

Citizen Control of the Citizen's Business

TORONTO'S CITIZENS CAN CONTROL TORONTO'S AFFAIRS ONLY THROUGH FREQUENT, PROMPT, ACCURATE AND PERTINENT INFORMATION WITH REGARD TO TORONTO'S BUSINESS.

ISSUED BY THE
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Teachers' Salaries

Do

the welfare of the children for whom we
maintain schools,

justice to the teachers who conduct the
public schools for the citizens, and

fairness to the public school supporters
who pay the bills

require an increase in teachers' salaries?

Efficient Schools a Community Necessity

Education in its various forms is the most important process carried on by modern society. An autocracy depends for its existence on the superior training of the few and the ignorance of the many. The education—physical, mental and moral—of all citizens is vital to the continuance and development of democratic institutions. The vitality of a democracy may be measured by the value which its citizens place on education. There are two standards by which we may measure the value so placed—the status in the community accorded to teachers and the material rewards of the profession.

Queries.

How does teaching rank in the estimation of the public with, say, Law, Medicine and Engineering?

Has the standing of teachers in the community risen during recent years, as evidenced, for example, by the parts they are called upon to play in functions outside their daily routine?

Perhaps a definite answer cannot be given to these questions. It is true, however, that although public education is so vital to the nation, the length of the professional education provided for teachers, particularly in the so-called lower ranks of the profession, does not compare to that required in Law, Medicine or professional Engineering. Can it be claimed that as much professional training is not required by the teachers, who have so much to do with forming the minds and characters of our children, as by those professions which minister to our bodily and material needs? As a matter of fact, we make no such claim, but, being unwilling to pay teachers salaries which would justify a longer term of training for their profession than at present, we prescribe a minimum training which will give us a supply of teachers sufficient in numbers to fill vacancies at the salaries we are willing to pay. What guarantee have we that, in view of low salaries, sufficient candidates will continue to present themselves for the training now provided? In fact, the dearth of teachers is already felt in other parts of the Province and in time will reach Toronto, which naturally will be the last city of Ontario to feel the pinch. In the United States similar conditions have led to a dropping off of 20 per cent. in admissions to Normal Schools during the last few years.

Ontario teachers on the average are as well educated and trained as those of any other state or province on this continent. Many teachers have invested much more in their education than is required by the authorities. Conditions should be such as to promote an ever-rising standard of academic and professional attainment.

The Teacher Cannot Stand Still.

In any profession the worker tends to get into a rut and ceases to grow unless he keeps abreast of the times through study and travel. This is just as true of the teaching profession as of others. It is just as true of the primary as of the advanced grades. Teaching involves much routine work and much necessary repetition and

drill. To do good work the teacher must, as it were, irrigate the minds of pupils from a running stream, not a standing pool. Study, mental recreation and travel are an essential to the teacher, and the public—his or her employer—even from selfish reasons, must pay salaries sufficient to allow these as well as the ordinary cost of keeping body and soul together.

The Teacher Must be Free From Unnecessary Worries.

Again, the teachers' financial rewards must be such as to make saving possible without impairment of physical or mental efficiency. A mind oppressed by fear of the future or laboring under a sense of injustice cannot give the best possible service, no matter what the effort may be. A spirit of sacrifice in the interest of education is an excellent thing, and necessary for the highest results, but the general public, which receives the chief benefit, should do its share of the sacrificing.

The Standards in Citizenship of the Ratepayer Largely Determine the Type of Citizenship That the School Produces.

It is neither good business nor good citizenship to keep teachers' salaries on a basis lower than the economic level, even if the present moral rewards of work well done or the delayed dividends represented by treasures in heaven are large in the teaching profession. If the public expects teachers to train boys and girls in citizenship successfully it must display a type of citizenship which will measure up to the standard presented in the school-room. Schools are not maintained for the teachers, or even for the taxpayers, but for the children, and the standard of teachers' salaries should be chiefly determined by the best interests of the children.

We Present Herewith the Following Statements:

1. Comparative Statement for 1914 and 1919, showing maximum, minimum and median salaries paid by the Toronto Board of Education.
2. Statement of Salary Limits of Toronto Teachers (Authorized February 7th, 1919).

