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IN OKLAHOMA CONCERNING CERTAIN  
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OPINIONS OF PRESIDENTS OF BOARDS OF EDUCATION IN  
OKLAHOMA CONCERNING CERTAIN PRACTICES PERTAINING  
TO TEACHER WELFARE AND SECURITY

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Norman, Oklahoma

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OPINIONS OF PRESIDENTS OF BOARDS OF EDUCATION IN  
OKLAHOMA CONCERNING CERTAIN PRACTICES PERTAINING  
TO TEACHER WELFARE AND SECURITY

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OPINIONS OF PRESIDENTS OF BOARDS OF EDUCATION IN  
OKLAHOMA CONCERNING CERTAIN PRACTICES PERTAINING  
TO TEACHER WELFARE AND SECURITY

CHAPTER I

INTRODUCTION

Background for the Study

Public schools in the early history of this country were not managed by boards of education which were chosen specifically for that purpose. Because of the interrelation of civil and religious interests of the colonists, there seemed to be no need for separate management of schools. The clergy was responsible for visiting the schools, approving teachers, and generally supervising public education. A committee of selectmen (town council) was responsible for seeing that public schools were provided and supported in accordance with law.

Gradually, religious and civil affairs became divorced, and "school committees" were elected to manage education. By the end of the colonial period about the only educational responsibility left to the churchmen was serving as school visitors along with the school committee but without

any authority over the teacher. Thus the method of school board management of public education was established.<sup>1</sup>

In the early years of the 19th century boards of education were established for the purpose of overseeing the local schools. The board took its place as a policy-making, legislative body, acting as an agent of the state, during the first half of the present century.

These are the steps in the evolution of the local board of education as we know it now. "In most states the laws now require that the local boards of education be chosen directly by the people of the local school districts for the single and exclusive purpose of operating the local schools."<sup>2</sup>

Nature of boards of education.--There are no specific legal requirements for membership on a board of education other than state and national citizenship and residence in the school district. These qualifications are inadequate for the intelligent and progressive direction of a school system, even though they are important. Any individual who serves on a school board needs to be vitally concerned with the educational development of children. Members

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<sup>1</sup>Calvin Grieder and William E. Rosenstengel, Public School Administration (New York: The Ronald Press, 1954), pp. 101-102.

<sup>2</sup>Oklahoma State School Boards Association, Inc., Oklahoma School Board Handbook (Oklahoma City: Oklahoma State School Boards Association, Inc., 1958), p. 7.

of boards of education should represent the entire community. They should not be selected on the basis that they represent special interest groups.

Some elements of quality which should be characteristic of the board member are stated by Chamberlain, who writes:

The individual board member should be a man or woman who has given evidence in his work of common sense, business ability, and foresight. He or she should be a person whose social and civic activities reflect a keen interest in problems of public education and social welfare; a person who recognizes his responsibility to the entire community; one who can work cooperatively with others; and an individual who is willing to learn thoroughly the duties and responsibilities of this public office.<sup>3</sup>

The need for the possession of these virtues by board members is reiterated in the Oklahoma School Board Handbook:

The full significance of board membership is revealed when the member regards his membership as a sacred trust and one of the highest forms of confidence and honor that his community can bestow; when he understands and respects the ethical relationships between himself, his fellow members, and the professional staff, the citizens of the community, and the legally constituted educational agencies and officials of the state; when he can properly differentiate between the persons and the problems involved in the operation of the schools; when he can distinguish between his personal interests and the interests of the children and the schools--between his role as a private citizen and a public servant--, and can always seek the basis for unity in the cause which should be common to

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<sup>3</sup>Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization (New York: Prentice-Hall, Inc., 1949), p. 102.

both the board and professional staff; and when he can keep a clear perspective and the significance of the past, the urgency of the present, and the critical importance of the future as these relate to the education of tomorrow's citizens.<sup>4</sup>

Functions peculiar to boards of education.--The local board of education, as a unit of state government, has been delegated the authority over all matters affecting the local schools as long as it does not act contrarily to state laws and regulations. In the exercise of this authority, it becomes the responsibility of the board of education to develop, with the assistance of the superintendent and his staff, such policies and programs that are in harmony with the needs of the community; to provide physical and educational conditions that are essential to good instruction; to permit experimentation with new ideas and developments in education; to require the superintendent to supply information that will show how well the policies and programs of the school are working out in practice; to keep the people of the community completely informed about the purposes, needs, and problems of the school system; and, to develop close cooperation with public officials and private agencies in effectively using school facilities for educational advancement of the community.<sup>5</sup>

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<sup>4</sup>Oklahoma State School Boards Association, Inc., op. cit., p. 10.

<sup>5</sup>Chamberlain and Kindred, op. cit., p. 104.



It is because of such responsibilities that the board has legal and moral obligations to recognize, understand, and accept sound principles of education which provide a basis for sound policy and desirable practices in public schools.

#### Need for the Study

Professional status of the teacher in Oklahoma.-- No phase of the educational program is more important than that of instruction. The quality and effectiveness of learning are manifested by the quality and effectiveness of the products of our educational enterprise. The impact that these products will have on future society will be, in part, a direct result of the nature of teaching. It is impossible to gain optimum returns unless the school can acquire and retain superior teachers.

There are indications, that all is not well with education in Oklahoma as far as teaching personnel are concerned. This assumption is based on two evident facts: (1) withdrawals from the Teacher Retirement System attest to the fact that too many teachers are leaving the teaching profession in order to pursue other occupations, etc.; (2) too great a percentage of Oklahoma trained teachers are leaving Oklahoma to accept teaching positions in other

states.<sup>6</sup> It is assumed that these conditions are due, mainly, to economic and security inadequacies for teachers. Pugmire stated in 1950:

If the people of Oklahoma really want a personnel policy and program in their schools which will provide their children with the quality of teaching to which the children are entitled as future citizens and leaders of the State, they will not overlook these aspects of the whole problem of economic adequacy and security for their teachers.<sup>7</sup>

Even though there is evidence of efforts being made by the State to provide increased salaries, improved working conditions, improved security, and improved retirement benefits for teachers in Oklahoma, concern for improvement in personnel policy at the local level is paramount. Shannon states that the basic policy number 8 of the National School Boards Association reads: "The National School Boards Association with its affiliated state associations urges local boards to exercise the utmost vigilance in maintaining and improving the professional status of the teaching profession. . . ."<sup>8</sup>

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<sup>6</sup>Sixteenth Annual Report of the Board of Trustees of the Oklahoma Teachers' Retirement System for the Year Ending June 30, 1959 (Oklahoma City: Oklahoma State Department of Education, 1959), p. 5.

<sup>7</sup>D. Ross Pugmire, Oklahoma's Children and Their Schools. An Opportunity and An Obligation (Oklahoma City: Oklahoma Education Association, 1950), p. 139.

<sup>8</sup>W. A. Shannon, "School Boards Look at the Teaching Profession," Teachers College Record, LIX, No. 1. (October, 1957), p. 9.

As far as it can be determined, no attempt has been made to discover the existence or non-existence of certain preferred practices pertaining to teacher welfare and security in Oklahoma's schools, or what the evaluations of school board members are concerning these practices. The study by Shaw<sup>9</sup> concentrated on the teaching load factor of the teachers in Oklahoma. He found that the range in teaching load was greater among male teachers than among female teachers; that the mean teaching load was higher among male teachers; that the male teacher was more likely than the female teacher to carry an extreme load (heavy or light); that the male teacher was more likely to receive additional compensation for added duties; and, that the inequalities in teaching load might be due to inability, reluctance, or unwillingness on the part of the local district to finance an adequate staff.

No study has been found that dealt with the opinions of board members in Oklahoma concerning practices in the areas of teacher welfare and security, or the relationship which exists between these opinions and characteristics possessed by board members. Johnston, in his study of 1953,<sup>10</sup>

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<sup>9</sup>Cecil M. Shaw, "Teaching Load of High School Teachers in Oklahoma," unpublished Doctor's dissertation, University of Oklahoma, 1958.

<sup>10</sup>Thadeus C. Johnston, "Opinions of School Board Members in Oklahoma Concerning Selected Principles of Education," unpublished Doctor's dissertation, University of Oklahoma, 1953.

sampled the opinions of school board members in Oklahoma concerning certain principles of education. A questionnaire was mailed to 400 board members in Oklahoma. The respondents were to show degrees of agreement or disagreement with principles listed under the heading of Business and Finance, Curriculum, Personnel, and Public Relations. It was found that board members, in general, have opinions that are consistent with an educational program that is adapted to the needs, interests, aptitudes, and abilities of youth. It was also found that board members in Oklahoma agree with sound principles of education to a greater extent than they disagree with them.

Further, the study by Ragan<sup>11</sup> dealt with the economic and social aspects of school board personnel in Oklahoma. He found that a majority of the board members were associated with three occupational groups--professional, proprietary, and agriculture. National comparisons showed that fewer women were to be found on boards of education in Oklahoma than in other sections of the United States; the median age of all board members was similar to that in other sections of the United States; fewer members in Oklahoma had completed high school and higher education than had the board members as a whole in the United States. A majority

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<sup>11</sup>William B. Ragan, "The Personnel of Oklahoma School Boards" (unpublished Master's thesis, University of Oklahoma, 1928).

of the board members were found to have children in school and the median years of service on the board of education compared favorably with that of board members in the western states.

The interests of public education in Oklahoma would be greatly enhanced if it were more fully known what values board members place upon teacher personnel practices that are advocated by leading educators as being necessary to a sound educational program. It is believed that such knowledge would help board members to improve their services by reminding them of the importance of knowing, accepting, and putting into practice sound principles of education. This information could be invaluable to administrators, teachers, to citizens in general, and to those who are responsible for the activities and functions of professional education agencies at the state level. Because of the lack of such information, the increased emphasis upon quality of education at the local level, and the nature of the role of the school board in the educational enterprise, it is believed that a need exists for such a study as the one reported here.

#### The Problem

The problem suggested by the foregoing needs and purpose is to discover the opinions of presidents of boards of education serving the independent school districts of

Oklahoma concerning certain practices pertaining to the welfare and security of public school teachers.

It is believed that the solution of this problem will be of greater significance if the answer to the following questions are known:

1. What practices concerning the welfare and security of teaching personnel in public education are most consistently recommended by educational writers as being preferred?

2. To what degree are these preferred practices presently utilized in the independent school districts in Oklahoma?

3. What relationships seem to exist between board presidents' characteristics (age, occupation, level of formal education completed, children in school, present or in the past, length of service on the board of education), the teaching personnel practices that exist in Oklahoma's independent school districts, and their opinions of the practices that should exist.

Delimitation of the problem.--The study is based primarily upon data received from presidents of the boards of education in the independent school districts in Oklahoma concerning the practices pertaining to the welfare and security of the teaching personnel in each of their school systems, and their opinions of the importance of these practices found on the checklist.

In order to obtain the desired data for such a study as this, it was thought necessary to include for investigation those elements of teacher welfare and security that are considered relevant. They are: (1) Teaching Load, (2) Health of Teachers, (3) Leaves of Absence, (4) Salaries, (5) Dismissals and Resignations, and (6) Retirement.

There are practices stated for all the areas to be included in the study. For the purpose of the study, it was thought that these practices were sufficient to cover the basic elements of interest and concern. Many more items could have been included in the checklist, but at the risk of being excessive in length and in time consumption, it was thought necessary to keep the instrument as short as possible but still to include the essential items.

It seemed desirable to limit the study to include only the school board presidents because of the nature of the position as well as what is generally found to be characteristic of board presidents themselves. The board president is usually in a position of influential leadership on the board. Ordinarily he is in a position to be exposed to and have a more complete knowledge of the policies and practices of the board of education as it relates to the educational program of the school system since he does assume the leadership role in board operation. Also, the president of a board of education, generally, is a person of above average intelligence and prestige in the community. When compared with

the other members of the board, the president is most often consulted concerning local educational matters. In addition, it can be anticipated that the president has had previous experience as a board member. For these reasons, it seems that, generally, the board president could respond more intelligently, and more informatively than any of the other members of the board.

It also seemed desirable to limit the study to include only those board members serving the independent school districts because of the differences in relationship between the county superintendent of schools and the dependent school system, and the district superintendent and the independent school district. The board of education of the independent school district develops policies and holds the superintendent responsible for putting these policies into practice. On the other hand, the county superintendent acts only in a supervisory and advisory role to the dependent schools. In the dependent school district there is no regular meeting date between board of education and county superintendent; consequently, the understanding and cooperative effort between board and superintendent does not exist as it does in the independent school district. Because of these administrative differences, it seemed more feasible to include only the independent school districts in the study.

Even though other characteristics of board members could have been included in the study, only those characteristics that seemed relevant to the purpose of the study were



utilized. Since the characteristics included are designed for the purpose of showing relationships between characteristics and opinions, it was thought that other variables would not influence the respondents' opinions to a significant degree.

Operational definitions.--For purposes of clarification and understanding, definitions of terms that will be used throughout the development of this study are:

"Area of Teacher Welfare and Security" refers to those divisions of personnel administration and policy which have been used in this study and which are commonly recognized as direct responsibilities of the local school system.

"Checklist" designates a prepared list of items that relate to teaching personnel practices and on which the respondents may show by a check mark the existence or non-existence of certain practices in his school system, and also his evaluation of certain practices as he sees their importance.

"Children in School" refers to children of the board presidents who are attending either elementary or secondary school at present or have attended such in the past.

"Formal Education" designates the level or grade at which the respondents ended school attendance.

"Independent School District" refers to that district in which the board of education has the power to decide on budget items or the amount of money to be raised for educational purposes, its decision not being subject to veto or

modification by a governmental official or reviewing body.

"Length of Service" refers to the total number of years that a respondent has served on a board of education.

"Occupation" designates the economic activity that is the life-work of the respondent.

"Opinion" designates the formed judgments of the respondents toward the importance of the practices stated in the checklist as expressed by marks asked for following each item. It should be noted that even though the term "attitude" will not be used in this report, the reader should be made aware of the distinction between "opinion" and "attitude" since the two terms are often used synonymously. Parten states that "Many psychologists agree that an attitude is the preparation and tendency to act, either overt, inner, or psychic. It is more general than opinion, which is merely an overt expression on a controversial point."<sup>12</sup> Lundberg defines the term "attitude" as "denoting the general set of the organism as a whole toward an object or situation which calls for adjustment."<sup>13</sup> He continues to say that "opinion" denotes verbal behavior and that opinion is an index to attitude.<sup>14</sup>

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<sup>12</sup>Mildred Parten, Surveys, Polls, and Samples: Practical Procedure (New York: Harper and Brothers, 1950),

<sup>13</sup>George A. Lundberg, Social Research (New York: Longmans, Green and Company, Inc., 1942), p. 213.

<sup>14</sup>Ibid.

"Preferred Practices" refers to generalizations widely recommended by recognized authority as a guide to procedures in personnel administration that have been derived from experience, research, observations, and logical deduction.

"School Board Member" designates a citizen elected or appointed in a manner prescribed by law to serve for a limited number of years on the policy-making board of the school district.

"School Board President" refers to the member of the local board of education who is elected by the other four members of the board to serve in the office of the president.

#### Description of Research Method and Details Involved

The Method.--The normative survey method of research was used in this study because this method seemed to be appropriate to the nature and purpose of the problem. Good, Barr, and Scates state that "the normative survey approach is appropriate wherever the objects of any class vary among themselves and one is interested in knowing the extent to which different conditions obtain among these objects."<sup>15</sup>

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<sup>15</sup>Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Company, Inc., 1936), p. 289.

The questionnaire technique was used to secure the necessary data from the school board presidents.<sup>16</sup> Standard library research techniques were used in securing data for the development of preferred teaching personnel practices and in selecting studies related to this study.

The Preferred Practices.--The practices were developed by a careful analysis of the educational literature concerned with the welfare and security of the public school teacher. The practices were selected on the bases of (1) the extent to which they were supported by research studies, (2) the consistency of agreement between writers in the field of personnel administration as to what should be important considerations, and (3) the extent to which the practices covered the elements thought to be important to the welfare and security of the teacher as well as being important to the soundness of the local educational program.

Questionnaire developed.--A questionnaire was developed for the purpose of obtaining data necessary for this study from the board presidents. It was constructed in checklist form, using the preferred practices as a basis for its formulation. It was divided into two broad sections. The items found in the first section, headed "Teacher Personnel Practices," consist of thirty-four basic questions inquiring into the existence or non-existence of practices in the independent school districts of Oklahoma. The respondents were asked to

<sup>16</sup>Ibid., pp. 324-327.

spondents were asked to check the response(s) following each item, thereby designating current policies at the local level. Six areas of teacher welfare and security were identified and arranged under appropriate headings. The first ten items of the checklist are listed under the heading, "Teacher Load", items eleven through fifteen under the heading "Health of Teachers," items sixteen through twenty under the heading "Leaves of Absence," items twenty-one through twenty-four under the heading "Salaries," items twenty-five through thirty-one under the heading "Dismissals and Resignations," and items thirty-two through thirty-four under the heading "Retirement."

The items in the second section of the checklist, headed "Opinions of Practices," were designed so that the respondents could express their personal opinions of certain basic practices suggested in the first section of the checklist. Each respondent was asked to select and check the response to each item which most nearly expressed his point of view relative to the practices. The twenty-five items were arranged under the same six areas of teacher welfare and security as found in the first section. Items one through nine are listed under the heading "Teacher Load," items ten through thirteen under the heading "Health of Teachers," items fourteen through sixteen under the heading "Leaves of Absence," items seventeen through twenty under the heading "Salaries," items twenty-one through twenty-three under "Dismissals and Resignations," and items twenty-four through twenty-five under the heading "Retirement."

The "middle-ground" or "non-committal" position in the range of responses to each item in section two of the checklist was not included because researchers have found that if the non-committal alternative is not mentioned, relatively few people will fail to make a choice.<sup>17</sup> It seemed better, therefore, to force the respondents to take a definite position on each item on the checklist.

The initial draft of the checklist was submitted to colleagues engaged in the study of school administration, professors of education, practicing public school superintendents, and selected school board members for criticisms of items and form, and for suggestions for improvement of the instrument with relation to clarity and objectivity. By virtue of these criticisms and suggestions, the final form of the checklist was devised. A copy of the checklist is included in the Appendix.<sup>18</sup>

The population.--The population selected for the study consisted of the presidents of the boards of education of the independent school districts of Oklahoma. This population was expressly chosen because in the light of available evidence, it would seem to reflect opinions of a larger group (boards of education) with reference to given characteristics. The survey included the entire population

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<sup>17</sup>Partens, op. cit., p. 184.

<sup>18</sup>See page 219.

of 536 board presidents. The distribution of the board presidents who received and returned checklists are shown in Table 1.

TABLE 1  
BOARD PRESIDENTS RECEIVING AND RETURNING CHECKLISTS

| Size of District by Number of Teachers | Number of Board Presidents | Number Responding | Per Cent Responding |
|--|----------------------------|-------------------|---------------------|
| 10                                     | 113                        | 29                | 25.7                |
| 10 - 24                                | 274                        | 119               | 43.4                |
| 25 - 49                                | 89                         | 55                | 61.8                |
| 50 - 99                                | 38                         | 25                | 65.8                |
| 100                                    | 22                         | 16                | 72.2                |
| Totals                                 | 536                        | 244               | 45.5                |

Securing and treating the data.--This study involved the use of several sources of data. The data used in the development of the preferred practices pertaining to teaching personnel, and the review of the related studies, were taken from educational literature; the names and addresses of the school board presidents from the Oklahoma Educational Directory; <sup>19</sup> the occupational classifications from a population

<sup>19</sup>Oklahoma state Department of Education, Oklahoma Educational Directory, 1959-60.

bulletin of the United States Department of Commerce;<sup>20</sup> the numerical categories for employed teachers were taken from a bulletin of the Oklahoma Commission on Educational Administration;<sup>21</sup> and, the responses to items on the checklist by school board presidents.

The board members who received checklists were asked to make known the existence or non-existence of the teaching personnel practices in their respective school systems by checking the appropriate response(s) on the checklist. Also, they were asked to check one or more of the responses expressing their opinions of certain practices in accordance with their best judgments. As was previously stated, no provision was made for "I don't know" or "Undecided" respondent to give an opinion of each practice, he would be motivated to critically analyze the value of each practice.

The checklists were mailed on December 10, 1959, to the 536 board presidents selected for the study. A follow-up asking for completed returns was mailed on January 15, 1960. The final date that returned checklists were accepted for inclusion in the study was February 15, 1960, because it was believed by the writer that those board presidents that chose to return the completed checklist would have done so over this length of time. Of the 536 checklists mailed to

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<sup>20</sup>United States Department of Commerce, Bulletin P-B36, 1950, United States Census of Population (Oklahoma).

<sup>21</sup>Claude Kelley, Tenure and Turnover in the Oklahoma Superintendency, A Bulletin of the Oklahoma Commission on Educational Administration, 1956-57, p. 5.



board presidents, 244 were returned, constituting a 45.5 per cent return. It should be noted that the items on the checklist which were not checked by the respondents were assumed to refer to the practices which were unknown to the respondents.

In order to determine whether the data returned were representative of the total population and adequate for statistical justification, and to determine whether additional data would probably alter or change the means of the responses, numerical values of 5, 4, 3, 2, 1, etc., were assigned to the responses, depending on the number of responses to an item. These numerical values were used to determine the means of the responses to each of the items in the checklist and were computed for each twenty checklists as they were received. By calculating an estimate of the mean and the standard deviation of the population, the standard error of this mean from the first twenty checklists received, and the extent to which the sample mean diverged from the true mean (population), it was found that all means were within the standard error of the estimated mean of the population.<sup>22</sup> Stability of responses was attained with the first twenty checklists returned.

Therefore, since consistency was established in the

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<sup>22</sup>J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1956), pp. 360-61.

means of the checklists returned, it was assumed that any additional data received would probably not alter or change the results, and that the returns were representative of the total population of 536 school board presidents.

In order to establish possible implications for the future status of personnel programs, the null hypothesis has been assumed that the existence of certain teaching personnel practices in the independent school districts and the opinions of the board presidents regarding the practices that should exist are unrelated to each other. To calculate whether board presidents' opinions are related to the status of the personnel program, Spearman's Rank Correlation Coefficient<sup>23</sup> was applied to the data received on the returned checklists. Further, to establish the significance of the coefficient, Kendall's t-test<sup>24</sup> was utilized to determine whether the null hypothesis should be accepted or rejected.

#### Review of Selected Related Studies

The significance of the position of board members, with particular emphasis on his position relative to the development, maintenance, and use of personnel policies, might be seen and understood to some degree through a brief review

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<sup>23</sup>Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 224-28.

<sup>24</sup>Ibid., p. 229.

of some of the studies that have been made. It should be noted that the studies reported are a select number that the writer believed would serve to help clarify the purpose and nature of the problem involved in this study. Also, those studies that were selected for review include only those that have been made within the past fifteen years because it is believed that the more recent studies would lend more support to this study since the chief concerns to the writer are what is being practiced and what is thought at the present time.

By examining the educational literature, several studies were found that dealt with various aspects of teacher personnel welfare policies and practices. Much of the interest evident in the past ten to fifteen years seems to lie in the areas of socio-economic status of board members and in the general composition, function, duties, and responsibilities of the board as a whole.

In 1946, a national study was made by the Research Division of the National Education Association<sup>25</sup> for the purpose of acquiring an overview of the status and practices of boards of education. Questionnaires were developed and sent to superintendents of school systems that were to be found in cities which had 10,000 or more population. In

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<sup>25</sup>National Education Association, "Status and Practices of Boards of Education," Research Bulletin, XXIV (Washington, D. C.: The Research Division, a Department of the National Education Association, 1946).

addition, a sampling of superintendents of smaller cities, towns, and rural districts was included. The findings revealed that one in every ten school board members was a woman; that 28 per cent of the board members had not graduated from secondary school, 42 per cent had graduated from secondary, and 30 per cent had graduated from college. It was also found that a majority of the board members were either proprietors or executives; that the median age was 48.5 years; that 61 per cent had children in school at that time; that the median years of service on the board was 6.7; that 85 per cent were elected; and, that 74 per cent received no compensation for serving on the board.

Stapley<sup>26</sup> conducted a survey in 1951 in which he developed a questionnaire containing 58 items which was sent to board members and school superintendents in all cities and towns in Indiana. Fifty-three per cent of the board members and 76.9 per cent of the superintendents responded to the questionnaire. The purpose of this study was to obtain and analyze the attitudes and opinions to questions contained in the questionnaire which dealt with aspects of general school administration. This was done in order to ascertain the agreement or disagreement of selected practices by both superintendents and board members. The findings revealed that,

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<sup>26</sup>Maruice E. Stapley, "Attitudes and Opinions of School Board Members in Indiana Cities and Towns," Bulletins of the School of Education, XXVII, No. 2 (Bloomington: University of Indiana, 1951).

in most cases, superintendents and members of boards of education were in agreement on the soundness of the educational practices listed.

Johnston,<sup>27</sup> in his study in 1953, acquired the opinions of school board members in Oklahoma concerning certain principles of education. A questionnaire was mailed to 400 board members of independent school districts in Oklahoma. The respondents were to show degrees of agreement or disagreement with sixty principles listed under the headings of Business and Finance, Curriculum, Personnel, and Public Relations.

It was found by Johnston that the majority of board members in Oklahoma are drawn from agricultural occupations; that all levels of formal education are represented by board members; the length of service on boards of education is similar to the national average for length of service of board members, and voters tend to reelect their board members. Little difference was found to exist between the responses of board members representing the different occupations, different levels of formal education, and the different lengths of service to the sixty principles of education. It was found that board members, in general, have opinions that are consistent with an educational program that is adapted to the needs, interests, aptitudes and abilities of

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<sup>27</sup>Johnston, op. cit.

youth. It was also found that board members in Oklahoma agree with sound principles of education to a greater extent than they disagree with them.

A study was completed in 1955 by Aebersold<sup>28</sup> in which he established as the major purpose of his study to determine the nature of the scope of the rules, policies, and practices of boards of education in relation to teacher disabilities. The study was confined to 11 southern states accredited by the Southern Association of Colleges and Secondary Schools which had a civil population of 2500 or more. There were 974 such schools included in the study. Personal interviews with experts in the field of education, teacher welfare, and handicapped and disabled persons, and survey of the literature formed the bases for the development of criteria. Upon this criteria, a questionnaire was developed and sent to 606 superintendents of schools, representing 62 per cent of the schools. Some of the conclusions which the study suggests are: (1) most superintendents are willing to cooperate with any sound process which will assist them in securing information upon which they may improve their school systems; (2) certain mental and physical conditions should bar one from the teaching profession; (3) handicapped persons are employable unless their handicaps hinder

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<sup>28</sup>Charles E. Aebersold, "Rules, Policies, and Practices of School Boards in Relation to Teacher Disabilities" (unpublished Doctor's dissertation, University of Indiana, 1955).

effective school duties; (4) sick leave days and accumulative sick leave are provided, but in most cases are not adequate; (5) school boards do not emphasize periodic physical examinations and complete records of health, injuries, and accidents of teachers; (6) coverage by workmen's compensation benefits would improve the status of temporary disability provisions for teachers; (7) more uniformity in rules, policies, and practices of school boards in relation to teacher disabilities needs to be established and practiced.

The purpose of a study completed by Caughran<sup>29</sup> in 1956 was to gather data pertaining to socio-economic backgrounds of Illinois board members, their attitudes toward certain educational problems, and to determine the relationship between the respondents' backgrounds and attitudes. This was done by sending a questionnaire to 683 members of the Illinois Association of School Boards. He found that the average respondent was a married, white, forty-eight year old male, and had one or two children in school. The median tenure on the board was six years; the median number of pupils enrolled in the school systems the board members served was 674; and, in the average school system, teachers were paid on the basis of experience and training. The respondents were engaged in business, in the professions, or

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<sup>29</sup>Ray W. Caughran, "The Socio-economic Backgrounds and Attitudes of Illinois Public School Board Members" (unpublished Doctor's dissertation, Northwestern University, 1956).

in agriculture, and had completed high school. It was also found that teachers should not have restrictions on their personal lives, should be paid on the bases of need, responsibilities, and competence. No significant relationships were found to exist between socio-economic background, the size of respondents' school districts, and expressed attitudes.

The problem of the investigation by Teal<sup>30</sup> was to determine the social background of selected local school board members in Pennsylvania and to discover what effect certain factors in this background had in causing the board members to adopt a conservative or liberal attitude toward problems facing public education. In order to get the data, a two-part questionnaire was developed. The first part requested information about the social background of the board members and the second part consisted of 67 statements of educational problems to which each board member was asked to register agreement or disagreement. The statements in Part II of the questionnaire had been validated by a jury of 26 nationally known authorities in education.

Copies of the questionnaire were sent to 1,936 board members. A summary of the data showed that the average board member in Pennsylvania was a man of 47 to 48 years of age;

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<sup>30</sup>Hal C. Teal, "Attitudes of Selected School Board Members Concerning Problems Facing Public Education" (unpublished Doctor's dissertation, University of Pittsburg, 1956).



married, and the father of two children both of whom were in public school; was in one of the professions, had an income of \$6,000 annually, and owned his own home; he was a high school graduate with some additional training beyond high school; he had been on the board of education for seven years.

Factors in the backgrounds of school board members that seemed to have the greatest influence on liberal attitudes were those that had the largest amount of formal education, those in the professions, high annual income, children in school; younger members tended to be more liberal than older members. The agricultural and proprietor groups seemed to show more conservatism in their attitudes.

Manwiller<sup>31</sup> made a study in which he tested the hypothesis that teachers and members of boards of education agree on the behavior they think the community expects of teachers. Data on expectations regarding teachers were secured through an inventory consisting of a personal-data sheet and a questionnaire of eighty-five statements on which teachers and school board members were asked to give their opinions on whether they thought the people would view certain behavior as acceptable or unacceptable for teachers. A 95 per cent usable return was obtained from school board

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<sup>31</sup>Lloyd Manwiller, "Expectations by Boards of Education Regarding Teachers as Members of the School Community" (unpublished Doctor's dissertation, University of Wisconsin, 1957).

members and a 93.3 per cent return from the teachers.

The subjects of the study were 391 high school teachers and 134 members of boards of education from twenty-seven high school districts in south-central Wisconsin.

As a result of the findings, Manwiller concluded that teachers and board members, when taken as total groups, are in general agreement as to the behavior they thought the community expected of teachers. The areas of religious life constituted the major area of inter-group agreement, the areas of economic and civic life to a lesser degree, and the areas of personal-family and social-recreational life the least. About four-fifths of the teachers and nearly three-fourths of the school board members thought people make a distinction between behavior that is acceptable for a teacher and that which is acceptable for any other member of the community. Few large differences were noted on how the respondents thought people regarded the behavior of the two sexes. Some differences of opinion were found in every school district between the teachers and members of boards of education on the behavior they thought the community expected of teachers.

Porterfield<sup>32</sup> sought to determine the extent of understanding and acceptance or rejection of certain fundamental

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<sup>32</sup>James C. Porterfield, "Attitudes and Opinions of School Board Members in Nebraska Concerning Duties and Responsibilities of Boards of Education" (unpublished Doctor's dissertation, University of Nebraska, 1957).

duties and responsibilities of boards of education. He selected eighty-four principles in the areas of School District Organization, School Board Organization, Curriculum, Personnel, School Plant, Business and Finance, and Public Relations. The data for the study were obtained by use of a questionnaire sent to 810 members of boards of education of which 498 were returned. He found that 80 per cent or more of the respondents were in agreement with the authorities on 65 of the 84 principles; 20 per cent or more of the respondents were not in agreement with the authorities on 19 of the 84 principles; the greatest disagreement with the principles was in the area of Curriculum, and the second greatest in the area of Business and Finance. He concluded that the majority of the members of boards of education expressed agreement with the majority of the selected principles of school administration; that there was sufficient lack of agreement on a number of the principles to hamper good educational programs; that board members in Nebraska seem to possess their greatest degree of knowledge and understanding in the areas of School Plant and Public Relations.

The entire teaching loads of teachers in Oklahoma High Schools in terms of duties assigned or unassigned, were determined by Shaw<sup>20</sup> in 1958. The teaching load reports of 2,701 Oklahoma teachers--1,354 male and 1,347 female--who

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<sup>33</sup>Shaw, op. cit.

performed regular teaching activities for more than half of their teaching day were analyzed. Reports were grouped for comparison according to size of school, type of school organization, sex of teacher, subject field taught, county, teaching fields, professional degrees, years teaching experience, and activities assigned. Schools were grouped into four categories according to size in terms of student membership and three categories according to type of school organization. He found that all duties and assignments within and without the school day should be included in the entire load of the teacher. In each size of group and type of school organization, the range in loads was greater among the male teachers than among the female teachers. Males were more likely to carry extreme loads (slightly higher than loads of females). The teaching loads of Oklahoma teachers compared favorably with national norms. The male teacher was more likely to receive added compensation for added duties. The inequalities in teaching load might be due to inability, reluctance, or unwillingness on the part of the local district to finance an adequate teaching staff.

Related general literature.--Much has been written and published in educational textbooks, educational periodical literature, and state educational publications about the general qualities, characteristics, understandings, and dedication to service needed by individuals who are serving or aspire to serve as a member of a board of education.

Many treatises have been given to dealing with principles and practices, and the powers and duties of the boards of education.<sup>34</sup>

Most writers seem to be in consensus that the typical board member should be above the average of the people whom he represents; that only persons who have been successful in their vocations and are highly respected by the community should be elected to membership; that a high degree of integrity, good judgment, understanding, cooperation, and dedication are necessities. Probably the characteristics most desired in a board member are: (1) a deep interest in the local school system and its program and purposes; (2) a strong concern and desire to improve the educational welfare of the child.

Most writers seem to agree that even though there is little official contact between board and teacher, the trend seems to be in the direction of including more and more teachers in the processes of policy-making, shaping procedures, and helping to solve the problems of the school. Most believe these relationships to be highly desirable.

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<sup>34</sup>Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Company, 1958), pp. 63-86; Reeder, School Boards and Superintendents (New York: The Macmillan Company, 1954), pp. 1-26; Grieder and Rosenstengel, op. cit., pp. 101-130; National Education Association, op. cit., pp. 47-83; Ordway Tead, "Freedom and Interference in the Conduct of Education," Educational Forum, XVI (November, 1951), pp. 5-15.

The data in Chapter V shows the degrees of opinion expressed by board presidents relative to the practices that exist in the 244 school systems represented. These data also reveal the number of teachers employed.

Chapter III, IV, and V were devised and discussed in order to show the findings that were believed to be necessary for clarity and insight on the part of the reader in examining Chapter VI. Following those tables that show board presidents' opinions regarding personnel practices as they should exist, the writer has shown the relationship that exists between the characteristics of the respondents, the existing personnel practices, and the nature of their opinions of the preferred practices. Chapter VI also reveals those instances where wide differences between opinions and practices are evidenced, thereby indicating areas of least agreement between what is being done and what it is believed should be done.

Chapter VII consists of a general summary of the findings, the conclusions drawn from the findings, and certain recommendations that are made in view of the findings of the study.

