $300 as the differential between a bachelor's degree and a master's

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{1} \textit{Salary Schedules in Iowa Public Schools, 1958-1959}, A Report Prepared by the Research Division (Des Moines: Iowa State Education Association, 1958).
\end{itemize}
\end{footnotesize}
degree. This amount was based on common practice in schools of similar size. In order to provide more immediate incentive for a teacher to undertake graduate study, a scale was established for graduate study less than a master's degree. The scale established was, ten to twelve hours, $80; twenty to twenty-four hours, $160; and thirty to thirty-two hours, $240.

**Activity Pay.** Elsbree and Reutter write that in many schools the teaching load cannot be equalized so extra duties are assigned and extra pay is allowed for these extra duties.\(^1\)

The committee agreed that teachers in charge of activities requiring work beyond the normal teaching day should be paid extra. A search was made for information on which to base the amount of extra pay to be allowed. A study conducted by the Research Division of the Iowa State Education Association in 1957 yielded fragmentary and incomplete information on amounts paid teachers for extra duties.\(^2\) Analysis of the study by the committee indicated that many schools included provisions for extra pay to justify paying above schedule for teachers in subject areas of short teacher supply.

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Lacking information to guide them in establishing activity pay, the committee asked the high school faculty to recommend a list of activities that should receive pay and the amounts to be paid for each activity. As a result, the following scale was developed. The amounts were agreed upon by comparing the relative amounts of time spent directing the activities.

EXTRA PAY FOR TEACHERS ASSIGNED EXTRA DUTIES AND RESPONSIBILITIES IN THE C AND M COMMUNITY SCHOOL

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>$300 Boys Basketball</td>
<td>$300</td>
</tr>
<tr>
<td>300 Boys football</td>
<td>300</td>
</tr>
<tr>
<td>100 Spring baseball or track</td>
<td>100</td>
</tr>
<tr>
<td>300 Girls basketball</td>
<td>300</td>
</tr>
<tr>
<td>200 Girls softball (Spring and Fall)</td>
<td>200</td>
</tr>
<tr>
<td>150 Annual</td>
<td>150</td>
</tr>
<tr>
<td>150 Junior Play</td>
<td>150</td>
</tr>
<tr>
<td>150 Senior Play</td>
<td>150</td>
</tr>
<tr>
<td>200 Declam</td>
<td>200</td>
</tr>
<tr>
<td>150 One-Act Plays</td>
<td>150</td>
</tr>
<tr>
<td>150 Assistant football coach</td>
<td>150</td>
</tr>
<tr>
<td>50 Senior class sponsor</td>
<td>50</td>
</tr>
<tr>
<td>100 Junior class sponsor</td>
<td>100</td>
</tr>
<tr>
<td>25 Sophomore class sponsor</td>
<td>25</td>
</tr>
<tr>
<td>25 Freshmen class sponsor</td>
<td>25</td>
</tr>
</tbody>
</table>

This scale was accepted by the salary study committee.

**Determination of Annual Increments.** The National Education Association Committee on Teacher Welfare recommended that a salary schedule "include increments sufficient to double the beginning salary within ten years..."¹ Examination of schedules of other schools

disclosed that this recommendation was not in common use.\textsuperscript{1} The most commonly occurring increment was $100 per year. Expressed in percentage, the one hundred dollar increment would be 2.5 per cent of a $4,000 base salary or two per cent of a $5,000 base salary. The committee set two per cent as the annual increment, justifying this figure on common practice.

Following a practice found in larger schools by the Research Division of the National Education Association, the committee set the first increment at three per cent.\textsuperscript{2}

A maximum salary was not set.

The scale of annual increments is shown below.

### ANNUAL INCREMENTS FOR THE C AND M COMMUNITY SCHOOL SALARY SCHEDULE

<table>
<thead>
<tr>
<th>Year in System</th>
<th>Base Salary Increment</th>
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<tbody>
<tr>
<td>First year in system</td>
<td>Base salary</td>
</tr>
<tr>
<td>Second year in system</td>
<td>103% of Base Salary</td>
</tr>
<tr>
<td>Third year in system</td>
<td>105% of Base Salary</td>
</tr>
<tr>
<td>Fourth year in system</td>
<td>107% of Base Salary</td>
</tr>
<tr>
<td>Fifth year in system</td>
<td>109% of Base Salary</td>
</tr>
</tbody>
</table>

Establishing a Base Salary for 1959-1960. The dollar amount of the base salary remained to be set. The


National Education Association Representative Assembly adopted a resolution in 1958 that recommended "the salaries of beginning qualified teachers be at least $6,000..."\textsuperscript{1} The committee recognized this recommendation as a goal rather than a salary having immediate application in our local situation.

