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ECONOMIC CONDITIONS OF THE COLLEGE STAFF

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other workers. In such a scheme of religious education and of training for all the varied forms of Christian service, the whole field of special training for special forms of service is treated for the first time as a unity and is placed on that high level of intellectual, spiritual, and professional efficiency which is essential to the accomplishment of the great end in view. It is hardly possible to exaggerate the influence upon the whole life of our Protestant churches which will be exerted when into these various forms of ministry men and women pass from such a group of schools that give an adequate preparation for them and that are themselves bound together by a single dominating spiritual purpose.

ECONOMIC CONDITIONS OF THE COLLEGE STAFF

JOHN J. STEVENSON, LL.D.

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In the effort to ascertain the compensation of college teachers, use has been made of statistics published by the Carnegie Foundation, those contained in the reports of two denominational college boards, and of information received in reply to personal request.

The report of one denominational board gives in each case the total salaries, the number of instructors, and a classified enumeration of students. Eliminating from this list those colleges which are not under denominational control and which should not have been included, there remain sixteen colleges in which the average salary is from \$613 to \$1,850, but it exceeds \$1,100 in only five. The three distinctly denominational colleges, having no preparatory department, have the several averages of less than \$1,900, less than \$1,200, and less than \$700. These are averages of all salaries.

The report of the other board gives scarcely so much detail, but it is sufficiently suggestive. Thirty-one of the forty-three schools have more than 100 students enrolled in college courses, while only six are of the academic type. It is very evident that the salaries must be very low, since the total expenditure per teacher is from \$400 to \$4,000 per annum. In most of those of the highest class the full professor's salary is from \$1,400 to \$1,800, in one case about \$2,500, and in another about \$3,000.

Available details are given in the Carnegie Foundation report for 1907 and in the Bulletin Number 2, issued in 1908. According to reports received from seventy-two colleges and universities of recognized standing as well as from thirty state or city institutions, the salaries are:

1. In colleges not supported by public funds: Assistants, \$100 to \$900; Instructors, \$350 to \$1,800; Assistant Professors, \$850 to \$2,700; Associate Professors, \$1,100 to \$2,700; Full Professors, \$1,400 to \$4,400.

2. In colleges supported by public funds: Assistants, \$200 to \$1,138; Instructors, \$600 to \$1,400; Assistant Professors, \$1,000 to \$2,250; Associate Professors, \$1,500 to \$3,189; Full Professors, \$1,650 to \$4,788.

These figures are not wholly comparable; in some colleges there is no distinction between assistant and instructor; all in the lower grades are grouped as one or the other; similarly, some colleges have no associate professors or no assistant professors; and this accounts for the extreme variations, in part. But taking the figures as they stand, one cannot point to them with pride. In two universities and one public college, the average for professors is above \$4,000, but these are in New York and Boston; in five, also in great cities or within the commuter-area, the average is about \$3,500; five others in great cities give \$3,000 to \$3,100, as do two state institutions, one of them in a large city; twelve colleges, eight of them in large cities, report \$2,500 to \$2,900, as do also five state universities, all of them in expensive localities; thirteen pay between \$2,000 and \$2,500, six of them being in large cities or within the commuter-area; ten state universities give about \$2,000, while below \$2,000 are thirty-six colleges, state and private. More than one-half of the reporting colleges pay \$2,000 or less to the full professor; teachers of lower grade receive enough less to make distinction in grade apparent.

It is sufficiently evident that in by far the greater number of schools authorized to confer degrees the salary is not inviting; that even in the firmly established colleges the salary of a full professor is not attractive. But this statement is incomplete; in the larger colleges there are few full professors, many of lower grades. Promotion is very slow. In the colleges reporting to the Carnegie Foundation, the age at which the grade of full professor was reached is thirty-five years and upward in thirty-five; in eleven it is thirty-three and thirty-four; below thirty-three in nine and below thirty in one. An examination of biographies in Cattell's "Amer-

ican Men of Science" gives proof that few men attain the rank of full professor in a college of good grade until after passing the age of thirty-five years.

The question at once arises: What is a proper salary for a college professor? (The term is used here as employed in the older institutions to signify one who, after service as instructor, has worked slowly upward until he has attained this rank.) The reply depends on the respondent's point of view. The college man earned little or nothing during his undergraduate course and, if he have taken graduate work deserving the name, very little during the later course. When, at twenty-five, he begins to teach, he is convinced that his salary should be large compared with that of men in some other professions because his years of preparation were many and because his hours of labor are long and fatiguing. The average man in the community has no sympathy with any such notions. He knows that the years spent in college should not be considered; they were merely years of sport, not of work; the long working hours mean nothing to him; he loafs in his shop more hours than the other man loafs in the class-room; talk about need of constant study seems to him absurd, as a teacher should know his subject so thoroughly that any additional study should be unnecessary. The usual college trustee is a prominent professional or business man, so long out of college that his conceptions of what a professor has to do are rather hazy, but some impressions remain which fit him to judge respecting both policy and curriculum. The professor is not, in his opinion, a very important matter; the really important factors of the college are the trustees, the president, the chairs of instruction, and the students.

The college teacher's work is continuous and laborious; it is all-important to the community. But one must be judicial in considering the question; there is nothing in a professorial chair which gives especial worth to the holder, but the usefulness of the chair depends wholly on the character of the man who occupies it. One reason for small salaries is the great abundance of small men among the candidates, to whom a salary, whatever it may be, is an inducement.