## CHAPTER II

### RECOMMENDED POLICY AND PRACTICE IN ADMINISTERING THE TEACHER PERSONNEL PROGRAM

The purpose of this chapter is to formulate certain statements of preferred practice in terms consistent with those most commonly recommended in the educational literature as being important to policy development and in local practice in the areas of teaching load, health of teachers, leaves of absence, salaries, dismissals and resignations, and retirement, thereby establishing a basis for the primary points of concern and investigation in this study. Selected for review here are recommendations by professional education organizations, by authors of educational textbooks, and by research studies in education that show consistent agreement as to what should constitute sound teaching personnel practices.

#### Developing Personnel Policies

The Committee on Tenure and Academic Freedom of the National Education Association<sup>1</sup> has stated that in recent

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<sup>1</sup>Committee on Tenure and Academic Freedom, Developing Personnel Policies (Washington, D. C.: National Education Association, 1958).

years there has been an increasing interest in personnel policies which encourage and stimulate professional performance of the employees of a school system. The Committee stated that "a lack of any board of education policies on personnel matters, or the unawareness of them by the teachers, if any such policies exist, is often the basis of difficulty." The Committee continued by stating:

Policy making must be approached with attitudes of mutual faith and good will. Cooperation and participation are key concepts in the formulation of practical personnel policies. Participation of all people affected by the policies and procedures increases the chances that they will be understood and executed. . . . When established, the policies should be written down and made available to all personnel.

#### Teaching Load

In dealing with the teaching load problem, the administrator should not think of load as involving only the classroom assignments. The duties of the teacher include a wide variety of activities necessary for the effective functioning of a school system.<sup>2</sup>

According to Pittenger:<sup>3</sup>

At least part of the reason for considering work loads at all is to protect workers from deterioration and possible breakdown because of the unduly heavy demands upon them. . . . the evils of excessive work

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<sup>2</sup>Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization (New York: Prentice-Hall, Inc., 1949), pp. 221-222.

<sup>3</sup>Benjamin F. Pittenger, Local Public School Administration (New York: McGraw-Hill Book Company, 1951), pp. 165, 167.



loads must be brought more clearly to the consciousness of school administrators, school boards, and communities.

Most writers seem to agree that a teacher's load consists mainly of the number of classes taught daily, the number of pupils per class, the number of class preparations necessary, the length of the class periods, and the extra-teaching duties involved--supervising study halls and extraclass activities.<sup>4</sup>

Partly as a result of the National Education Association studies of 1938-39<sup>5</sup> and 1949-50,<sup>6</sup> and partly because of general concern in the profession, the NEA and its units have expressed themselves vigorously about the teacher load problem.

Class size.--It would appear that much thought and much writing have been given to the problem of class size in the local school systems, both at the elementary and the secondary levels. In the past three decades the NEA Representative Assembly has approved resolutions recommending that class size should not exceed 30 pupils. The NEA

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<sup>4</sup>Harl R. Douglass, Modern Administration of Secondary Schools (New York: Ginn and Company, 1954), p. 96.

<sup>5</sup>National Education Association Research Division, "The Teacher Looks at Teacher Load," Research Bulletin, XVII, No. 5 (November, 1939), pp. 224-270.

<sup>6</sup>National Education Association Research Division, "Teaching Load in 1950," Research Bulletin, XXIX, No. 1 (February, 1951), pp. 4-51.

Department of Classroom Teachers asked for a class size of not more than 30 pupils. In 1953, the NEA Department of Elementary School Principals urged that class size not exceed 25 pupils. In 1955, the NEA Commission on Teacher Education and Professional Standards issued a policy statement emphasizing classes of 25.<sup>7</sup>

Other writers have also expressed their views concerning class size. McKenna<sup>8</sup> reported that during the past 15 years, studies by the Institute of Administration Research, Teachers College, Columbia University, showed that more educational creativity exists when classes are small. Studies in the Institute have tended to set 20 to 25 as the upper limit of small classes, and 30 to 35 as the lower limit of large classes.

Pittenger,<sup>9</sup> in suggesting several steps for improving teaching load conditions, recommended that elementary classes be kept well within a maximum of thirty pupils, and high school classes be kept within the maximum permitted by standardizing and accrediting agencies. Concerning the secondary school, Chamberlain and Kindred<sup>10</sup> reported that

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<sup>7</sup>National Education Association Research Division, "Nea and Teacher Welfare; Teacher Load," National Education Association Journal, XLV, No. 2 (February, 1956), pp. 96-97.

<sup>8</sup>Bernard H. McKenna, "Great Learning in Smaller Classes," National Education Association Journal, XLV, No. 2 (February, 1956), pp. 437-438.

<sup>9</sup>Pittenger, op. cit., pp. 167-168.

<sup>10</sup>Chamberlain and Kindred, op. cit., pp. 226-227.

accrediting agencies generally recommend five daily class sections per teacher as constituting a maximum load with a maximum class size set at 30 pupils. Douglass<sup>11</sup> recommended an average class size in the secondary school of 24 or 25 pupils.

Clerical duties of the teacher.--In a 1957 report by Jewett<sup>12</sup> concerning schools which he visited, it was concluded that the keeping of school records and reports should be assigned to non-teaching personnel and free the teacher to teach.

Christensen,<sup>13</sup> in an article based upon a doctoral dissertation at Wayne University, Detroit, Michigan, in 1955, entitled, "The Utilization of Professional Manpower in Teaching Profession," concerning clerical duties of teachers stated:

. . . boards of education might consider the possibility of hiring less expensive help to carry on some of these routine tasks in the classroom in order that the teacher might then devote this time to more essential elements such as individual work, remedial instruction, pupil counseling, and small group work.

The NEA Department of Classroom Teachers, in 1956, recommended some type of clerical help for classroom

<sup>11</sup>Douglass, op. cit., p. 94.

<sup>12</sup>Robert E. Jewett, "Why the Able Public School Teacher Is Dissatisfied," Educational Research Bulletin XXXVI, No. 7 (October 9, 1957), pp. 228-229.

<sup>13</sup>Paul E. Christensen, "Working-Sampling: A Stroboscopic View of Teaching," Educational Administration and Supervision, XLII, No. 4 (April, 1956), pp. 241, 243.

teachers.<sup>14</sup>

Pittenger,<sup>15</sup> in suggesting some points as being helpful in improving conditions for an overloaded staff, stated that the school should provide ample clerical help for teachers in keeping records and making reports.

Extraclass responsibilities.--There seems to be evidence of a variety of practices relative to extraclass responsibilities of teachers. However, it would seem that many educational writers believe that extraclass responsibilities of teachers should be included in making up their total teaching loads. Among the writers who advocate this practice are Douglass<sup>16</sup> who states that "the extraclass responsibilities in a school should be regarded as a part of the teachers' assignments and should be considered in determining their total loads," and Chamberlain and Kindred<sup>17</sup> who believe that the supervision of special projects and extraclass activities "are involved in the total load of the teacher and must be taken into consideration when an effort is made to measure and equate assignments."

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<sup>14</sup>National Education Association, "NEA and Teacher Welfare: Teacher Load," p. 97.

<sup>15</sup>Pittenger, op. cit., p. 167.

<sup>16</sup>Douglass, op. cit., p. 96.

<sup>17</sup>Chamberlain and Kindred, op. cit., p. 222.

In the December, 1949, issue of School Executive, Knox<sup>18</sup> reported on a study of the New England states in which it was found that, in general, the opinions indicated it would be better to equalize the load than to pay for extra work.

As the result of a study in New York,<sup>19</sup> based on 405 questionnaire responses to the question, "What is the present policy and practice regarding compensation for extra services in the high schools of New York State?" the authors were convinced that the services of teachers should not be contracted for "piecemeal" and that salaries should be arrived at on the basis of total duties assigned.

In May, 1949, a study was made by a committee on teaching load appointed by the Kansas State Teachers Association.<sup>20</sup> Of the recommendations that came from the committee as a result of the study, the one that dealt with extra-curricular activities was:

Teachers be assigned to sponsor only activities for which they have qualifications by training and experience, and that cooperative planning by teachers and

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<sup>18</sup>Weldon R. Knox, "Extra Pay for Extra Work," School Executive, LXIX (December, 1949), pp. 41-42.

<sup>19</sup>John H. Shaw and George H. Krablin, "Extra pay for Extra Services," The Research Quarterly of the American Association for Health, Physical Education and Recreation, XXI (October 3, 1950), pp. 195-202.

<sup>20</sup>National Education Association Research Division, "Teaching Load in 1950," p. 47. Taken from Kansas State Teachers Association Committee on Teaching Load, "Teaching Load in Kansas" (Topeka: The Association, 1949)... (Mimeographed.)

administrators precede all assignments of extra-curriculum duties and responsibilities to the end that the load be distributed equally. It is further recommended that those activities which demand a continuous expenditure of outside time be compensated for either in salary or a lightened classroom schedule.

Of the assigning of extra-curricular responsibilities, Pittenger<sup>21</sup> suggested that "when new duties are demanded, readjust a teacher's work load to make room for them; do not merely add them to an already full schedule."

Lesson preparation.--Two of the NEA units have recommended free time set aside for teachers to plan lessons during the school day--the Department of Classroom Teachers in 1956,<sup>22</sup> and the Commission on Teacher Education and Professional Standards in 1955.<sup>23</sup>

Douglass<sup>24</sup> is credited with a suggestion that seems pertinent to this discussion. He suggested that subject-matter loads required of teachers should not exceed four daily sections if they are assigned study-halls or extra-class duties. Even then, the total daily teaching load should not exceed the equivalent of five sections daily.

Field of competence.--Another tenet of the policy statement in 1955 by the NEA Commission on Teacher Education

<sup>21</sup>Pittenger, loc. cit.

<sup>22</sup>National Education Association, loc. cit.

<sup>23</sup>Ibid.

<sup>24</sup>Douglass, op. cit., p. 93.

and Professional Standards<sup>25</sup> concerning teacher welfare, advocated the assignment of teachers to their fields of competency. Pittenger<sup>26</sup> also suggested that teachers be assigned to duties that are closely related to their interests, preparation, and experience.

Daily rest period.--From the same sources referred to in the preceding section<sup>27</sup> came the recommendation that every teacher should be provided some free time during each school day for rest, and with a comfortable place to spend the rest period.

Huggett and Stinnett<sup>28</sup> stated that experts agree that some children cannot make satisfactory progress in growth and development in the regular classroom and are a detriment to the other children and the teacher. Therefore, they feel that, whenever possible, problem children (mentally retarded, socially maladjusted, physically handicapped, etc.) should be placed in special classes.

#### Health of Teachers

Local boards of education are responsible for

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<sup>25</sup>National Education Association, loc. cit.

<sup>26</sup>Pittenger, loc. cit.

<sup>27</sup>Ibid.; National Education Association, loc. cit.

<sup>28</sup>Albert J. Huggett and T. M. Stinnett, Professional Problems of Teachers (New York: The Macmillan Company, 1956), pp. 215-216.

establishing provisions for an adequate health program in its budgetary plans. The citizens of the community must give attention to this matter, and in so doing, see that the local board makes allocations large enough to sustain the total health program of the school system. This program must include provisions for the establishment and maintenance of high standards of health of teachers.<sup>29</sup>

Physical examinations.--According to the American Association for Health, Physical Education and Recreation,<sup>30</sup> it is becoming increasingly common for the school boards to require annual physical examinations for all teachers. Grieder and Rosenstengel,<sup>31</sup> too, reported that many states and local school systems are requiring all teachers to undergo an annual physical examination.

Establishing regular periods of time for health examinations at board expense constituted an important part of the health program for teachers.<sup>32</sup>

<sup>29</sup>George H. Baker, "Good Health for Teachers," National Elementary Principal, Twenty-ninth Yearbook, XXX, No. 1 (September, 1950), p. 50.

<sup>30</sup>American Association for Health Physical Education, and Recreation, Department of the National Education Association, Fit To Teach (1957 Yearbook), p. 107.

<sup>31</sup>Calvin Grieder and William E. Rosenstengel, Public School Administration (New York: The Ronald Press Company, 1954), pp. 186-187.

<sup>32</sup>Baker, op. cit., p. 53.



Mental health.--There seem to be several factors involved which might serve to cause undue mental strain upon the teacher. Stuit<sup>33</sup> believed one of the major contributors to teacher maladjustment to be inadequacies in recreational facilities.

In an article on the mental health of teachers in a 1953 issue of the Secondary School Principals Bulletin,<sup>34</sup> it was stated that much can be done to prevent causes of frustration on the part of teachers such as providing rest-rooms for teachers separate from those of the pupils, and providing short periods for relaxation and recreation during the school day.

Even back as far as the NEA study of 1938, reported in the Ninth Yearbook, Fit To Teach, Department of Classroom Teachers,<sup>35</sup> teachers and administrators ranked high as one of the conditions detrimental to health lack of comfortable restrooms for teachers.

#### Leaves of Absence

Sick Leave.--Stuit reported that the most popular form of administrative adjustment for illness is the sick

<sup>33</sup>Dewey B. Stuit, "Mental and Physical Health of Teachers and Administrative Adjustments," Review of Educational Research, X, No. 3 (June, 1940), pp. 224-227.

<sup>34</sup>"The Teacher's Health," National Association of Secondary School Principals Bulletin, XXXVII, No. 195 (May, 1953), pp. 28-29.

<sup>35</sup>Walter S. Monroe (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1435.

leave.<sup>36</sup> The policies of the board of education pertaining to sick leave should, as advocated by Grieder and Rosenstengel,<sup>37</sup> "specify the number of days per year for which salary will be paid to teachers because of illness." They also stated". . . the policies of boards of education should encourage teachers to remain out of school when they are ill."

It seems that most writers recommend a provision in sick-leave policy for unused sick leave to accumulate to a specified maximum number of days as a follow-up to the regular annual sick-leave plan. For example, Chamberlain and Kindred<sup>38</sup> stated that the most significant among the sick-leave plans is:

. . . the cumulative plan, which not only tends to prevent malingering but at the same time makes provision for extended periods of illness that cannot be covered by the ordinary sick leave. If the teacher does not use all the days allowed, those remaining are carried over to the next year. This process continues until the teacher has accumulated a specified maximum number of days.

Pittenger<sup>39</sup> expressed a definite feeling in favor of the cumulative plan. He wrote that it tends to eliminate unnecessary absence without stimulating the teacher to continue at work when too ill to do so.

<sup>36</sup>Stuit, loc. cit.

<sup>37</sup>Grieder and Rosenstengel, op. cit., p. 222.

<sup>38</sup>Chamberlain and Kindred, op. cit., pp. 235-36.

<sup>39</sup>Pittenger, op. cit., p. 174.

Other types of short-term leaves.--Nearly all schools allow leaves with pay for such things as serious illnesses or deaths in the teachers' immediate families.<sup>40</sup> Chamberlain and Kindred,<sup>41</sup> and Grieder and Rosenstengel<sup>42</sup> seemed to agree that legitimate reasons for absence, other than personal illness, should include serious illness or death in the teacher's immediate family and attendance at educational meetings, and these leaves should be granted with pay. Grieder and Rosenstengel continued to say that such leaves should not be included in the sick leave policy, but should be considered separately.

There are other times when a teacher desires to be absent for a personal reason. Among these are absences for participation in civic affairs. According to Yeager,<sup>43</sup> provisions should be made for granting leaves for such activities when necessary. However, Grieder and Rosenstengel<sup>44</sup> held that teachers who take part in such activities should not necessarily receive pay for these days.

Long term leaves.--Leaves of absence, granted for a comparatively long period, were found to be less common than

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<sup>40</sup>Ibid., p. 173.

<sup>41</sup>Chamberlain and Kindred, op. cit., p. 233.

<sup>42</sup>Grieder and Rosenstengel, loc. cit.

<sup>43</sup>William A. Yeager, Administration and the Teacher (New York: Harper and Brothers, 1954), pp. 220-221.

<sup>44</sup>Grieder and Rosenstengel, loc. cit., p. 223.

the short-term leave. The laws in most states do not make provisions for leaves pertaining to study or travel; however, Grieder and Rosenstengel<sup>45</sup> felt that ". . . good personnel policies should give serious consideration to long leaves for study and travel, at half pay or more." They continued by saying that "Extended leaves for professional work would do much to improve the status of teaching and would stimulate growth among the teachers."

Yeager<sup>46</sup> listed several points to be included in a policy on professional leave, among which was that of stipulating a regular salary to be paid to the teacher during the leave, but not to exceed a specified amount.

Pittenger<sup>47</sup> reported that nearly all schools grant maternity leaves if they employ married women, but generally without pay. Maternity leaves, according to Yeager,<sup>48</sup> can be defined on the grounds that maternity is an act of God. Also, he stated that maternity leaves enable the retention of the services of good teachers, and are usually without pay.

Substitute-teacher service.--According to Reeder,<sup>49</sup>

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<sup>45</sup>Ibid.

<sup>46</sup>Yeager, loc. cit., p. 222.

<sup>47</sup>Pittenger, op. cit., p. 173.

<sup>48</sup>Yeager, loc. cit., p. 218.

<sup>49</sup>Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1958), pp. 136-137.

every board of education should adopt a set of rules and regulations for operating a school system, and among these rules and regulations should be provisions for the administration of a substitute-teacher service. The necessity for such a practice as this was also pointed out by Chamberlain and Kindred<sup>50</sup> together with the suggestion that the superintendent or an administrative assistant should be responsible for administering the substitute service. They stated that only certified persons should be employed, and that an approved list of these qualified persons should be kept on file.

Reeder<sup>51</sup> and Pittenger<sup>52</sup> appeared to be in agreement on the practice of obtaining competent persons for the various school subjects in order that an absent teacher's load is not distributed among his colleagues.

There seem to be many varied methods for paying the salary of the substitute teacher. However, Grieder and Rosenstengel<sup>53</sup> contended:

Substitute teachers should be paid regularly, that is, all persons performing service should receive their pay at a regular time each month. The amount of pay the substitute receives should be based upon a salary schedule provided for substitute personnel.

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<sup>50</sup>Chamberlain and Kindred, loc. cit.

<sup>51</sup>Reeder, loc. cit., p. 146.

<sup>52</sup>Pittenger, op. cit., p. 167.

<sup>53</sup>Grieder and Rosenstengel, op. cit., p. 225.

Reeder<sup>54</sup> expressed agreement with this practice when he stated that even though "no objection can be raised to the practice of paying substitutes slightly less than regular teachers, it would seem desirable for every school system to formulate a schedule of pay which would take account of the qualifications of the substitutes."

### Salaries

The National Commission on Teacher Education and Professional Standards<sup>55</sup> believed that every responsible administrative unit should establish a definite professional salary schedule, arrived at cooperatively by the school board, school administrators, and teachers.

Grieder and Rosenstengel<sup>56</sup> reemphasized the place of cooperative planning when it comes to salary scheduling. They contended that the problem of revising or making a salary schedule should be worked out cooperatively by teachers, administrators, and laymen.

Finally, included in the 1954 professional salary statements of the National Commission on Teacher Education

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<sup>54</sup>Reeder, op. cit., p. 154.

<sup>55</sup>National Commission on Teacher Education and Professional Standards, "Policies Relating to Salaries and Teachers," The Journal of Teacher Education, III, No. 2 (June, 1952), p. 113.

<sup>56</sup>Grieder and Rosenstengel, op. cit., pp. 212-213.

and Professional Standards,<sup>57</sup> is the following:

The best interests of the children, the public, and the teaching profession will be served if early responsible administrative unit establishes definite, professional salary schedules. The establishment and essential revisions of such schedules usually will be most satisfactory if arrived at cooperatively by school boards, school administrators, and teachers.

...

Single-Salary Schedules.--The NEA reported from its salary study of 1950-51,<sup>58</sup> that when cities of all sizes were combined, 97.1 per cent reported using a preparation-type (single-salary) schedule. In the salary study of 1954-55,<sup>59</sup> the NEA found that 98 per cent of the cities reporting used the single-salary schedule; and in the 1956-57 study,<sup>60</sup> it was found that the proportion of any type of salary schedule other than the single-salary type was negligible.

Pittenger<sup>61</sup> reaffirmed the preceding fact by the statement: "Acceptance of the single-salary schedule is so

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<sup>57</sup>Albert J. Huggett and T. M. Stinnett, Professional Problems of Teachers (New York: The Macmillan Company, 1956), p. 129.

<sup>58</sup>National Education Association Research Division, "Salaries and Salary Schedules of City-school Employees, 1950-51," Research Bulletin, XXIX, No. 2 (April, 1952), pp. 77-78.

<sup>59</sup>NEA Research Division, "Salaries and Salary Schedules of Urban-school Employees, 1954-55," Research Bulletin, XXXIII, No. 2 (April, 1955), p. 82.

<sup>60</sup>NEA Research Division, "Salaries and Salary Schedules of Urban-school Employees, 1956-57," Research Bulletin, XXXV, No. 2 (April, 1957), p. 90.

<sup>61</sup>Pittenger, op. cit., p. 151.

nearly universal that the early arguments for and against it seem almost pointless."

Most writers seemed to agree that the single-salary schedule clearly implies an absence of "discrimination between the sexes."<sup>62</sup>

The National Commission on Teacher Education and Professional Standards<sup>63</sup> believed that teachers of comparable preparation and experience should receive comparable salaries regardless of sex or grade taught, without discrimination between those in urban and rural schools. In addition to that previously stated, the salary policies recommended by the NEA<sup>64</sup> were clearly opposed to differentiations based on, not only sex, grade, taught, or residence, but also on efficiency ratings, race, economic, or marital status.

Chamberlain and Kindred<sup>65</sup> stated: "Certainly, equal pay for equal ability preparation, and experience is an equitable principle to follow."

Pay on merit basis.--It has long been argued that "the salaries of teachers and other professional school

<sup>62</sup>Ibid.

<sup>63</sup>National Commission on Teacher Education and Professional Standards, loc. cit.

<sup>64</sup>NEA Research Division, "Salaries and Salary Schedules of City-School Employees, 1950-51," p. 38.

<sup>65</sup>Chamberlain and Kindred, op. cit., p. 209.



personnel should be based primarily on merit. . . . Against the procedure, it is held that there is no satisfactory objective measure of a teacher's merit. . . ."66

Pittenger<sup>67</sup> quoted from the November, 1947, News Bulletin for Classroom Teachers, NEA, in which the National Classroom teachers Association adopted the resolution:

Since no just system of rating teachers and administrators has yet been found, and since such systems tend to destroy the friendly relationships which should exist between teachers and administrators, rating should be used only as a constructive measure during the probationary period.

Salary increments.--Generally speaking, automatic increments should be continued at least as long as experience results in significant increases in efficiency.<sup>68</sup>

Pittenger<sup>69</sup> suggested the following principle as one of the guides to formulating and administering a salary schedule:

Each class schedule should be set up in terms of a minimum or starting salary, a maximum, and a series of increments of advancement from the one to the other. Increments should be sufficiently numerous to prolong the stimulation and encouragement obtainable from salary increases over a major portion of a teacher's career.

<sup>66</sup>Pittenger, op. cit., p. 153.

<sup>67</sup>Ibid.

<sup>68</sup>Reeder, op. cit., p. 169.

<sup>69</sup>Pittenger, op. cit., pp. 155-156.

Among the reasons for providing salary increments beyond the automatic schedule is, according to Yeager,<sup>70</sup> one which provides for increased efficiency of teachers.

Extra pay for extra duties.--A major problem of salary policy seems to lie in the paying for services rendered by teachers beyond the normal teaching load. The NEA<sup>71</sup> recommended that extra duties be divided equally among the teachers rather than overload a few teachers and then pay extra for extra work.

In a study under the direction of the Northeastern States Commissioners of Education and the School of Education of Rutgers University,<sup>72</sup> an attempt was made to discover guiding principles for establishing rules and regulations with respect to these practices. Some of the principles arrived at were in part: (1) Extra work should be assigned on the basis of a teacher's qualifications as to training and preparation; (2) Teachers should not receive extra pay for after-school duties of a professional nature.

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<sup>70</sup>Yeager, op. cit., p. 351.

<sup>71</sup>NEA Research Division, "Salaries and Salary Schedules of City-school Employees, 1950-51," p. 44.

<sup>72</sup>Warren J. McClain, "The Practices of Extra-Pay in Secondary Schools in the Northeastern States," National Association of Secondary School Principals Bulletin, XXXVIII, No. 204 (October, 1954), pp. 97-99.

Other salary considerations.--Huggett and Stinnett<sup>73</sup>

stated that among those individuals in a community that are interested in teachers' salaries are the patrons, since they pay the bills and since their children receive the services of the teachers. Therefore, the point made by Grieder and Rosenstengel<sup>74</sup> concerning the importance in the administration of a salary program, that the salary schedule be published and made available to all persons concerned, seemed to be a relevant consideration.

Offered in support of the practice of publicizing the salary schedule for teachers was the recommendation by Reeder<sup>75</sup> that in order to enter into a successful campaign for the purpose of increasing teachers' salaries, the facts about existing salary conditions must be publicized and made available to the public.

Another important consideration in the administration of salary schedules is that of determining the number of checks which the teachers will receive during the school year. Reeder<sup>76</sup> believed that the arguments for paying teachers on a twelve-month basis is "indisputable." He

<sup>73</sup>Huggett and Stinnett, op. cit., p. 126.

<sup>74</sup>Grieder and Rosenstengel, op. cit., p. 216.

<sup>75</sup>Reeder, op. cit., pp. 170-171.

<sup>76</sup>Ward G. Reeder, School Boards and Superintendents (New York: The Macmillan Company, 1954), pp. 213-214.

stated that investigations showed that most teachers preferred this plan over the plan for paying only during those months taught.

### Dismissals

Included in its statement of basic principles on the dismissal of teachers for cause, the NEA Committee on Tenure<sup>77</sup> stated:

The right of dismissal should be in the hands of the appointing board.

Laws establishing indefinite tenure should provide for the easy dismissal of unsatisfactory or incompetent teachers for clearly demonstrated causes. . . .

The proposed dismissal of a teacher on account of incompetence or neglect of duty should be preceded by a warning and specific statement in writing of defects.

In case of proposed dismissal, teachers should be granted right of hearing.

Relative to the warning of teachers of their defects before dismissal, Pittenger<sup>78</sup> has said:

When dismissal is being considered, the worker should generally be given warning, so that he may try to correct his fault, and, in case the dismissal is made, he should always be given adequate notice. The worker should also be notified of the reasons for the contemplated dismissal and be given opportunity for a hearing before the board.

Reeder<sup>79</sup> reaffirmed this recommendation by the statement:

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<sup>77</sup>National Education Association, Committee on Tenure, The Status of Teacher Tenure (Washington, D. C.: National Education Association, 1938), p. 7.

<sup>78</sup>Pittenger, op. cit., p. 159.

<sup>79</sup>Reeder, School Boards and Superintendents, p. 216.

Except for criminal acts, teachers should be warned and given an opportunity to improve their work before they are dismissed. They should also be given the opportunity of being heard in their own defense. . . . When the state does not have such laws (tenure laws), the school board should state its tenure policy, according to such principles, in its set of rules and regulations.

Unless specified by state statute, Yeager<sup>80</sup> stated that procedures for dismissal may be determined by local school board policy. Such procedure should include:

An enumeration of the persons who bring the charges, the nature of the charges, how they shall be presented to the board, notices to be sent, what they shall contain, when and how the hearing is to be held, and form of action to be taken. . . . defects in procedure may nullify an action or cause injustice. . . .

#### Resignations

In the NEA study of 1950-51,<sup>81</sup> it was found that 14 per cent of the cities reporting accepted resignations of teachers not later than March; 23 per cent not later than April; 17 per cent not later than May; 13 per cent not later than June; 19 per cent not later than July; 11 per cent not later than August; and, 3 per cent no definite time. According to the Code of Ethics of the NEA,<sup>82</sup> "A contract, once signed, should be faithfully adhered to until it is

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<sup>80</sup>Yeager, op. cit., p. 472.

<sup>81</sup>NEA Research Division, "Teacher Personnel Procedures, 1950-51: Employment Conditions in Service," Research Bulletin, XXX, No. 2 (April, 1952), p. 38.

<sup>82</sup>NEA, NEA Handbook for Local and State Associations (Washington, D. C.: The Association, 1951), p. 350.

dissolved by mutual consent. Ample notification should be given both by school officials and teachers in case a change in position is to be made."

Huggett and Stinnett<sup>83</sup> believed that a teacher is justified in asking to be released from a contract if he will materially better himself, if the request is made well in advance of the opening of the school term, or if his position can be filled by a satisfactory replacement.

Reeder<sup>84</sup> also believed that "school officials should adopt a liberal attitude toward releasing employees from their contracts when the latter have occasion to request it, . . ." Grieder and Rosenstengel<sup>85</sup> made almost the same recommendation by stating that "a board of education should be liberal in its attitude toward releasing a teacher if the position can be filled without harm to the pupils."

Yeager<sup>86</sup> stated that procedures for resignations should be consistent with the statutes where they exist. Oklahoma Statute<sup>87</sup> requires that a teacher must notify the board of education in writing if he wishes to resign his

<sup>83</sup>Huggett and Stinnett, op. cit., p. 258.

<sup>84</sup>Reeder, The Fundamentals of Public School Administration, p. 113.

<sup>85</sup>Grieder and Rosenstengel, op. cit., p. 199.

<sup>86</sup>Yeager, op. cit., p. 188.

<sup>87</sup>School Laws of Oklahoma, Art. VI, Sec. 88, par. (e), 1959.

position for the following school term.

### Retirement

All the states now have state-wide retirement systems. Practically all of the teachers in the United States are now protected by some type of retirement system. Teachers retirement systems have been established primarily to better teaching service as well as to improve the welfare of teachers.<sup>88</sup>

In addition to the nation-wide participation by states in a state retirement system, Yeager<sup>89</sup> reported that only about fifty cities and counties have local retirement systems. Many of the states have made Federal Social Security available to teachers. Yeager stated that further study of the integration of local and state retirement systems with Federal Social Security is needed if over-all improvement in the retirement benefits of teachers is to be realized. However, he stated that in general the recommended policy is that of a strengthened state retirement plan rather than an amalgamation of Federal Social Security and state plans.

Local and state teachers' associations have many responsibilities where retiring teachers are concerned. Local associations especially have an obligation in this

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<sup>88</sup>Reeder, The Fundamentals of Public School Administration, p. 174.

<sup>89</sup>Yeager, loc. cit.

regard, according to Yeager.<sup>90</sup> Among these responsibilities is that of helping older teachers prepare for retirement by supplying information, etc., about retirement.

In a study of compulsory retirement in Michigan,<sup>91</sup> a statement of board policy was sought pertaining to compulsory retirement. From the findings it was concluded that "there be a difference between the compulsory retirement age and the minimum retirement age prescribed by the state retirement system."

Reeder<sup>92</sup> stated that school boards usually set the compulsory retirement age somewhere between 65 and 70 years. He believed that school boards should make few exceptions to such a state or local regulation, but should retain the right to continue in service by annual election any person who is still efficient.

In a school opinion poll of school superintendents from each state and from different size school districts, it was found that "most school administrators favor a compulsory retirement age for individual differences." Some of the administrators pointed out that "the school board should reserve the right to make an exception to forced

<sup>90</sup>Yeager, loc. cit., pp. 403-404.

<sup>91</sup>John M. Clifford, "What about the Compulsory Retirement Age?" American School Board Journal, CXX, No. 6 (June, 1950), p. 21.

<sup>92</sup>Reeder, School Boards and Superintendents, pp. 216-217.



retirement in cases where emergencies or issues of personal health and vigor arise."<sup>93</sup>

### Summary

From the foregoing review of educational literature, the following statements of teaching personnel practices were developed. As previously stated, it was from these statements that the basic items in the checklist were developed.

### Personnel Policies

1. Boards of education should have written policies pertaining to all aspects of the teacher personnel program which have been arrived at cooperatively by the board of education, administrators and teachers.

### Teaching Load

2. Class size in the elementary and secondary schools should not exceed 25 to 30 pupils.

3. Load for secondary-school teachers should not exceed five daily class sections.

4. The board of education should make provision for ample clerical help for teachers in keeping records and reports.

5. The extra-curricular duties of teachers should be included in making up their total teaching loads; the extra duties should be distributed equally with no extra pay.

6. Teachers should be assigned only to the fields for which they have qualifications--training, experience, interest, and competence.

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<sup>93</sup>"Compulsory Retirement Age," The Nation's Schools, LIII, No. 3 (March, 1954), p. 81.

7. Free time--the equivalent of one section--should be set aside daily for teachers for lesson planning.

8. Free time should be set aside during each school day for a short, relaxation period for teachers.

9. Special classes should be provided for children who are mentally retarded, emotionally maladjusted, physically handicapped, etc., in order to lighten the load of the regular classroom teacher.

10. A file of competent persons in the community who can be called upon as substitute teachers should be kept in the office of the administrative officer.

11. The salaries of substitute teachers should be based upon a salary schedule for substitute personnel, taking qualifications into account.

#### Health of Teachers

12. All teachers should be required to take an annual physical examination at board expense.

13. Restrooms should be provided for teachers separate from those of the pupils.

14. Comfortable and adequate facilities for relaxation and recreation should be provided for teachers.

15. Teachers should be encouraged to remain out of school when they are ill.

#### Leaves of Absence

16. Provisions should be made for a specified number of days annually, at full pay, for which teachers may be absent due to personal illness.

17. Unused sick leave should be allowed to accumulate to a specified maximum number of days for extended periods of personal illness.

18. Leave-of-absence policies should allow a specified maximum number of days for absences, with pay, for such things as serious illness or death in the teacher's immediate family, attendance at educational meetings, and participation in civic affairs. The days absent for such leaves should not be deducted from the teacher's regular sick leave.

19. Long-term leaves should be granted teachers for the purpose of doing advanced study or traveling. A specified amount of pay should be granted the teacher during the leave.

20. Provisions should be made for granting maternity leave to married, women teachers but without pay.

### Salaries

21. A single-salary schedule should be developed and worked out cooperatively by the board of education, administrators, and teachers, giving equal pay for equal qualifications and service, without differentiation between sex, grade taught, or race.

22. The payment of automatic salary increments should be made on the basis of years of service and should extend beyond the automatic salary schedule for as long as the teacher shows evidence of increased efficiency.

23. The salary schedule should be published and made available to all concerned--this should include the public.

24. Teachers' annual salaries should be paid on a twelve-check basis if they desire.

### Dismissals

25. A teacher whose contract is not to be renewed for the following term should be notified of the action in writing by the board of education. The notice should contain a statement(s) or the reason(s) for the dismissal.

26. The proposed dismissal of a teacher should be preceded by a warning and a specific statement in writing of the defects. The teacher should be given ample time in which to attempt to correct the faults before dismissal.

27. The teacher should be given the opportunity for a hearing before the board in his own defense.

28. The board of education should have specific written procedures to follow in dismissal proceedings.

### Resignations

29. A teacher should be released from a contract if the request is made well in advance of the opening of the school term and if a satisfactory replacement can be found.

30. Teachers should be required to submit resignations in writing to the board of education.

### Retirement

31. State retirement plans should be strengthened in order to adequately provide for teachers rather than an integration of local, state, and federal retirement systems.

32. The local teachers' association should provide special services to help older teachers prepare for retirement.

33. There should be a difference between optional and compulsory retirement ages of teachers. The compulsory retirement age should be somewhere between 65 and 70 years.

34. Boards of education should retain the right to continue in service by annual election any person who has reached the compulsory retirement age but is still efficient.