The lower limit of a base salary would be that salary which would allow C and M Community School to successfully compete for beginning teachers. With no means of determining this figure accurately, the committee established two facts: (1) A beginning salary of $4,200 in 1958-1959 had been adequate to attract beginning teachers. (2) Iowa teachers' salaries have shown a consistent upward trend.\textsuperscript{2} With these facts to guide them, the committee set $4,374 as the base salary for 1959-1960. This amount was the salary in the 1958-1959 Salary Summary on which the base salary in future years was to vary.\textsuperscript{3}

**Elementary Teachers' Salaries.** The committee had agreed that salaries should be based on experience and


\textsuperscript{2}of. ante., p. 11. \textsuperscript{3}of. ante., p. 11.
training and that no differential should exist because of teaching position. An examination of salaries paid in C and M Community School during 1958-1959 showed that each elementary teacher, with preparation varying from sixty hours college credit to a bachelor's degree received $2,950. The committee sought to encourage preparation beyond sixty hours of college credit and to pay the elementary teachers with bachelor's degrees the same as high school teachers having bachelor's degrees.

The committee made a study of salary schedules of twelve schools to determine a salary for teachers having sixty hours college credit. The study, conducted by reviewing salary schedules published in *Salary Schedules in Iowa Public Schools, 1958-1959*, revealed that the average salary for teachers having sixty hours college credit was $3,020. Basing their decision on common practice in schools of similar size, the committee set the salary for teachers having sixty hours of college credit at $3,000.

To provide more immediate goals that would encourage further preparation, a ninety hour step and one hundred twenty hour step were placed at equal intervals between the sixty hour salary and the base salary. The scale for elementary teachers was: sixty
hours, $3,000; ninety hours, $3,456; one hundred twenty
hours, $3,912; and bachelor's degree, $4,374.

Applying this scale to teachers who were presently
in the system the committee found the increase in the
1959-1960 budget would amount to $4,000 or an increase
of 0.66 mills. Realizing an increase of this size would
not be feasible in one year, the committee proposed the
increase for elementary teachers be spread over a two
year period. The salaries recommended for elementary
teachers were: bachelor's degree, $3,687; one hundred
twenty hours college credit, $3,458; ninety hours college
credit, $3,229; and sixty hours college credit, $3,000.
Kindergarten teachers were to receive fifty-five per
cent of full salary. As a temporary measure, the comm-
ittee set $2,800 as the salary for teachers having fewer
than sixty hours college credit. Board policy required
a minimum of sixty hours preparation for new teachers
hired and encouraged teachers in the system to acquire
a minimum of sixty hours college credit.

Adjustments for Prior Experience. The committee
had established the basic parts of the salary schedule
and now sought a means of adjusting the present faculty
to the schedule. Some faculty members had no previous
teaching experience; some had taught in the local schools before reorganization; and others had taught in other schools. The committee agreed that teaching experience in the local system was more valuable to the school because of the teacher's knowledge of community, school, and students.

A maximum differential of $360 was set for experience prior to the 1958-1959 school year. A maximum of six years experience would be recognized for experience in the community at the rate of $60 per year. A maximum of six years teaching experience in other schools would be recognized at the rate of $30 per year. The total amount given in recognition of experience prior to the 1958-1959 school year would not exceed $360.

**Determining Individual Salaries.** With the parts of the salary schedule complete, it became necessary to fit these parts together to arrive at the total annual salary for each teacher. A form was devised to facilitate computation of the salaries.\(^1\)

**Budget Increase Anticipated by Adoption of Salary Schedule.** Each teacher's salary was computed using the schedule and is compared to their previous years salary in Table II.

