

But there were large differences among different groups of teachers and particularly the high-priced teachers experienced large relative losses. In general, the increase was largest in the smallest schools where pay had been very low. For example, in the State of New York in the common one-teacher school the rise from 1939 to 1946 was 45 percent; in cities of population of 100,000 and over, the increase was only 13.6.⁸⁸ In New York, representing the richest State, the increase in the war period was roughly about 20 percent; whereas for the whole country, the increase was about 40 percent.⁸⁹

Gradually, under the pressure of increased enrollments and relatively good organizations, the public school teachers were able to increase their pay after the war and to recoup a good part of their relative losses. For example, the Office of Education writes:

* * * When expressed in terms of 1955-56 dollars, however, the increases are not as large as they appear * * *. For example, the average annual salary for the continental United States in unadjusted (current) dollars rose from \$1,441 in 1939-40 to \$4,156 in 1955-56, an increase of 188 percent. When expressed in terms of 1955-56 dollars, the increase between 1939-40 and 1955-56 was only 50 percent. During the same 16-year period, the personal income per member of the labor force (in 1955-56 dollars) increased 76 percent * * *.⁹⁰

But this is not exactly a fair comparison because personal income includes not only income earned but also all other kinds of income and, therefore, the relative position of teachers is better than is indicated in this excerpt.

On the whole, the colleges have suffered more than the schools. This is partly due to the fact that the college faculties are not as well organized, and furthermore there is a degree of rapport between the schoolteachers and their local finance and tax authorities and the parents who want their children to get a good school education. One could, for example, go back to the days of President Eliot when he astounded the world by announcing that hereafter the professors at Harvard would be paid \$4,000. But the fact is that by 1959, when the average pay was \$16,000 for a professor and, therefore, there had been an increase of three times in the average pay, the situation was not as good as it seemed. Prices had risen by two times and, therefore, there was not a large gain in real income. Moreover, the per capita real income of the population had risen several times as much as the income of the average Harvard professor.

Even as late as 1955-56, a full professor at major private universities was receiving from 10 to 20 percent less in real dollars than he had received before the war. Since the average worker in our society has improved his position by about 50 percent, this suggests at that time the relative deterioration of at least 40 percent in the real position of the professors in top private institutions. Indeed, the losses to other members of the teaching fraternity were not quite so large, though in general there were very few who by 1955-56 were receiving larger real incomes than they had before the war. Indeed, to some extent, this was made up by an increase in fringe benefits and

⁸⁸ New York State Education, November 1946, pp. 137-139.

⁸⁹ See S. Rept. 323, "Federal Assistance to States in More Adequately Financing Public Education," 1943, p. 5.

⁹⁰ U.S. Department of Health, Education, and Welfare, Office of Education, "Statistics of State School Systems, 1955-56; Organization, Staff, Pupils, and Finances," 1959, p. 22.