### CHAPTER III

#### CHARACTERISTICS OF OKLAHOMA SCHOOL BOARD PRESIDENTS

The purpose of this chapter is to show the extent to which certain characteristics prevail within the ranks of presidents of boards of education in Oklahoma--characteristics that are believed to be significant variables in this study. Such characteristics as age, occupation, level of formal education, years of service on boards of education, and children in school, present or past, are of concern here.

As indicated in Chapter I, "occupation" is used to designate the economic activity that is one's life-work; "formal education" refers to the level or grade at which the respondents ended school attendance; "length of service" is used to designate the total number of years that a respondent has served on a board of education; and, "children in school" refers to children of the respondent who are attending either elementary or secondary school at present or have attended such in the past.

Certain Characteristics of 244 School Board  
Presidents in Oklahoma

The data in Table 2 show the distribution by number and per cent of the board presidents among five age groups.

TABLE 2  
AGES OF 244 OKLAHOMA SCHOOL BOARD PRESIDENTS

| Ages      | Number | Per Cent |
|-----------|--------|----------|
| 21 - 29   | 0      | 0.0      |
| 30 - 39   | 46     | 18.9     |
| 40 - 49   | 122    | 50.0     |
| 50 - 59   | 58     | 23.8     |
| 60 & over | 18     | 7.3      |
| Totals    | 244    | 100.0    |

The ages of the 244 respondents ranged from 33 years to 68 years with none reported in the 21 through 29 age group.

One hundred twenty-two--50.0 per cent--of the 244 respondents are to be found in the 40 through 49 age group with a median age of 44.7 years, which is approximately one year less than the median age of 45.6 years for all the presidents reporting.

Table 3 shows the number and per cent of 244 board presidents in Oklahoma in each of ten occupational groups. Of the 244 presidents reporting, 50.8 per cent listed themselves as farmers, and 19.3 per cent listed themselves as

TABLE 3

## OCCUPATIONS OF 244 OKLAHOMA SCHOOL BOARD PRESIDENTS

| Occupations  | Number | Per Cent |
|--|--------|----------|
| Professional, technical<br>and Kindred Workers       | 16     | 6.6      |
| Farmers and Farm<br>Managers                         | 124    | 50.8     |
| Managers, Officials, and<br>Proprietors, except Farm | 47     | 19.3     |
| Clerical and Kindred<br>Workers                      | 9      | 3.6      |
| Sales Workers  | 12     | 5.0      |
| Craftsmen, Foremen,<br>and Kindred Workers           | 16     | 6.6      |
| Operatives and<br>Kindred Workers                    | 10     | 4.1      |
| Private Household<br>Workers                         | 0      | 0.0      |
| Service Workers, except<br>Private Household         | 5      | 2.0      |
| Farm Laborers and<br>Farm Foremen                    | 0      | 0.0      |
| Laborers, except<br>Farm and Mine                    | 3      | 1.2      |
| Housewife  | 2      | 0.8      |
| Totals   | 244    | 100.0    |

managers, officials, or proprietors. Farmers and managers total over 70 per cent of all the board presidents with the remaining 30 per cent being distributed among the other eight occupational groups. It is noteworthy that the group had no farm laborers or domestic employees as occupations reported.

The levels of formal education completed by the 244 board presidents are shown in Table 4. Over half of the

TABLE 4  
FORMAL EDUCATION OF 244 OKLAHOMA  
SCHOOL BOARD PRESIDENTS

| Level Completed                             | Number | Per Cent |
|---|--------|----------|
| Elementary,<br>Grades 1 through 6           | 20     | 8.3      |
| Junior High School,<br>Grades 7 through 9   | 34     | 13.9     |
| Senior High School,<br>Grades 10 through 12 | 133    | 54.5     |
| College, Grades 13<br>through 16            | 34     | 13.9     |
| Post-graduate,<br>more than Grade 16        | 23     | 9.4      |
| Totals                                      | 244    | 100.0    |

respondents--54.5 per cent--reported that they had completed senior high school. Of the 244 board presidents reporting, there is almost an equal distribution below and above the



senior high school level. However, there is a slightly greater percentage reported above the senior high school level--college and post-graduate, 23.3 per cent--than reported below the senior high school level--elementary and junior high school, 22.2 per cent.

In Table 5 are found data that reveal that almost half of the 244 board presidents, 46.3 per cent, have served from 1 through 5 years on a board of education; about one-third, 32.8 per cent, have served from 6 through 10 years; and the remaining 20.9 per cent have served more than 10 years. The range in service was from 1 through 32 years, with a median of 7.0 years for the 244 presidents as a whole.

TABLE 5  
TENURE OF 244 OKLAHOMA SCHOOL BOARD PRESIDENTS  
ON BOARDS OF EDUCATION

| Years on Board | Number | Per Cent |
|----------------|--------|----------|
| 1 - 5          | 113    | 46.3     |
| 6 - 10         | 80     | 32.8     |
| 11 - 15        | 40     | 16.4     |
| 16 - 20        | 6      | 2.5      |
| 21 - 25        | 2      | 0.8      |
| 26 -           | 3      | 1.2      |
| Totals         | 244    | 100.0    |

Inasmuch as the Oklahoma School Law<sup>1</sup> provides for the election of board members for a five-year term of office, it should be noted that 46.3 per cent of the 244 respondents are serving their first term in office, or have just completed their first term; 32.8 per cent are serving in their second term, or have just completed it; 16.4 per cent are serving in, or have served, a third term; and, the remaining 4.5 per cent are in the fourth, fifth, or sixth terms.

Over three-fourths of the board presidents reported that they have children in elementary or secondary school, 75.4 per cent. The data, as shown in Table 6, also include a report of the number and percentage of the presidents having had children in school in the past, 23.4 per cent.

TABLE 6

SCHOOL ATTENDANCE OF CHILDREN OF 244 BOARD  
PRESIDENTS IN OKLAHOMA

| Time of Attendance | Number | Per Cent |
|--------------------|--------|----------|
| Presently          | 184    | 75.4     |
| Previously         | 57     | 23.4     |
| Never              | 3      | 1.2      |
| Totals             | 244    | 100.0    |

<sup>1</sup>The Oklahoma School Code, 1959, Art. IV, Sec. 44, par. (a), p. 32.

Of the 244 presidents reporting, it should be noted that 1.2 per cent reported children in school neither presently nor in the past.

Table 7 shows comparisons of the 244 board presidents in Oklahoma by levels of formal education, number of years service on the board of education, ages, occupations, and children in school, presently, previously, or never.

The median years of service ranged from 5.8 years for college graduates to 9.6 years for those who completed elementary school. With an increase in the level of formal education completed, the median years of service were generally less. The range in median years is from 43.1 years for college graduates to 50.5 years for those that have completed junior high school. The median ages are lower at the Senior High School, College, and Post-graduate levels than at the Elementary and Junior High School levels.

The number of board presidents having children in school at present ranges from 66.7 per cent to 78.8 per cent. These data seem to bear a direct relationship to median ages--the lower the median ages, the more children presently in school. By the same token, the higher the median ages, the greater the number that reported children in school in the past.

Farmers dominate the occupational groups reporting except the post-graduate group. The professional and managerial occupations increase in number as the level of formal

TABLE 7

TENURE, AGE, OCCUPATION, AND SCHOOL ATTENDANCE OF BOARD  
PRESIDENTS BY LEVEL OF EDUCATION COMPLETED

| Levels of Formal<br>Education<br>Completed | Total Number<br>Presidents | Median Tenure<br>by Years | Median Ages | School<br>Attendance<br>of Children |          |       | Occupations   |
|--|----------------------------|---------------------------|-------------|-------------------------------------|----------|-------|---|
|  |                            |                           |             | Present                             | Previous | Never |   |
| Elementary                                 | 21                         | 9.6                       | 40.9        | 14                                  | 7        | 0     | 12 Farmers<br>3 Craftsmen<br>2 Laborers<br>2 Operatives<br>1 Manager<br>1 Service Worker                                      |
| Junior High                                | 33                         | 7.5                       | 50.5        | 24                                  | 8        | 1     | 22 Farmers<br>3 Managers<br>2 Clerical<br>2 Operatives<br>1 Craftsman<br>1 Housewife<br>1 Laborer<br>1 Sales Worker           |
| Senior High                                | 134                        | 7.0                       | 44.8        | 102                                 | 30       | 2     | 73 Farmers<br>24 Managers<br>12 Craftsmen<br>6 Clerical<br>6 Operatives<br>3 Professional<br>3 Service Workers<br>1 Housewife |
| College                                    | 33                         | 5.8                       | 43.1        | 26                                  | 7        | 0     | 17 Farmers<br>10 Managers<br>4 Sales Workers<br>1 Professional<br>1 Service Worker  |
| Post-graduate                              | 23                         | 6.5                       | 47.1        | 18                                  | 5        | 0     | 12 Professional<br>9 Managers<br>1 Clerical<br>1 Sales Worker   |

education becomes higher.

### Summary

The 244 board presidents reported ages that were classified into five age groups. The 40-49 age group predominated with 122 or 50.0 per cent reporting; the second largest number was reported in the 50-59 age group with 58 or 23.8 per cent; 46 were reported in the 30-39 age group, accounting for 18.9 per cent; 18 presidents, 7.3 per cent; reported themselves to be 60 years of age or older; and finally, no board president reported himself to be less than 33 years of age. The median age of all presidents reporting was 45.6 years.

The occupations reported by the board presidents were classified into ten broad occupational groups. The farmer group predominated with 124 or 50.8 per cent; managers, officials, and proprietors were second in number with 47 or 19.3 per cent; remaining were 16 craftsmen, 16 professional workers, 12 sales workers, 10 operatives, 9 clerical workers, 5 service workers, 3 laborers, and 2 housewives. None of the presidents classified themselves as private household workers or farm laborers.

The most common level of formal education completed by the board presidents was reported by 133 or 54.5 per cent to be senior high school. Fifty-seven, or 23.3 per cent, of the presidents reported that they had completed college or

post-graduate work, and 54 or 22.2 per cent reported that they had completed elementary or junior high school.

Thus it can be seen that over half have completed senior high school with the remaining number being distributed almost equally above and below this level.

Tenure on boards of education, as reported by the 244 board presidents, ranged from 1 to 32 years with a median of 7.0 years. The majority of the presidents have served three terms or less. Almost half of the 244 presidents have just completed or are in their first term as a board member.

Three of every four board presidents reported that they have children in elementary or secondary school at the present time. Of the remaining one-fourth, 57 or 23.4 per cent have had children in elementary or secondary school in the past, and only 3 or 1.2 per cent have never had children in school.

Thus the most outstanding characteristics of the 244 board presidents are that half are included within the 40-49 age range, a majority are farmers, a majority are senior high school graduates, a majority have served two terms or less, and a majority have children presently attending elementary or secondary schools.

## CHAPTER IV

### PERSONNEL PRACTICES IN 244 INDEPENDENT SCHOOL DISTRICTS IN OKLAHOMA

The purpose of this chapter is to show, by size of school district, the degree of existence or non-existence of certain personnel practices in the 244 independent school districts of Oklahoma as reported by the presidents of the boards of education on the first section of the checklist. These data are thereby used in partial development of this study.

The data that are shown in Tables 8 through 19 reveal, in comparative numbers and percentages, the degree of existence or non-existence of personnel practices as they pertain to teaching load; in Tables 20 through 24 are data showing the degrees of response to practices pertaining to the health of teachers; Tables 25 through 35 show data that characterize practices pertaining to leaves of absence; salary practices are shown in Tables 36 through 40; Tables 41 through 46 and Tables 47 through 49 show dismissal practices and resignation practices, respectively; and Tables 50 and 51 reveal data showing certain retirement practices as

reported by the 244 board presidents.

Personnel Practices Pertaining  
to Teaching Load

Table 8 shows that distribution of the 244 board presidents who reported the existence or non-existence of specific written policies pertaining to teaching load in their respective school systems. The range in the percentage reporting the existence of such a practice was from 3.5 per cent in the systems having less than 10 teachers, to 33.3 per cent in the systems with 100 or more teachers. The data show that the percentage of the school boards having written policies tend to increase as the size of the systems becomes larger. Only about one president in every five reported the board had written policies.

TABLE 8

SCHOOL BOARDS WITH SPECIFIC WRITTEN POLICIES  
PERTAINING TO TEACHING LOAD

| Size of System by<br>Number of Teachers | Written<br>Policies |             | No Written<br>Policies |             | Total |
|---|---------------------|-------------|------------------------|-------------|-------|
|   | Number              | Per<br>Cent | Number                 | Per<br>Cent |       |
| - 10                                    | 1                   | 3.5         | 28                     | 96.5        | 29    |
| 10 - 24                                 | 23                  | 19.3        | 96                     | 80.7        | 119   |
| 25 - 49                                 | 15                  | 27.3        | 40                     | 72.7        | 55    |
| 50 - 99                                 | 7                   | 28.0        | 18                     | 72.0        | 25    |
| 100 -                                   | 4                   | 33.3        | 12                     | 66.7        | 16    |
| Total                                   | 50                  | 20.5        | 194                    | 79.5        | 244   |



The joint planning of teaching load by the principal and the teachers is reported in Table 9 to be the predominant practice in school systems of all sizes by a ratio of more than 3 to 1. It should be noted that 2 board presidents did not respond to this question, and 7 reported that the teaching load is planned and assigned by the superintendent only.

TABLE 9  
PLANNING AND ASSIGNMENT OF TEACHING LOADS

| Size of System by Number of Teachers | Principal Only |          | Principal and Teachers |          | Superintendent Only |          | Total |
|--------------------------------------|----------------|----------|------------------------|----------|---------------------|----------|-------|
|                                      | Number         | Per Cent | Number                 | Per Cent | Number              | Per Cent |       |
| - 10                                 | 4              | 14.3     | 21                     | 75.0     | 3                   | 10.7     | 28*   |
| 10 - 24                              | 21             | 17.8     | 93                     | 78.8     | 4                   | 3.4      | 118*  |
| 25 - 49                              | 13             | 23.6     | 42                     | 76.4     | 0                   | 0.0      | 55    |
| 50 - 99                              | 8              | 32.0     | 17                     | 68.0     | 0                   | 0.0      | 25    |
| 100 -                                | 6              | 37.5     | 10                     | 62.5     | 0                   | 0.0      | 16    |
| Total                                | 52             | 21.5*    | 183                    | 75.6*    | 7                   | 2.9*     | 242*  |

\*Two board presidents did not respond. Percentages are based on 242 responses.

Tables 10, 11, and 12 show practices pertaining to the substitute-teaching service. Table 10 points out that 84 per cent reported that a list of qualified substitute teachers was kept in the administrative offices. This practice was reported by all the presidents representing school systems of 50 or more teachers.

TABLE 10  
SUBSTITUTE TEACHER LISTS

| Size of System<br>by<br>Number of Teachers | Lists on File |             | No Lists on File |             | Total |
|--|---------------|-------------|------------------|-------------|-------|
|  | Number        | Per<br>Cent | Number           | Per<br>Cent |       |
| - 10                                       | 19            | 65.5        | 10               | 34.5        | 29    |
| 10 - 24                                    | 92            | 77.3        | 27               | 22.7        | 119   |
| 25 - 49                                    | 53            | 96.4        | 2                | 3.6         | 55    |
| 50 - 99                                    | 25            | 100.0       | 0                | 0.0         | 25    |
| 100 -                                      | 16            | 100.0       | 0                | 0.0         | 16    |
| Total                                      | 205           | 84.0        | 39               | 16.0        | 244   |

Table 11 indicates that over half of the systems, 58.6 per cent, pay substitute teachers a fixed remuneration for services, 18 per cent pay according to experience and training, and 23.4 per cent pay in some other manner. The latter specified several methods of determining substitute teachers' pay, such as, paying the same amount as received

TABLE 11  
DETERMINATION OF SUBSTITUTE TEACHER'S SALARY

| Practice                 | Size of System by Number of Teachers |       |         |       |         |       |         |       |       |       | Total |       |
|--------------------------|--------------------------------------|-------|---------|-------|---------|-------|---------|-------|-------|-------|-------|-------|
|                          | - 10                                 |       | 10 - 24 |       | 25 - 49 |       | 50 - 99 |       | 100 - |       |       |       |
|                          | No.                                  | %     | No.     | %     | No.     | %     | No.     | %     | No.   | %     | No.   | %     |
| Training & Experience    | 6                                    | 20.7  | 22      | 18.5  | 8       | 14.5  | 5       | 20.0  | 3     | 18.8  | 44    | 18.0  |
| Fixed Amount             | 14                                   | 48.3  | 67      | 56.3  | 35      | 63.6  | 17      | 68.0  | 10    | 62.4  | 143   | 58.6  |
| Same as Teacher's        | 4                                    | 13.8  | 7       | 5.9   | 2       | 3.7   | 0       | 0.0   | 0     | 0.0   | 13    | 5.3   |
| Same as Minimum Schedule | 0                                    | 0.0   | 0       | 0.0   | 5       | 9.0   | 1       | 4.0   | 3     | 18.8  | 9     | 3.7   |
| Paid by Teacher          | 2                                    | 6.9   | 8       | 6.7   | 3       | 5.5   | 0       | 0.0   | 0     | 0.0   | 13    | 5.3   |
| 2/3 of Teacher's Salary  | 1                                    | 3.4   | 0       | 0.0   | 0       | 0.0   | 1       | 4.0   | 0     | 0.0   | 2     | 0.8   |
| 3/4 of Teacher's Salary  | 0                                    | 0.0   | 3       | 2.5   | 0       | 0.0   | 1       | 4.0   | 0     | 0.0   | 4     | 1.6   |
| Not Specified            | 2                                    | 6.9   | 12      | 10.1  | 2       | 3.7   | 0       | 0.0   | 0     | 0.0   | 16    | 6.7   |
| Total                    | 29                                   | 100.0 | 119     | 100.0 | 55      | 100.0 | 25      | 100.0 | 16    | 100.0 | 244   | 100.0 |

by the regular teacher; paying an amount equal to the minimum salary schedule, the teacher paying the substitute; and paying a specified fractional part of the amount paid the regular teacher. Sixteen respondents checked the "other" response to this item but did not specify how the salary of the substitute teachers was determined.

It is shown in Table 12 that the substitute teachers used by the 244 school systems are usually qualified persons from outside the school. Over 38 per cent of the board presidents reported the practice of always employing persons outside the school for substitute teaching; 57.4 per cent reported that they usually did so; and less than 1 per cent reported that they never follow this practice.

Sending students to a study hall when the regular teacher is absent was reported by 62.3 per cent of the respondents as the practice least employed in their school systems; secondly, 61.9 per cent reported never utilizing students in the upper grades as substitute teachers; and the third practice least employed--45.1 per cent--was that of distributing an absent teacher's assignments among the other teachers.

One of the ways in which teachers' loads can be reduced is to provide special classes for pupils who are mentally retarded, exceptionally bright, physically handicapped, or have speech defects. Table 13 presents a distribution of the types of special classes provided by the 244 school

TABLE 12  
PRACTICES IN PROVIDING FOR TEACHER ABSENCE

| Size of System by Number of Teachers             |      |      |         |       |         |      |         |      |       |      |       |                   |
|--|------|------|---------|-------|---------|------|---------|------|-------|------|-------|-------------------|
| Practice   | - 10 |      | 10 - 24 |       | 25 - 49 |      | 50 - 99 |      | 100 - |      | Total |                   |
|  | No.  | %    | No.     | %     | No.     | %    | No.     | %    | No.   | %    | No.   | %                 |
| Substitute outside School:                       |      |      |         |       |         |      |         |      |       |      |       |                   |
| Always   | 6    | 6.4  | 31      | 33.0  | 28      | 29.8 | 18      | 19.2 | 11    | 11.6 | 94    | 38.5              |
| Usually  | 19   | 13.6 | 82      | 38.6  | 27      | 19.3 | 7       | 5.0  | 5     | 3.5  | 140   | 57.4              |
| Seldom   | 4    | 44.4 | 5       | 55.6  | 0       | 0.0  | 0       | 0.0  | 0     | 0.0  | 9     | 3.7 <sup>99</sup> |
| Never  | 0    | 0.0  | 1       | 100.0 | 0       | 0.0  | 0       | 0.0  | 0     | 0.0  | 1     | .4                |
| Absent Teacher's Load<br>Distributed among Staff |      |      |         |       |         |      |         |      |       |      |       |                   |
| Always   | 0    | 0.0  | 0       | 0.0   | 0       | 0.0  | 0       | 0.0  | 0     | 0.0  | 0     | 0.0               |
| Usually  | 4    | 40.0 | 6       | 60.0  | 0       | 0.0  | 0       | 0.0  | 0     | 0.0  | 0     | 0.0               |
| Seldom   | 16   | 12.9 | 76      | 61.3  | 22      | 17.7 | 6       | 4.8  | 4     | 3.3  | 124   | 50.8              |
| Never  | 9    | 8.2  | 37      | 33.6  | 33      | 30.0 | 19      | 17.3 | 12    | 10.9 | 110   | 45.1              |

TABLE 12--Continued

| Size of System by Number of Teachers            |      |      |         |      |         |      |         |      |       |     |                        |
|---|------|------|---------|------|---------|------|---------|------|-------|-----|------------------------|
| Practice  | - 10 |      | 10 - 24 |      | 25 - 49 |      | 50 - 99 |      | 100 - |     | Total                  |
|   | No.  | %    | No.     | %    | No.     | %    | No.     | %    | No.   | %   | No.    %               |
| Student in Upper<br>Grades Used                 |      |      |         |      |         |      |         |      |       |     |                        |
| Always  | 0    | 0.0  | 0       | 0.0  | 0       | 0.0  | 0       | 0.0  | 0     | 0.0 | 0    0.0               |
| Usually   | 0    | 0.0  | 0       | 0.0  | 0       | 0.0  | 0       | 0.0  | 0     | 0.0 | 0    0.0 <sup>NS</sup> |
| Seldom  | 15   | 16.1 | 60      | 64.5 | 12      | 12.9 | 4       | 4.3  | 2     | 2.2 | 93    38.1             |
| Never   | 14   | 9.3  | 59      | 39.1 | 43      | 28.5 | 21      | 13.9 | 14    | 9.2 | 151    61.9            |
| Absent Teacher's Students<br>Sent to Study Hall |      |      |         |      |         |      |         |      |       |     |                        |
| Always  | 0    | 0.0  | 0       | 0.0  | 0       | 0.0  | 0       | 0.0  | 0     | 0.0 | 0    0.0               |
| Usually   | 0    | 0.0  | 0       | 0.0  | 0       | 0.0  | 0       | 0.0  | 0     | 0.0 | 0    0.0               |
| Seldom  | 13   | 14.1 | 56      | 60.8 | 17      | 18.5 | 3       | 3.3  | 3     | 3.3 | 92    37.7             |
| Never   | 16   | 10.6 | 63      | 41.5 | 38      | 25.0 | 22      | 14.5 | 13    | 8.4 | 152    62.3            |

TABLE 13  
TYPES OF SPECIAL CLASSES

| Size of System by Number of Teachers |      |      |         |      |         |      |         |      |       |      |       |      |
|--------------------------------------|------|------|---------|------|---------|------|---------|------|-------|------|-------|------|
| Special<br>Classes                   | - 10 |      | 10 - 24 |      | 25 - 49 |      | 50 - 99 |      | 100 - |      | Total |      |
|                                      | No.  | %    | No.     | %    | No.     | %    | No.     | %    | No.   | %    | No.   | %    |
| Mentally Retarded                    |      |      |         |      |         |      |         |      |       |      |       |      |
| Yes                                  | 1    | 3.5  | 11      | 9.2  | 9       | 16.4 | 8       | 32.0 | 15    | 93.7 | 44    | 18.0 |
| No                                   | 28   | 96.5 | 108     | 90.8 | 46      | 83.6 | 17      | 68.0 | 1     | 6.3  | 200   | 82.0 |
| Exceptionally Bright                 |      |      |         |      |         |      |         |      |       |      |       |      |
| Yes                                  | 3    | 10.3 | 5       | 4.2  | 1       | 1.8  | 5       | 20.0 | 10    | 62.5 | 24    | 9.8  |
| No                                   | 26   | 89.7 | 114     | 95.8 | 54      | 98.2 | 20      | 80.0 | 6     | 37.5 | 220   | 90.2 |
| Physically Handicapped               |      |      |         |      |         |      |         |      |       |      |       |      |
| Yes                                  | 2    | 6.9  | 11      | 9.2  | 7       | 12.7 | 12      | 48.0 | 12    | 75.0 | 44    | 18.0 |
| No                                   | 27   | 93.1 | 108     | 90.8 | 48      | 87.3 | 13      | 52.0 | 4     | 25.0 | 200   | 82.0 |
| Speech Defects                       |      |      |         |      |         |      |         |      |       |      |       |      |
| Yes                                  | 2    | 6.9  | 9       | 7.6  | 6       | 10.9 | 9       | 36.0 | 14    | 87.5 | 40    | 16.4 |
| No                                   | 27   | 93.1 | 110     | 92.4 | 49      | 89.1 | 16      | 64.0 | 2     | 12.5 | 204   | 83.6 |

systems represented. The percentage of school systems that provide for special classes is by far greatest among the systems of 100 or more teachers. Provisions for the mentally retarded and the physically handicapped are most common to all the 244 school systems--18 per cent in each; classes for students with speech defects are provided for by 16.4 per cent of the systems; and 9.8 per cent of the systems provide for the exceptionally bright. The number following the practice of providing for special classes generally increases as the size of the school system increases.

The most common practice in assigning extra-curricular responsibilities to teachers was reported to be that of including them in the total teaching load. As shown in Table 14, 41.8 per cent practice this, with 31.1 per cent assigning extra-curricular duties above the teachers' regular teaching loads with no extra pay, and 27.1 per cent reporting extra-curricular duties over and above the teachers' regular teaching loads with extra pay. As the 244 presidents reported, the practice of including the extra-curricular assignments in the total teaching load is most common among the school systems having from 10 to 24 teachers. This group also shows the greatest percentage giving no extra pay for extra duties. The systems having 100 or more teachers, when compared with the other systems represented, most frequently pay extra for extra duties.



TABLE 14

ASSIGNMENTS AND CONSIDERATIONS FOR  
EXTRA-CURRICULAR RESPONSIBILITIES

| Size of<br>System by<br>Number of<br>Teachers | Considered in<br>Total Load |             | Extra Pay for<br>Extra Duties |             | No Extra Pay<br>for<br>Extra Duties |             | Total |
|---|-----------------------------|-------------|-------------------------------|-------------|-------------------------------------|-------------|-------|
|   | Number                      | Per<br>Cent | Number                        | Per<br>Cent | Number                              | Per<br>Cent |       |
| - 10  | 9                           | 31.0        | 11                            | 38.0        | 9                                   | 31.0        | 29    |
| 10 - 24                                       | 53                          | 44.5        | 23                            | 19.3        | 43                                  | 36.2        | 119   |
| 25 - 49                                       | 23                          | 41.8        | 16                            | 29.1        | 16                                  | 29.1        | 55    |
| 50 - 99                                       | 11                          | 44.0        | 9                             | 36.0        | 5                                   | 20.0        | 25    |
| 100 -   | 6                           | 37.5        | 7                             | 43.8        | 3                                   | 18.7        | 16    |
| Total   | 102                         | 41.8        | 66                            | 27.1        | 76                                  | 31.1        | 244   |

Table 15 reveals that less than one-third, 31.6 per cent, of the board presidents reported provisions for a daily rest period for teachers with a comfortable place to spend it. It should be noted that this practice is by far most common among the school systems having 100 or more teachers--68.7 per cent reported provisions for a period of rest for teachers, as compared with from 24.1 per cent to 40.0 per cent in the other groups.

TABLE 15

SCHOOL SYSTEMS THAT PROVIDE A DAILY  
REST PERIOD FOR TEACHERS

| Size of System<br>by<br>Number of Teachers | Rest Period |             | No Rest Period |             | Total |
|--|-------------|-------------|----------------|-------------|-------|
|  | Number      | Per<br>Cent | Number         | Per<br>Cent |       |
| - 10                                       | 7           | 24.1        | 22             | 75.9        | 29    |
| 10 - 24                                    | 28          | 23.5        | 91             | 76.5        | 119   |
| 25 - 49                                    | 22          | 40.0        | 33             | 60.0        | 55    |
| 50 - 99                                    | 10          | 40.0        | 15             | 60.0        | 25    |
| 100 -                                      | 11          | 68.7        | 5              | 31.3        | 16    |
| Total                                      | 78          | 31.6        | 166            | 68.4        | 244   |

Table 16 indicates that over half, 55.7 per cent, of 239 presidents reported that the prevailing practice in their school systems is to provide one hour during each school day for lesson preparation. More than one hour is very uncommon among the school systems represented. Of the 244 respondents, 5 reported that they did not know what the practices were in their school systems pertaining to lesson preparation. Also, of the 239 reporting, 18 reported a one-hour period for high school teachers for lesson planning and no time provided for elementary teachers, 2 in the group having less than 10 teachers, and 4 in each of the other four groups.

TABLE 16

TIME PROVIDED DURING SCHOOL DAY FOR TEACHERS  
TO MAKE LESSON PREPARATIONS

| Size of<br>System by<br>Number of<br>Teachers | Time for Preparation |      |           |      |         |      | Total |
|---|----------------------|------|-----------|------|---------|------|-------|
|   | One Hour             |      | Two Hours |      | No Time |      |       |
|   |                      | Per  |           | Per  |         | Per  |       |
|   | Number               | Cent | Number    | Cent | Number  | Cent |       |
| - 10  | 12                   | 42.9 | 2         | 7.1  | 14      | 50.0 | 28    |
| 10 - 24                                       | 64                   | 55.2 | 5         | 4.3  | 47      | 40.5 | 116   |
| 25 - 49                                       | 33                   | 60.0 | 2         | 3.6  | 20      | 36.4 | 55    |
| 50 - 99                                       | 12                   | 50.0 | 0         | 0.0  | 12      | 50.0 | 24    |
| 100 -   | 12                   | 75.0 | 0         | 0.0  | 4       | 25.0 | 16    |

The data found in Table 17 are based on 242 responses, 2 respondents reported that they were unfamiliar with the practice in their school systems concerned with aspects of clerical help for teachers. Of the 242 responding, 138, 57.0 per cent, reported that no help was provided for teachers in keeping records and making reports. Of those that did report provisions for some type of clerical help, about one system of each four provided part-time student help, approximately one system out of five provided administrative assistance, and one of every eight utilized secretarial help for teachers in their clerical duties.

TABLE 17

## PROVISIONS FOR CLERICAL HELP FOR TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Non-teaching<br>Personnel | Administrative<br>Personnel | Students | None |
|---|---------------------------|-----------------------------|----------|------|
| - 10  | 1                         | 7                           | 10       | 16   |
| 10 - 24                                       | 6                         | 19                          | 25       | 75   |
| 25 - 49                                       | 14                        | 18                          | 15       | 25   |
| 50 - 99                                       | 5                         | 4                           | 9        | 12   |
| 100 -   | 4                         | 1                           | 3        | 10   |
| Total   | 30                        | 49                          | 62       | 138  |
| Per Cent                                      | 12.4                      | 20.2                        | 25.6     | 57.0 |

As shown in Table 18, almost all, 87.3 per cent, of the 244 presidents reported that teachers in the districts which they were assigned, as nearly as possible, to their fields of interest, preparation, and experience. Only 6.6 per cent reported that teachers were assigned, in every instance, to their fields of competencies. Another 6.1 per cent were found to follow the practice of assigning teachers to any duties for which a teacher is needed, regardless of interest, preparation, and experience.

TABLE 18

## ASSIGNMENT OF TEACHERS TO THEIR FIELDS OF COMPETENCE

| Size of<br>System by<br>Number of<br>Teachers | In Every<br>Instance |             | As Nearly<br>as Possible |             | Where Needed,<br>Regardless of<br>Competence |             | Total |
|---|----------------------|-------------|--------------------------|-------------|--|-------------|-------|
|   | Number               | Per<br>Cent | Number                   | Per<br>Cent | Number                                       | Per<br>Cent |       |
| - 10  | 2                    | 6.9         | 25                       | 86.2        | 2  | 6.9         | 29    |
| 10 - 24                                       | 8                    | 6.7         | 101                      | 84.9        | 10   | 8.4         | 119   |
| 25 - 49                                       | 2                    | 3.6         | 51                       | 92.8        | 2  | 3.6         | 55    |
| 50 - 99                                       | 4                    | 16.0        | 20                       | 80.0        | 1  | 4.0         | 25    |
| 100 -   | 0                    | 0.0         | 16                       | 100.00      | 0  | 0.0         | 16    |
| Total   | 16                   | 6.6         | 213                      | 87.3        | 15   | 6.1         | 244   |

The data presented in Table 19 reveal that 92.2 per cent of the independent school districts represented have a class size of 35 or fewer pupils in their elementary schools. The remaining 7.8 per cent reported having classes of more than 35 pupils. A class size of 25 - 30 was reported in 40.6 per cent of the school systems.

TABLE 19  
CLASS SIZE IN THE ELEMENTARY SCHOOLS OF THE 244 SCHOOL SYSTEMS

| Size of<br>System by<br>Number of<br>Teachers | Size of Class |      |         |      |         |      |         |      |         |     | Total |
|---|---------------|------|---------|------|---------|------|---------|------|---------|-----|-------|
|   | 20 - 25       |      | 25 - 30 |      | 30 - 35 |      | 35 - 40 |      | Over 40 |     |       |
|   | No.           | %    | No.     | %    | No.     | %    | No.     | %    | No.     | %   |       |
|   |               |      |         |      |         |      |         |      |         |     |       |
| - 10  | 15            | 51.7 | 12      | 41.4 | 0       | 0.0  | 2       | 6.9  | 0       | 0.0 | 29    |
| 10 - 24                                       | 28            | 23.5 | 44      | 37.0 | 38      | 31.9 | 7       | 5.9  | 2       | 1.7 | 119   |
| 25 - 49                                       | 8             | 14.5 | 26      | 47.3 | 17      | 30.9 | 3       | 5.5  | 1       | 1.8 | 55    |
| 50 - 99                                       | 1             | 4.0  | 10      | 40.0 | 13      | 52.0 | 1       | 4.0  | 0       | 0.0 | 25    |
| 100 -   | 0             | 0.0  | 7       | 43.8 | 6       | 37.5 | 3       | 18.7 | 0       | 0.0 | 16    |
| Total   | 52            | 21.3 | 99      | 40.6 | 74      | 30.3 | 16      | 6.6  | 3       | 1.2 | 244   |

8

Practices Pertaining to the Health of Teachers

Table 20 indicates that approximately three of every four board presidents reporting revealed that the board of education had no specific written policies pertaining to the health of teachers.