\(^1\)See Appendix, p. 42.
A COMPARISON OF SALARIES PAID IN 1958-1959
WITH SALARIES PROVIDED FOR BY
THE SALARY SCHEDULE FOR 1959-1960

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Ec.</td>
<td>$4500</td>
<td>$4592</td>
<td>$92</td>
</tr>
<tr>
<td>Coach</td>
<td>4500</td>
<td>5205</td>
<td>705</td>
</tr>
<tr>
<td>Coach, Comm.</td>
<td>4500</td>
<td>5005</td>
<td>505</td>
</tr>
<tr>
<td>Comm.</td>
<td>4200</td>
<td>4655</td>
<td>455</td>
</tr>
<tr>
<td>English</td>
<td>4500</td>
<td>4771</td>
<td>271</td>
</tr>
<tr>
<td>Eng. Latin</td>
<td>4500</td>
<td>4983</td>
<td>483</td>
</tr>
<tr>
<td>Soc. Studies</td>
<td>4200</td>
<td>4705</td>
<td>505</td>
</tr>
<tr>
<td>Math.</td>
<td>4200</td>
<td>4750</td>
<td>550</td>
</tr>
<tr>
<td>Math.</td>
<td>4500</td>
<td>4690</td>
<td>190</td>
</tr>
<tr>
<td>Ind. Arts</td>
<td>4200</td>
<td>4529</td>
<td>329</td>
</tr>
<tr>
<td>Grade 8</td>
<td>2950</td>
<td>3229</td>
<td>279</td>
</tr>
<tr>
<td>7</td>
<td>2600</td>
<td>2800</td>
<td>200</td>
</tr>
<tr>
<td>6</td>
<td>2950</td>
<td>3229</td>
<td>279</td>
</tr>
<tr>
<td>5</td>
<td>2950</td>
<td>3000</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>2950</td>
<td>3000</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>2950</td>
<td>3000</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>2600</td>
<td>2800</td>
<td>200</td>
</tr>
<tr>
<td>1</td>
<td>2600</td>
<td>2800</td>
<td>200</td>
</tr>
<tr>
<td>K $ day</td>
<td>1550</td>
<td>$ day 1650</td>
<td>100</td>
</tr>
<tr>
<td>K $ day</td>
<td>1600</td>
<td>$ day 1776</td>
<td>176</td>
</tr>
</tbody>
</table>

The increase was $7,614. An additional $1,000 was allowed to provide raises for administrators and music teachers not on the schedule. The total increase would be $8,614 or a millage increase of 1.4 mills.

Summary of Findings. The salary study committee found elementary salaries very low and recommended these
salaries be raised to correspond with high school salaries. The committee further recommended this increase be effected over a two year period in order to avoid a disproportionate tax increase.

There had existed an unequal distribution of activity load without a pay differential. In their recommendations the salary study committee corrected this by establishing a set amount that each activity sponsor would be paid.

The concept of a varying base salary was established and the proposed salary schedule provided that these variations be based on an independent figure published annually. The base salary for 1959-1960 was set at $4,374.

Annual increments were expressed as a percentage of the base salary so that teachers would retain their relative position on the scale.

A differential was provided for those with graduate study up to a Master's degree.

Recommendations submitted to the board by the salary study committee were:

A Salary Schedule for C and M Community School

1. The base salary is to vary each year by the same amount as the first quartile salary of high school teachers, men, in schools having a high
school enrollment between 100 and 199 as found in
the Salary Study published each January by the
Iowa State Department of Public Instruction. The
base salary for 1959-1960 is $4,374.

2. A differential for graduate study shall be
made according to the following scale:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 to 12</td>
<td>$80</td>
</tr>
<tr>
<td>20 to 24</td>
<td>$160</td>
</tr>
<tr>
<td>30 to 32</td>
<td>$240</td>
</tr>
<tr>
<td>Master’s</td>
<td>$300</td>
</tr>
</tbody>
</table>

3. Experience gained prior to 1958-1959 shall be
recognized as follows: Experience in schools
which became part of the C and M district is to
be computed at $60 per year. Experience in other
systems is to be computed at $30 per year. A
maximum of six years experience prior to 1958-1959
will be recognized. The total amount granted for
experience prior to 1958-1959 shall not exceed
$360. The amount granted for experience is to
become a part of the base salary.

4. Annual increments in recognition of experience
in C and M Community Schools subsequent to Sept-
ember 1958 and to encourage tenure shall be
according to the following scale:

<table>
<thead>
<tr>
<th>Year</th>
<th>Base Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>base salary</td>
</tr>
<tr>
<td>2nd year</td>
<td>103% of base salary</td>
</tr>
<tr>
<td>3rd year</td>
<td>105% of base salary</td>
</tr>
<tr>
<td>4th year</td>
<td>107% of base salary</td>
</tr>
<tr>
<td>5th year</td>
<td>109% of base salary</td>
</tr>
</tbody>
</table>

Base salary used in this section shall be the base
salary plus the differential for graduate study
and the credit for prior experience.

