

Apparently, the higher the professional rank, the greater the economic pressure.

What, now, do teachers find to do in their efforts to add to their earnings?

Their supplementary activities are numerous, but may be classified under writing, extra teaching or institutional services, lectures, consulting and miscellaneous activities. Of the 7,072 teachers from whom we have complete information, both as to regular salary and as to amount and character of supplementary earnings, 70 per cent. do extra teaching or institutional services either in their own or other institutions and earn by extra teaching practically one half of all supplementary earnings. However, this does not mean that those included in this group do no other kind of supplementary work. For example, part of the group may also lecture. The next most popular field after teaching is writing, with 25 per cent.; 20 per cent. lecture; 10 per cent. do consulting work, and 25 per cent. engage in miscellaneous services. Teachers reporting from urban institutions apparently find greater opportunity for writing, extra teaching and institutional services and consulting work than teachers reporting from rural institutions. In lecturing and miscellaneous services the comparison is in favor of teachers reporting from rural institutions.

The total supplementary earnings of these 7,072 teachers who do extra work is equal to 24 per cent. of their regular annual salaries. The range of such earnings is very wide, ranging from less than \$100 to \$10,000 or more. The median supplementary earning is \$522. Less than one fourth make as much as \$1,000 or more, and 7.7 per cent. as much as \$2,000 or more. A very few succeed in earning considerable sums: seventy-seven out of 7,072 earn \$5,000 or more, and thirteen earn \$10,000 or more. It also appears that the higher the professional rank and the higher the regular salary, the larger the amount earned by additional work.

In view of the relatively low salaries of teachers in liberal arts colleges, it might be inferred that teachers in general who undertake supplementary work do it entirely from economic necessity. This, however, is not altogether borne out by the facts. For of 6,550 teachers who gave definite replies as to whether they did outside work from necessity or from choice, 72 per cent. stated that they preferred to do regular work only, and 23 per cent. did additional work from choice. That is, about one fourth of all teachers who supplement their salaries prefer to do this rather than devote their entire energies to their regular work. On the other hand, about three fourths apparently feel that teaching in a liberal arts college is a man-sized job, worthy of their energies and full devotion.

Nor does appreciable private income apparently have much effect upon whether teachers do or do not undertake additional work. Teachers reporting were left to define in their own terms what they considered appreciable private income. Of the 2,132 teachers reporting appreciable private income, 65 per cent. supplemented their salaries, as compared with 69 per cent. of those who presumably do not have appreciable private income. Of those who reported appreciable private income and who supplemented their salaries, 45 per cent. stated that they did it from necessity.

Of the many factors compelling teachers under present salary conditions to supplement their regular incomes, perhaps none is more important than family responsibility. Of the 7,776 married teachers replying, 77 per cent. supplement their regular salaries, as compared with 47 per cent. of the 3,927 single teachers. When comparisons are made by rank, 82 per cent. of the married professors replying do additional work, as compared with 52 per cent. of unmarried professors. The corresponding percentages for married and unmarried instructors are 66 and 43.

A study of the supplementary earnings of teachers and of the reasons why additional work is undertaken, therefore, shows that, while a goodly proportion of teachers claim to undertake outside work from choice, and a small proportion may not need to do additional work because of appreciable private income or because they are unmarried, the fact remains that under present salary conditions teachers in general are compelled to supplement their salaries by outside work, and for the majority this means more teaching.

To conclude: There is indisputable evidence that the salaries of teachers in colleges of arts, literature and science increased about 30 per cent. from 1919-20 to 1926-27, and that the average annual salary of all such teachers has risen from \$1,724 in 1914-15 to \$2,958 in 1926-27. It is, however, equally clear that the real average increase has only been from \$1,724 in 1914-15 to \$1,825 in 1926-27. Nevertheless, slight as this real increase has been, it has been sufficient to meet the salary crisis of 1919-20, and sufficient to give teachers a slightly more favorable financial position than heretofore. Favorable as their present financial status appears in comparison with the past, it yet remains that present salaries are inadequate, and that almost two thirds of the teachers in colleges of arts, literature and science are compelled to take on additional work to meet their economic needs. Those entrusted with the education of youth and the increase of knowledge still follow their high calling amid financial discouragements, and, because of unfavorable financial prospects, able and inspiring young men and women are still deterred from devoting their lives to teaching.