TABLE 20

SCHOOL BOARDS WITH SPECIFIC WRITTEN POLICIES  
PERTAINING TO THE HEALTH OF TEACHERS

| Size of System<br>by<br>Number of Teachers | Written<br>Policies |             | No Written<br>Policies |             | Total |
|--|---------------------|-------------|------------------------|-------------|-------|
|  | Number              | Per<br>Cent | Number                 | Per<br>Cent |       |
| - 10                                       | 2                   | 6.9         | 27                     | 93.1        | 29    |
| 10 - 24                                    | 22                  | 18.5        | 97                     | 81.5        | 119   |
| 25 - 49                                    | 16                  | 29.1        | 39                     | 70.9        | 55    |
| 50 - 99                                    | 14                  | 56.0        | 11                     | 44.0        | 25    |
| 100 -                                      | 9                   | 56.3        | 7                      | 43.7        | 16    |
| Total                                      | 63                  | 25.8        | 181                    | 74.2        | 244   |

Periodic medical examinations of teachers, as a board requirement, is very uncommon in the school systems represented here. As shown by Table 21, of the 244 presidents reporting, only 9.8 per cent reported following such a practice. Of this 9.8 per cent reporting in the affirmative, less than 1 per cent required teachers to take a medical

TABLE 21  
SCHOOL SYSTEMS REQUIRING MEDICAL EXAMINATIONS OF TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Examinations Required |     |                              |                      |      |  | Examinations<br>Not Required |      | Total |
|---|-----------------------|-----|------------------------------|----------------------|------|--|------------------------------|------|-------|
|   | At Board's Expense    |     |                              | At Teacher's Expense |      |  |                              |      |       |
|   | No.                   | %   | Frequency                    | No.                  | %    | Frequency  | No.                          | %    |       |
|   |                       |     |                              |                      |      |  |                              |      |       |
| - 10  | 0                     | 0.0 | 0                            | 2                    | 6.9  | 1 Annually<br>1 Every 5 years                                | 27                           | 93.1 | 29    |
| 10 - 24                                       | 1                     | 0.8 | 1 Every 5 yrs.               | 4                    | 3.4  | 1 Annually<br>3 On Renewal<br>Teach. Cert.                   | 114                          | 95.8 | 119   |
| 25 - 49                                       | 1                     | 1.8 | 1 On Renewal<br>Teach. Cert. | 7                    | 12.7 | 3 Annually<br>3 Every 2 yrs.<br>1 On Renewal<br>Teach. Cert. | 47                           | 85.5 | 55    |
| 50 - 99                                       | 0                     | 0.0 | 0                            | 6                    | 24.0 | 3 Annually<br>1 Every 2 yrs.<br>2 Every 5 yrs.               | 19                           | 76.0 | 25    |
| 100 -   | 0                     | 0.0 | 0                            | 3                    | 18.8 | 3 Annually   | 13                           | 81.2 | 16    |
| Total   | 2                     | 0.8 |                              | 22                   | 9.0  |  | 220                          | 90.2 | 244   |



examination at the board's expense. Of the two presidents reporting the practice of the board paying for teachers' examinations, one reported an examination required every five years, and one reported an examination required upon renewal of the teacher's certificate. It was also reported by 9.0 per cent of the presidents that the teacher was responsible for the cost of his medical examination, with eleven requiring examinations annually; four, every two years; three, every five years; and four, upon renewal of a teaching certificate.

TABLE 22

## SCHOOL SYSTEMS PROVIDING SEPARATE RESTROOMS FOR TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Provide Separate Restrooms |      |              |     |                |      | Do Not<br>Provide<br>Separate<br>Restrooms |      | Total |
|---|----------------------------|------|--------------|-----|----------------|------|--|------|-------|
|   | Male and<br>Female         |      | Male<br>Only |     | Female<br>Only |      |  |      |       |
|   | No.                        | %    | No.          | %   | No.            | %    | No.  | %    |       |
|   |                            |      |              |     |                |      |  |      |       |
| - 10  | 0                          | 0.0  | 1            | 3.5 | 2              | 7.0  | 26   | 89.5 | 29    |
| 10 - 24                                       | 15                         | 12.6 | 0            | 0.0 | 7              | 5.9  | 97   | 81.5 | 119   |
| 25 - 49                                       | 10                         | 18.2 | 1            | 1.8 | 11             | 20.0 | 33   | 60.0 | 55    |
| 50 - 99                                       | 10                         | 40.0 | 0            | 0.0 | 3              | 12.0 | 12   | 48.0 | 25    |
| 100 -   | 12                         | 75.0 | 0            | 0.0 | 1              | 6.2  | 3  | 18.8 | 16    |
| Total   | 47                         | 19.3 | 2            | 0.8 | 24             | 9.8  | 171  | 70.1 | 244   |

Table 22 reveals that 29.9 per cent of the school systems represented provided restrooms for teachers separate from those of the pupils. Of this number, approximately 2 of every 3 systems made separate restrooms available for both male and female teachers. This practice was more common in the larger school systems.

In Table 23 it is shown that facilities for relaxation and recreation for teachers are provided by 33, or 13.5 per cent, of the 244 school systems. The range is from 3.5 per cent in systems with less than 10 teachers to 36.0 per cent in systems with 50 through 99 teachers.

TABLE 23

SCHOOL SYSTEMS PROVIDING FACILITIES FOR  
RECREATION AND RELAXATION FOR TEACHERS

| Size of System<br>by<br>Number of Teachers | Provide<br>Facilities |             | Do Not Provide<br>Facilities |             | Total |
|--|-----------------------|-------------|------------------------------|-------------|-------|
|  | Number                | Per<br>Cent | Number                       | Per<br>Cent |       |
| - 10                                       | 1                     | 3.5         | 28                           | 96.5        | 29    |
| 10 - 24                                    | 10                    | 8.4         | 109                          | 91.6        | 119   |
| 25 - 49                                    | 9                     | 16.4        | 46                           | 83.6        | 55    |
| 50 - 99                                    | 9                     | 36.0        | 16                           | 64.0        | 25    |
| 100 -                                      | 4                     | 25.0        | 12                           | 75.0        | 16    |
| Total                                      | 33                    | 13.5        | 211                          | 86.5        | 244   |

Table 24 reveals that 72.5 per cent of the 244 presidents reported that the practice in their school systems was to encourage teachers to remain out of school when they are ill. This practice was more prevalent in the larger school systems.

TABLE 24

SCHOOL SYSTEMS IN WHICH TEACHERS ARE ENCOURAGED  
TO REMAIN OUT OF SCHOOL WHEN ILL

| Size of System<br>by<br>Number of Teachers | Encouraged to<br>Remain Out<br>of School |             | Not Encouraged<br>to Remain Out<br>of School |             | Total |
|--|--|-------------|--|-------------|-------|
|  | Number                                   | Per<br>Cent | Number                                       | Per<br>Cent |       |
| - 10                                       | 19                                       | 65.5        | 10   | 34.5        | 29    |
| 10 - 24                                    | 79                                       | 66.4        | 40   | 33.6        | 119   |
| 25 - 49                                    | 41                                       | 74.5        | 14   | 25.5        | 55    |
| 50 - 99                                    | 23                                       | 92.0        | 2  | 8.0         | 25    |
| 100 -                                      | 15                                       | 93.7        | 1  | 6.3         | 16    |
| Total                                      | 177                                      | 72.5        | 67   | 27.5        | 244   |

Practices Pertaining to Leaves of Absence

The data in Table 25 show that 61.9 per cent of the 244 presidents reported that the boards of education had no specific written policies pertaining to leaves of absence. The systems that reported having written policies were found

most often in the 50-99 teacher group.

TABLE 25

## DISTRICTS HAVING WRITTEN LEAVE OF ABSENCE POLICIES

| Size of System<br>by<br>Number of Teachers | Written<br>Policies |             | No Written<br>Policies |             | Total |
|--|---------------------|-------------|------------------------|-------------|-------|
|  | Number              | Per<br>Cent | Number                 | Per<br>Cent |       |
| - 10                                       | 5                   | 17.2        | 24                     | 82.8        | 29    |
| 10 - 24                                    | 41                  | 34.5        | 78                     | 65.5        | 119   |
| 25 - 49                                    | 21                  | 38.2        | 34                     | 61.8        | 55    |
| 50 - 99                                    | 16                  | 64.0        | 9                      | 36.0        | 25    |
| 100 -                                      | 10                  | 62.5        | 6                      | 37.5        | 16    |
| Total                                      | 93                  | 38.1        | 151                    | 61.9        | 244   |

Table 26 reveals that approximately one-fourth of the 244 school systems represented provided maternity leaves of absence for married, women teachers. Of the 58 presidents reporting this practice in their systems, 27 reported provisions for one semester (2 pay in full, 4 pay in part, and 21 allow no pay), and 31 reported provisions for two semesters, but only one makes any payment to the teacher. The percentages providing for maternity leaves ranged from 13.8 per cent in systems with less than 10 teachers to 44.0 per cent in systems with 50 through 99 teachers.

TABLE 26

## SCHOOL SYSTEMS PROVIDING MATERNITY LEAVES FOR TEACHERS

| Size of<br>System<br>by Number<br>of Teachers | Maternity Leaves |             |              |      |    |               |      |    |    | No Maternity<br>Leaves | Total |
|---|------------------|-------------|--------------|------|----|---------------|------|----|----|------------------------|-------|
|   |                  |             | One Semester |      |    | Two Semesters |      |    |    |                        |       |
|   | Number           | Per<br>Cent | Full         | Part | No | Full          | Part | No |    |                        |       |
|   |                  |             |              |      |    |               |      |    |    |                        |       |
| - 10  | 4                | 13.8        | 0            | 1    | 2  | 0             | 0    | 1  | 25 | 86.2                   | 29    |
| 10 - 24                                       | 23               | 19.6        | 1            | 2    | 11 | 0             | 0    | 9  | 96 | 80.7                   | 119   |
| 25 - 49                                       | 13               | 23.6        | 0            | 1    | 5  | 0             | 0    | 7  | 42 | 76.4                   | 55    |
| 50 - 99                                       | 11               | 44.0        | 1            | 0    | 2  | 0             | 0    | 9  | 14 | 56.0                   | 25    |
| 100 -   | 7                | 43.8        | 0            | 0    | 1  | 0             | 1    | 5  | 9  | 56.2                   | 16    |
| Total   | 58               | 24.2        | 2            | 4    | 21 | 0             | 1    | 31 | 31 | 75.8                   | 244   |

Tables 27, 28 and 29 show the extent of the emergency-leave practice in the 244 school systems represented.

TABLE 27

## SCHOOL SYSTEMS GRANTING EMERGENCY LEAVES TO TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Emergency Leave |          | No Emergency Leave |          | Total |
|---|-----------------|----------|--------------------|----------|-------|
|   | Number          | Per Cent | Number             | Per Cent |       |
| - 10  | 12              | 41.4     | 17                 | 58.6     | 29    |
| 10 - 24                                       | 68              | 57.1     | 51                 | 42.9     | 119   |
| 25 - 49                                       | 38              | 69.1     | 17                 | 30.9     | 55    |
| 50 - 99                                       | 17              | 68.0     | 8                  | 32.0     | 25    |
| 100 -   | 13              | 81.2     | 3                  | 18.8     | 16    |
| Total   | 148             | 60.7     | 96                 | 39.3     | 244   |

Table 27 reveals that well over half--60.7 per cent--of the systems provided leaves for teachers due to emergencies.

The data shown by Table 28 reveal that more than two thirds--68.9 per cent--of the school systems deducted time used for emergency leaves from the teacher's regular, annual sick leave. It should be noted that the prevalence of this practice in the small systems is similar to that of the larger systems. Table 29 shows the number of days and the rate of pay allowed by the 46 systems which do not deduct time for

TABLE 28

SCHOOL SYSTEMS DEDUCTING EMERGENCY LEAVE  
FROM SICK LEAVE

| Size of<br>System by<br>Number of<br>Teachers | Deducts from<br>Sick Leave |          | Does Not Deduct<br>from Sick Leave |          | Total |
|---|----------------------------|----------|------------------------------------|----------|-------|
|   | Number                     | Per Cent | Number                             | Per Cent |       |
| - 10  | 7                          | 58.3     | 5                                  | 41.7     | 12    |
| 10 - 24                                       | 54                         | 79.4     | 14                                 | 20.6     | 68    |
| 25 - 49                                       | 22                         | 57.9     | 16                                 | 42.1     | 38    |
| 50 - 99                                       | 10                         | 58.8     | 7                                  | 41.2     | 17    |
| 100 -   | 9                          | 69.2     | 4                                  | 30.8     | 13    |
| Total   | 102                        | 68.9     | 46                                 | 31.1     | 148   |

emergency leaves from annual sick leave. The median number of days granted for emergency leaves by the 46 systems is 4.7 days annually with full pay being the most common practice.

Tables 30 and 31 show the extent of sick leave and accumulation of sick leave in the 244 systems represented. Table 30 reveals that slightly less than two-thirds of the board presidents reported that their teachers were granted sick leave. The practice of granting full pay for a specified number of days annually for personal illness of teachers

TABLE 29

NUMBER OF DAYS AND PAY ALLOWED BY SYSTEMS FOR EMERGENCY  
LEAVES NOT DEDUCTED FROM SICK LEAVES

| Number of Days<br>Allowed | Rate of Pay<br>Allowed |      |      | Total  |          |
|---------------------------|------------------------|------|------|--------|----------|
|                           | Full                   | Part | None | Number | Per Cent |
| 1                         | 3                      | 0    | 0    | 3      | 6.5      |
| 2                         | 2                      | 0    | 0    | 2      | 4.3      |
| 3                         | 11                     | 0    | 0    | 11     | 23.9     |
| 5                         | 15                     | 1    | 1    | 17     | 37.0     |
| 6                         | 1                      | 0    | 0    | 1      | 2.2      |
| 7                         | 0                      | 1    | 0    | 1      | 2.2      |
| 8                         | 1                      | 0    | 0    | 1      | 2.2      |
| 9                         | 1                      | 0    | 0    | 1      | 2.2      |
| 10                        | 3                      | 0    | 1    | 4      | 8.6      |
| 20                        | 1                      | 2    | 0    | 3      | 6.5      |
| 30                        | 1                      | 0    | 0    | 1      | 2.2      |
| 35                        | 1                      | 0    | 0    | 1      | 2.2      |
| Total                     | 40                     | 4    | 2    | 46     | 100.0    |

ranged from 48.3 per cent in the school systems employing less than 10 teachers to 81.2 per cent reported in systems with 100 or more teachers. Table 30 also shows the number



TABLE 30

## SCHOOL SYSTEMS GRANTING SICK LEAVE AT FULL PAY

| Size of<br>System by<br>Number of<br>Teachers |     |      | Leave<br>with<br>Pay |      | Number<br>of Days<br>Allowed | Leave<br>without<br>Pay |      | Total |
|---|-----|------|----------------------|------|------------------------------|-------------------------|------|-------|
|   | No. | %    | No.                  | %    |                              | No.                     | %    |       |
| - 10  | 14  | 48.3 | 6                    | 42.9 | 5                            | 15                      | 51.7 | 29    |
|   |     |      | 4                    | 28.7 | 3                            |                         |      |       |
|   |     |      | 1                    | 7.1  | 7                            |                         |      |       |
|   |     |      | 1                    | 7.1  | 9                            |                         |      |       |
|   |     |      | 1                    | 7.1  | 10                           |                         |      |       |
|   |     |      | 1                    | 7.1  | 20                           |                         |      |       |
| 10 - 24                                       | 67  | 56.3 | 29                   | 43.2 | 5                            | 52                      | 43.7 | 119   |
|   |     |      | 13                   | 19.3 | 3                            |                         |      |       |
|   |     |      | 9                    | 13.3 | 10                           |                         |      |       |
|   |     |      | 3                    | 4.3  | 7                            |                         |      |       |
|   |     |      | 2                    | 2.9  | 2                            |                         |      |       |
|   |     |      | 2                    | 2.9  | 4                            |                         |      |       |
|   |     |      | 2                    | 2.9  | 15                           |                         |      |       |
|   |     |      | 1                    | 1.4  | 6                            |                         |      |       |
|   |     |      | 1                    | 1.4  | 8                            |                         |      |       |
|   |     |      | 1                    | 1.4  | 12                           |                         |      |       |
|   |     |      | 1                    | 1.4  | 14                           |                         |      |       |
|   |     |      | 1                    | 1.4  | 15                           |                         |      |       |
|   |     |      | 1                    | 1.4  | 20                           |                         |      |       |
|   |     |      | 1                    | 1.4  | 27                           |                         |      |       |
|   |     |      | 1                    | 1.4  | 60                           |                         |      |       |
| 25 - 49                                       | 43  | 78.2 | 22                   | 51.2 | 5                            | 12                      | 21.8 | 55    |
|   |     |      | 9                    | 20.9 | 3                            |                         |      |       |
|   |     |      | 7                    | 16.3 | 10                           |                         |      |       |
|   |     |      | 2                    | 4.7  | 2                            |                         |      |       |
|   |     |      | 1                    | 2.3  | 4                            |                         |      |       |
|   |     |      | 1                    | 2.3  | 9                            |                         |      |       |
|   |     |      | 1                    | 2.3  | 15                           |                         |      |       |
| 50 - 99                                       | 20  | 80.0 | 10                   | 50.0 | 5                            | 5                       | 20.0 | 25    |
|   |     |      | 4                    | 20.0 | 3                            |                         |      |       |
|   |     |      | 2                    | 10.0 | 10                           |                         |      |       |
|   |     |      | 1                    | 5.0  | 7                            |                         |      |       |
|   |     |      | 1                    | 5.0  | 20                           |                         |      |       |
|   |     |      | 1                    | 5.0  | No limit*                    |                         |      |       |
|   |     |      | 1                    | 5.0  | Varies*                      |                         |      |       |

TABLE 30--Continued

| Size of<br>System by<br>Number of<br>Teachers | Leave with Pay |      |     |      |                              | Leave<br>without<br>Pay |      | Total |
|---|----------------|------|-----|------|------------------------------|-------------------------|------|-------|
|   | No.            | %    | No. | %    | Number<br>of Days<br>Allowed | No.                     | %    |       |
| 100 -   | 13             | 81.2 | 3   | 23.1 | 3                            | 3                       | 18.8 | 16    |
|   |                |      | 3   | 23.1 | 5                            |                         |      |       |
|   |                |      | 2   | 15.3 | 20                           |                         |      |       |
|   |                |      | 1   | 7.7  | 6                            |                         |      |       |
|   |                |      | 1   | 7.7  | 8                            |                         |      |       |
|   |                |      | 1   | 7.7  | 10                           |                         |      |       |
|   |                |      | 1   | 7.7  | 14                           |                         |      |       |
|   |                |      | 1   | 7.7  | 18                           |                         |      |       |
| Total   | 157            | 64.3 | 157 |      |                              | 87                      | 35.7 | 244   |

\*Not used in figuring median days.

of systems in each group by the number of days of sick leave provided. The median days of sick leave allowed by the 157 systems for which teachers received full pay was 4.1 days annually. The number of days allowed ranged from 1 to 60.

Table 31 shows that of the 157 systems providing for an annual sick leave for teachers, 24.2 per cent of these allow unused sick leave to accumulate to a specified maximum number of days. Here, the range was from 14.3 per cent in the systems with less than 10 teachers to 46.2 per cent in the systems employing 100 or more teachers. It should be noted that none of the groups reported that as many as half of their systems allowed unused sick leave to accumulate. The number of sick-leave days that teachers might accumulate

TABLE 31

## SCHOOL SYSTEMS ALLOWING ANNUAL SICK LEAVE TO ACCUMULATE

| Size of<br>System by<br>Number of<br>Teachers | Sick Leave Accumulates |      |     |      |                           |      | Sick Leave<br>Does Not<br>Accumulate |      | Total |
|---|------------------------|------|-----|------|---------------------------|------|--------------------------------------|------|-------|
|   | No.                    | %    | No. | %    | No. of<br>Days<br>Allowed | Pay  | No.                                  | %    |       |
| - 10  | 2                      | 14.3 | 1   | 50.0 | 10                        | Full | 12                                   | 85.7 | 14    |
|   |                        |      | 1   | 50.0 | 20                        | Full |                                      |      |       |
| 10 - 24                                       | 16                     | 23.9 | 8   | 50.0 | 15                        | Full | 51                                   | 76.1 | 67    |
|   |                        |      | 3   | 18.7 | 20                        | Full |                                      |      |       |
|   |                        |      | 2   | 12.5 | 10                        | Full |                                      |      |       |
|   |                        |      | 2   | 12.5 | 30                        | Full |                                      |      |       |
|   |                        |      | 1   | 6.3  | 18                        | Full |                                      |      |       |
| 25 - 49                                       | 7                      | 16.3 | 3   | 42.8 | 15                        | Full | 36                                   | 83.7 | 43    |
|   |                        |      | 1   | 14.3 | 6                         | Full |                                      |      |       |
|   |                        |      | 1   | 14.3 | 10                        | Full |                                      |      |       |
|   |                        |      | 1   | 14.3 | 20                        | Full |                                      |      |       |
|   |                        |      | 1   | 14.3 | 30                        | Full |                                      |      |       |
| 50 - 99                                       | 7                      | 35.0 | 2   | 25.7 | 10                        | Full | 13                                   | 65.0 | 20    |
|   |                        |      | 2   | 25.7 | 20                        | Full |                                      |      |       |
|   |                        |      | 1   | 14.2 | 15                        | Full |                                      |      |       |
|   |                        |      | 1   | 14.2 | 21                        | Full |                                      |      |       |
|   |                        |      | 1   | 14.2 | 30                        | Full |                                      |      |       |
| 100 -   | 6                      | 46.2 | 1   | 16.7 | 15                        | Part | 7                                    | 53.8 | 13    |
|   |                        |      | 2   | 33.2 | 30                        | Full |                                      |      |       |
|   |                        |      | 1   | 16.7 | 30                        | None |                                      |      |       |
|   |                        |      | 1   | 16.7 | 35                        | Full |                                      |      |       |
|   |                        |      | 1   | 16.7 | 60                        | Full |                                      |      |       |
| Total   | 38                     | 24.2 | 38  |      |                           |      | 119                                  | 75.8 | 157   |
| Median  |                        |      |     |      | 15.1                      |      |                                      |      |       |

ranged from 6 to 60. The median number of days allowed to accumulate by the 38 systems was 15.1, with full pay for the absence being the most common practice.

Only 13.5 per cent of the 244 board presidents reported, as shown by Table 32, that their school systems made provisions for long-term leaves for teachers to do advanced study during the regular school term. Of the 33 systems providing for professional-improvement leaves, 32 provided for no pay for teachers while on leave. The most common practice was to allow 2 semesters for doing advanced study (29 reported this practice, 2 reported allowing 4 semesters, and 2 reported allowing only 1 semester).

TABLE 32  
SCHOOL SYSTEMS PROVIDING SABBATICAL LEAVES  
FOR ADVANCED STUDY

| Size of<br>System by<br>Number of<br>Teachers | Sabbatical Leaves |      |     |       |                                    |      | No<br>Sabbatical<br>Leaves |       | Total |
|---|-------------------|------|-----|-------|------------------------------------|------|----------------------------|-------|-------|
|   |                   |      |     |       | No. of<br>Semesters Pay<br>Allowed |      |                            |       |       |
|   | No.               | %    | No. | %     |                                    | No.  | %                          |       |       |
| - 10  | 0                 | 0.0  | 0   | 0.0   | 0                                  | ---  | 29                         | 100.0 | 29    |
| 10 - 24                                       | 10                | 8.4  | 8   | 80.0  | 2                                  | None | 109                        | 91.6  | 119   |
|   |                   |      | 1   | 10.0  | 4                                  | None |                            |       |       |
|   |                   |      | 1   | 10.0  | 1                                  | None |                            |       |       |
| 25 - 49                                       | 7                 | 12.7 | 6   | 85.7  | 2                                  | None | 48                         | 87.3  | 55    |
|   |                   |      | 1   | 14.3  | 1                                  | Full |                            |       |       |
| 50 - 99                                       | 8                 | 32.0 | 8   | 100.0 | 2                                  | None | 17                         | 68.0  | 25    |
| 100 -   | 8                 | 50.0 | 7   | 87.5  | 2                                  | None | 8                          | 50.0  | 16    |
|   |                   |      | 1   | 12.5  | 4                                  | None |                            |       |       |
| Total   | 33                | 13.5 | 33  |       |                                    |      | 211                        | 86.5  | 244   |

The data presented in Table 33 indicate that long-term leaves for travel were very uncommon in the 244 school systems represented. Only 2.9 per cent allowed such leaves for teachers. The most common practice was to allow 2 semesters at no pay. Four of the 7 districts providing travel leave were in system that employ 100 or more teachers.

TABLE 33  
SCHOOL SYSTEMS PROVIDING LEAVES OF ABSENCE FOR TRAVEL

| Size of System by Number of Teachers | Leaves Provided |      |     |       |                             |      | No Leaves Provided |       | Total |
|--------------------------------------|-----------------|------|-----|-------|-----------------------------|------|--------------------|-------|-------|
|                                      | No.             | %    | No. | %     | Number of Semesters Allowed | Pay  | No.                | %     |       |
| - 10                                 | 0               | 0.0  | 0   | 0.0   | 0                           | ---  | 29                 | 100.0 | 29    |
| 10 - 24                              | 0               | 0.0  | 0   | 0.0   | 0                           | ---  | 119                | 100.0 | 119   |
| 25 - 49                              | 1               | 1.8  | 1   | 100.0 | 1                           | None | 54                 | 98.2  | 55    |
| 50 - 99                              | 2               | 8.0  | 1   | 50.0  | 1                           | None | 23                 | 92.0  | 25    |
|                                      |                 |      | 1   | 50.0  | 2                           | None |                    |       |       |
| 100 -                                | 4               | 25.0 | 4   | 100.0 | 2                           | None | 12                 | 75.0  | 16    |
| Total                                | 7               | 2.9  | 7   |       |                             |      | 237                | 97.1  | 244   |

Approximately one in every four of the 244 school systems are shown by Table 34 to provide leaves for teachers for the purpose of attending professional education meetings. This practice was most common in systems of 100 or more

TABLE 34

SCHOOL SYSTEMS PROVIDING LEAVES OF ABSENCE FOR TEACHERS  
TO ATTEND PROFESSIONAL EDUCATION MEETINGS

| Size of<br>System by<br>Number of<br>Teachers | Leaves Provided |      |     |      |                           |      | No Leaves<br>Provided |      | Total |
|---|-----------------|------|-----|------|---------------------------|------|-----------------------|------|-------|
|   | No.             | %    | No. | %    | No.<br>of Days<br>Allowed | Pay  | No.                   | %    |       |
| - 10  | 4               | 13.8 | 3   | 75.0 | 3                         | Full | 25                    | 86.2 | 29    |
|   |                 |      | 1   | 25.0 | 10                        | Full |                       |      |       |
| 10 - 24                                       | 23              | 19.3 | 9   | 39.1 | 3                         | Full | 96                    | 80.7 | 119   |
|   |                 |      | 5   | 21.7 | 5                         | Full |                       |      |       |
|   |                 |      | 3   | 13.0 | 10                        | Full |                       |      |       |
|   |                 |      | 2   | 8.7  | 10                        | Part |                       |      |       |
|   |                 |      | 1   | 4.4  | 15                        | Full |                       |      |       |
|   |                 |      | 1   | 4.4  | 20                        | Full |                       |      |       |
|   |                 |      | 2   | 8.7  | Number<br>Needed*         | Full |                       |      |       |
| 25 - 49                                       | 15              | 27.3 | 9   | 60.0 | 3                         | Full | 40                    | 72.7 | 55    |
|   |                 |      | 3   | 20.0 | Number<br>Needed*         | Full |                       |      |       |
|   |                 |      | 1   | 6.7  | 5                         | Full |                       |      |       |
|   |                 |      | 1   | 6.7  | 5                         | Part |                       |      |       |
|   |                 |      | 1   | 6.7  | 10                        | Full |                       |      |       |
| 50 - 99                                       | 9               | 36.0 | 4   | 44.5 | 10                        | Full | 16                    | 64.0 | 25    |
|   |                 |      | 3   | 33.3 | Number<br>Needed*         | Full |                       |      |       |
|   |                 |      | 2   | 22.2 | 3                         | Full |                       |      |       |
| 100 -   | 8               | 50.0 | 3   | 37.5 | 5                         | Full | 8                     | 50.0 | 16    |
|   |                 |      | 3   | 37.5 | 10                        | Full |                       |      |       |
|   |                 |      | 1   | 12.5 | 3                         | Full |                       |      |       |
|   |                 |      | 1   | 12.5 | Number<br>Needed*         | Full |                       |      |       |
| Total   | 59              | 24.2 | 59  |      |                           |      | 185                   | 75.8 | 244   |

\*Not included in figuring the median.

teachers. The range in number of days allowed was from 3 to 20. However, it should be noted that 9 board presidents reported the practice of allowing the teachers the number of days needed without any specified maximum. The median number of days allowed was 4.7. Fifty of the 59 presidents reporting that their systems granted leaves for attending educational meetings, also reported that teachers were paid in full while on these leaves, 5 were reported to allow part pay, and 4 reported no-pay provisions.

Leaves of absence for participation in civic activities were found to be very uncommon in the 244 school systems. Table 35 shows that only 12.3 per cent of the system had established leaves for civic activities. This practice was found to be least common among the systems having less than 10 teachers and most common among systems having 25 - 49 teachers. However, the latter group reported only slightly more than one-fifth, 21.8 per cent, of their systems allowed leave for participation in civic activities. Of the 30 presidents reporting that their systems provided leave for civic affairs, 24 paid full salaries to the teachers while on leave, 4 paid in part, and 2 did not pay. The number of days allowed for leaves ranged from 3 to 15 with 3.0 days being the median number of days granted. However, of the 30 systems, 10 were reported to allow leaves but did not specify a maximum number of days.

TABLE 35

SCHOOL SYSTEMS PROVIDING LEAVES OF ABSENCE FOR TEACHERS  
TO PARTICIPATE IN CIVIC AFFAIRS

| Size of<br>System by<br>Number of<br>Teachers | Leaves Provided |      |     |       |                           |      | No Leaves<br>Provided |      | Total |
|---|-----------------|------|-----|-------|---------------------------|------|-----------------------|------|-------|
|   | No.             | %    | No. | %     | No.<br>of Days<br>Allowed | Pay  | No.                   | %    |       |
| - 10  | 1               | 3.4  | 1   | 100.0 | 10                        | Full | 28                    | 96.6 | 29    |
| 10 - 24                                       | 10              | 8.4  | 4   | 40.0  | 3                         | Full | 109                   | 91.6 | 119   |
|   |                 |      | 2   | 20.0  | 5                         | Full |                       |      |       |
|   |                 |      | 2   | 20.0  | Number                    | Full |                       |      |       |
|   |                 |      |     |       | Needed*                   |      |                       |      |       |
|   |                 |      | 1   | 10.0  | 3                         | None |                       |      |       |
| 25 - 49                                       | 12              | 21.8 | 1   | 10.0  | 15                        | Full | 43                    | 78.2 | 55    |
|   |                 |      | 5   | 41.7  | 3                         | Full |                       |      |       |
|   |                 |      | 2   | 16.7  | Number                    | Full |                       |      |       |
|   |                 |      |     |       | Needed*                   |      |                       |      |       |
|   |                 |      | 2   | 16.7  | 3                         | None |                       |      |       |
|   |                 |      | 1   | 8.3   | 3                         | Part |                       |      |       |
|   |                 |      | 1   | 8.3   | Number                    | Part |                       |      |       |
|   |                 |      |     |       | Needed*                   |      |                       |      |       |
| 50 - 99                                       | 4               | 16.0 | 1   | 8.3   | Number                    | None | 21                    | 84.0 | 25    |
|   |                 |      | 3   | 75.0  | Number                    | Full |                       |      |       |
|   |                 |      |     |       | Needed*                   |      |                       |      |       |
| 100 -   | 3               | 18.8 | 1   | 25.0  | 3                         | Full | 13                    | 81.2 | 16    |
|   |                 |      | 2   | 66.7  | 5                         | Full |                       |      |       |
|   |                 |      | 1   | 33.3  | Number                    | Full |                       |      |       |
|   |                 |      |     |       | Needed*                   |      |                       |      |       |
| Total   | 30              | 12.3 | 30  |       |                           |      | 214                   | 87.7 | 244   |

\*Not used in calculating median.



Practices in the 244 School Systems  
Pertaining to Salaries

The single-salary schedule, as shown by Table 36, was used by more than 4 of every 5, 81.1 per cent, of the 244 school systems represented here. The percentages that used this form of salary scheduling seemed to be approximately equal in all sizes of systems with the exception of the 25 - 49 group which was reported as having only 70.9 per cent of the systems using the single-salary schedule.

TABLE 36  
SCHOOL SYSTEMS USING A SINGLE-SALARY SCHEDULE

| Size of<br>System by<br>Number of<br>Teachers | Single-Salary<br>Schedule |          | No Single-Salary<br>Schedule |          | Total |
|---|---------------------------|----------|------------------------------|----------|-------|
|   | Number                    | Per Cent | Number                       | Per Cent |       |
| - 10  | 24                        | 82.8     | 5                            | 17.2     | 29    |
| 10 - 24                                       | 99                        | 83.2     | 20                           | 16.8     | 119   |
| 25 - 49                                       | 39                        | 70.9     | 16                           | 29.1     | 55    |
| 50 - 99                                       | 22                        | 88.0     | 3                            | 12.0     | 25    |
| 100 -   | 14                        | 87.5     | 2                            | 12.5     | 16    |
| Total   | 198                       | 81.1     | 46                           | 18.9     | 244   |

Table 37 reveals that very few of the 244 systems, 12.3 per cent, do not pay teachers on a twelve-month basis. The range in the per cent of systems that pay on a twelve-month basis was from 79.3 per cent in the systems employing

TABLE 37

SCHOOL SYSTEMS PAYING TEACHERS  
ON A TWELVE-MONTH BASIS

| Size of<br>System by<br>Number of<br>Teachers | Pay on Twelve-<br>Month Basis |          | Do Not Pay on<br>Twelve-Month Basis |          | Total |
|---|-------------------------------|----------|-------------------------------------|----------|-------|
|   | Number                        | Per Cent | Number                              | Per Cent |       |
| - 10  | 23                            | 79.3     | 6                                   | 20.7     | 29    |
| 10 - 24                                       | 102                           | 85.7     | 17                                  | 14.3     | 119   |
| 25 - 49                                       | 50                            | 90.9     | 5                                   | 9.1      | 55    |
| 50 - 99                                       | 24                            | 96.0     | 1                                   | 4.0      | 25    |
| 100 -   | 15                            | 93.7     | 1                                   | 6.3      | 16    |
| Total   | 214                           | 87.7     | 30                                  | 12.3     | 244   |

less than 10 teachers to 93.7 per cent in the systems of 100 or more teachers.

Preparation of the salary schedule by the board and the superintendent was almost a universal practice among the 244 systems as reported by the board presidents and shown in Table 38. This practice was found in 86.8 per cent of all systems; 10.7 per cent reported that the teachers were also included in the planning of the schedule; and 2.5 per cent included laymen in the planning process. Among all sizes of systems, the 25 - 49 teacher group reported the highest percentage--92.7 per cent--that followed the practice of confining schedule making to the board and superintendent;

TABLE 38

## THE PREPARATION OF SALARY SCHEDULES

| Size of System by Number of Teachers | Board and Superintendent |      | Board, Superintendent, Teachers |      | Board, Superintendent, Teachers, and Patrons |      | Total |
|--------------------------------------|--------------------------|------|---------------------------------|------|--|------|-------|
|                                      | No.                      | %    | No.                             | %    | No.  | %    |       |
| - 10                                 | 24                       | 82.8 | 5                               | 17.2 | 0  | 0.0  | 29    |
| 10 - 24                              | 101                      | 84.9 | 15                              | 12.6 | 3  | 2.5  | 119   |
| 25 - 49                              | 51                       | 92.7 | 4                               | 7.3  | 0  | 0.0  | 55    |
| 50 - 99                              | 23                       | 92.0 | 1                               | 4.0  | 1  | 4.0  | 25    |
| 100 -                                | 13                       | 81.2 | 1                               | 6.3  | 2  | 12.5 | 16    |
| Total                                | 212                      | 86.8 | 26                              | 10.7 | 6  | 2.5  | 244   |

The systems with less than 10 teachers showed the highest percentage--17.2 per cent--following the practice of including teachers in the planning process; and systems with 100 or more teachers showed the highest percentage of all groups in the practice of including teachers and laymen in the planning of the salary schedule.