5. Sponsors of activities shall receive extra
pay according to the following scale:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pay Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>$300 Boys basketball</td>
<td></td>
</tr>
<tr>
<td>300 Boys football</td>
<td></td>
</tr>
<tr>
<td>100 Spring baseball or track</td>
<td></td>
</tr>
<tr>
<td>300 Girls basketball</td>
<td></td>
</tr>
<tr>
<td>200 Girls softball (Spring and Fall)</td>
<td></td>
</tr>
<tr>
<td>150 Annual</td>
<td></td>
</tr>
</tbody>
</table>
$150 Junior Play
150 Senior Play
200 Declam
150 One-Act Plays
150 Assistant football coach
50 Senior class sponsor
100 Junior class sponsor
25 Sophomore class sponsor
25 Freshmen class sponsor

This amount is to be added after computation of the annual increment.

6. Elementary teachers shall be paid according to the following scale for the 1959-1960 school year:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than sixty</td>
<td>2,800</td>
</tr>
<tr>
<td>Thirty hours</td>
<td>3,000</td>
</tr>
<tr>
<td>Ninety hours</td>
<td>3,229</td>
</tr>
<tr>
<td>One hundred twenty</td>
<td>3,458</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>3,687</td>
</tr>
</tbody>
</table>

The following year, elementary teachers with bachelor's degrees are to be paid the base salary paid high school teachers. Elementary teachers on lower steps are to be increased proportionately.

7. The increase in the 1959-1960 budget due to adopting this salary schedule will be $8,614 or 1.4 mills. The increase for the 1960-1961 school year is estimated at $6,224 or 1.03 mills assuming a raise of $150 in the base salary.

III. ADOPTION BY THE BOARD OF EDUCATION

Presentation to the Board of Education for Adoption. Formal presentation of the salary schedule to the board of education was made at a joint meeting of the board of education and the salary study committee. Ray Stephens, Iowa State Educational Association Salary Consultant, prefaced the presentation by presenting general information on trends in salaries and salary schedules.
and commended the group for their cooperative attitude and the work they had accomplished. He pointed out that the C and M School District's tax levy was low in comparison to other schools in the state and the district could afford the small increase necessary to adopt the proposed salary schedule. The investigator then presented the salary schedule giving the reasons that certain features were included and answering questions as they arose. The cost, both in dollars and in mills was given for the 1959-1960 and the year following. The presentation was concluded by urging adoption of the salary schedule because of the beneficial effect it would have on the school's educational program by attracting and holding well qualified teachers.

Changes Made in the Salary Schedule by the Board of Education. The board of education adopted the proposed salary schedule with the following changes: 1. The base salary was reduced from $4,374 to $4,300. 2. Elementary salaries were changed as follows:

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Recommended Salary</th>
<th>Adopted Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>$3,687</td>
<td>$3,500</td>
</tr>
<tr>
<td>One hundred twenty hours</td>
<td>$3,458</td>
<td>no step</td>
</tr>
<tr>
<td>Ninety hours</td>
<td>$3,229</td>
<td>$3,300</td>
</tr>
<tr>
<td>Sixty hours</td>
<td>$3,000</td>
<td>$3,100</td>
</tr>
<tr>
<td>Less than sixty hours</td>
<td>$2,800</td>
<td>$2,700</td>
</tr>
</tbody>
</table>
IV. THE SALARY SCHEDULE IN USE

Effect of Salary Schedule on Retaining Teachers.
One teacher objected because the salary schedule did not provide an adequate raise over last year's salary. The increase provided for was $25. The teacher agreed the salary schedule was fair and her salary was adequate but maintained the raise was not large enough. The administration recommended to the board of education that the salary schedule be adhered to and a contract with a salary based on the salary schedule was offered the teacher. The teacher resigned.

A weak teacher was asked to resign because, with the salary provided for in the salary schedule, it was felt that this teacher could be replaced with a better one. This was accomplished.

Effect of Salary Schedule on Obtaining New Teachers. Two new teachers were hired for 1959-1960 without difficulty. Although salary is only one of several factors in attracting new teachers to a school system, the teachers hired and other applicants for the positions were willing to accept a contract and there was no objection to the salaries offered.

Changes Recommended by the Faculty for 1960-1961. At a meeting of the high school faculty March 2, 1960, the following recommendations concerning salary schedule
and board policy were made:

1. That a teacher be required to exhibit professional growth by obtaining six semester hours college credit every five years or attend clinics and workshops in their field that will represent professional growth equivalent to six semester hours credit. In the event a teacher does not demonstrate this professional growth, he or she will not be advanced on the percentage increase for experience. This ruling to take effect as of March 1960.