Throughout, the "median" is employed instead of the average, which is often misleading, in that a few large salaries may bring up the average to a point higher than the actual salaries received by the majority of teachers. The median salary is, theoretically, that salary, in a series of salaries, which divides recipients into two equal groups, the number of persons receiving salaries in excess of the median being equal to the number of persons receiving salaries less than the median. For example, if the median of the salaries in a certain school was \$900.00, the number of teachers receiving more than \$900.00 would be equal to the number receiving less. This would not necessarily, or even frequently, be true of the average. The median may not represent the actual salary of any particular teacher, but is nevertheless typical as dividing teachers at least constructively into two equal salary groups.

STATEMENT I.

**COMPARATIVE STATEMENT SHOWING
MAXIMUM, MINIMUM AND MEDIAN SALARIES PAID BY
THE TORONTO BOARD OF EDUCATION, 1914-1919**

	Actual Maximum		Actual Minimum		Median		No. of Teachers	
	1914	1919	1914	1919	1914	1919	1914	1919
Secondary Schools (Including Principals):								
1. Technical School	\$6,000	\$6,500	\$ 800	\$1,300	\$1,900	\$2,037	28†	55†
2. High School of Commerce	3,200	3,500	840	1,600	2,200	2,133*	11	25
3. High Schools and Collegiates	3,200	3,500	1,200	1,500	2,207	2,350	93	126
Public Schools:								
4. Principals.....	\$2,400	\$2,800	\$ 700§	\$ 850§	\$1,927	\$2,319	82	94
5. Male Teachers	1,700	2,000	1,100	1,300	1,411	1,811	88	81
6. Female Teachers	1,050	1,400	600	800	854	1,032	922	1,311
7. All-Day Kindergartners.....	1,400	1,000	1,381	36
8. Kindergartners (One session daily)	750	850	450	600	565	673	192	154
9. Total Full-Day Teachers (Items 5, 6 and 7).....	1,700	2,000	450	800	870	1,049	1,010	1,428
Total:								
All Teachers and Principals (Items 1 to 8)	\$6,000	\$6,500	\$ 450	\$ 600	\$ 875	\$1,080	1,416	1,882

† Most Technical School salaries include compensation for work in night classes. The prevailing proportion chargeable to this extra duty is one-ninth.

* Decrease due to great increase in staff,—not to a real lowering of salaries.

‡ The 94 principals include 4 who teach in special one-class schools. If they were eliminated from the list of principals, the actual minimum paid in 1914 and 1919 would be, respectively, \$1,200 and \$1,500.

STATEMENT II.

SALARY LIMITS OF TORONTO TEACHERS

Authorized February 7, 1919

CLASSIFICATION	Initial Salary	Maximum Salary	Annual Increment
Technical School			
Principal	\$.....	\$6,500	\$.....
Ass't Principals		3,300	
Directors—Men		3,050	
Directors—Women		2,700	
Assistant Teachers—Men		\$2,550-2,750	
Assistant Teachers—Women			
{ Industrial		1,600-1,800	
{ Academic		2,300-2,500	
High Schools and Colleges			
Principals	\$2,700	\$3,500	\$100
Assistants—All Grades	\$1,500-1,700	\$2,500-2,700	100
Manual Training Assistants	1,500	2,500	100
Domestic Science Teachers	1,500	2,500	100
Public Schools			
Principals—15 rooms or more	\$1,800	\$2,800	\$100
“ —6-14 rooms.....	1,800	2,500	100
“ —4 rooms		1,900	
Supervisors	1,800	2,800	100
Assistant Supervisors.....	1,300	1,800	100
Male Assistants :			
{ Academic	\$1,300-1,600	2,000	100
{ Commercial.....	1,400-1,700	2,100	100
Manual Training Assistants	1,300	2,100	100
Female Assistants :			
{ Academic	800	1,500	100
{ Commercial.....	900	1,600	100
Domestic Science Teachers	850	1,500	100
All-Day Kindergartners	800	1,500	100
Kindergarten Directresses ...	700	900	50
Kindergarten Assistants.....	600	700	50

According to "The Labour Gazette," the average index numbers of wholesale prices on all commodities in certain selected groups (see page 1250, October, 1919) were respectively 141.3 and 301.5 for 1914 and 1919—an increase of 113%.

The median of all teachers' salaries, including principals, has gone up from \$875 in 1914, to \$1080 in 1919—an increase of 23%.

The median of all public school teachers' salaries, other than principals', has gone up from \$870 in 1914, to \$1049 in 1919—an increase of 20%.

BRAINS versus Bricks

We expect to erect expensive school buildings in spite of the increased cost of construction.

Shall we raise salaries to meet part way the increased cost of living?