Table 39 shows the numbers and percentages of 244 school systems which annually publish their salary schedules in local newspapers. Of all systems represented, 17.2 per cent publish their schedules and 82.8 per cent do not. The 50 - 99 teacher group is shown to have one in five that publish their schedule, and the 100-and-over teacher group

TABLE 39

SCHOOL SYSTEMS WHICH ANNUALLY PUBLISH THEIR SALARY  
SCHEDULES IN LOCAL NEWSPAPERS

| Size of<br>System by<br>Number of<br>Teachers | Publish Schedule |          | Do Not<br>Publish Schedule |          | Total |
|---|------------------|----------|----------------------------|----------|-------|
|   | Number           | Per Cent | Number                     | Per Cent |       |
| - 10  | 4                | 13.8     | 25                         | 86.2     | 29    |
| 10 - 24                                       | 19               | 16.0     | 100                        | 84.0     | 119   |
| 25 - 49                                       | 10               | 18.2     | 45                         | 81.8     | 55    |
| 50 - 99                                       | 5                | 20.0     | 20                         | 80.0     | 25    |
| 100 -   | 4                | 25.0     | 12                         | 75.0     | 16    |
| Total   | 42               | 17.2     | 202                        | 82.8     | 244   |

is shown to have one in four that publish the schedule.

As shown in Table 40, the prevailing practice in the 244 school systems seems to be that of not paying salary increases beyond the increment schedule established by the state--75.4 per cent of the presidents reported negatively. However, 24.6 per cent of the systems reported the practice of paying increases based on either merit (16.0 per cent) or on service (8.6 per cent).

TABLE 40

SCHOOL SYSTEMS THAT PROVIDE ANNUAL SALARY INCREASES  
FOR EFFICIENT TEACHERS BEYOND THE  
STATE INCREMENT SCHEDULE

| Size of<br>System by<br>Number of<br>Teachers | Increases Provided |      |                     |      |                         |      | Total |
|---|--------------------|------|---------------------|------|-------------------------|------|-------|
|   | Based on<br>Merit  |      | Based on<br>Service |      | No Increase<br>Provided |      |       |
|   | Number             | Per  | Number              | Per  | Number                  | Per  |       |
|   |                    | Cent |                     | Cent |                         | Cent |       |
| - 10  | 5                  | 17.2 | 3                   | 10.3 | 21                      | 72.5 | 29    |
| 10 - 24                                       | 20                 | 16.8 | 7                   | 5.9  | 92                      | 77.3 | 119   |
| 25 - 49                                       | 8                  | 14.5 | 4                   | 7.3  | 43                      | 78.2 | 55    |
| 50 - 99                                       | 4                  | 16.0 | 2                   | 8.0  | 19                      | 76.0 | 25    |
| 100 -   | 2                  | 12.5 | 5                   | 31.3 | 9                       | 56.2 | 16    |
| Total   | 39                 | 16.0 | 21                  | 8.6  | 184                     | 75.4 | 244   |

Practices Pertaining to the  
Dismissals of Teachers

The absence of specific written policies pertaining to the dismissals of teachers is shown in Table 41 to be found in 139, 57.0 per cent, of the 244 systems. Written dismissal policies were found most frequently in the 50 - 99 teacher group; 64.0 per cent were reported to have such policies. Attention should be directed to the 100-or-more teacher group.

TABLE 41

## DISTRICTS HAVING WRITTEN DISMISSAL POLICIES

| Size of<br>System by<br>Number of<br>Teachers | Written Policies |          | No Written Policies |          | Total |
|---|------------------|----------|---------------------|----------|-------|
|   | Number           | Per Cent | Number              | Per Cent |       |
| - 10  | 8                | 27.6     | 21                  | 72.4     | 29    |
| 10 - 24                                       | 47               | 39.5     | 72                  | 60.5     | 119   |
| 25 - 49                                       | 28               | 50.9     | 27                  | 49.1     | 55    |
| 50 - 99                                       | 16               | 64.0     | 9                   | 36.0     | 25    |
| 100 -   | 6                | 37.5     | 10                  | 62.5     | 16    |
| Total   | 105              | 43.0     | 139                 | 57.0     | 244   |

This group is second only to systems having less than 10 teachers in the percentage of its systems having no written dismissal policies--62.5 per cent.

Tables 42 and 43 show data that are concerned with how teachers are notified of their dismissals. It is shown that 181, 74.2 per cent, of the 244 systems reported always following the practice of the board notifying the teacher, in writing, of the latter's dismissal. The same number and percentage existed for the systems that reported never following the practice of the superintendent notifying a teacher verbally, of his dismissal.

TABLE 42

SCHOOL SYSTEMS IN WHICH TEACHERS ARE NOTIFIED,  
IN WRITING, OF THEIR DISMISSALS

| Size of<br>System by<br>Number of<br>Teachers | Frequency |      |         |      |        |      |       |      | Total |
|---|-----------|------|---------|------|--------|------|-------|------|-------|
|   | Always    |      | Usually |      | Seldom |      | Never |      |       |
|   | No.       | %    | No.     | %    | No.    | %    | No.   | %    |       |
|   |           |      |         |      |        |      |       |      |       |
| - 10  | 21        | 72.5 | 3       | 10.3 | 3      | 10.3 | 2     | 6.9  | 29    |
| 10 - 24                                       | 85        | 71.4 | 8       | 6.7  | 12     | 10.1 | 14    | 11.8 | 119   |
| 25 - 49                                       | 43        | 78.2 | 2       | 3.6  | 4      | 7.3  | 6     | 10.9 | 55    |
| 50 - 99                                       | 19        | 76.0 | 1       | 4.0  | 1      | 4.0  | 4     | 16.0 | 25    |
| 100 -   | 13        | 81.2 | 0       | 0.0  | 0      | 0.0  | 3     | 18.8 | 16    |
| Total   | 181       | 74.2 | 14      | 5.7  | 20     | 8.2  | 29    | 11.9 | 244   |

Twenty-nine boards, 11.9 per cent, never notify a teacher, in writing, of his dismissal, but rather, he is always notified verbally of his dismissal by the superintendent. Fourteen boards, 5.7 per cent, reported usually notifying in writing but seldom notifying verbally. Twenty boards, 8.2 per cent, reported seldom notifying in writing but usually notifying verbally.

TABLE 43

SCHOOL SYSTEMS IN WHICH TEACHERS ARE NOTIFIED  
VERBALLY, BY THE SUPERINTENDENT,  
OF THEIR DISMISSALS

| Size of<br>System by<br>Number of<br>Teachers | Frequency |      |         |      |        |      |       |      | Total |
|---|-----------|------|---------|------|--------|------|-------|------|-------|
|   | Always    |      | Usually |      | Seldom |      | Never |      |       |
|   |           |      |         |      |        |      |       |      |       |
|   | No.       | %    | No.     | %    | No.    | %    | No.   | %    |       |
| - 10  | 2         | 6.9  | 3       | 10.3 | 3      | 10.3 | 21    | 72.5 | 29    |
| 10 - 24                                       | 14        | 11.8 | 12      | 10.1 | 8      | 6.7  | 85    | 71.4 | 119   |
| 25 - 49                                       | 6         | 10.9 | 4       | 7.3  | 2      | 3.6  | 43    | 78.2 | 55    |
| 50 - 99                                       | 4         | 16.0 | 1       | 4.0  | 1      | 4.0  | 19    | 76.0 | 25    |
| 100 -   | 3         | 18.8 | 0       | 0.0  | 0      | 0.0  | 13    | 81.2 | 16    |
| Total   | 29        | 11.9 | 20      | 8.2  | 14     | 5.7  | 181   | 74.2 | 244   |

Table 44 indicates that over half, or 54.9 per cent, of the 244 presidents reported that in every case when a teacher is notified of his dismissal, he is provided with a statement of the reason(s) for the dismissal action. About one in every four of the 244 boards, 25.4 per cent, were reported to occasionally state the reason(s) for dismissal, and approximately one in every five boards never state their reason(s) for dismissing a teacher.



TABLE 44

THE FREQUENCY WITH WHICH WRITTEN NOTICES OF DISMISSAL  
STATE THE REASON(S) FOR THE ACTION

| Size of<br>System by<br>Number of<br>Teachers | Stated in<br>Every Case |             | Stated<br>Occasionally |             | Never<br>Stated |             | Total |
|---|-------------------------|-------------|------------------------|-------------|-----------------|-------------|-------|
|   | Number                  | Per<br>Cent | Number                 | Per<br>Cent | Number          | Per<br>Cent |       |
| - 10  | 16                      | 55.2        | 9                      | 31.0        | 4               | 13.8        | 29    |
| 10 - 24                                       | 54                      | 45.4        | 38                     | 31.9        | 27              | 22.7        | 119   |
| 25 - 49                                       | 40                      | 72.7        | 9                      | 16.4        | 6               | 10.9        | 55    |
| 50 - 99                                       | 14                      | 56.0        | 4                      | 16.0        | 7               | 28.0        | 25    |
| 100 -   | 10                      | 62.5        | 2                      | 12.5        | 4               | 25.0        | 16    |
| Total   | 134                     | 54.9        | 62                     | 25.4        | 48              | 19.7        | 244   |

The data in Table 45 show that 100, 41.0 per cent, of the boards of education do not give teachers warning of their deficiencies and the opportunity to correct them before dismissal. Over half, 50.9 per cent, of the boards in systems employing 25 - 49 teachers were reported to follow this practice which is the highest percentage found in any of the groups.

TABLE 45

SCHOOL SYSTEMS THAT GIVE WARNINGS OF  
DEFICIENCIES AND OPPORTUNITIES TO  
CORRECT THEM BEFORE DISMISSAL

| Size of<br>System by<br>Number of<br>Teachers | Warning Given |          | No Warning Given |          | Total |
|---|---------------|----------|------------------|----------|-------|
|   | Number        | Per Cent | Number           | Per Cent |       |
| - 10  | 20            | 69.0     | 9                | 31.0     | 29    |
| 10 - 24                                       | 74            | 62.2     | 45               | 37.8     | 119   |
| 25 - 49                                       | 27            | 49.1     | 28               | 50.9     | 55    |
| 50 - 99                                       | 13            | 52.0     | 12               | 48.0     | 25    |
| 100 -   | 10            | 62.5     | 6                | 37.5     | 16    |
| Total   | 144           | 59.0     | 100              | 41.0     | 244   |

More than 9 of every 10, 92.2 per cent, of the presidents reported, as shown in Table 46, that teachers were permitted a hearing before the board of education, if they desired, before dismissal. Of all the systems represented, no group except the 10 - 24 teacher group, showed less than 90 per cent of their systems following this practice.

The data in Table 47 reveal that 103, 42.2 per cent, of the 244 presidents reported that their school districts have written procedures to follow in dismissal proceedings.

TABLE 46

## SCHOOL SYSTEMS THAT GRANT HEARINGS BEFORE DISMISSAL

| Size of<br>System by<br>Number of<br>Teachers | Hearing Granted |          | No Hearing Granted |          | Total |
|---|-----------------|----------|--------------------|----------|-------|
|   | Number          | Per Cent | Number             | Per Cent |       |
| - 10  | 27              | 93.1     | 2                  | 6.9      | 29    |
| 10 - 24                                       | 106             | 89.1     | 13                 | 10.9     | 119   |
| 25 - 49                                       | 53              | 96.4     | 2                  | 3.6      | 55    |
| 50 - 99                                       | 24              | 96.0     | 1                  | 4.0      | 25    |
| 100 -   | 15              | 93.7     | 1                  | 6.3      | 16    |
| Total   | 225             | 92.2     | 19                 | 7.8      | 244   |

TABLE 47

SCHOOL SYSTEMS THAT HAVE WRITTEN PROCEDURES  
TO FOLLOW IN DISMISSAL PROCEEDINGS

| Size of<br>System by<br>Number of<br>Teachers | Written Procedures |          | No Written Procedures |          | Total |
|---|--------------------|----------|-----------------------|----------|-------|
|   | Number             | Per Cent | Number                | Per Cent |       |
| - 10  | 7                  | 24.3     | 22                    | 75.7     | 29    |
| 10 - 24                                       | 48                 | 40.3     | 71                    | 59.7     | 119   |
| 25 - 49                                       | 24                 | 43.6     | 31                    | 56.4     | 55    |
| 50 - 99                                       | 14                 | 56.0     | 11                    | 44.0     | 25    |
| 100 -   | 10                 | 62.5     | 6                     | 37.5     | 16    |
| Total   | 103                | 42.2     | 141                   | 57.8     | 244   |

The group percentages following this practice range from 24.3 per cent in systems with less than 10 teachers to 62.5 per cent in systems with 100 or more teachers.

Personnel Practices Pertaining to Resignations

Table 48 indicates that approximately 6 of every 10 presidents, 59.8 per cent, reported that their school districts do not have specific written policies pertaining to resignations of teachers. Of the 146 systems not having written policies, the lowest group-percentage, 79.3 per cent, was found among the school systems with less than 10 teachers while the highest percentage, 44.0 per cent, was found among systems employing 100 or more teachers.

TABLE 48

SCHOOL SYSTEMS HAVING SPECIFIC WRITTEN  
POLICIES PERTAINING TO RESIGNATIONS

| Size of<br>System by<br>Number of<br>Teachers | Written Policies |          | No Written Policies |          | Total |
|---|------------------|----------|---------------------|----------|-------|
|   | Number           | Per Cent | Number              | Per Cent |       |
| - 10  | 6                | 20.7     | 23                  | 79.3     | 29    |
| 10 - 24                                       | 45               | 37.8     | 74                  | 62.2     | 119   |
| 25 - 49                                       | 26               | 47.3     | 29                  | 52.7     | 55    |
| 50 - 99                                       | 14               | 56.0     | 11                  | 44.0     | 25    |
| 100 -   | 7                | 43.8     | 9                   | 56.2     | 16    |
| Total   | 98               | 40.2     | 146                 | 59.8     | 244   |

Tables 49 and 50 show the school systems that accepted teachers' resignations after the spring-notification period<sup>1</sup> has passed, and the latest date that the board will accept resignations.

TABLE 49

## SCHOOL SYSTEMS THAT ACCEPT RESIGNATIONS AFTER APRIL 25TH

| Size of<br>System by<br>Number of<br>Teachers | Accept<br>Resignations |          | Do Not Accept<br>Resignations |          | Total |
|---|------------------------|----------|-------------------------------|----------|-------|
|   | Number                 | Per Cent | Number                        | Per Cent |       |
| - 10  | 27                     | 93.1     | 2                             | 6.9      | 29    |
| 10 - 24                                       | 107                    | 89.9     | 12                            | 10.1     | 119   |
| 25 - 49                                       | 51                     | 92.7     | 4                             | 7.3      | 55    |
| 50 - 99                                       | 22                     | 88.0     | 3                             | 12.0     | 25    |
| 100 -   | 14                     | 87.5     | 2                             | 12.5     | 16    |
| Total   | 221                    | 90.6     | 23                            | 9.4      | 244   |

Table 49 shows that 221, 90.6 per cent, of the 244 school systems permitted teachers to resign after the spring-notification period (April 25th) had passed. The data shown by Table 50 reveal that the most common practice was to permit teachers to resign any time up to the opening date of

<sup>1</sup>School Laws of Oklahoma, Art. VI, Sec. 88, Par. (e), 1959.

TABLE 50

## LATEST DATE THAT SCHOOL SYSTEMS ACCEPT RESIGNATIONS

| Size of<br>System by<br>Number of<br>Teachers | May 31 |     | June 30 |      | July 31 |     | Any Time<br>up to<br>Opening<br>of School |      | Any Time<br>if Replace-<br>ment is<br>Available |      | Not<br>Specified |      | Total |
|---|--------|-----|---------|------|---------|-----|---|------|---|------|------------------|------|-------|
|   | No.    | %   | No.     | %    | No.     | %   | No.                                       | %    | No.   | %    | No.              | %    |       |
| - 10  | 2      | 7.4 | 2       | 7.4  | 2       | 7.4 | 21  | 77.8 | 0   | 0.0  | 0                | 0.0  | 27    |
| 10 - 24                                       | 6      | 5.6 | 9       | 8.4  | 6       | 5.6 | 61  | 57.0 | 12  | 11.2 | 13               | 12.2 | 107   |
| 25 - 49                                       | 0      | 0.0 | 3       | 5.9  | 3       | 5.9 | 29  | 56.9 | 10  | 19.6 | 6                | 11.7 | 51    |
| 50 - 99                                       | 1      | 4.5 | 6       | 27.3 | 2       | 9.1 | 5   | 22.7 | 5   | 22.7 | 3                | 13.7 | 22    |
| 100 -   | 0      | 0.0 | 0       | 0.0  | 0       | 0.0 | 9   | 64.3 | 5   | 35.7 | 0                | 0.0  | 14    |
| Total   | 9      | 4.1 | 20      | 9.1  | 13      | 5.9 | 125                                       | 56.6 | 32  | 14.5 | 22               | 9.8  | 221   |

the school term--125, or 56.6 per cent. Thirty-two systems, or 14.5 per cent, accepted resignations any time during the year if a suitable replacement could be found. Nine of the 221 boards, or 4.1 per cent, accepted resignations no later than May 31st; 20, 9.1 per cent, no later than June 30th; and 13, 5.9 per cent, no later than July 31st. It should be noted, also, that of the 221 presidents reporting, 22 9.8 per cent, reported that the school system accepted resignations after the spring-notification period had passed but they did not specify a final date of acceptance.

TABLE 51

SCHOOL SYSTEMS THAT REQUIRE  
RESIGNATIONS IN WRITING

| Size of<br>System by<br>Number of<br>Teachers | Required<br>in Writing |          | Not Required<br>in Writing |          | Total |
|---|------------------------|----------|----------------------------|----------|-------|
|   | Number                 | Per Cent | Number                     | Per Cent |       |
| - 10  | 22                     | 75.9     | 7                          | 24.1     | 29    |
| 10 - 24                                       | 97                     | 81.5     | 22                         | 18.5     | 119   |
| 25 - 49                                       | 50                     | 90.9     | 5                          | 9.1      | 55    |
| 50 - 99                                       | 24                     | 96.0     | 1                          | 4.0      | 25    |
| 100 -   | 14                     | 87.5     | 2                          | 12.5     | 16    |
| Total   | 207                    | 84.8     | 37                         | 15.2     | 244   |

Table 51 reveals that in more than four-fifths, 84.8 per cent, of the 244 school systems, teachers were required to submit resignations to the board of education in writing. It should be noted that even though the school law specifies resignations to be submitted in writing, 15.2 per cent of the school systems do not follow this practice.

Personnel Practices Pertaining to Retirement

Table 25 indicates that the number of school systems that provide any special services in order to help prepare older teachers for retirement is negligible; 8 of the 244

TABLE 52

SCHOOL SYSTEMS THAT PROVIDE SPECIAL SERVICES  
TO HELP TEACHERS PREPARE FOR RETIREMENT

| Size of<br>System by<br>Number of<br>Teachers | Special Services |          | No Special Services |          | Total |
|---|------------------|----------|---------------------|----------|-------|
|   | Number           | Per Cent | Number              | Per Cent |       |
| - 10  | 0                | 0.0      | 29                  | 100.0    | 29    |
| 10 - 24                                       | 0                | 0.0      | 119                 | 100.0    | 119   |
| 25 - 49                                       | 4                | 7.3      | 51                  | 92.7     | 55    |
| 50 - 99                                       | 2                | 8.0      | 23                  | 92.0     | 25    |
| 100 -   | 2                | 12.5     | 14                  | 87.5     | 16    |
| Total   | 8                | 3.3      | 236                 | 96.7     | 244   |



systems, or 3.3 per cent, follow this practice, and of these 8 systems, 4, 50.0 per cent, were found in the 25 - 49 teacher systems; 2, 25.0 per cent, were in the 50 - 99 teacher systems; and 2, 25.0 per cent, were in the systems having 100 or more teachers.

Over half, 60.2 per cent, of the 244 school systems were reported, as shown by Table 53, to be participating in the Federal Social Security plan for retirement in addition to participation in the State Retirement plan. Participation ranges from 27.6 per cent in the school systems employing less than 10 teachers to 93.7 per cent in systems with 100 or more teachers. This represents a 66.1 per cent difference between the smallest systems represented and the largest systems represented.

It should be noted here that the data showing the numbers and percentages of school systems that had local retirement plans, and the systems that participated in the State Retirement System were not presented in tabular form. Inasmuch as no board president reported that the school system which he represented had a local retirement plan, and inasmuch as all of the presidents reported local membership in the State Retirement System, it was thought to be unnecessary to show these data in tables.

TABLE 53

SCHOOL SYSTEMS PARTICIPATING IN THE FEDERAL  
SOCIAL SECURITY RETIREMENT PLAN

| Size of<br>System by<br>Number of<br>Teachers | Participate |          | Do Not Participate |          | Total |
|---|-------------|----------|--------------------|----------|-------|
|   | Number      | Per Cent | Number             | Per Cent |       |
| - 10  | 8           | 27.6     | 21                 | 72.4     | 29    |
| 10 - 24                                       | 63          | 52.9     | 56                 | 47.1     | 119   |
| 25 - 49                                       | 38          | 69.1     | 17                 | 30.9     | 55    |
| 50 - 99                                       | 23          | 92.0     | 2                  | 8.0      | 25    |
| 100 -   | 15          | 93.7     | 1                  | 6.3      | 16    |
| Total   | 147         | 60.2     | 97                 | 39.8     | 244   |

Summary

The data presented in this chapter have shown the degrees to which certain teaching-personnel practices exist or do not exist, by size of school system, in 244 independent school districts in Oklahoma. These data were reported by the school board presidents of the 244 districts represented in the study.

Practices pertaining to teaching load.--The existence of written policies pertaining to teaching load are very uncommon in the 244 school systems. Approximately four of every five boards of education have no written policies. Such policies are more common to the large system than to the small one.

The planning and assignment of teaching loads seem to most frequently be a joint project of the principal and the teachers. Over three-fourths of all school systems follow this practice, whereas, in the remaining 24.4 per cent, the planning and assignment of teaching loads are solely the responsibility of the principal or the superintendent.

Lists of qualified substitute teachers were reported to be kept on file in the administrative offices of a majority of the 244 school systems--84.0 per cent. Bases upon which the salaries of substitute teachers are determined vary among the 244 school systems. However, the practice most frequently reported was that of paying substitute teachers fixed amounts for their services (58.6 per cent). Training and experience were referred to as criteria for salary determination in only 44, or 18.0 per cent, of the systems. Forty-one, or 16.8 per cent, of the presidents reported that the practices in their school systems include such plans as: paying the substitute the same amount as that paid to the regular teacher; the substitute's salary equals the systems minimum schedule; the regular teacher pays the substitute; substitutes are paid two-thirds of the regular teacher's salary; and substitutes are paid three-fourths of the regular teacher's salary. Sixteen presidents, or 6.6 per cent, did not specify the practices in their systems.

Substitute teachers are always, or are usually obtained from outside the school in 95.9 per cent of the

system; 4.1 per cent seldom or never call in a substitute from outside. Absent teachers' loads are seldom or never distributed among other staff members in 95.9 per cent of the systems. This is usually practiced in only 4.1 per cent of the systems. Students in the upper grades are seldom used in 38.1 per cent of the systems, and never used in the remaining 61.9 per cent. Finally, when a teacher is absent, his students are never sent to a study hall in 62.3 per cent of the systems, and seldom sent in 37.7 per cent.

Teaching loads in the 244 school systems are reduced to some extent as a result of provisions for special classes. The mentally retarded are provided for in 18.0 per cent of the systems; 9.8 per cent provide for the exceptionally bright; classes for the physically handicapped are found in 18.0 per cent of the systems; and 16.4 per cent provide for pupils with speech defects. The existence of special classes are most predominant in the large systems.

Extra-curricular responsibilities in 27.1 per cent of the systems are assigned above the regular teaching load with extra pay, whereas 31.1 per cent give no extra pay for added duties. The practice most frequently reported was that of considering extra-curricular duties as a part of the total teaching load.

A daily rest period, with a comfortable place to spend it, is found in 31.6 per cent of the school systems. This practice is to be distinguished from that of providing

free time during the school day for teachers to make lesson preparations. The latter is found in 55.7 per cent of the systems in which one hour is provided. However, 40.5 per cent allow no free time for lesson preparation. The number providing over one hour is negligible.

Provisions for clerical help for teachers vary among the 244 school systems. No help is provided in 57.0 per cent of the systems; 12.4 per cent utilize non-teaching personnel; 20.2 per cent lend administrative assistance; 25.6 per cent provide student help for teachers.

A large majority of the school systems assign teachers to their fields of competencies as nearly as possible (87.3 per cent). Only 6.6 per cent assign teachers to their fields of competencies in every instance. Teachers are assigned where a teacher is needed, regardless of competence, in 6.1 per cent of the systems.

The most common class size in the elementary classes of the 244 school systems is from 25 to 30 pupils. Second to this is a class size of 30 to 35 pupils. The remaining 28.1 per cent reported classes below 25 or above 35.

Practices pertaining to teachers' health.---Approximately one-fourth, or 25.8 per cent, of the systems were reported to have specific written policies pertaining to the health of teachers. Written policies are found more frequently in the large systems.

Only 9.8 per cent of the school systems require teachers to take periodic medical examinations, and 9.0 per cent of these require the teacher to bear the cost of the examination. The frequency of the examinations vary--annually, every two years, every five years, and at the time the teaching certificate is renewed.

A large majority, 70.1 per cent, of the systems do not provide restrooms for teachers separate from those of the pupils. Less than one of every five, or 19.3 per cent, provide separate restrooms for both sexes. The remainder make provisions for either of one sex and not the other.

Facilities for recreation and relaxation of teachers are provided in 13.5 per cent of the school systems. The remaining 86.5 per cent do not.

Teachers are encouraged to remain out of school when they are ill with non-disabling conditions in 72.5 per cent of the systems. This practice is more frequently found in the large systems.

Leaves-of-absence practices.--Written leaves-of-absence policies were reported in 38.1 per cent of the systems. Written policies are far more common in systems having 50 or more teachers than in the smaller systems.

The types of leaves, and the percentages of school systems that make provision for each type are: maternity leaves, 24.2 per cent; leaves for emergency reasons, 60.7 per cent; sick leave with full pay, 64.3 per cent; leaves

to do advanced study, 13.5 per cent; leaves for travel, 2.9 per cent; leaves to attend professional education meetings, 24.2 per cent; and leaves to participate in civic affairs, 12.3 per cent.

Further considerations of short-term leaves reveal that the median number of days allowed for emergency leaves, not deducted from sick leave, is 4.7 days, with the granting of full pay being the most common practice. The median number of days allowed for sick leave at full pay is 4.1 days. Sick leave is allowed to accumulate in 24.2 per cent of the 157 systems providing sick leave, with the median number of days being 15.1, and full pay being most frequently allowed. The median number of days allowed for leaves to attend educational meetings is 4.7, with the granting of full pay being the most common practice. Three days was found to be the median allowed for leaves to participate in civic affairs. Here, also, the most common practice is to allow full pay while on leave.

Salary practices.--The single-salary schedule is the predominant type of salary schedule found in the 244 school systems (81.1 per cent). The salary schedules are prepared, most frequently, by the board and superintendent (86.8 per cent) and is annually published in the local newspapers by only 17.2 per cent of the systems. The teachers in 87.7 per cent of the 244 systems are paid on a twelve-month basis, if they desire. Less than one in every four (24.6 per cent)

make provisions for the payment of salary increases for efficient teachers that extends beyond the state increment schedule--16.0 per cent based on merit, and 8.6 per cent based on service.

Practices pertaining to dismissals.--Written policies pertaining to the dismissals of teachers were reported in 43.0 per cent of the school systems. Teachers are always notified of their dismissals, in writing, in 74.2 per cent of the systems. In every case, 54.9 per cent of the school systems, which notify teachers of their dismissals in writing, state the reason(s) for the action. The remaining 45.1 per cent either occasionally or never state the reason(s). However, 11.9 per cent never notify the teachers in writing. In the latter case, the teachers are notified verbally, by the superintendent, of their dismissals.

In 59.0 per cent of the school systems, the teachers are warned of their deficiencies and given ample time and opportunities to correct them before dismissal action is taken. If dismissal action is necessary, 92.2 per cent of the systems grant teachers a hearing before the board in their own defense.

School systems that have written procedures to follow in conducting dismissal proceedings were reported by 42.2 per cent of the presidents. The remaining 57.8 per cent reported no such procedures in their respective systems.



Resignation practices.--Written policies pertaining to resignations by teachers were found in 40.2 per cent of the 244 school systems. Among the 221 systems that accept resignations after April 25th, the predominant practice is to accept the resignations any time up to the opening of school. However, 14.5 per cent will accept resignations any time during the year if a suitable replacement is available.

Resignations are required in writing by 84.8 per cent of the systems represented.

Retirement practices.--Special services, designed to help older teachers prepare for retirement, were reported to be in existence in only 8, or 3.3 per cent, of the 244 school systems.

Of the school systems represented, 60.2 per cent participate in the Federal Social Security Plan for teachers. In addition, all systems participate in the State Retirement System, but none have a local retirement or pension plan.

## CHAPTER V

### SCHOOL BOARD PRESIDENTS' OPINIONS OF TEACHER PERSONNEL PRACTICES

This chapter was developed for the purpose of showing degrees of opinion of certain personnel practices concerned with the welfare and security of public school teachers in Oklahoma. These data are reported in tabular form and are shown as points of view expressed by school board presidents representing 244 independent Oklahoma school districts of varying sizes. It was believed that the size of the school systems served and the extent of personnel practices in the school systems would influence the opinions of the presidents.

In addition, this chapter discloses the measure of relationship between the teacher personnel practices reported to exist in the 244 school districts, and the degrees of opinion of the practices as expressed by the board presidents.

As stated in Chapter I, the term "opinion" is used to designate the formed judgements of the respondents toward the practices stated in the checklist. The items asking for expressions of opinion are found in the section of the

checklist entitled "Opinions of Practices."<sup>1</sup>

Tables 54 through 63 reveal data that show the opinions of board presidents of certain personnel practices that pertain to teaching load. The data in Tables 64 through 84 show judgements formed of health practices (64 through 67), leaves of absence (68 through 71), salaries (72 through 78), dismissals and resignations (79 through 81), and retirement (82 through 84).

Degrees of Opinion as Expressed by 244  
Board Presidents Concerning  
Teaching Load Practices

Table 54 discloses the degrees to which 244 board presidents believed that written board policies are necessary to the planning and assignment of teaching load. Over half, 59.8 per cent, of the presidents believed that written policies are necessary to some school systems but not to others. Approximately 3 of every 10, or 29.5 per cent, expressed the opinion that all systems should have written policies, while 10.7 per cent believed that written policies are unnecessary for any school system.

There was found to be little difference, 6.2 per cent, between those who favored the practice of always permitting the teachers to have a part in determining their teaching load and those who believed that the teachers

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<sup>1</sup>See Appendix.

TABLE 54

BOARD PRESIDENTS' OPINIONS OF WRITTEN POLICIES  
ON TEACHING LOAD

| Size of<br>System by<br>Number of<br>Teachers | Necessary,<br>All School<br>Systems |             | Necessary,<br>Some School<br>Systems |             | Unnecessary,<br>Any School<br>System |             | Total |
|---|-------------------------------------|-------------|--------------------------------------|-------------|--------------------------------------|-------------|-------|
|   | Number                              | Per<br>Cent | Number                               | Per<br>Cent | Number                               | Per<br>Cent |       |
| - 10  | 10                                  | 34.5        | 17                                   | 58.6        | 2                                    | 6.9         | 29    |
| 10 - 24                                       | 32                                  | 26.9        | 77                                   | 64.7        | 10                                   | 8.4         | 119   |
| 25 - 49                                       | 19                                  | 34.5        | 31                                   | 56.4        | 5                                    | 9.1         | 55    |
| 50 - 99                                       | 8                                   | 32.0        | 10                                   | 40.0        | 7                                    | 28.0        | 25    |
| 100 -   | 3                                   | 18.8        | 11                                   | 68.8        | 2                                    | 12.4        | 16    |
| Total   | 72                                  | 29.5        | 146                                  | 59.8        | 26                                   | 10.7        | 244   |

should only occasionally be consulted, 52.1 per cent and 45.9 per cent, respectively (Table 55). Only 2.0 per cent of the presidents believed that teachers should never have a part in the planning and assignment of teaching load.

The data presented by Table 56 reveal that 93.9 per cent of the 244 board presidents were of the opinion that special classes for pupils who are mentally retarded, exceptionally bright, physically handicapped, or who have

TABLE 55

BOARD PRESIDENTS' OPINIONS OF THE TEACHERS'  
PART IN LOAD DETERMINATION

| Size of<br>System by<br>Number of<br>Teachers | Frequency of Teacher Participation |      |              |      |        |      | Total |
|---|------------------------------------|------|--------------|------|--------|------|-------|
|   | Always                             |      | Occasionally |      | Never  |      |       |
|   | Per                                |      | Per          |      | Per    |      |       |
|   | Number                             | Cent | Number       | Cent | Number | Cent |       |
| - 10  | 19                                 | 65.5 | 8            | 27.6 | 2      | 6.9  | 29    |
| 10 - 24                                       | 65                                 | 54.6 | 54           | 45.4 | 0      | 0.0  | 119   |
| 25 - 49                                       | 28                                 | 50.9 | 26           | 47.3 | 1      | 1.8  | 55    |
| 50 - 99                                       | 11                                 | 44.0 | 12           | 48.0 | 2      | 8.0  | 25    |
| 100 -   | 4                                  | 25.0 | 12           | 75.0 | 0      | 0.0  | 16    |
| Total   | 127                                | 52.1 | 112          | 45.9 | 5      | 2.0  | 244   |

speech defects would either greatly (52.1 per cent) or considerably (41.8 per cent) lighten the teaching load of the regular classroom teacher. The remaining 6.1 per cent believed that special classes would do very little to lighten the load of the regular classroom teacher. None of the presidents were of the opinion that special classes would contribute nothing toward lightening the teachers' loads.