2. In the future, contracts will be issued four weeks prior to their return date.

3. Duties for which extra pay is given will include Library, $50 and Newspaper, $100.

4. Music teachers and administrators will be included in the salary schedule in the following manner:

   a. The high school principal will be hired on a 10 month contract. His base salary shall be 110% of the high school teachers' base salary and he is to be furnished a house in addition to this salary.

   b. The superintendent will be hired on a 12 month contract with 2 weeks vacation. His base salary will be 155% of the high school teachers' base salary, and he shall be furnished a house in addition to this salary.

   c. The elementary principal will be hired on a 10 month contract. His base salary will be 110% of the high school teachers' base salary and he will be furnished a house, or $600 in lieu of a house, in addition to this salary.

   d. The band director will be hired on a 11 month contract and to be paid on the same schedule as other teachers except, that the final or total salary for 9 months be multiplied by 122% to allow for the additional 2 months employment.
e. The vocal music teacher will be placed on the same schedule as the other teachers.

The Salary Study Committee for 1960-1961. Salary study committee consisting of two high school faculty members, two elementary faculty members, three administrators and three members of the board of education met to recommend changes in the salary schedule for 1960-1961. No chairman was appointed; the committee functioned for only one meeting. The investigator and faculty members reported comparisons of C and M's salaries, per-pupil-cost and tax levy with local schools of the same size. The comparison showed C and M to be average in salaries paid, and having the lowest per-pupil-cost and the lowest tax levy. Two of the board of education members commented that the farm economy was at a low point and, they felt they must not increase the tax load by increasing school costs. The meeting adjourned.

Board of Education Modifications to the Salary Schedule for 1960-1961. The board of education rejected the feature of the salary schedule that provided for increasing the base salary by the same amount as the figure in the salary study published by the Iowa State Department of Public Instruction. This figure increased from $4,374 to $4,509, an increase of $135. Had the provisions of the salary schedule been followed the base
salary for 1960-1961 would have been $4,435. The board of education set the base salary for 1960-1961 at $4,350, an increase of $50 over 1959-1960. Administrators and music teachers were placed on the salary schedule as recommended by the faculty. No action was taken on the other recommendations.

The board disregarded recommendations on elementary salaries made by the salary study committee and established the following scale for 1960-1961:

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than sixty hours credit</td>
<td>$2,750</td>
</tr>
<tr>
<td>Sixty to seventy-four hours credit</td>
<td>$3,150</td>
</tr>
<tr>
<td>Seventy-five to eighty-nine hours of credit</td>
<td>$3,250</td>
</tr>
<tr>
<td>Ninety to one hundred-four hours of credit</td>
<td>$3,400</td>
</tr>
<tr>
<td>One hundred-five to one hundred nineteen hours of credit</td>
<td>$3,500</td>
</tr>
<tr>
<td>One hundred-twenty hours of credit and above</td>
<td>$3,600</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$3,700</td>
</tr>
</tbody>
</table>

**Effect of Salary Schedule on Retaining Teachers for 1960-1961.** At the close of the 1959-1960 school year, the superintendent, the high school principal, five high school teachers, and two elementary school teachers
resigned. The investigator, who was in close contact with those who resigned, determined that salary was not the prime factor in the decisions to resign.

Effect of Salary Schedule on Obtaining New Teachers for 1960-1961. The salary schedule, as modified by the board, was adhered to in replacing faculty members and administrators who had resigned. Applicants expressed no objection to the salaries provided for by the salary schedule. The people were contacted personally and the referenced were mailed check lists. There were thirty-five check lists submitted; thirty-two check lists were returned completed.

Questions asked on the check list and the responses checked are recorded and summarized below:

...
CHAPTER III

APPRAISAL OF THE PROJECT

I. APPRAISAL TECHNIQUE

A check list was prepared with eight questions concerning the salary schedule adopted by the C and M Community School. The check list was given to five board members, eighteen elementary faculty members and eleven high school faculty members. The majority of the people were contacted personally and the remainder were mailed check lists. There were thirty-four check lists submitted; thirty-two check lists were returned completed. High school teachers answered, "Very successful."

II. RESULTS OBTAINED FROM THE COMPLETED CHECK LISTS

Questions asked in the check list and the responses checked are reproduced and summarized below:

1. Do you think the salary schedule was successful in providing an equitable differential between teachers having responsibility for activities and those who did not?