The question concerns the salary of a competent man. There is no reason why his salary at the outset should be greater than that of the young lawyer or physician, except that his whole time is required. The college which makes the test should not be expected to pay a large salary; he must prove his worth as the others must prove theirs. The first appointment should be for one year

and the salary should be small; if the appointee show himself qualified, he should be reappointed for a longer period, with salary increasing as his usefulness increases, until at length he receives a permanent appointment and is placed in the line for promotion.

A professor's services have no absolute value, such as is placed on gold or platinum. They are to be compared rather with coal and iron, of which the price differs according to locality. The salary of a professor in a village in the West or at some distance from a large center in the East need not be equal in dollars to that of one in a large city. But the salaries are small, even the best of them, so that professors, especially in the great cities, must supplement them by outside work.

A matter for serious consideration is the absence of what may be termed grand prizes such as exist for lawyers, physicians, and engineers. Eminent men in those professions receive large incomes and great meed of honor as reward for industry and for skill acquired during long years of application. But no such reward in money or honor awaits the college professor.

Another matter equally deserving of consideration in this connection is the changed standing of the professor. Forty-four years ago, when the writer became a college professor, the class-room work required ten to thirteen hours a week during nine months of the year, so that, after addition of hours needed for special study, there remained ample time for investigation. But that "leisure" disappeared in most departments of college work, but more especially in the scientific departments, more than a score of years ago. The introduction of laboratory teaching, vastly more laborious and nerve-racking than ordinary class-room work, added to the required hours. The unhealthy expansion of our colleges, without compensating increase of income, has been made at the expense of the college staff, who are compelled to spend more hours in the class-room. Too often the college receives only the work of jaded men, whose minds are dwarfed through lack of contact with other workers and through lack of opportunity for independent thinking. As another outgrowth of the expansion and of the great influx of men who ought not to go to college, the professor is lightly esteemed by a considerable proportion of the students. He is much less important than the football coach, as is noted by the daily papers.

The college professorship no longer offers inducements to ambitious men in science and literature. The mode of living has been changed throughout our land as in enlightened lands everywhere. If our colleges are to be manned properly, they must recognize this

fact, must remember that college professors are not hermits. The salaries should be increased, for in very few instances do they equal what some enlightened boards of trustees regarded as a minimum forty years ago. They should compare favorably with those of similarly well qualified lawyers or physicians.

The office of professor should be restored to its former dignity; it should be regarded as all-important, and college should become a place for study, not for play; a place where faithful students will be honored. The time has come for putting an end to competition for students and to the constant reiteration of false statements respecting the relation of college attendance to a man's success in life. A very great proportion of the chartered colleges should be deprived of the right to confer or to sell degrees and should be reduced to academic grade. The elimination of low-grade medical schools within recent years has proved its feasibility. If the colleges and professional schools of higher grade would refuse to recognize the degrees, the reform would come speedily. Colleges with moderate income should be colleges only and should not give graduate or professional courses which fall within the scope only of great universities with large faculties and corresponding income. The millennial condition will arrive when consolidation of rival institutions becomes the rule and denominational pride ceases to parade under guise of love for education.

But this involves much more. With increased salaries the colleges should demand higher qualifications. One is told that low salaries are due to overabundant supply of candidates, which may be true in one sense, but not in another. If our colleges were what they should be, if their success depended on the quality of the professors and not on the number of "chairs," the lack of proper candidates would be painfully apparent.

It is time to abandon the notion that college teaching is altruistic work, involving the conception of self-sacrifice. That notion should be cast on the rubbish heap. It is the salve which college trustees apply to conscience when they fix salaries and it is the consolation of ill-fitted men occupying professorial chairs in petty colleges. Ability is worth money and comfort in this day; literary and scientific men of ability are much in demand. If colleges are to have such men, the salaries must be increased greatly or the hours of required labor must be reduced in so far as to make possible other and more profitable work. In this way alone schools of law and medicine have secured the services of eminent men. Unless the conditions be recognized, professors will become mere lesson hearers.

One other suggestion remains. Professors will not receive the economic consideration or the respect which is their due until after recognition of their right to representation on the board of trustees. They alone know the needs and the work. No university board of trustees, dependent only on the president's report, can deal intelligently with affairs of the several schools, no matter how faithful, honest, or honorable that president may be. He has serious limitations in knowledge and, being human, has his preferences. Some trustees object to this suggestion, asserting that the faculties are not fitted for work as trustees. This may be true of some faculties. In such cases, where the trustees cannot entrust a share of the responsibility to the men whom they have selected, it would be well for the negligent trustees to resign and to turn the trust over to men who will be more conscientious in performing their duties. The sad condition of affairs in American colleges is due very largely to the failure of trustees to come into close contact with the professors.

WHO SHOULD GO TO COLLEGE

IS IT POSSIBLE TO ARRIVE AT STANDARDS BY WHICH TO DETERMINE THE SELECTION OF THOSE WHO FOR THE SAKE OF SOCIETY SHOULD RECEIVE HIGHER EDUCATION?

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I assume that the higher education here referred to is cultural rather than vocational. The question suggests that society rather than the individual should decide and control the matter. This view I do not accept without considerable limitations. I dare not restrict the individual's aspiration for self development in any way save when it seriously interferes with the aspirations of others.

In order to understand the situation, a very brief historical reference will be helpful. At the time of the Renaissance, guilds of all kinds flourished. The interest in learning at this time led to the gathering of seekers after knowledge into the universities and to the formation of scholastic guilds. The A.B. degree was given to those who had passed the apprentice stage of learning, the A.M. degree certified to their ability to work independently as journeymen, and the Ph.D. to their ability to plan work and direct others as master workmen. Naturally as the system developed, more defi-