As shown by Table 57, over two-thirds of the respondents, or 68.4 per cent, were in favor of some plan by which extracurricular duties can be distributed evenly among

TABLE 56

RESPONSES OF BOARD PRESIDENTS ON THE VALUE  
OF REDUCTION OF REGULAR TEACHERS' LOADS  
BY SPECIAL CLASSES

| Size of<br>System by<br>Number of<br>Teachers | Value   |      |              |      |                |      |      |     | Total |
|---|---------|------|--------------|------|----------------|------|------|-----|-------|
|   | Greatly |      | Considerably |      | Very<br>Little |      | None |     |       |
|   | No.     | %    | No.          | %    | No.            | %    | No.  | %   |       |
| - 10  | 15      | 51.7 | 11           | 37.9 | 3              | 10.4 | 0    | 0.0 | 29    |
| 10 - 24                                       | 60      | 50.4 | 54           | 45.4 | 5              | 4.2  | 0    | 0.0 | 119   |
| 25 - 49                                       | 29      | 52.7 | 22           | 40.0 | 4              | 7.3  | 0    | 0.0 | 55    |
| 50 - 99                                       | 12      | 48.0 | 10           | 40.0 | 3              | 12.0 | 0    | 0.0 | 25    |
| 100 -   | 11      | 68.8 | 5            | 31.2 | 0              | 0.0  | 0    | 0.0 | 16    |
| Total   | 127     | 52.1 | 102          | 41.8 | 15             | 6.1  | 0    | 0.0 | 244   |

the teachers with no extra pay granted for such services, whereas the remaining 31.6 per cent favored some plan by which extra pay is granted for extra duties performed. The presidents representing school systems of 100 or more teachers were more in favor of the former plan, 81.3 per cent, than were the presidents representing any of the other groups. The presidents representing the systems that employ 50 - 99 teachers most frequently favored the latter plan (44.0 per cent).

TABLE 57

BOARD PRESIDENTS' OPINIONS ON HANDLING  
EXTRACURRICULAR DUTIES

| Size of<br>System by<br>Number of<br>Teachers | Extra Pay for<br>Extra Duties |          | Duties Distributed<br>Evenly with No<br>Extra Pay |          | Total |
|---|-------------------------------|----------|---|----------|-------|
|   | Number                        | Per Cent | Number  | Per Cent |       |
| - 10  | 9                             | 31.0     | 20  | 69.0     | 29    |
| 10 - 24                                       | 34                            | 28.6     | 85  | 71.4     | 119   |
| 25 - 49                                       | 20                            | 36.4     | 35  | 63.6     | 55    |
| 50 - 99                                       | 11                            | 44.0     | 14  | 56.0     | 25    |
| 100 -   | 3                             | 18.7     | 13  | 81.3     | 16    |
| Total   | 77                            | 31.6     | 167   | 68.4     | 244   |

The data shown by Tables 58 and 59 are concerned with substitute teaching services. Table 58 indicates that most of the board presidents, 95.9 per cent, believed that the practice of maintaining an up-to-date file of persons in the community who are qualified to do substitute teaching was of major importance (58.6 per cent) or of considerable importance (37.3 per cent). Less than 5 per cent believed this practice was of little-or-no importance (3.3 per cent and 0.8 per cent, respectively). It should be noted that the presidents representing systems of 100 or more teachers agreed almost unanimously that this practice was of major

TABLE 58

BOARD PRESIDENTS' OPINIONS ON THE IMPORTANCE  
OF A FILE ON SUBSTITUTE TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Degrees of Importance |      |              |      |        |      |     |     | Total |
|---|-----------------------|------|--------------|------|--------|------|-----|-----|-------|
|   | Major                 |      | Considerable |      | Little |      | No  |     |       |
|   |                       |      |              |      |        |      |     |     |       |
|   | No.                   | %    | No.          | %    | No.    | %    | No. | %   |       |
| - 10  | 11                    | 37.9 | 14           | 48.3 | 3      | 10.3 | 1   | 3.5 | 29    |
| 10 - 24                                       | 62                    | 52.1 | 54           | 45.4 | 2      | 1.7  | 1   | 0.8 | 119   |
| 25 - 49                                       | 38                    | 69.0 | 14           | 25.5 | 3      | 5.5  | 0   | 0.0 | 55    |
| 50 - 99                                       | 17                    | 68.0 | 8            | 32.0 | 0      | 0.0  | 0   | 0.0 | 25    |
| 100 -   | 15                    | 93.7 | 1            | 6.3  | 0      | 0.0  | 0   | 0.0 | 16    |
| Total   | 143                   | 58.6 | 91           | 37.3 | 8      | 3.3  | 2   | 0.8 | 244   |

importance.

Table 59 shows data that are concerned with salary schedules for substitute teachers. The data indicate that more than 9 of every 10 board presidents, or 91.8 per cent, believed that school systems should develop and maintain a specific salary schedule for substitute teachers.

The opinion that a daily rest period for teachers with a comfortable place to spend it is not essential to the well-being of teachers, was held by 53.7 per cent of the board presidents. However, they agreed that such a



TABLE 59

BOARD PRESIDENTS' OPINIONS OF THE NECESSITY  
FOR SALARY SCALES FOR SUBSTITUTE TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Salary Scale |          | No Salary Scale |          | Total |
|---|--------------|----------|-----------------|----------|-------|
|   | Number       | Per Cent | Number          | Per Cent |       |
| - 10  | 28           | 96.5     | 1               | 3.5      | 29    |
| 10 - 24                                       | 105          | 88.2     | 14              | 11.8     | 119   |
| 25 - 49                                       | 53           | 96.4     | 2               | 3.6      | 55    |
| 50 - 99                                       | 23           | 92.0     | 2               | 8.0      | 25    |
| 100 -   | 15           | 93.7     | 1               | 6.3      | 16    |
| Total   | 224          | 91.8     | 20              | 8.2      | 244   |

provision would be helpful to teachers. One of every 5 respondents, or 20.5 per cent, believed that the relaxation period would be a waste of time, while 1 of every 4, or 25.8 per cent, thought the rest period was essential to the teachers' well-being (Table 60).

Table 61 reveals that school systems, according to 64.3 per cent of the respondents, should provide some time during the school day for teachers to make lesson preparations. Board presidents representing systems having less than 50 teachers were less frequently of the opinion that teachers should prepare lessons at home on their own time, 31.0 per cent to 40.3 per cent, as compared to 56.0 to 56.3

TABLE 60

BOARD PRESIDENTS' OPINIONS OF DAILY  
REST PERIODS FOR TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Essential |          | Not Essential |          | Waste of Time |          | Total |
|---|-----------|----------|---------------|----------|---------------|----------|-------|
|   | Number    | Per Cent | Number        | Per Cent | Number        | Per Cent |       |
| - 10  | 3         | 10.3     | 19            | 65.5     | 7             | 24.2     | 29    |
| 10 - 24                                       | 28        | 23.5     | 62            | 52.1     | 29            | 24.4     | 119   |
| 25 - 49                                       | 19        | 34.5     | 27            | 49.1     | 9             | 16.4     | 55    |
| 50 - 99                                       | 8         | 32.0     | 15            | 60.0     | 2             | 8.0      | 25    |
| 100 -   | 5         | 31.3     | 8             | 50.0     | 3             | 18.7     | 16    |
| Total   | 63        | 25.8     | 131           | 53.7     | 50            | 20.5     | 244   |

TABLE 61

BOARD PRESIDENTS' OPINIONS OF THE PLACE  
FOR LESSON PREPARATION BY TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | At Home on<br>Own Time |          | Time Provided<br>During School Day |          | Total |
|---|------------------------|----------|------------------------------------|----------|-------|
|   | Number                 | Per Cent | Number                             | Per Cent |       |
| - 10  | 9                      | 31.0     | 20                                 | 69.0     | 29    |
| 10 - 24                                       | 48                     | 40.3     | 71                                 | 59.7     | 119   |
| 25 - 49                                       | 17                     | 31.0     | 38                                 | 69.0     | 55    |
| 50 - 99                                       | 14                     | 56.0     | 11                                 | 44.0     | 25    |
| 100 -   | 9                      | 56.3     | 7                                  | 43.7     | 16    |
| Total   | 97                     | 35.7     | 147                                | 64.3     | 244   |

per cent representing systems of 50 or more teachers.

In Table 62 it is shown that 67.6 per cent of the board presidents believed that the clerical duties of their teachers are reasonable. Those believing that their teachers' clerical duties were heavy or light were about evenly divided in number. Only 6 presidents (2.5 per cent) reported being of the opinion that the clerical duties of their teachers were very heavy. It should be noted that none of the presidents representing systems of 50 or more teachers believed that the clerical duties of teachers in their school systems were very heavy.

TABLE 62

BOARD PRESIDENTS' EVALUATION OF CLERICAL  
DUTIES OF THEIR TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Light |      | Reasonable |      | Heavy |      | Very Heavy |     | Total |
|---|-------|------|------------|------|-------|------|------------|-----|-------|
|   | No.   | %    | No.        | %    | No.   | %    | No.        | %   |       |
| - 10  | 5     | 17.2 | 18         | 62.1 | 5     | 17.2 | 1          | 3.5 | 29    |
| 10 - 24                                       | 20    | 16.8 | 81         | 68.1 | 14    | 11.8 | 4          | 3.3 | 119   |
| 25 - 49                                       | 8     | 14.5 | 36         | 65.7 | 10    | 18.0 | 1          | 1.8 | 55    |
| 50 - 99                                       | 4     | 16.0 | 17         | 68.0 | 4     | 16.0 | 0          | 0.0 | 25    |
| 100 -   | 1     | 6.3  | 13         | 81.3 | 2     | 12.4 | 0          | 0.0 | 16    |
| Total   | 38    | 15.6 | 165        | 67.6 | 35    | 14.3 | 6          | 2.5 | 244   |

The data, as shown by Table 63, reveal that the assignments of teachers to duties that are closely related to their interests, preparation and experience were held by 63.1 per cent of the 244 board presidents to be of major importance, while 36.5 per cent judged this practice to be of considerable importance. Only 1 president specified that he believed such assignments were of little importance, and none of the presidents believed that such a practice was of no importance.

TABLE 63  
RESPONSES OF BOARD PRESIDENTS ON THE  
IMPORTANCE OF TEACHING ASSIGNMENTS  
IN FIELDS OF COMPETENCIES

| Size of<br>System by<br>Number of<br>Teachers | Degrees of Importance |      |              |      |        |     |     |     | Total |
|---|-----------------------|------|--------------|------|--------|-----|-----|-----|-------|
|   | Major                 |      | Considerable |      | Little |     | No  |     |       |
|   |                       |      |              |      |        |     |     |     |       |
|   | No.                   | %    | No.          | %    | No.    | %   | No. | %   |       |
| - 10  | 20                    | 69.0 | 9            | 31.0 | 0      | 0.0 | 0   | 0.0 | 29    |
| 10 - 24                                       | 73                    | 61.3 | 45           | 37.9 | 1      | 0.8 | 0   | 0.0 | 119   |
| 25 - 49                                       | 32                    | 58.2 | 23           | 41.8 | 0      | 0.0 | 0   | 0.0 | 55    |
| 50 - 99                                       | 18                    | 72.0 | 7            | 28.0 | 0      | 0.0 | 0   | 0.0 | 25    |
| 100 -   | 11                    | 68.8 | 5            | 31.2 | 0      | 0.0 | 0   | 0.0 | 16    |
| Total   | 154                   | 63.1 | 89           | 36.5 | 1      | 0.4 | 0   | 0.0 | 244   |

Degrees of Opinion as Expressed by  
244 Board Presidents concerning  
the Health of Teachers

Having specific written policies pertaining to the health of teachers was believed by 53.7 per cent of the respondents to be necessary for all school systems. The percentages of board presidents holding to this opinion ranged from 37.5 per cent to 64.0 per cent. The remaining 46.3 per cent, as shown in Table 64, believed that written policies were necessary for some school systems or unnecessary for any school system.

TABLE 64

BOARD PRESIDENTS' OPINIONS OF WRITTEN POLICIES  
ON THE HEALTH OF TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Unnecessary,<br>Any School<br>System |             | Necessary,<br>All School<br>Systems |             | Necessary,<br>Some School<br>Systems |             | Total |
|---|--------------------------------------|-------------|-------------------------------------|-------------|--------------------------------------|-------------|-------|
|   | Number                               | Per<br>Cent | Number                              | Per<br>Cent | Number                               | Per<br>Cent |       |
| - 10  | 3                                    | 10.4        | 11                                  | 37.9        | 15                                   | 51.7        | 29    |
| 10 - 24                                       | 4                                    | 3.3         | 65                                  | 54.6        | 50                                   | 42.1        | 119   |
| 25 - 49                                       | 3                                    | 5.5         | 33                                  | 60.0        | 19                                   | 34.5        | 55    |
| 50 - 99                                       | 1                                    | 4.0         | 16                                  | 64.0        | 8                                    | 32.0        | 25    |
| 100 -   | 0                                    | 0.0         | 6                                   | 37.5        | 10                                   | 62.5        | 16    |
| Total   | 11                                   | 4.5         | 131                                 | 53.7        | 102                                  | 41.8        | 244   |

Table 65 indicates that 57.4 per cent of the board presidents believed that restrooms for teachers, separate from those of the pupils, were either of major or of considerable importance to the health of teachers. Those who believed that separate restrooms were of little-or-no importance total 42.6 per cent. None of the presidents who represent systems of 50 or more teachers believed that separate restrooms were of no importance to teachers.

TABLE 65

BOARD PRESIDENTS' OPINIONS ON THE IMPORTANCE  
OF RESTROOMS FOR TEACHERS SEPARATE  
FROM THOSE OF THE PUPILS

| Size of<br>System by<br>Number of<br>Teachers | Degrees of Importance |      |              |      |        |      |     |      | Total |
|---|-----------------------|------|--------------|------|--------|------|-----|------|-------|
|   | Major                 |      | Considerable |      | Little |      | No  |      |       |
|   | No.                   | %    | No.          | %    | No.    | %    | No. | %    |       |
| - 10  | 1                     | 3.5  | 9            | 31.0 | 13     | 44.8 | 6   | 20.7 | 29    |
| 10 - 24                                       | 15                    | 12.6 | 39           | 32.8 | 48     | 40.3 | 17  | 14.3 | 119   |
| 25 - 49                                       | 13                    | 23.8 | 28           | 50.9 | 10     | 18.0 | 4   | 7.3  | 55    |
| 50 - 99                                       | 5                     | 20.0 | 17           | 68.0 | 3      | 12.0 | 0   | 0.0  | 25    |
| 100 -   | 4                     | 25.0 | 9            | 56.3 | 3      | 18.7 | 0   | 0.0  | 16    |
| Total   | 38                    | 15.6 | 102          | 41.8 | 77     | 31.6 | 27  | 11.0 | 244   |

Table 66 reveals that facilities for recreation and relaxation of teachers were believed by 41.8 per cent of the board presidents to contribute some to the mental, emotional, and physical health of their teachers; 31.1 per cent believed such facilities made a considerable contribution; 19.7 per cent held that facilities for recreation and relaxation contributed greatly; and only 7.4 per cent expressed the opinion that such facilities would contribute nothing to the health of teachers.

TABLE 66

RESPONSES OF BOARD PRESIDENTS ON THE CONTRIBUTION  
OF FACILITIES FOR RECREATION AND RELAXATION  
TO THE MENTAL, EMOTIONAL, AND PHYSICAL  
HEALTH OF TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | Great |      | Considerable |      | Some |      | No  |      | Total |
|---|-------|------|--------------|------|------|------|-----|------|-------|
|   | No.   | %    | No.          | %    | No.  | %    | No. | %    |       |
| - 10  | 4     | 13.8 | 8            | 27.6 | 15   | 51.7 | 2   | 6.9  | 29    |
| 10 - 24                                       | 23    | 19.3 | 33           | 27.7 | 50   | 42.1 | 13  | 10.9 | 119   |
| 25 - 49                                       | 14    | 25.5 | 21           | 38.1 | 18   | 32.7 | 2   | 3.6  | 55    |
| 50 - 99                                       | 5     | 20.0 | 11           | 44.0 | 9    | 36.0 | 0   | 0.0  | 25    |
| 100 -   | 2     | 12.4 | 3            | 18.8 | 10   | 62.5 | 1   | 6.3  | 16    |
| Total   | 48    | 19.7 | 76           | 31.1 | 102  | 41.8 | 18  | 7.4  | 244   |

Table 67 shows that of the board presidents that believed teachers should remain out of school when ill with non-disabling conditions, 44.3 per cent believed it was of major importance, and 44.7 per cent believed it was of considerable importance. The remaining 11.0 per cent believed this practice was of little-or-no importance. Only 1.2 per cent of the 244 presidents attached no importance to the practice and these were found to represent school systems of less than 25 teachers.

TABLE 67

RESPONSES OF BOARD PRESIDENTS ON THE IMPORTANCE  
OF A TEACHER'S ABSENCE FROM SCHOOL WHEN ILL

| Size of<br>System by<br>Number of<br>Teachers | Degrees of Importance |      |              |      |        |      |     |     | Total |
|---|-----------------------|------|--------------|------|--------|------|-----|-----|-------|
|   | Major                 |      | Considerable |      | Little |      | No  |     |       |
|   |                       |      |              |      |        |      |     |     |       |
|   | No.                   | %    | No.          | %    | No.    | %    | No. | %   |       |
| - 10  | 13                    | 44.8 | 11           | 37.9 | 4      | 13.8 | 1   | 3.5 | 29    |
| 10 - 24                                       | 49                    | 41.1 | 54           | 45.4 | 14     | 11.8 | 2   | 1.7 | 119   |
| 25 - 49                                       | 24                    | 43.6 | 26           | 47.3 | 5      | 9.1  | 0   | 0.0 | 55    |
| 50 - 99                                       | 15                    | 60.0 | 9            | 36.0 | 1      | 4.0  | 0   | 0.0 | 25    |
| 100 -   | 7                     | 43.7 | 9            | 56.3 | 0      | 0.0  | 0   | 0.0 | 16    |
| Total   | 108                   | 44.3 | 109          | 44.7 | 24     | 9.8  | 3   | 1.2 | 244   |



Degrees of Opinion as Expressed by 244  
Board Presidents concerning Leaves  
of Absence Practices

The data in Table 68 indicates that exactly half of the 244 board presidents believed that written policies pertaining to leaves of absence were necessary for some school systems. Of the remaining half, 45.9 per cent believed that written policies were necessary for all systems. Of all the presidents reporting, those representing school systems employing less than 50 teachers, for the most part, were more in favor of written policies for only some systems, while presidents representing systems of 50 or more teachers were more in favor of all systems having written policies pertaining to leaves of absence. Only 4.1 per cent believed that

TABLE 68

BOARD PRESIDENTS' OPINIONS OF WRITTEN POLICIES  
ON LEAVES OF ABSENCE

| Size of<br>System by<br>Number of<br>Teachers | Necessary,<br>Some School<br>Systems |             | Necessary,<br>All School<br>Systems |             | Unnecessary,<br>Any School<br>System |             | Total |
|---|--------------------------------------|-------------|-------------------------------------|-------------|--------------------------------------|-------------|-------|
|   | Number                               | Per<br>Cent | Number                              | Per<br>Cent | Number                               | Per<br>Cent |       |
| - 10  | 15                                   | 51.7        | 9                                   | 31.1        | 5                                    | 17.2        | 29    |
| 10 - 24                                       | 61                                   | 51.3        | 55                                  | 46.2        | 3                                    | 2.6         | 119   |
| 25 - 49                                       | 30                                   | 54.5        | 24                                  | 43.7        | 1                                    | 1.8         | 55    |
| 50 - 99                                       | 10                                   | 40.0        | 14                                  | 56.0        | 1                                    | 4.0         | 25    |
| 100 -   | 6                                    | 37.5        | 10                                  | 62.5        | 0                                    | 0.0         | 16    |
| Total   | 122                                  | 50.0        | 112                                 | 45.9        | 10                                   | 4.1         | 244   |

that written policies were unnecessary for any school system.

The data in Table 69 show that 52.5 per cent of the 244 board presidents reported that they believed that leaves of absence for emergency reasons contributed very much to the teachers' feelings of security. More than 3 of every 10 presidents, 30.7 per cent, believed that leaves of absence for emergencies contributed much to the teachers' feelings of security; little more than 1 of every 10, 11.9 per cent, saw some contribution; only 4.9 per cent believed that such leaves contributed nothing to the teachers' feelings of security.

TABLE 69

RESPONSES OF BOARD PRESIDENTS ON THE  
CONTRIBUTION OF EMERGENCY LEAVES TO  
A TEACHER'S FEELING OF SECURITY

| Size of<br>System by<br>Number of<br>Teachers | Very Much |      | Much |      | Some |      | None |     | Total |
|---|-----------|------|------|------|------|------|------|-----|-------|
|   | No.       | %    | No.  | %    | No.  | %    | No.  | %   |       |
| - 10  | 15        | 51.7 | 9    | 31.1 | 5    | 17.2 | 0    | 0.0 | 29    |
| 10 - 24                                       | 66        | 55.5 | 36   | 30.3 | 16   | 13.4 | 1    | 0.8 | 119   |
| 25 - 49                                       | 16        | 47.3 | 16   | 29.1 | 12   | 21.8 | 1    | 1.8 | 55    |
| 50 - 99                                       | 11        | 44.0 | 9    | 36.0 | 5    | 20.0 | 0    | 0.0 | 25    |
| 100 -   | 10        | 62.5 | 5    | 31.2 | 1    | 6.3  | 0    | 0.0 | 16    |
| Total   | 128       | 52.5 | 75   | 30.7 | 39   | 11.9 | 2    | 4.9 | 244   |

Tables 70 and 71 disclose data that reveal opinions of board presidents concerning sick-leave plans in the school systems which they represent.

Table 70 shows degrees of evaluation of the sick-leave plans in the 244 school systems as reported by the board presidents. The greatest percentage of the presidents (42.6 per cent) believed that their sick-leave plans were adequate. However, 38.1 per cent judged their sick-leave plans as inadequate. Forty-one of the presidents, or 16.8 per cent, believed that the sick-leave plans in their respective school systems were liberal, and 2.5 per cent evaluated their plans as being extremely liberal.

TABLE 70

BOARD PRESIDENTS' EVALUATION OF SICK LEAVE PLANS  
IN THE 244 SCHOOL SYSTEMS

| Size of<br>System by<br>Number of<br>Teachers | Degrees of Evaluation |     |         |      |          |      |            |      |     | Total |
|---|-----------------------|-----|---------|------|----------|------|------------|------|-----|-------|
|   | Extremely<br>Liberal  |     | Liberal |      | Adequate |      | Inadequate |      |     |       |
|   | No.                   | %   | No.     | %    | No.      | %    | No.        | %    |     |       |
|   |                       |     |         |      |          |      |            |      |     |       |
| - 10  | 1                     | 3.5 | 2       | 6.9  | 10       | 34.5 | 16         | 55.1 | 29  |       |
| 10 - 24                                       | 4                     | 3.3 | 17      | 14.3 | 46       | 38.7 | 52         | 43.7 | 119 |       |
| 25 - 49                                       | 0                     | 0.0 | 13      | 23.8 | 25       | 45.5 | 17         | 30.7 | 55  |       |
| 50 - 99                                       | 1                     | 4.0 | 4       | 16.0 | 15       | 60.0 | 5          | 20.0 | 25  |       |
| 100 -   | 0                     | 0.0 | 5       | 31.2 | 8        | 50.0 | 3          | 18.8 | 16  |       |
| Total   | 6                     | 2.5 | 41      | 16.8 | 104      | 42.6 | 93         | 38.1 | 244 |       |

The degrees to which the 244 presidents thought that their sick-leave plans contributed to a feeling of security on the part of their teachers are shown in Table 71.

TABLE 71

RESPONSES OF BOARD PRESIDENTS ON THE CONTRIBUTION  
OF SICK-LEAVE PLANS IN THE 244 SCHOOL SYSTEMS  
TO A TEACHER'S FEELING OF SECURITY

| Size of<br>System by<br>Number of<br>Teachers | Very Much |      | Much |      | Some |      | None |      | Total |
|---|-----------|------|------|------|------|------|------|------|-------|
|   | No.       | %    | No.  | %    | No.  | %    | No.  | %    |       |
| - 10  | 2         | 6.9  | 4    | 13.8 | 7    | 24.2 | 16   | 55.1 | 29    |
| 10 - 24                                       | 11        | 9.2  | 20   | 16.8 | 36   | 30.3 | 52   | 43.7 | 119   |
| 25 - 49                                       | 5         | 9.1  | 18   | 32.7 | 20   | 36.4 | 12   | 21.8 | 55    |
| 50 - 99                                       | 4         | 16.0 | 6    | 24.0 | 10   | 40.0 | 5    | 20.0 | 25    |
| 100 -   | 2         | 12.5 | 4    | 25.0 | 6    | 37.5 | 4    | 25.0 | 16    |
| Total   | 24        | 9.8  | 52   | 21.3 | 79   | 32.4 | 89   | 36.5 | 244   |

It should be noted that 36.5 per cent of the presidents believed that their sick-leave plans contributed nothing to the teachers' feeling of security. Almost one-third (32.4 per cent) thought that their plans contributed some. The other presidents (31.1 per cent) judged the value of their sick-leave plans as contributing much or very much. It should also be noted that the greatest percentages of presidents who believed that their sick-leave plans contributed

nothing to the teachers' feelings of security were found to represent systems that employ less than 25 teachers.

Degrees of Opinion as Expressed by 244  
Board Presidents concerning Salaries

Tables 72, 73, and 74 disclose the opinions held by the 244 board presidents concerning the practice of granting teachers equal pay for equal qualifications.

The data in Table 72 indicate that 70.1 per cent of the presidents favor paying women teachers salaries that equal those paid to men, providing their qualifications are equal.

TABLE 72

BOARD PRESIDENTS' OPINIONS OF EQUAL PAY  
FOR MEN TEACHERS AND WOMEN TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | More for Men |          | Equal  |          | Total |
|---|--------------|----------|--------|----------|-------|
|   | Number       | Per Cent | Number | Per Cent |       |
| - 10  | 8            | 27.6     | 21     | 72.4     | 29    |
| 10 - 24                                       | 35           | 29.4     | 84     | 70.6     | 119   |
| 25 - 49                                       | 18           | 32.7     | 37     | 67.3     | 55    |
| 50 - 99                                       | 6            | 24.0     | 19     | 76.0     | 25    |
| 100 -   | 6            | 37.5     | 10     | 62.5     | 16    |
| Total   | 73           | 29.9     | 171    | 70.1     | 244   |

Table 73 shows that 92.2 per cent of the presidents were in favor of not discriminating against the colored teachers as

TABLE 73

BOARD PRESIDENTS' OPINIONS OF EQUAL PAY FOR  
WHITE TEACHERS AND COLORED TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | More for<br>White Teachers |          | Equal  |          | Total |
|---|----------------------------|----------|--------|----------|-------|
|   | Number                     | Per Cent | Number | Per Cent |       |
| - 10  | 1                          | 3.5      | 28     | 96.5     | 29    |
| 10 - 24                                       | 9                          | 7.6      | 110    | 92.4     | 119   |
| 25 - 49                                       | 7                          | 12.7     | 48     | 87.3     | 55    |
| 50 - 99                                       | 1                          | 4.0      | 24     | 96.0     | 25    |
| 100 -   | 1                          | 6.3      | 15     | 93.7     | 16    |
| Total   | 19                         | 7.8      | 225    | 92.2     | 244   |

far as salary is concerned, if their qualifications equal those of the white teachers. Finally, in Table 74 it is shown that 83.2 per cent of the 244 board presidents believed that elementary teachers should be paid as much as high school teachers, if their qualifications are equal.

It should be noted that Tables 72 and 74 reveal that many board presidents favored discriminating between the salaries of men and women, and between the salaries of elementary and high school teachers.

The 244 board presidents reported, almost unanimously (96.3 per cent), that in their opinions, teachers

TABLE 74

BOARD PRESIDENTS' OPINIONS OF EQUAL PAY  
FOR HIGH SCHOOL TEACHERS AND  
ELEMENTARY TEACHERS

| Size of<br>System by<br>Number of<br>Teachers | More for High<br>School Teachers |          | Equal  |          | Total |
|---|----------------------------------|----------|--------|----------|-------|
|   | Number                           | Per Cent | Number | Per Cent |       |
| - 10  | 5                                | 17.2     | 24     | 82.8     | 29    |
| 10 - 24                                       | 18                               | 15.1     | 101    | 84.9     | 119   |
| 25 - 49                                       | 10                               | 18.0     | 45     | 82.0     | 55    |
| 50 - 99                                       | 5                                | 20.0     | 20     | 80.0     | 25    |
| 100 -   | 3                                | 18.8     | 13     | 81.2     | 16    |
| Total   | 41                               | 16.8     | 203    | 83.2     | 244   |

would feel more financial security if paid on a twelve-month basis rather than on a ten-month basis. Only 3.7 per cent of the presidents expressed the opinion that the twelve-month plan would result in a feeling of less financial security on the part of the teachers. It should be noted, as shown in Table 75, that board presidents representing both the smallest and the largest school systems showed unanimity in their opinions that the twelve-month plan would contribute to a feeling of more financial security for teachers.

TABLE 75

BOARD PRESIDENTS' OPINIONS OF THE CONTRIBUTION  
OF A TWELVE-MONTH SALARY PLAN TO A TEACHER'S  
FEELING OF FINANCIAL SECURITY

| Size of<br>System by<br>Number of<br>Teachers | Less Than on Ten-<br>Month Plan |          | More Than on Ten-<br>Month Plan |          | Total |
|---|---------------------------------|----------|---------------------------------|----------|-------|
|   | Number                          | Per Cent | Number                          | Per Cent |       |
| - 10  | 0                               | 0.0      | 29                              | 100.0    | 29    |
| 10 - 24                                       | 7                               | 5.9      | 112                             | 94.1     | 119   |
| 25 - 49                                       | 1                               | 1.8      | 54                              | 98.2     | 55    |
| 50 - 99                                       | 1                               | 4.0      | 24                              | 96.0     | 25    |
| 100 -   | 0                               | 0.0      | 16                              | 100.0    | 16    |
| Total   | 9                               | 3.7      | 235                             | 96.3     | 244   |

As disclosed in Table 76, teachers and patrons should occasionally have a part in developing or revising a salary schedule, according to 59.8 per cent of the presidents. Of the remaining 40.2 per cent, a comparatively small percentage of the presidents (9.8 per cent) believed that teachers and patrons should always have a part in developing or revising salary schedules, while 30.4 per cent held that teachers and patrons should never be included in this process. None of the presidents representing systems of 50 or more teachers were in favor of always including teachers and patrons.



TABLE 76

BOARD PRESIDENTS' OPINIONS OF TEACHER AND  
PATRON PARTICIPATION IN THE DEVELOPMENT  
AND REVISION OF SALARY SCHEDULES

| Size of<br>System by<br>Number of<br>Teachers | Frequency of Participation |      |              |      |        |      | Total |
|---|----------------------------|------|--------------|------|--------|------|-------|
|   | Always                     |      | Occasionally |      | Never  |      |       |
|   | Number                     | Per  | Number       | Per  | Number | Per  |       |
|   |                            | Cent |              | Cent |        | Cent |       |
| - 10  | 6                          | 20.7 | 18           | 62.1 | 5      | 17.2 | 29    |
| 10 - 24                                       | 15                         | 12.6 | 65           | 54.6 | 39     | 32.8 | 119   |
| 25 - 49                                       | 3                          | 5.5  | 37           | 67.3 | 15     | 27.2 | 55    |
| 50 - 99                                       | 0                          | 0.0  | 16           | 64.0 | 9      | 36.0 | 25    |
| 100 -   | 0                          | 0.0  | 10           | 62.5 | 6      | 37.5 | 16    |
| Total   | 24                         | 9.8  | 146          | 59.8 | 74     | 30.4 | 244   |

Table 77 indicates that 49.6 per cent of the board presidents reported that they doubted if an annual publication of their salary schedules would serve to improve school-community relations. Over one-third (35.6 per cent) of the presidents believed that the publication of their salary schedules would do nothing to improve school-community relations. The remaining 14.8 per cent, however, were of the opinion that the publication of their schedules would improve school-community relations.

TABLE 77

BOARD PRESIDENTS' OPINIONS ON THE IMPROVEMENT  
OF SCHOOL-COMMUNITY RELATIONS BY ANNUAL  
PUBLICATION OF SALARY SCHEDULE

| Size of<br>System by<br>Number of<br>Teachers | Would<br>Improve |             | Doubtful |             | Would Not<br>Improve |             | Total |
|---|------------------|-------------|----------|-------------|----------------------|-------------|-------|
|   | Number           | Per<br>Cent | Number   | Per<br>Cent | Number               | Per<br>Cent |       |
| - 10  | 7                | 24.2        | 16       | 55.1        | 6                    | 20.7        | 29    |
| 10 - 24                                       | 20               | 16.8        | 51       | 42.9        | 48                   | 40.3        | 119   |
| 25 - 49                                       | 5                | 9.1         | 29       | 52.7        | 21                   | 38.2        | 55    |
| 50 - 99                                       | 0                | 0.0         | 18       | 72.0        | 7                    | 28.0        | 25    |
| 100 -   | 4                | 25.0        | 7        | 43.7        | 5                    | 31.3        | 16    |
| Total   | 36               | 14.8        | 121      | 49.6        | 87                   | 35.6        | 244   |

Table 78 shows that of the 244 board presidents expressing their opinions of the effects of annual salary increases for efficient teachers beyond the fifteen annual salary increments provided by the state, 27.0 per cent believed that such increases would stimulate teachers to continually strive to improve themselves, and 23.8 per cent believed that increases would make the teaching professions more attractive to able young people. However, 27.5 per cent of the presidents believed that such a practice would place too much strain upon the school system's budget; 13.6 per cent believed disharmony among the staff would result;

TABLE 78

BOARD PRESIDENTS' OPINIONS OF THE EFFECTS OF ANNUAL SALARY  
INCREASES FOR EFFICIENT TEACHERS BEYOND THE FIFTEEN  
SALARY INCREMENTS PROVIDED BY THE STATE

| Size of<br>System by<br>Number of<br>Teachers | Stimulate teachers<br>to Improve |      | Too much Strain<br>on Budget |      | Unnecessary |      | Create Disharmony<br>among Staff |      | Would make pro-<br>fession attractive<br>to young people |      |
|---|----------------------------------|------|------------------------------|------|-------------|------|----------------------------------|------|--|------|
|   | No.                              | %    | No.                          | %    | No.         | %    | No.                              | %    | No.  | %    |
| - 10  | 12                               | 27.3 | 12                           | 27.3 | 2           | 4.5  | 6                                | 13.6 | 12   | 27.3 |
| 10 - 24                                       | 51                               | 24.9 | 57                           | 27.8 | 24          | 11.7 | 26                               | 12.7 | 47   | 22.9 |
| 25 - 49                                       | 30                               | 28.6 | 31                           | 29.5 | 7           | 6.7  | 12                               | 11.4 | 25   | 23.8 |
| 50 - 99                                       | 14                               | 37.9 | 8                            | 21.6 | 1           | 2.7  | 7                                | 18.9 | 7  | 18.9 |
| 100 -   | 6                                | 22.2 | 7                            | 25.9 | 0           | 0.0  | 6                                | 22.2 | 8  | 29.7 |
| Total   | 113                              | 27.0 | 115                          | 27.5 | 34          | 8.1  | 57                               | 13.6 | 99   | 23.8 |

and 8.1 per cent believed that salary increases for efficiency are unnecessary because a dedicated teacher will continue to improve himself without financial stimulation

Degrees of Opinion as Expressed by 244 Board  
Presidents concerning Dismissals  
and Resignations

Table 79 reveals that the opinion that written policies pertaining to dismissals and resignations are necessary

TABLE 79

BOARD PRESIDENTS' OPINIONS OF WRITTEN POLICIES  
ON DISMISSALS AND RESIGNATIONS

| Size of<br>System by<br>Number of<br>Teachers | Necessary,<br>Some School<br>Systems |             | Necessary,<br>All School<br>Systems |             | Unnecessary,<br>Any School<br>System |             | Total |
|---|--------------------------------------|-------------|-------------------------------------|-------------|--------------------------------------|-------------|-------|
|   | Number                               | Per<br>Cent | Number                              | Per<br>Cent | Number                               | Per<br>Cent |       |
| - 10  | 13                                   | 44.8        | 15                                  | 51.7        | 1                                    | 3.5         | 29    |
| 10 - 24                                       | 42                                   | 35.3        | 74                                  | 62.1        | 3                                    | 2.6         | 119   |
| 25 - 49                                       | 17                                   | 30.9        | 37                                  | 67.3        | 1                                    | 1.8         | 55    |
| 50 - 99                                       | 4                                    | 16.0        | 20                                  | 80.0        | 1                                    | 4.0         | 25    |
| 100 -   | 7                                    | 43.7        | 9                                   | 56.3        | 0                                    | 0.0         | 16    |
| Total   | 83                                   | 34.0        | 155                                 | 63.5        | 6                                    | 2.5         | 244   |

for all school systems was held by 63.5 per cent of the 244 board presidents. Eighty-three of the presidents, or 34.0 per cent, believed that written policies were necessary for some school systems but not for others. Only 2.5 per cent of the presidents believed written policies were unnecessary for any school system. None of the 16 board presidents representing school systems of 100 or more teachers reported that they thought written dismissal and resignation policies were unnecessary.