   Very successful  Successful  Unsuccessful  Undecided

Two board members and four high school teachers graduated. The elementary teachers were divided answered, "Very successful." One high school teacher on the question. One high school teacher answered

1 See Appendix, p. 44.
answered, "Unsuccessful," and commented, "Extra curricular activities are a part of the school as a whole and should not expect extra compensation." One board member and one high school teacher answered, "Undecided." This question was not applicable to elementary teachers.

The board and high school teachers were in general agreement that the salary schedule did provide an equitable differential for teachers having responsibility for activities.

2. Do you think the salary schedule as successful in providing encouragement for graduate study?

Very successful  Successful  Unsuccessful  Undecided

Two high school teachers answered, "Very successful." Two board members, six high school teachers, and nine elementary teachers answered, "Successful." One high school teacher and seven elementary teachers answered, "Unsuccessful." Three board members, two high school teachers, and two elementary teachers answered, "Undecided." The board and high school faculty generally believed the salary schedule provided encouragement for graduate study. The elementary teachers were divided on the question. One high school teacher entered graduate school during the summer of 1959.
3. Do you think the salary schedule was successful in providing incentive to remain in the system?  

Very successful  Successful  Unsuccessful  Undecided  

Two high school teachers answered, "Very successful."

Three board members, four high school teachers, and nine elementary teachers answered, "Successful." Four high school teachers and four elementary teachers answered, "Unsuccessful." Two board members, two high school teachers, and four elementary teachers answered, "Undecided."

The board and faculty were divided on their opinions concerning the salary schedules provisions to encourage tenure. At the end of the 1959-1960 school year, the superintendent, the high school principal, five high school teachers, and two elementary teachers resigned. The investigator is of the opinion that salary was not the deciding factor in these resignations. Comments on the question included: "Would have been successful had the board stuck to the schedule."; "It was good enough but it didn't make up for the rest of the grief."; "A good salary schedule does not correct other factors which cause teachers to leave a system." The general trend of the comments was that the teachers resented the board's deviating from the scheduled method of varying the base salary; and factors
other than salary determined decisions to resign.

4. Do you think the salary schedule was successful in that it was adequate to attract beginning teachers?

Very successful  Successful  Unsuccessful  Undecided

One board member and three high school teachers answered, "Very successful." Three board members, eight high school teachers, and five elementary teachers answered, "Successful." Eleven elementary teachers answered, "Unsuccessful." One board member and one elementary teacher answered, "Undecided."

The board and the high school faculty generally agreed the salary schedule was adequate to attract beginning teachers. Elementary teachers were in general agreement that the salary schedule did not provide salaries adequate to attract beginning teachers.

5. Do you think the salary schedule was successful in providing a professional salary for professional teachers?

Very successful  Successful  Unsuccessful  Undecided

One board member, two high school teachers, and one elementary teacher answered, "Very successful." Two board members, seven high school teachers, and six elementary teachers answered, "Successful." One high school teacher and four elementary teachers answered "Unsuccessful." One board member, one high school teacher, and five elementary teachers answered, "Undecided."
Comments on this question were: "Special subjects where demand is greater was not provided for in salary except music."; "Adequate for present standards."; and "Salary not up to those paid by business." Two high school teachers.

The board and high school faculty were in general agreement that the salary schedule provided a professional salary, but the majority of elementary teachers believed the salary schedule did not provide a professional salary.

6. Do you think the salary schedule was successful in providing for an equitable differential between experienced and inexperienced teachers?
   
   **Very successful** **Successful** **Unsuccessful** **Undecided**
   
   One board member and one high school teacher answered, "Very successful." Two board members, six high school teachers, and eight elementary teachers answered, "Successful." Two high school teachers and three elementary teachers and one high school teacher answered, "Successful." Eight elementary teachers answered, "Unsuccessful." One board member, two high school teachers and one elementary teacher answered, "Unsuccessful." One elementary teacher answered, "Undecided."

The board of education and the high school faculty were in general agreement that the salary schedule provided an equitable differential between experienced and inexperienced teachers. The elementary teachers were divided on the question.

7. Do you think the salary schedule was successful in providing a fair and impartial means of determining salaries?
   
   **Very successful** **Successful** **Unsuccessful** **Undecided**
Two board members, three high school teachers, and one elementary teachers answered, "Very successful." Two board members, six high school teachers, and twelve elementary teachers answered, "Successful." Two high school teachers and two elementary teachers answered, "Unsuccessful." Two elementary teachers answered, "Undecided."