Table 80 discloses that 70.9 per cent of the 244 board presidents believed that charges against a teacher

TABLE 80

BOARD PRESIDENTS' OPINIONS OF THE NECESSITY FOR  
INVESTIGATION AND PROOF OF CHARGES AGAINST  
A TEACHER BEFORE DISMISSAL

| Size of<br>System by<br>Number of<br>Teachers | Definitely<br>Necessary |             | Recommendations<br>of Superintendent<br>and Principal<br>Sufficient |             | Board Not<br>Obligated<br>to Prove<br>Charges |             | Total |
|---|-------------------------|-------------|---|-------------|---|-------------|-------|
|   | Number                  | Per<br>Cent | Number  | Per<br>Cent | Number  | Per<br>Cent |       |
| - 10  | 24                      | 82.7        | 3   | 10.4        | 2   | 6.9         | 29    |
| 10 - 24                                       | 86                      | 72.3        | 20  | 16.8        | 13  | 10.9        | 119   |
| 25 - 49                                       | 37                      | 67.3        | 12  | 21.8        | 6   | 10.9        | 55    |
| 50 - 99                                       | 16                      | 64.0        | 6   | 24.0        | 3   | 12.0        | 25    |
| 100 -   | 10                      | 62.5        | 5   | 31.2        | 1   | 6.3         | 16    |
| Total   | 173                     | 70.9        | 46  | 18.9        | 25  | 10.2        | 244   |

should be investigated and proved beyond any doubt before dismissal. However, the remaining 29.1 per cent believed that recommendations of the principal and the superintendent for the dismissal of a teacher should be sufficient, or that the board should not necessarily be obligated to prove charges against the teacher before dismissal. The percentages of presidents holding to the former opinion ranged from 62.5 per cent representing systems of 100 or more teachers to 82.7 per cent representing systems of less than 10 teachers.

The data shown by Table 81 reveal that board presidents were, by far, more in favor of always closing dismissal hearings to the public rather than always opening them (48.3 per cent and 13.1 per cent, respectively). However, 38.5 per cent of the presidents reported to be in favor of opening dismissal hearings to the public in some special cases.

TABLE 81

BOARD PRESIDENTS' OPINIONS OF CLOSED  
AND OPEN DISMISSAL HEARINGS

| Size of<br>System by<br>Number of<br>Teachers | Always Closed<br>to Public |             | Open to Public<br>in Some<br>Special Cases |             | Always Open<br>to Public |             | Total |
|---|----------------------------|-------------|--|-------------|--------------------------|-------------|-------|
|   | Number                     | Per<br>Cent | Number                                     | Per<br>Cent | Number                   | Per<br>Cent |       |
| - 10  | 10                         | 34.5        | 15   | 51.7        | 4                        | 13.8        | 29    |
| 10 - 24                                       | 51                         | 42.8        | 50   | 42.1        | 18                       | 15.1        | 119   |
| 25 - 49                                       | 29                         | 52.7        | 20   | 36.4        | 6                        | 10.9        | 55    |
| 50 - 99                                       | 15                         | 60.0        | 7  | 28.0        | 3                        | 12.0        | 25    |
| 100 -   | 13                         | 81.3        | 2  | 12.4        | 1                        | 6.3         | 16    |
| Total   | 118                        | 48.4        | 94   | 38.5        | 32                       | 13.1        | 244   |

The range in percentages of respondents that favored always closing hearings to the public was from 34.5 per cent of those representing systems employing less than 10 teachers

to 81.3 per cent of those representing systems of 100 or more teachers. It should also be noted that of the presidents that favored opening dismissal hearings in special cases, the range was from 12.4 per cent of those representing systems of 100 or more teachers to 51.7 per cent of those representing systems employing less than 10 teachers.

Degrees of Opinion as Expressed by 244 Board Presidents Concerning Retirement

Tables 82 and 83 reveal data that are concerned with the retention of teachers after they reach the minimum retirement age, and the age at which teachers should be forced to retire.

TABLE 82

BOARD PRESIDENTS' OPINIONS ON THE RETENTION OF  
EFFICIENT TEACHERS BEYOND THE  
MINIMUM RETIREMENT AGE

| Size of<br>System by<br>Number of<br>Teachers | Should Retain |          | Should Not Retain |          | Total |
|---|---------------|----------|-------------------|----------|-------|
|   | Number        | Per Cent | Number            | Per Cent |       |
| - 10  | 24            | 82.8     | 5                 | 17.2     | 29    |
| 10 - 24                                       | 93            | 78.2     | 26                | 21.8     | 119   |
| 25 - 49                                       | 41            | 74.5     | 14                | 25.5     | 55    |
| 50 - 99                                       | 11            | 44.0     | 14                | 56.0     | 25    |
| 100 -   | 6             | 37.5     | 10                | 62.5     | 16    |
| Total   | 175           | 71.7     | 69                | 28.3     | 244   |

Table 82 indicates that 71.7 per cent of the presidents believed that efficient teachers should be kept in service after reaching the minimum retirement age. Of the 244 presidents, those representing the school systems that employ 50 or more teachers, as compared with those representing systems of less than 10 teachers, reported more disfavor with this practice. Sixty-nine of the 244 presidents, 28.3 per cent, were not in favor of retaining teachers after they reach the minimum retirement age.

The data shown by Table 83 reveal that 43.4 per cent of the board presidents favored 65 years as a compulsory retirement age for all teachers. The second most common favored age was 70 years (31.1 per cent). The next largest group (16.4 per cent) believed that teachers should be retained as long as their health and attitude are good, regardless of age. The remaining 9.1 per cent believed teachers should be forced to retire at either the age of 55 years or 60 years.

As shown by Table 84, of the 95.5 per cent that thought special services, provided by the local school district, would help teachers prepare for retirement years, 36.9 per cent of the presidents believed this practice would contribute very much to the teachers' feelings of security; 23.8 per cent thought the practice would contribute much; and 34.8 per cent believed some contribution would be made by this service. Only 4.5 per cent of the 244 presidents thought the practice



TABLE 83

## BOARD PRESIDENTS' OPINIONS ON THE AGE OF FORCED RETIREMENT

| Size of<br>System by<br>Number of<br>Teachers | 55     |             | 60     |             | 65     |             | 70     |             | As Long as<br>Health<br>Is Good: |             | Total |
|---|--------|-------------|--------|-------------|--------|-------------|--------|-------------|----------------------------------|-------------|-------|
|   | Number | Per<br>Cent | Number | Per<br>Cent | Number | Per<br>Cent | Number | Per<br>Cent | Number                           | Per<br>Cent |       |
| - 10  | 0      | 0.0         | 2      | 7.0         | 9      | 31.0        | 12     | 41.3        | 6                                | 20.7        | 29    |
| 10 - 24                                       | 1      | 0.8         | 12     | 10.0        | 44     | 37.0        | 46     | 38.7        | 16                               | 13.4        | 119   |
| 25 - 49                                       | 2      | 3.6         | 3      | 5.5         | 24     | 43.6        | 12     | 21.8        | 14                               | 25.5        | 55    |
| 50 - 99                                       | 0      | 0.0         | 2      | 8.0         | 18     | 72.0        | 3      | 12.0        | 2                                | 8.0         | 25    |
| 100 -   | 0      | 0.0         | 0      | 0.0         | 11     | 68.8        | 3      | 18.7        | 2                                | 12.5        | 16    |
| Total   | 3      | 1.3         | 19     | 7.8         | 106    | 43.4        | 76     | 31.1        | 40                               | 16.4        | 244   |

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TABLE 84

RESPONSES OF BOARD PRESIDENTS ON THE CONTRIBUTION  
OF RETIREMENT PREPARATION SERVICES TO THE  
TEACHERS' FEELING OF SECURITY

| Size of<br>System by<br>Number of<br>Teachers | Very Much |             | Much   |             | Some   |             | None   |             | Total |
|---|-----------|-------------|--------|-------------|--------|-------------|--------|-------------|-------|
|   | Number    | Per<br>Cent | Number | Per<br>Cent | Number | Per<br>Cent | Number | Per<br>Cent |       |
| - 10  | 12        | 41.3        | 4      | 13.8        | 10     | 34.5        | 3      | 10.4        | 29    |
| 10 - 24                                       | 46        | 38.7        | 28     | 23.5        | 43     | 36.1        | 2      | 1.7         | 119   |
| 25 - 49                                       | 22        | 40.0        | 12     | 21.8        | 18     | 32.7        | 3      | 5.5         | 55    |
| 50 - 99                                       | 8         | 32.0        | 9      | 36.0        | 6      | 24.0        | 2      | 8.0         | 25    |
| 100 -   | 2         | 12.5        | 5      | 31.2        | 8      | 50.0        | 1      | 6.3         | 16    |
| Total   | 90        | 36.9        | 58     | 32.8        | 85     | 34.8        | 11     | 4.5         | 244   |

would contribute nothing to the teachers' feelings of security.

### Summary

The data disclosed in this chapter have shown the degrees of opinion of certain personnel practices concerned with the welfare and security of public school teachers in Oklahoma. These data were reported as points of view expressed by school board presidents representing 244 independent school districts in Oklahoma.

Opinions of teaching load practices.--A majority of the board presidents were of the opinion that written policies on teaching load were necessary for some school systems (59.8 per cent). The next largest group was in favor of written policies in all school systems. Only 10.7 per cent believed that written policies were unnecessary to any system.

Over half of the board presidents, or 52.1 per cent, indicated that teachers should always have a part in determining their teaching loads. Of the number, all but five expressed the opinion that teachers should be included only occasionally.

Major importance was attached to the practice of assigning teachers to their fields of competencies by 63.1 per cent of the presidents. The practice was thought to be of considerable importance by 36.5 per cent. Only

one judged the practice to be of little or no importance.

Over half, 52.1 per cent, of the respondents were of the opinion that special classes greatly reduce teaching loads of regular classroom teachers. Teaching loads are reduced considerably by special classes, according to 41.8 per cent of the presidents. Only 6.1 per cent believed that special classes contribute very little to the reduction of teaching loads.

Over two-thirds of the presidents, 68.4 per cent, indicated that they thought that extra-curricular duties should be distributed evenly among the teachers with no extra pay allowed. The other 31.6 per cent were in favor of extra pay for extra duties.

The practice of maintaining an up-to-date file on substitute teachers was believed to be of major or considerable importance by 95.9 per cent of the presidents. The remaining 4.1 per cent judged the practice to be of little or no importance.

Of the respondents, 91.8 per cent favored a salary schedule for substitute teachers, while 8.2 per cent believed such a schedule was unnecessary.

Sixty-three, or 25.8 per cent, of the presidents believed that a daily rest period for teachers, with a comfortable place to spend it, was essential to the well-being of teachers; 53.7 per cent thought a rest period was

not essential but would help; rest periods were thought by 20.5 per cent to be a waste of time.

Nearly twice as many board presidents were in favor of providing some time during the school day for teachers to prepare lessons as were in favor of the teacher preparing all lessons at home.

The clerical duties of teachers in the 244 school systems were believed by 165, or 67.6 per cent, of the presidents to be reasonable. The other 79 presidents judged the clerical duties as light (15.6 per cent), heavy (14.3 per cent), or very heavy (2.5 per cent).

Opinions of health practices.--Written policies concerned with the health of teachers were thought by 53.7 per cent of the board presidents to be necessary for all school systems; 41.8 per cent favored written policies for some; and 4.5 per cent believed written policies were unnecessary for any system.

In considering the importance of school facilities to the teachers' health, 57.4 per cent of the respondents believed that restrooms for teachers, separate from those of pupils, were of major or considerable importance. However, 42.6 per cent judged such facilities as being of little or no importance.

It was thought by 50.8 per cent of the respondents that facilities for recreation and relaxation of teachers would contribute greatly or considerably to the mental,

emotional and physical health of teachers; some contribution would be made according to 41.8 per cent; and 7.4 per cent believed such facilities would contribute nothing to the health of teachers.

The practice of teachers remaining out of school when ill with non-disabling conditions was believed by 89.0 per cent of the presidents to be of major or considerable importance. Little importance was attached to the practice by 9.8 per cent of the presidents, and 1.2 per cent judged the practice to be of no importance.

Opinions of leaves of absence practices.--Half of the presidents believed that written policies pertaining to leaves of absence were necessary for some school systems. Most of the remaining half favored written policies for all systems. Only 4.1 per cent thought written policies were unnecessary for any system.

Leaves for emergencies were thought by 83.2 per cent of the presidents to contribute much or very much to a teacher's feeling of security. Some contribution would be made according to 11.9 per cent, but 4.9 per cent believed the practice would contribute nothing to security.

Sick-leave plans in the 244 school systems were judged by 42.6 per cent of the board presidents as adequate. However, 38.1 per cent believed that the sick-leave plans for their teachers were inadequate. The other 19.3 per cent thought their plans were liberal or extremely liberal.

According to 36.5 per cent of the respondents, their sick-leave plans contributed nothing to the teachers' feelings of security; 32.4 per cent believed their plans made some contribution; and 31.1 per cent expressed the opinion that their plans contributed much or very much to the teachers' feelings of security.

Opinions of salary practices.--Over half, 59.8 per cent, of the presidents believed that teachers should occasionally participate in developing or revising salary schedules; 30.4 per cent favored never including teachers; and 9.8 favored always including teachers.

Eighty-seven, or 35.6 per cent, of the presidents thought an annual publication of the salary schedule would do nothing to improve school-community relations; 49.6 per cent were doubtful; and 14.8 per cent favored the publication.

Most presidents favored equal pay for equal qualifications. However, 29.9 per cent favored paying men teachers more than women teachers; 7.8 per cent favored paying white teachers more than colored teachers; and 16.8 per cent believed high school teachers should receive higher salaries than elementary teachers.

The respondents were almost unanimous, 96.3 per cent, in their belief that teachers would feel more financial security if paid on a twelve-month basis rather than on a ten-month plan.

The 244 board presidents expressed the following opinions concerning a practice by the local districts of providing annual salary increases for efficient teachers beyond the fifteen annual salary increments provided by the state: 27.0 per cent believed it would stimulate teachers to improve themselves; 27.5 per cent believed it would put too much strain on the budget; 8.1 per cent believed it was unnecessary for stimulating teachers to improve; 13.6 per cent thought it would create disharmony among the staff; and 23.8 per cent thought it would make the teaching profession more attractive to able young people.

Opinions of dismissal and resignation practices.--

Nearly all of the respondents expressed the belief that written policies pertaining to dismissals and resignations are either necessary for all systems or necessary for only some systems. Only 2.5 per cent believed written policies were unnecessary to any system.

More than seven of every ten presidents believed that charges made against a teacher should definitely be investigated and proved before dismissal. The remaining presidents were either of the opinion that the recommendations of the superintendent and the principal should be sufficient, or that the board should not be obligated to prove charges before dismissal.

The data indicate that 48.4 per cent of the respondents were in favor of always closing dismissal hearings to



the public. Only 13.1 per cent favored open hearings in all cases.

Opinions of retirement practices.--A majority of the board presidents, 71.7 per cent, were in favor of retaining efficient teachers after they have reached the minimum retirement age. However, 74.5 per cent believed that all teachers should be forced to retire at 65 to 70 years of age. As long as a teacher's health and attitude are good, he should be retained indefinitely, according to 16.4 per cent of the respondents. The other 9.1 per cent thought forced retirement should come before 65 years of age.

The data showed that 36.9 per cent of the respondents thought that special services which would help to prepare older teachers for retirement would contribute very much to their feelings of security; 23.8 per cent believed the practice would contribute much; 34.8 per cent thought it would contribute some; and only 4.5 per cent judged the practice as one that would contribute nothing.

## CHAPTER VI

### RELATIONSHIPS BETWEEN PRACTICES AND OPINIONS

The purpose of this chapter is two-fold in nature: (1) to show the correlation between practices and opinions, and (2) to point out instances where appreciable disparities exist between practices and opinions.

#### Significance of Correlation

The computations for teasing the correlation between practices and opinions were based on the Spearman Rank Correlation Coefficient statistic.<sup>1</sup>

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<sup>1</sup>The basic formula for computing the correlation coefficient is as follows:

$$r_s = \frac{\sum x^2 + \sum y^2 - \sum d^2}{\sum x^2 \sum y^2}$$

The symbol  $r_s$  represents the correlation coefficient of ranks;  $\sum x^2$  represents the sum of squares of tied ranks in the X variable (practices);  $\sum y^2$  represents the sum of squares of tied ranks in the Y variable (opinions); and  $\sum d^2$  represents the sum of the squares of disparity between the two sets of rankings. Tied scores occurred in the rankings of both variables. Therefore, it was necessary to correct for tied ranks. The correction factor, represented by T, was accounted for by the use of the formula

$$T = \frac{t^3 - t}{12}$$

(t represents the number of observations tied at a given rank). The sums of  $\sum x^2$  and  $\sum y^2$  were found by the use of the formula

$$\frac{N^3 - N}{12} - \sum T.$$

The design for the test of the correlation coefficient was developed by arranging the responses of the board presidents into groups. The groups were categorically determined by the age of the respondent; his occupation; whether he had children in school past, present, or never; his tenure on the board of education; and the level of formal education which he had completed. The matching of these characteristics by likenesses among the 244 respondents accounted for a total of 140 groups.

In order to determine the place on an ordinal scale for each of the 244 objects, it was necessary to assign values of 5, 4, 3, 2, 1 etc., to the degrees of response to each item on the checklist, depending on the number of responses to each item, with the highest numerical value being assigned to the response that most closely approximated the preferred.<sup>2</sup> Lesser values were assigned to responses in accordance with the degree of deviation from the preferred. The assigned values were summed for the variables on each of the checklists and identified with one of the 140 groups. The groups were then ranked according to the sum total of the responses. There was evidence of 101 tied scores among the 140 groups on the X variable (practices), and 103 tied scores on the Y variable (opinions).

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<sup>2</sup>See Chapter II, 35 - 64.

In order to test the null hypothesis that the two variables under study were not associated in the population, The Kendall tau test<sup>3</sup> of the significance of an obtained  $r_s$  under the null hypothesis was used.

It was determined that the relation between practices and opinions was  $r_s = .245$  for  $N = 140$ . By using the t-test, a value of 2.96 which was significant at the 0.005 level of probability was found.

Thus the data tends to reject the null hypothesis, and the supposition that practices and opinions were associated in the population of the 140 groups of board presidents was supported.

Therefore, it seems that age, occupation, children in school, years of service as a board member, and level of formal education completed tended to have no significant relationship to the opinions of school board presidents pertaining to personnel practices or on the practices existing in their school systems.

#### Differences

While opinions and practices tended to show a high degree of correlation on most individual items, it was deemed important to point out discrepancies that were apparent between some.

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<sup>3</sup>Kendall's formula is defined as:

$$t = \frac{N - 2}{1 - r_s^2}$$

The symbol N refers to the number of objects (140).

Teaching load.--Of the 244 school systems, 79.5 per cent were reported to have no specific written policies pertaining to teaching load. However, only 10.7 per cent of the presidents believed that written policies were unnecessary to any school system. The remaining 89.1 per cent were of the opinion that written policies were necessary for all or some of the school systems.

It was found that in 75.6 per cent of the 244 systems the teachers have a part in determining their teaching loads. Only 2 per cent of the respondents thought teachers should never be included in the planning and assignment process.

Over half, or 52.1 per cent, were of the opinion that special classes would greatly reduce the load of the regular classroom teacher, and 41.8 per cent thought they would reduce teachers' loads considerably. It was reported, however, that few schools provided for special classes: 18.0 per cent provided for the mentally retarded; 9.8 per cent provided classes for the exceptionally bright; provisions for the physically handicapped were made in 18.0 per cent of the systems; and 16.4 per cent had special classes for pupils with speech defects.

Of the 244 board presidents that expressed an opinion on the salaries of substitute teachers, 91.8 per cent believed that school systems should have a specific salary schedule for substitute teachers. It was reported that only

18.0 per cent of the systems pay salaries in accordance with the training and experience of the substitute teacher.

Sixty-three, or 25.8 per cent, of the presidents expressed the belief that a daily rest period for teachers is essential, and 53.7 per cent believed the rest period was not essential but would help. However, only 31.6 per cent of the respondents reported provision for a rest period with a comfortable place to spend it.

A total of 99.6 per cent of the board presidents thought the practice of assigning teachers to their fields of competencies was of major or considerable importance. Nevertheless, 6.1 per cent reported the practice in their school systems of assigning teachers to fields where teachers are needed, regardless of their competencies in that field.

Health of teachers.--Eleven, or 4.5 per cent, of the respondents expressed the belief that written policies pertaining to the health of teachers were unnecessary to any school system, while the remaining 95.5 per cent expressed the belief that written policies were necessary to all or some of the school systems. However, only 25.8 per cent of the systems were reported to have written policies on the health of teachers.

Over two-thirds, or 67.4 per cent, believed that rest rooms for teachers, separate from those of the pupils, were of major or considerable importance. However, less than one-third, or 29.9 per cent, reported that their school

systems provided separate restrooms for teachers (19.3 per cent for both sexes; 0.8 per cent for men only; and 9.8 per cent for women only).

Facilities for recreation and relaxation of teachers would contribute greatly, considerably, or some, according to 92.6 per cent of the 244 board presidents. However, only 13.5 per cent of the systems were reported to provide such facilities.

Leaves of absence.--Ninety-three, or 38.1 per cent, of the school systems were reported to have written policies pertaining to leaves of absence. The number of presidents that thought all systems should have written policies totaled 112, or 45.9 per cent. Those that thought some systems should have written policies accounted for 122, or 50.0 per cent.

Salaries.--Of the 244 school systems, 26, or 10.7 per cent, permit teachers to have a part in developing or revising a salary schedule, and 6, or 2.5 per cent, permit both teachers and patrons to have a part in the planning. The remaining 86.8 per cent never include teachers and patrons. Twenty-four, or 9.8 per cent, of the presidents expressed the belief that teachers and patrons should always have a part in schedule planning; 59.8 per cent favored the practice of occasional inclusion; and 30.4 per cent thought they should never be included.

Dismissals and resignations.--Only 2.5 per cent of the respondents thought that written policies pertaining to dismissals and resignations of teachers were unnecessary to any school system. It was reported, however, that 57.0 per cent of the school systems have no written policies pertaining to dismissals, and 59.8 per cent have no written policies on resignations.

More than 9 of every 10, or 92.2 per cent, of the presidents reported that their school systems permitted an accused teacher to appear before the board in his own defense. However, only 70.9 per cent believed that charges against a teacher should definitely be investigated and proved before dismissal. The remaining 29.1 per cent thought the recommendations of the superintendent and principal, for dismissal, were sufficient, or that the board was not obligated to prove the charges before the teacher was dismissed.

Retirement.--Only 3.3 per cent of the board presidents reported that their school systems provided any type of special services in order to help older teachers prepare for retirement. However, 36.9 per cent thought such services would contribute very much to a teacher's feeling of security; 23.8 per cent believed such services would contribute much; and 34.8 per cent expressed the belief that it would contribute some. Only 4.5 per cent thought the service would contribute nothing.



Summary

This chapter was developed for the purpose of showing the degree of correlation and the discrepancies between practices and opinions.

The coefficient of correlation between practices and opinions was computed by the Spearman Rank Correlation Coefficient formula and found to be .245 which was significant at the 0.005 level of probability.

Discrepancies between existing practices and board presidents' opinions of the practices were found in each of the six areas of teacher welfare and security covered in the study.

Inconsistencies were most frequently shown to exist between practices and opinions on teaching load. It was shown that most presidents were in favor of written policies but very few systems have them; approximately one-fourth of the systems do not permit teachers to have a part in determining their teaching loads, but only 2.0 per cent of the respondents believed teachers should not be included; few schools have special classes, however over 90 per cent of the presidents expressed the belief that special classes would greatly or considerably reduce regular teachers' loads; 91.8 per cent believed systems should have salary schedules for substitute teachers, but only 18.0 per cent were reported to pay according to training and experience; and 79.5 per cent thought daily rest periods for teachers would be either

essential or not essential but helpful, while less than one-third of the systems make such a provision.

Written policies pertaining to the health of teachers were reported in approximately one-fourth of the systems; however, 95.5 per cent of the respondents believed written policies were necessary. Two-thirds favored separate rest-rooms, but only one-third of the systems provided them; facilities for recreation and relaxation are provided by 13.5 per cent of the systems, while 92.6 per cent of the presidents believed such facilities would contribute greatly, considerably, or some to the teacher's feeling of security.

Half of the presidents were in favor of written policies on leaves of absence, but only 38.1 per cent of the systems have them.

A total of 13.2 per cent of the systems were reported to include teachers or teachers and patrons in salary planning. However, 69.6 per cent of the presidents believed teachers and patrons should always or occasionally be included.

Written policies pertaining to dismissals and resignations were thought by 97.5 per cent of the presidents to be necessary to some or all systems, but little more than half of the systems were reported to have written policies. —

More than nine-tenths of the respondents reported that their school systems granted accused teachers a hearing before dismissal. However, less than one-third believed

charges against a teacher should be investigated and proved before dismissal.

A total of 95.5 per cent of the respondents were of the belief that special retirement services for teachers would contribute very much, much, or some of their feelings of security. Only 3.3 per cent of the systems were reported to follow this practice.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

#### Summary

##### Purpose and Design of the Study

The purpose of this study was to discover the opinions of presidents of boards of education serving the independent school districts of Oklahoma concerning certain practices pertaining to the welfare and security of public school teachers.

It was believed that the solution of this problem would be of greater significance if the answers to the following questions were known:

1. What practices concerning the welfare and security of public school teachers are most consistently recommended by educational writers as being significant?
2. To what degree are these preferred practices presently utilized in the independent school districts in Oklahoma?
3. What relationships seem to exist between board presidents' characteristics (age, occupation, level of formal education completed, children in school, length of service on

the board of education), the teaching personnel practices that exist in Oklahoma's independent school districts, and their opinions of the practices that should exist.

Recent educational literature was reviewed in an attempt to discover those teaching personnel practices which were (1) supported by research studies, (2) recognized most consistently by educational writers as important considerations, and (3) the extent to which they covered the elements thought to be important to a sound educational program. These statements of practice were used as the basis on which the investigating instrument was formulated. Criticisms of the statements were obtained from professors of education, students of school administration, and selected school superintendents and school board members in an effort to clarify the language and intent of it. Following a refinement of the statements, a checklist of 59 basic items was prepared. The checklist contained three sections to which the presidents were asked to respond. In the first section they were to indicate their age, occupation, level of formal education completed, children in school, and service on a board of education. In the second section the respondents were asked to indicate the teaching personnel practices in each of six areas of teacher welfare and security that exist in each of their school systems. The third section asked for the expressed opinions of the respondents relative to the practice.

The checklists were mailed to 536 board presidents who represented all the independent school districts in Oklahoma. Two hundred and forty-four usable checklists were returned, constituting a 45.5 per cent return. In order to test the reliability of returns for representativeness, the standard error of the estimated mean and the standard deviation of the population was computed. The means of the responses to each item in each checklist were computed for each twenty checklists as they were received. It was found that all means were within the standard error of the estimated mean of the population; thereby, stability of responses was established. Thus it was assumed that additional data would not have altered or changed the results. Responses were grouped according to the ages of respondents, their occupations, whether they had children in school at present or in the past, the level of formal education they had completed, and the number of years of service on boards of education. Tables were then constructed to show the distribution of respondents' characteristics, the teaching personnel practices that existed in their individual school systems, and their expressed opinions of the practices. Further, Spearman's rank coefficient of correlation was applied to these data to determine the degree of correlation between practice and opinion as indicated by the respondents possessing like characteristics. Kendall's t-test was then used to test for the significance of the difference

between practices and expressed opinions. Appreciable differences between individual practices and corresponding opinions were presented in order to show where the greatest disparities were in evidence.

Since the investigating instrument for the study was mailed to board presidents during December, 1959, and most of the responses were received during January and February of 1960, the opinions expressed represented those which existed during that period of time.

### Findings

#### Respondents' Characteristics

Ages of board presidents.--The board presidents responding were classified into five age groups. The respondents were predominantly from 40 to 49 years of age; the second largest group ranged from 50 to 59 years of age; third were those in the 30 to 39 age group; and finally, those of 60 years of age and older. Thus, the evidence shows that almost three-fourths of the respondents reported themselves to be 40 to 59 years of age, with a median age of 45.6 years.

Occupations of board presidents.--Over half, 50.8 per cent, of the respondents reported themselves as farmers; 19.3 per cent were managers, officials, or proprietors; 6.6 per cent were professional or technical workers; 6.6 per cent were craftsmen and foremen; and 5.0 per cent were sales workers.

The remaining 11.7 per cent were clerical workers, operatives, service workers, laborers, and housewives. Hence, it would seem that board presidents represented in the study were predominantly farmers and managers, officials, and proprietors.

Formal education of board presidents.--Senior high school was reported by a majority of the respondents, 54.5 per cent, as the level of formal education completed. Of the remaining presidents, there appeared to be approximately an equal distribution above and below the senior high school level (22.2 per cent above, and 23.3 per cent below).

Years of service on a board of education.--Tenure on boards of education, as reported by the respondents, ranged from 1 to 32 years with a median of 7.0 years. A majority of the presidents (95.5 per cent) have served three terms or less, with 46.3 per cent having just completed or are in their first term.

Children in school.--A majority of the respondents, 75.4 per cent, reported that they had children in school at the present time; 23.4 per cent have had in the past; and 1.2 per cent have never had children in school.

Composite of characteristics.--A majority of the 244 board presidents were within the age range of 40 to 59 years, were farmers or managers, had completed senior high school, had served two terms or less on the board, and had children in elementary or secondary schools at the time of



reporting.

Teaching Personnel Practices  
in 244 School Systems

Teaching load practices.--Written policies pertaining to teaching load are uncommon in the 244 school systems, but more common to the large systems. Only 20.5 per cent of the systems were reported to have written policies on teaching load.

The practices of including teachers in the planning and assignment of their teaching loads was reported to exist in 75.6 per cent of the systems. The planning and assignment process is solely the responsibility of the principal or superintendent in the other 24.4 per cent of the systems.

A majority of the systems were reported to follow the practice of keeping a file on substitute teachers. Only 16.0 per cent were reported to not have such files.

Substitute teachers' salaries are figures on various bases. The most common method appears to be that of paying a fixed amount to all substitutes (58.6 per cent). Other methods include paying in accordance with training and experience, 18.0 per cent. A total of 16.8 per cent pay the same as that received by the regular teacher; pay the same as the minimum schedule; the regular teacher pays the substitute; pays two-thirds to three-fourths of the regular teacher's salary; or leaves the responsibility of paying the substitute to the regular teacher. The remaining 6.6 per

cent did not specify the practice in their school systems.

A majority of 95.9 per cent of the systems were reported to always or usually obtain substitutes from outside the school; a like percentage seldom or never distribute the absent teacher's load among other staff members; 100.0 per cent seldom or never use students in the upper grades; students of an absent teacher are never sent to a study hall in 62.3 per cent of the systems, and are seldom sent in 37.7 per cent of the systems.

Very few of the 244 systems seem to provide special classes. The mentally retarded are provided for in 18.0 per cent of the systems; 9.8 per cent provide for the exceptionally bright; 18.0 per cent make provisions for the physically handicapped; and 16.4 per cent provide for pupils with speech defects. Special classes predominate in the large systems.

The practice of considering extra-curricular duties as a part of the total teaching load predominates in the 244 school systems. However, paying extra for extra duties, and paying nothing for additional duties are practiced in 58.2 per cent of the systems.

A daily rest period, found most frequently in the large school systems, was reported to be practiced in only 31.6 per cent of the systems. This practice is not to be confused with that of providing a period of time during the school day for lesson preparation. The latter is practiced

in 55.7 per cent of the systems, with one hour being the most common time allotment. No free time is allowed in 40.5 per cent of the systems.

Provisions for clerical help for teachers vary among the 244 systems. No help is provided in 57.0 per cent of the systems. 12.4 per cent utilize non-teaching personnel; 20.2 per cent lend administrative assistance; and 25.6 per cent provide student help.

In only 6.6 per cent of the 244 systems are teachers assigned to their fields of competencies in every instance, according to presidents' reports. In 87.3 per cent of the systems, teachers are assigned, as nearly as possible, to their fields of competencies. The other 6.1 per cent place teachers where a teacher is needed, irregardless of competencies.

The most common class size in the elementary schools of the 244 systems is from 25 to 30 pupils; second, 30 to 35; and third, 20 to 25. A total of 7.8 per cent reported classes that range from 35 pupils or more.

Teachers' health practices.--Written policies on teachers' health were found to be more common to the large school systems. However, only 25.8 per cent of all systems were reported to have written policies.

The requirement for periodic medical examinations of teachers was reported by 9.8 per cent of the respondents, and of this number, nearly all of the systems require the

teacher to bear the cost. The frequency of the examinations vary (annually, every 2 years, every 5 years, or commensurate with the renewal of the teaching certificate.)

Only 19.3 per cent of the presidents reported that their school systems provide restrooms for teachers separate from those of the children. Restrooms are provided for either of one sex, but not the other, in 10.6 per cent of the systems. The other 70.1 per cent make no provisions for separate restrooms.

Facilities for recreation and relaxation are provided by only 13.5 per cent of the school systems.

Teachers are encouraged to remain out of school when they are ill with non-disabling conditions 72.5 per cent of the systems. Respondents representing the large systems reported this existence of this practice in their systems more frequently than did those representing the small systems.