The faculty and board generally believed the salary schedule provided a fair and impartial means of determining salaries.

8. Considering all factors, how do you feel the salary schedule compares with previous methods of determining salaries? 
   More Satisfactory  About the same  Less satisfactory

Four board members, nine high school teachers and twelve elementary teachers answered, "More satisfactory." Three elementary teachers and one high school teacher answered, "About the same." One high school teacher answered, "Less satisfactory."

The board and faculty agreed that the salary schedule was an improvement over previous methods of determining salaries.

III. SUMMARY OF APPRAISAL

The board of education believed the salary schedule was successful on all points. The high school teachers generally agreed that the salary schedule was successful
except for encouraging tenure. The elementary teachers were divided on their appraisal; about half of the elementary teachers believed the salary schedule as successful and about half believed it was unsuccessful. Comments by the elementary teachers generally indicated they believed the high school teachers benefited more from the salary schedule than did the elementary teachers.

Responses to the check list indicate that, although the salary schedule was not totally successful in all factors, it was an improvement over the previous method of salary determination.

The committee studied materials on salaries and salary schedules furnished by the Iowa State Education Association Salary Service. From this information, the committee established a set of basic salary levels based on time and experience.

The committee developed the salary schedule used in the elementary schools. The schedule followed that used in the high school, with the salary schedule used in the high school being a modification of the schedule used in some other Iowa public schools. Features included in the salary schedule developed were, among
CHAPTER IV

SUMMARY

Responding to a need expressed by the faculty and board, the investigator proposed initiating a study for the purpose of investigating and developing a salary schedule for the C and M Community School. Permission was given by the board to begin the study.

A salary study committee, consisting of two board members, two high school faculty members, two elementary faculty members, and two administrators, was formed. The writer of this report was elected chairman. Civic groups were excluded on the advice of the board because public relations were not good at the time.

The committee studied materials on salaries and salary schedules furnished by the Iowa State Education Association Salary Service. From this information, the committee established a set of characteristics they wanted in a salary schedule for C and M Community School.

The committee developed the salary schedule using recommendations contained in National Education Association publications and features contained in salary schedules used by other Iowa public schools. Features included in the salary schedule developed were, a base
salary that varied annually according to an outside factor; annual increments expressed as a percentage of the base salary; extra pay for extra duties and responsibilities; a differential for graduate study; and elementary teachers' salaries advanced to the same scale as high school teachers' salaries over a two year period.

The base salary recommended for 1959-1960 was $4,374.

The board adopted the recommended salary schedule with two changes: (1) the base salary was reduced to $4,300; and (2) the elementary salary scale was revised.

Teachers' contracts were issued for the 1959-1960 school year with salaries based on the salary schedule. One teacher resigned because the salary schedule did not provide a large enough raise over her 1958-1959 salary. Another teacher was asked to resign because a better qualified replacement could be obtained with salaries provided for by the salary schedule. New teachers were obtained without difficulty with the salaries offered.

In February, 1960, another salary study committee was formed but failed to function. The board rejected the feature of the salary schedule which provided for an increase of the base salary based on outside factors and
arbitrarily increased the base salary $50. Elementary
salaries were increased and more steps added to the scale.
The committee's recommendation that elementary teachers
with a bachelor's degree be paid the base salary paid
high school teachers was ignored.

Appraisal of the project was by a check list
submitted to board members and faculty members. Results
of the completed check list showed board members believ-
ed the salary schedule was successful; high school
teachers generally believed the salary schedule was
successful except for encouraging tenure; and elementary
teachers were divided in their opinions. All groups
were agreed that the salary schedule provided a more
satisfactory means of determining salaries than previous
methods.

There exists a need for more study in the area
of extra pay of teachers for extra duties and responsi-
bilities. Because of the multiple factors affecting
teachers' salaries, a salary schedule is necessarily
complex.
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1. BOOKS


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BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


APPENDIX

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan A audit preparation.</td>
<td></td>
</tr>
<tr>
<td>The base salary is determined each year by increasing the previous year's base salary by the same amount as the increase of the first quarter's non-high school teachers' salary in high school, having enrollments from 100 to 199. This salary is found in the Salary Summary reported each January by the Iowa State Department of Education.</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>Credit for continuous uninterrupted teaching experience outside the system is 50 per year of such experience to a maximum of $200.</td>
<td></td>
</tr>
<tr>
<td>Credit for continuous uninterrupted teaching experience within the system is $50 per year of such experience to a maximum of $100. The sum of lines 2 and 3 are not to exceed $300.</td>
<td></td>
</tr>
<tr>
<td>Credit for graduate study is as follows: 10 to 12 hours, $80; 20 to 22 hours, $160; 30 to 32 hours, $240; and a master's degree, $300.</td>
<td></td>
</tr>
<tr>
<td>Assistant high school principal</td>
<td>$120</td>
</tr>
<tr>
<td>Instructor for one or more</td>
<td>$75</td>
</tr>
<tr>
<td>Junior class mentor</td>
<td>$75</td>
</tr>
<tr>
<td>Sophomore class mentor</td>
<td>$75</td>
</tr>
<tr>
<td>Freshman class mentor</td>
<td>$75</td>
</tr>
</tbody>
</table>

173076
The base salary is determined each year by increasing the previous year's base salary by the same amount as the increase of the first quartile men high school teachers salary in high schools having enrollments from 100 to 199. This salary is found in the Salary Summary reported each January by the Iowa State Department of Public Instruction.

- **Line 2.** Credit for continuous uninterrupted teaching experience outside the system is $30 per year of such experience to a maximum of $180.
- **Line 3.** Credit for continuous uninterrupted teaching experience within the system is $60 per year of such experience to a maximum of $360. The sum of lines 2 and 3 are not to exceed $360.
- **Line 4.** Credit for graduate study is as follows: 10 to 12 hours, $80; 20 to 24 hours, $160; 30 to 32 hours, $240; and a master's degree, $300.
- **Line 6.** Percentages to be used are: first year, 3%; second year, 5%; third year, 8%; and fourth year, 9%.
- **Line 7.** Pay for extra duties is according to the following scale:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys basketball</td>
<td>$300</td>
</tr>
<tr>
<td>Football</td>
<td>$300</td>
</tr>
<tr>
<td>Spring baseball or track</td>
<td>$100</td>
</tr>
<tr>
<td>Girls basketball</td>
<td>$300</td>
</tr>
<tr>
<td>Girls softball</td>
<td>$200</td>
</tr>
<tr>
<td>Annual sponsor</td>
<td>$150</td>
</tr>
<tr>
<td>Junior class play</td>
<td>$150</td>
</tr>
<tr>
<td>Senior class play</td>
<td>$150</td>
</tr>
</tbody>
</table>

This is the annual salary.

Termination of computation.
CHECK LIST ON C AND M HIGH SCHOOL SALARY SCHEDULE

1. Do you think the salary schedule was successful in providing an equitable differential between teachers having responsibility for activities and those who did not?

Very successful___ Successful___ Unsuccessful___ Undecided___

Comments:

2. Do you think the salary schedule was successful in providing encouragement for graduate study?

Very Successful___ Successful___ Unsuccessful___ Undecided___

Comments:

3. Do you think the salary schedule was successful in providing incentive to remain in the system?

Very successful___ Successful___ Unsuccessful___ Undecided___

Comments:

4. Do you think the salary schedule was successful in that it was adequate to attract beginning teachers?

Very successful___ Successful___ Unsuccessful___ Undecided___

Comments:

5. Do you think the salary schedule was successful in providing a professional salary for professional teachers?

Very successful___ Successful___ Unsuccessful___ Undecided___

Comments:

6. Do you think the salary schedule was successful in providing for an equitable differential between experienced and inexperienced teachers?

Very successful___ Successful___ Unsuccessful___ Undecided___

Comments:

7. Do you think the salary schedule was successful in providing a fair and impartial means of determining salaries?

Very successful___ Successful___ Unsuccessful___ Undecided___

Comments:
3. Considering all factors, how do you feel the salary schedule compares with previous methods for determining salaries?

More Satisfactory_____ About the Same_____ Less Satisfactory_____
<table>
<thead>
<tr>
<th>Quarter</th>
<th>5,903</th>
<th>5,905</th>
<th>5,925</th>
<th>3,765</th>
<th>3,782</th>
<th>3,792</th>
<th>3,828</th>
<th>3,855</th>
<th>3,874</th>
<th>3,923</th>
<th>3,950</th>
<th>3,979</th>
<th>4,000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher's Salary</strong></td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
<td>$2,775</td>
</tr>
<tr>
<td><strong>Superintendent</strong></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
</tbody>
</table>

| High School Enrollment 100 - 199 |

**TABLE II**

High school enrollment for the 1959-1960 school year.