Leaves of absence practices.--Written policies on leaves of absence are found in 38.1 per cent of the 244 school systems. Those systems that were reported to have written policies are predominantly systems having 50 or more teachers. The types of leaves that were reported to be provided for in the 244 systems are: maternity leaves, 60.7 per cent; sick leave, with full pay, 64.3 per cent; leaves to do advanced study, 13.5 per cent; leaves for travel, 2.9 per cent; leaves to attend educational meetings, 24.2 per cent; and leaves to

participate in civic affairs, 13.4 per cent.

Further considerations for short-time leaves show that the median for emergency leaves, not deducted from sick leave, is 4.7 days, with full pay being most common; median for sick leave at full pay, 4.1 days; median for educational meetings, 4.7 days, with full pay being most common; median for participation in civic affairs, 3 days, with full pay most common.

The most common practice in providing for sabbatical and maternity leaves is to allow two semesters at no pay.

Salary practices.---The single-salary is the predominant type of salary schedule found in the 244 school systems, being reported by 81.1 per cent of the respondents. In 86.8 per cent of the systems, the schedule is prepared by the board and superintendent, and is published in the local newspaper by 17.3 per cent of the systems. Salary provisions in 87.7 per cent of the systems stipulate that teachers be paid on a twelve-month basis if they desire. The respondents reported that 24.6 per cent provide for annual salary increases for efficient teachers beyond the state's maximum increment level of 15 years.

Dismissal practices.---In 43.0 per cent of the school systems, written policies on dismissals were reported to be found. Teachers are always notified of their dismissals, in writing, in 74.2 per cent of the systems. In every case, 54.9 per cent of the systems state the reasons for the action.

The remaining 45.1 per cent either occasionally or never state the reason(s). In 11.9 per cent of the systems, teachers are always notified verbally, by the superintendent, of their dismissals.

Resignation practices.---Written policies on resignations were found in 40.2 per cent of the 244 systems. Among the 221 systems that accept resignations after the spring-notification period has passed, the predominant practice seems to be that of accepting resignations any time up to the opening of school. All resignations are required by 84.8 per cent of the systems to be in writing.

Retirement practices.---Only 3.3 per cent of the systems were reported to provide any time of special service for helping to prepare older teachers for retirement.

In addition to membership participation in the state retirement system, 60.2 per cent of the presidents reported that their school systems participate in Federal Social Security, but none reported having a local pension or retirement plan.

Composite of practices.---Board presidents' reports on personnel practices in their school systems would seem to indicate that: a comparatively few systems have written teaching personnel policies; teachers, for the most part, have a voice in determining the nature and extent of their loads; a list of qualified substitute teachers is kept on file; the systems predominantly payed a fixed amount to all substitute teachers; substitute teachers, for the most part, are obtained

from outside the school; very few systems reduce teaching loads by providing special classes for pupils; extra duties are most commonly considered in the total teaching load; few systems provide a daily rest period for teachers with a comfortable place to spend it; a majority of the systems do not provide any clerical help for teachers; teachers are assigned, as nearly as possible, to their fields of competencies; and the size of most elementary classes ranges from 25 to 35 pupils.

Further, it would appear that very few school systems require teachers to take a medical examination or provide separate restrooms for teachers as well as facilities for recreation and relaxation. A majority of the systems encourage teachers to remain out of school when ill.

Most school systems provided leaves of absence for maternity reasons, and sick leave with pay. Few systems, however, provided leaves for advanced study, travel, educational meetings, and participation in civic affairs.

Where salaries are concerned, most systems have a single-salary schedule which is prepared by the board and superintendent, but seldom published in the local newspaper. A majority pay on a twelve-month basis, if desired, but few pay annual salary increases for efficiency above that provided by the state.

It is common practice to notify teachers, in writing, of their dismissals. However, in most cases they are notified

of their deficiencies and given ample time to remedy them before dismissal. Before final action is taken, almost all school systems permit accused teachers a hearing. Few systems have written dismissal procedures to follow.

Resignations are accepted, in most systems, after the spring-notification period has passed. These systems will accept resignations any time up to the opening of school, but they must be submitted in writing.

A majority of the systems participate in state and Federal retirement plans, but none have local plans. The number providing special retirement services for older teachers is negligible.

#### Board Presidents' Opinions of Teaching Personnel Practices

Opinions on Teaching Load Practices.--A majority of the board presidents believed that written policies were necessary to all or some of the school systems. Only 10.7 per cent thought written policies were unnecessary for any system.

Teachers should always have a part in load determination, according to 52.1 per cent of the respondents. Of the remaining group, 45.9 per cent thought an occasional inclusion was sufficient.

Assigning teachers to their fields of competencies was believed by 63.1 per cent of the respondents to be of major



importance. The practice was thought to be of considerable importance to 36.5 per cent, and of little or no importance to only one respondent.

Teaching loads are greatly reduced by special classes, according to 53.1 per cent of the presidents. Loads are considerably reduced, according to 41.8 per cent, but are reduced very little, according to 6.1 per cent.

In the opinion of 68.4 per cent of the presidents, extra-curricular duties should be distributed evenly with no extra pay. However, 31.6 per cent thought extra pay should be given for extra duties.

The practice of maintaining an up-to-date file on substitute teachers was believed to be of major importance to 58.6 per cent of the respondents, and of considerable importance to 37.3 per cent. The other 4.1 per cent judged the practice to be of little or no importance. The provision for a specific salary schedule for substitute teachers was favored by 91.8 per cent of the presidents.

Sixty-three, or 25.8 per cent, of the respondents expressed the opinion that a daily rest period was essential to the well-being of teachers; 53.7 per cent thought the rest period was not essential, but would help; 20.5 per cent thought it to be a waste of time.

A total of 64.3 per cent of the presidents favored a period set aside during the school day for teachers to

make lesson preparations, as compared to 35.7 per cent that favored teachers preparing lessons at home on their own time.

The clerical duties of teachers in the 244 school systems were believed by 67.6 per cent of the respondents to be reasonable; 32.4 per cent judged the duties to be light (15.6 per cent), heavy (14.3 per cent), or very heavy (2.5 per cent).

Opinions of practices on the health of teachers.--

Written policies on the health of teachers were thought by 95.5 per cent of the presidents to be necessary for all or some systems. The remaining group believed them to be unnecessary for any system.

In considering the importance of school facilities to the teachers' health, 57.4 per cent of the presidents believed that restrooms for teachers, separate from those of the pupils, were of major or considerable importance; 43.6 per cent judged the facilities to be of little or no importance. Facilities for recreation and relaxation were thought by 50.8 per cent of the respondents to contribute greatly or considerably to the teachers' health; some contribution would be made according to 41.8 per cent; no contribution would be made according to 7.4 per cent.

A total of 89.0 per cent of the presidents thought it was of major or considerable importance that teachers be

encouraged to remain out of school when ill. Little or no importance was attached to this practice by 11.0 per cent.

Opinions of leaves of absence practices.--Half of the respondents thought that written policies on leaves of absence were necessary for some systems. Most of the remaining half, 45.9 per cent, favored written policies for all systems.

Emergency leaves were thought by 83.2 per cent of the respondents to contribute much or very much to a teacher's feeling of security; some contribution would be made according to 11.9 per cent; however, 4.9 per cent believed no contribution would be made.

In evaluating their systems' sick leave plans, 42.6 per cent thought their plans were adequate; 38.1 per cent, inadequate; 16.8 per cent, liberal; and 2.5 per cent, extremely liberal. Their plans were thought by 31.1 per cent of the presidents to contribute much or very much to their teachers' feelings of security; 32.4 per cent, some contribution; and 36.5 per cent, no contribution.

Opinions of salary practices.---Over half (59.8 per cent) of the presidents expressed the belief that teachers and patrons should occasionally participate in salary schedule planning; 30.4 per cent favored never including teachers; and 9.8 per cent favored always including teachers.

Eighty-seven, or 35.6 per cent, thought an annual publication of the schedule would not improve school-community relations; 14.8 per cent favored the publication; and 49.6 per cent were doubtful.

A majority of the respondents favored equal pay for equal qualifications. However, 29.9 per cent favored paying men more than women; 7.8 per cent favored paying white teachers more than colored teachers; and 16.8 per cent favored paying high school teachers more than elementary teachers.

The respondents were near unanimity (96.3 per cent) in their belief that teachers would feel more financial security if paid on a twelve-month basis rather than on a ten-month basis.

The 244 respondents expressed the opinions that salary increases for efficient teachers beyond the existing salary increments would have the following effects: stimulate teachers to improve, 27.5 per cent; create disharmony among the staff, 13.6 per cent; making teaching profession more attractive to able young people, 23.8 per cent.

Opinions of dismissal and resignation practices.---A majority of the respondents, 63.5 per cent, believed that written policies on dismissals and resignations are either necessary to all school systems, or necessary for some (34.0 per cent). Only 2.5 per cent believed they were unnecessary to any system.

Charges against a teacher should definitely be investigated and proved before dismissal, according to 70.9 per cent of the respondents. The other 29.1 per cent believed the recommendations of the superintendent and the principal should be sufficient, or that the board should not be obligated to prove charges before dismissal.

The belief was expressed by 48.4 per cent of the presidents that dismissal hearings should always be closed to the public. However, 38.5 per cent believed hearings should be opened only in special cases, while 13.1 per cent favored always opening hearings.

Opinions of retirement practices.--The data indicated that 36.9 per cent of the presidents expressed the belief that special services which help to prepare older teachers for retirement would contribute very much to their feelings of security; 23.8 per cent thought they would contribute much; 34.8 per cent believed they would contribute some; and 4.5 per cent thought they would contribute nothing.

Composite of opinions.--The expressed opinions of board presidents relative to teaching personnel practices appear to indicate that a majority of the respondents thought: written personnel policies were necessary to some or all school systems; special classes would greatly or considerably reduce teaching loads; extra-curricular duties should be equally distributed with no extra pay; a file on

substitute teachers is of major or considerable importance, and a specific salary schedule for substitute teachers should be maintained; a daily rest period is not essential but would help; an hour should be set aside during each school day for teachers to make lesson preparations; the clerical duties of their teachers were reasonable. The respondents were about equally divided on the frequency (always and occasionally) with which teachers should be included in the planning and assignment of teaching loads.

A majority of the respondents considered that separate restroom facilities for teachers, as well as facilities for relaxation and recreation of teachers, were of major or considerable importance, and would contribute greatly or considerably to their health. It was also believed by most that teachers who are ill should be encouraged to remain out of school.

Emergency leaves were considered by a large majority to contribute much or very much to a teacher's feeling of security. Over half of the respondents evaluated their individual sick-leave plans as adequate, liberal, or extremely liberal; however, less than half thought their plans contributed much or very much to a teacher's feeling of security.

A majority of the respondents believed that teachers and patrons should only occasionally be included in salary planning. The respondents seemed to be about equally divided on the value of an annual publication of the salary schedule

for improving school-community relations (doubtful value and no value).

Most presidents expressed favor with equal pay for equal qualifications, and paying teachers on a twelve-month basis, if desired. Respondents seemed to agree, for the most part, that annual salary increases for efficient teachers beyond the fifteen-salary increments provided by the state would stimulate teachers to improve themselves, and would make the teaching profession more attractive to young people. However, most objection seemed to stem from the fact that such a practice would put too much strain on the budget.

The belief was expressed by a majority of the presidents that charges against a teacher should definitely be investigated and proved before dismissal. It was also believed by most that dismissal hearings should always be closed to the public or opened only in special cases.

Over half of the respondents expressed the belief that special retirement services would contribute much or very much to a teacher's feeling of security.

#### Relationships between Practices and Opinions

Significance of correlation.--The coefficient of correlation between practices and opinions was computed by the Spearman Rank Correlation Coefficient formula and found to be 0.245, which was found to be significant at the 0.005 level of probability.

Differences between opinions and practices.---Differences were shown between some existing practices and opinions of practices in each of the six areas of teacher welfare and security.

Most of the discrepancies were shown to exist in the area of teaching load. It was shown that most presidents favor written policies but few systems have them; about one-fourth of the systems include teachers in load planning, but 98.0 per cent of the respondents are in favor of including teachers; few systems reduce loads by providing special classes, but over 90 per cent favor special classes; over 90 per cent of the respondents favor salary schedules for substitute teachers, while very few systems pay by training and experience; and over three-fourths of the presidents favor daily rest periods as essential or not essential but helpful, but less than one-third of the systems make the provision.

Almost all the respondents were in favor of written policies on the health of teachers, but little more than one-fourth of the systems had them; two-thirds favor separate restrooms, while one-third of the systems provide them; facilities for recreation and relaxation are provided by few systems, but over 90 per cent of the respondents thought such facilities would contribute greatly, considerably, or some to the teacher's feeling of security.



Half of the presidents favored written policies on leaves of absence, but little more than one-third of the systems have them.

Over two-thirds of the respondents believed teachers and patrons should always or occasionally be included in salary planning. However, only 13.2 per cent of the systems included follow this practice.

Presidents were almost unanimous in the belief that all or some systems should have written policies on dismissals and resignations. Little more than half of the systems have them.

Over 90 per cent of the systems give teachers a hearing before dismissal, but less than one-third of the respondents believed charges should be investigated and proved before dismissal.

Of all the presidents reporting, 95.5 per cent believed that special retirement services for teachers would contribute very much, much or some to their feelings of security. Only 3.3 per cent of the systems follow the practice.

Composite of relationships.--Although the data seem to indicate no significant difference between existing practices and expressed opinions in general, some differences were shown to be evident between individual items in each of the six areas of the teacher welfare and security.

Board presidents' opinions of practices, for the most part, more closely approached the preferred or recommended personnel program than did the practices as they were reported to exist in the 244 school systems.

### Conclusions and Recommendations

Within the limits of the study, the findings support the following conclusions:

1. The presidents of boards of education in Oklahoma are predominantly within the age range of 40 to 49 years. The data indicate that boards of education, in general, tend to elect to the office of president a member who is middle aged and potentially able to give productive and energetic leadership (see Table 2).

2. Although there is a preponderance of farmers serving as presidents of boards of education in Oklahoma, board presidents are drawn from various occupational groups. Superintendents and school staffs in many Oklahoma school districts may expect the president of the board of education to be a farmer and may anticipate the necessity of learning to work with this particular group (see Table 3).

3. The length of service on boards of education in Oklahoma indicates that the president should have ample experience as a member of the board and therefore should know and understand the policies, duties, functions and responsibilities of the board (see Table 5).

4. Since a majority of the presidents of boards of education have children presently attending elementary or secondary schools, or have had in the past, it would appear that this tends to be an important attribute of the successful nominee for the board presidency (see Table 6).

5. All levels of formal education are represented by board presidents in Oklahoma and boards of education do not consistently elect individuals with the highest level of formal education as president (see Table 4).

6. In general, school systems follow teaching personnel practices that have been recommended as preferred, but it appears that school systems that employ 50 or more teachers follow preferred teaching personnel practices more closely than do the systems that employ less than 50 teachers. It would seem therefore, that the larger the school system, in terms of number of teachers employed, the more secure the teachers should feel because of more adequate teacher welfare programs (see Table 8 through 52).

7. Presidents of boards of education in Oklahoma, in general, have opinions consistent with sound personnel practices that would attract and hold persons with qualifications for superior teaching and service. Therefore, superintendents should assume the leadership in recommending and developing adequate teaching personnel policies (see Tables 53 through 83).

8. Some differences did exist between teaching personnel practices and board presidents' opinions of the practices as they should exist; however, the characteristics of age, occupation, children in school, level of formal education completed, and years of service on a board of education had no significant effect upon the board presidents' opinions of existing personnel practices.

9. There is a need for board presidents who serve the independent school districts in Oklahoma to lead their boards of education in recognizing, accepting, maintaining, and formulating sound teaching personnel policies.

10. The extent to which board presidents expressed opinions which were generally consistent with sound teaching personnel policies should be evidence to every individual, agency, and institution concerned that these board members are cognizant of the responsibilities that the board of education, the school administration, and the community has to the teaching staff. It might be said that the people who elected these boards of education and in turn the boards who subsequently elected these presidents desire sound personnel practices that will insure the acquisition and retention of competent teachers for their children.

11. The similarity which exists concerning the opinions expressed by board presidents representing various sized school districts suggests that desires are similar regardless of the size of the district. Adequate and desirable

teaching personnel policies should be provided and practiced in every school system in the state in order that all teachers might feel secure in the knowledge that their welfare is of paramount concern.

12. Although certain discrepancies were shown between existing personnel practices and the board presidents' opinions of practices as they should exist, those responsible for administering the school systems might well use these discrepancies as indices to a more comprehensive teaching personnel program.

13. It may be that discrepancies in what board presidents say they prefer and accept and what they practice in personnel matters are due to indifference to teacher participation in administrative functions, lack of financial resources, ignorance of proper procedure, or the absence of efficient leadership.

14. Institutions of higher learning which prepare teachers and administrators, as well as all state agencies concerned with the improvement of the status of the teacher in Oklahoma, might well consider the opinions expressed by presidents of boards of education that participated in this study in order that more effective results might be achieved in working with boards of education to improve the teaching personnel program.

15. Finally, the data provided in the study could

be of great benefit to school patrons in general and to boards of education in particular by disclosing the opinions of school board presidents relative to the needs of the local teaching staff, the weaknesses in the program that provides for the welfare of the teachers, and by serving as a guide in formulating a sound teaching program.

#### Recommendations for Further Study

The following studies are suggested in the belief that they would serve the interests of public education by adding materially to the knowledge and understanding of the personnel of boards of education and the practices of boards relative to the improvement of teaching personnel policies:

1. Opinions may and often do change and it can be assumed that through the efforts of such an organization as the Oklahoma State School Boards Association opinions of board members may be changed toward more complete agreement and acceptance of sound policies underlying desirable practices in personnel administration. A follow-up study after two or three years is suggested in order to determine whether desirable changes in the opinions of board presidents have resulted from the materials made available to them.

2. Since a number of sound personnel practices are violated in Oklahoma, a study is needed to determine the extent to which superintendents and board members agree or disagree concerning sound principles and practices in personnel

administration.

3. The acquisition and retention of teachers often depends on the quality of the personnel program in effect. A study is needed to determine the personnel practices in the school systems of Oklahoma that teachers judge to be most distasteful and undersirable to them.

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## APPENDIX

COLLEGE OF EDUCATION  
University of Oklahoma  
NORMAN, OKLAHOMA

OPINIONS OF PRESIDENTS OF BOARDS OF EDUCATION IN OKLAHOMA  
CONCERNING CERTAIN PRACTICES PERTAINING TO  
TEACHER WELFARE AND SECURITY

Dear Board President:

A study is being made to determine the opinions held by the presidents of boards of education of independent school districts in Oklahoma concerning certain practices pertaining to teacher welfare and security. You are one of the board presidents selected to participate in the study, which we hope will make a contribution to the improvement of education in Oklahoma.

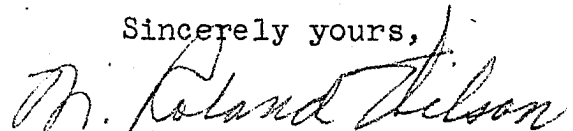
As you probably know, a teacher cannot be happy and contented if he is working under conditions which cause worry and anxiety. Probably no one thing causes worry and anxiety more than the lack of security. Security means not only having a position; it also means having a position which will permit one to live in keeping with his work and to protect his immediate family against the hazards of life. Among those factors which will give a teacher a feeling of security are tenure of position, adequate financial compensation, satisfactory provisions for retirement, satisfactory work load, leaves of absence, and provisions for health protection.

We are anxious to have your opinions on the questions relating to the problems stated above. The information received from you will be kept strictly confidential and will be summarized in such a way that it will be impossible to identify individual responses.

A stamped, addressed envelope is enclosed for your convenience in returning the checklist at the earliest possible date.

Your cooperation in making this study possible is sincerely and deeply appreciated. Thank you.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "M. Roland Wilson". The signature is fluid and cursive, with the first name "M." and last name "Wilson" clearly legible.

M. Roland Wilson

## I. GENERAL INFORMATION

(Please answer the following questions concerning yourself and your school district)

1. What is your age? \_\_\_\_\_. 2. What is your occupation? \_\_\_\_\_.
3. Do you now have children in elementary or high school? \_\_\_\_ Yes \_\_\_\_ No.
4. Have you, in the past, had children in elementary or high school? \_\_\_\_ Yes \_\_\_\_ No.
5. What was the highest level which you completed in school? \_\_\_\_ Elementary \_\_\_\_ JHS \_\_\_\_ High School \_\_\_\_ College  
\_\_\_\_ Post-graduate.
6. How many years have you served on the board of education? \_\_\_\_\_.
7. How many teachers are there in your school system? \_\_\_\_\_.

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## II. THE QUESTIONNAIRE

General Directions: The following checklist which consists of several items in each of six areas of teacher welfare and security has been prepared for your convenience in furnishing information necessary for the study. You are asked to follow carefully the directions outlined in each of the sections headed TEACHER PERSONNEL PRACTICES and OPINIONS OF PRACTICES.

### TEACHER PERSONNEL PRACTICES

Directions: Please read each question very carefully. After reading each question, indicate what practice exists in your school system by placing a check mark (✓) in the appropriate box(es) following each question.

#### Teaching Load

"Teaching load" refers to all the various types of classroom, extra-curricular, and community responsibilities or activities which have been assigned or which are definitely expected as a part of each teacher's responsibilities.

"Extra-curricular activities" refer to such things as the sponsoring of special interest groups (debate, school paper, school shows, home projects, departmental clubs, etc.), and supervising student government organizations and general school activities (elections, meetings, ticket taking and selling, attendance at dances, parties, athletic events, etc.).

1. Does the board of education have specific written policies pertaining to teaching load? ( ) Yes ( ) No.
  2. Are the planning and assignments of teaching loads worked out by: (check one) ( ) the principal? ( ) the principal and the teachers, jointly?
  - 3a. Is there a file kept in the administrative offices of qualified persons in the community who are available to do substitute teaching? ( ) Yes ( ) No.
  - b. How are substitute teachers paid by your system? (check one) ( ) According to training and experience ( ) A fixed amount regardless of training and experience ( ) Other (specify) \_\_\_\_\_.
  - c. When a regular teacher is absent: (indicate your practice in each of the following)
- |  | <u>always</u> | <u>usually</u> | <u>seldom</u> | <u>never</u> |
|--|---------------|----------------|---------------|--------------|
| (1) a qualified substitute, outside the school, is called in . . . . .                 | ___           | ___            | ___           | ___          |
| (2) the absent teacher's assignments are distributed among the other teachers. . . . . | ___           | ___            | ___           | ___          |
| (3) a student in the upper grades is used . . . . .                                    | ___           | ___            | ___           | ___          |
| (4) the students of the absent teacher are sent to a study hall . . . . .              | ___           | ___            | ___           | ___          |
4. Does your school system provide special classes for the: (check "yes" or "no" to each of the following) (a) mentally retarded? ( ) Yes ( ) No. (b) exceptionally bright? ( ) Yes ( ) No. (c) physically handicapped? ( ) Yes ( ) No. (d) pupils with speech defects? ( ) Yes ( ) No.
  5. Are extra-curricular responsibilities in your school system regarded as a part of the teachers' assignments: ( ) and considered in determining their total teaching loads?  
(check one) ( ) over and above their regular teaching loads, with extra pay granted?  
( ) over and above their regular teaching loads, with no extra pay granted?
  6. Are teachers provided a daily relaxation period, during the school day, and a comfortable place to spend it? ( ) Yes ( ) No.
  7. During the school day, how much free time are the teachers provided for lesson preparation? (check one) ( ) One hour ( ) Two hours ( ) None.
  8. What kinds of clerical help are provided for teachers in keeping records and reports? (check all that apply) ( ) Non-teaching personnel (secretaries, etc.) ( ) None - the teachers are responsible for their own records and reports ( ) Administrative personnel ( ) Part-time student help.
  9. Are teachers assigned to duties that are closely related to their interests, preparation, and experience? (check one) ( ) In every instance ( ) As nearly as possible ( ) Assigned where needed most, regardless of interests, preparation, and experience.
  10. Class enrollments in the elementary grades are kept within: (check one) ( ) 20 to 25 pupils ( ) 25 to 30 pupils ( ) 30 to 35 pupils ( ) 35 to 40 pupils ( ) over 40 pupils.



### Health of Teachers

11. Has the board established specific written policies pertaining to the health of teachers? ☐Yes ☐No
- 12a. Are your teachers required to take a periodic medical examination of which a report is sent to the board? (check one)  
☐Yes, at school expense. ☐Yes, at teacher's expense. ☐No.
- b. If you checked "yes" to 12a, how often is the examination required? (check one) ☐Annually. ☐Every two years.  
☐Other (specify) \_\_\_\_\_.
13. Are restrooms provided for teachers separate from those of the children? (check one) ☐Yes, male and female. ☐Yes, male only. ☐Yes, female only. ☐No.
14. Are facilities for recreation and relaxation provided by the school system for teachers during and after the school day?  
☐Yes. ☐No.
15. Are teachers encouraged to remain out of school when they are ill with common colds, virus infections, or other non-disabling conditions? ☐Yes. ☐No.

### Leaves of Absence

16. Does the board have specific written policies pertaining to leaves of absence for teachers? ☐Yes. ☐No.
- 17a. Are provisions made for granting maternity leave to women teachers? ☐Yes. ☐No.

- b. If you checked "yes" to 17a, indicate at the right the maximum length of leave granted by writing in the number of semesters allowable, and also check in the appropriate column how the teacher is paid.

| No.<br>Semesters | Pay  |      |    |
|------------------|------|------|----|
|                  | full | part | no |
|                  |      |      |    |

- 18a. Are provisions made for emergency leaves of absence (serious illness or death in the immediate family, jury duty or court appearances, etc.)? ☐Yes. ☐No.

- b. If you checked "yes" to 18a, is the emergency leave deducted from the teacher's regular sick leave? ☐Yes. ☐No.

- c. If you checked "no" to 18b, indicate at the right the number of days annually the teachers are allowed for emergency leave, and also check how they are paid.

| No.<br>Days | Pay  |      |    |
|-------------|------|------|----|
|             | full | part | no |
|             |      |      |    |

- 19a. How many days of annual sick leave do you provide for your teachers for which they receive full pay? (write in) \_\_\_\_\_ days.

- b. Are the teachers permitted to carry over any unused sick leave to following years up to a specified maximum number of days?  
☐Yes. ☐No.

- c. If you checked "yes" to 19b, indicate at the right the number of days they can accumulate, and how they are paid.

| No.<br>Days | Pay  |      |    |
|-------------|------|------|----|
|             | full | part | no |
|             |      |      |    |

- 20a. Are leaves of absence granted to teachers for either of the purposes listed at the right? (if the column headed "yes" is checked, please complete the two sections at the right by checking the items that apply)

| Purpose of Leave | Yes | No | Maximum Time Allowed |       |        | Payment Allowed |      |    |
|------------------|-----|----|----------------------|-------|--------|-----------------|------|----|
|                  |     |    | 1 sem.               | 1 yr. | 2 yrs. | full            | part | no |
| Advanced Study   |     |    |                      |       |        |                 |      |    |
| Travel           |     |    |                      |       |        |                 |      |    |

- b. Are annual leaves of absence granted to teachers for either of the purposes listed at the right? (if the column headed "yes" is checked, please complete the two sections at the right by checking the items that apply)

| Purpose of Leave  | Yes | No | Maximum Days Allowed |   |    |    |    |    |    |    |     |  | Payment Allowed |      |    |
|---|-----|----|----------------------|---|----|----|----|----|----|----|-----|--|-----------------|------|----|
|   |     |    | 3                    | 5 | 10 | 15 | 20 | 30 | 60 | 90 | 120 |  | full            | part | no |
| Educational Meetings (other than required)              |     |    |                      |   |    |    |    |    |    |    |     |  |                 |      |    |
| Civic Affairs (state, local gov., community fund, etc.) |     |    |                      |   |    |    |    |    |    |    |     |  |                 |      |    |

### Salaries

21. Do you have a single-salary schedule, giving equal pay for equal qualifications and service, regardless of sex, race, or grade taught? ☐Yes. ☐No.
22. Are your teachers paid on a twelve-month basis, if they desire? ☐Yes. ☐No.
- 23a. Was your salary schedule prepared by: (check one) ☐the board and superintendent? ☐the board, superintendent, and representatives of the teaching staff? ☐the board, superintendent, and representatives of both the teaching staff and the patrons?
- b. Is an annual publication made in the local newspaper of the salary schedule? ☐Yes. ☐No.
24. Does the local district provide annual salary increases for efficient teachers beyond the fifteen annual salary increments provided by the state? (check one) ☐Yes, based on merit. ☐Yes, based on years of service. ☐No.

### Dismissals and Resignations

25. Does the board of education have specific written policies pertaining to: (check "yes" or "no" on each) (a) dismissals?  
( ) Yes ( ) No. (b) resignations? ( ) Yes ( ) No.
- 26a. How are your teachers, whose contracts are not to be renewed for the following term, notified of the action? (indicate your practice in each of the following)
- |   | <u>always</u> | <u>usually</u> | <u>seldom</u> | <u>never</u> |
|---|---------------|----------------|---------------|--------------|
| (1) By the board, in writing. . . . .         | _____         | _____          | _____         | _____        |
| (2) By the superintendent, verbally . . . . . | _____         | _____          | _____         | _____        |
- b. Does the notice of dismissal contain a statement of the reason(s) for the dismissal? (check one) ( ) In every case.  
( ) Occasionally. ( ) Never.
27. Are teachers, who have not been notified of their deficiencies and given an opportunity and reasonable assistance to remedy them, ever dismissed for failure to render satisfactory services? ( ) Yes. ( ) No.
28. Are accused teachers given a hearing before the board, if they desire, before dismissal? ( ) Yes. ( ) No.
29. Does the board have specific written procedures to follow in dismissal proceedings? ( ) Yes. ( ) No.
- 30a. Are teachers permitted to resign after the spring-notification period has passed? ( ) Yes. ( ) No.
- b. If you checked "yes" to 30a, what is the latest date that the board will release a teacher? (check one) ( ) May 31.  
( ) June 30. ( ) July 31. ( ) Any time up to the opening of the school term. ( ) Other (specify) \_\_\_\_\_.
31. Are teachers required to submit resignations in writing to the board of education? ( ) Yes. ( ) No.

### Retirement

32. Do you provide a local pension or retirement plan for teachers in addition to the state retirement plan? ( ) Yes. ( ) No.
33. Does your local school system provide any special services to help teachers prepare for retirement? ( ) Yes. ( ) No.
34. Under what retirement plan(s) are your teachers protected? (check all that apply) ( ) State Retirement System. ( ) Federal Social Security. ( ) Local retirement plan.

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### **OPINIONS OF PRACTICES**

Directions: Please read each question very carefully. Think about it. (Note that this section is asking for your opinions of personnel practices, whereas, the section headed TEACHER PERSONNEL PRACTICES asked for practices that now exist in your school). After reading each question, indicate your opinion of certain personnel practices by placing a check mark (✓) in the box(es) preceding the response that most nearly expresses your point of view.

### Teaching Load

1. Do you think that written policies pertaining to teaching load are: (check one) ( ) necessary for all school systems?  
( ) necessary for some school systems? ( ) unnecessary for any school system?
2. Should the teachers have a part in determining what their teaching loads will be? (check one) ( ) Always. ( ) Occasionally. ( ) Never.
3. Do you believe that provisions for special classes for the mentally retarded, the exceptionally bright, the physically handicapped, and the pupils with speech defects would help to lighten the teaching load of the regular classroom teacher? (check one) ( ) Greatly. ( ) Considerably. ( ) Very little. ( ) None.
4. What do you regard as the best way of handling the so-called "extra-curricular duties" of the teachers? (check one) ( ) Some plan whereby there is extra pay for the extra duties. ( ) Some plan whereby the extra duties are distributed as evenly as possible, with no extra pay.
- 5a. In your opinion, how important is it that the school system maintain an up-to-date file of persons in the community who are qualified to do substitute teaching? (check one) ( ) Of major importance. ( ) Of considerable importance. ( ) Of little importance. ( ) Of no importance.
- b. Do you think that a school system should have a specific salary scale for substitute teachers? ( ) Yes. ( ) No.
6. Would a daily relaxation period and a comfortable place to spend it: (check one) ( ) be essential to the well-being of teachers? ( ) not be essential, but would help? ( ) be a waste of time that the teachers could be devoting to school duties?
7. Do you believe that the teachers should: (check one) ( ) prepare lessons at home or on their own time? ( ) be provided some time during school hours for lesson preparation?
8. Do you believe the clerical duties of your teachers are generally: (check one) ( ) light? ( ) reasonable? ( ) heavy? ( ) very heavy?
9. How important do you think it is that teachers be assigned to duties that are closely related to their interests, preparation, and experience? (check one) ( ) Of major importance. ( ) Of considerable importance. ( ) Of little importance. ( ) Of no importance.

### Health of Teachers

10. In your opinion, are written policies pertaining to the health of teachers: (check one) ☐ unnecessary for any school system? ☐ necessary for all school systems? ☐ necessary for some school systems?
11. Do you think that having restrooms for teachers, separate from those for the children is of: (check one) ☐ major importance? ☐ considerable importance? ☐ little importance? ☐ no importance?
12. How much do you think that facilities for recreation and relaxation of the teachers would contribute to their mental, emotional, and physical health? (check one) ☐ Greatly. ☐ Considerably. ☐ Some. ☐ None.
13. How important do you think it is for teachers to remain out of school when they are ill with common colds, virus infections, or other non-disabling conditions? (check one) ☐ Of major importance. ☐ Of considerable importance. ☐ Of little importance. ☐ Of no importance.

### Leaves of Absence

14. Do you think that written policies pertaining to leaves of absence are: (check one) ☐ necessary for some school systems? ☐ necessary for all school systems? ☐ unnecessary for any school system?
15. How much do you think that leaves of absence for emergency reasons (serious illness or death in the immediate family, jury duty or court appearances, etc.), with pay, would contribute to a feeling of security on the part of the teachers? (check one) ☐ Very much. ☐ Much. ☐ Some. ☐ None.
- 16a. Do you think your sick leave plan for teachers is: (check one) ☐ extremely liberal? ☐ liberal? ☐ adequate? ☐ inadequate?
- b. How much do you think your sick leave plan contributes to a feeling of security on the part of the teachers? (check one) ☐ Very much. ☐ Much. ☐ Some. ☐ None.

### Salaries

17. In your opinion, should: (check "yes" or "no" on each) (a) men teachers, in general, be paid more than women teachers? ☐ Yes ☐ No. (b) white teachers, in general, be paid more than colored teachers? ☐ Yes ☐ No. (c) high school teachers, in general, be paid more than elementary teachers? ☐ Yes ☐ No.
18. Do you think that teachers who are paid on a twelve-month basis rather than on a ten-month basis tend to feel: (check one) ☐ less financial security? ☐ more financial security?
- 19a. Do you think that teachers and patrons of the schools should have a part in helping to develop or revise a salary schedule? (check one) ☐ Always. ☐ Occasionally. ☐ Never.
- b. In your opinion, would an annual publication of the salary schedule serve to improve school-community relations? (check one) ☐ Yes ☐ Doubtful ☐ No.
20. Do you think that a practice by the local district of providing annual salary increases for efficient teachers beyond the fifteen annual salary increments provided by the state would: (check all that apply) ☐ stimulate the teacher to continue to improve himself? ☐ put too much strain on the school system's budget? ☐ be unnecessary, because a dedicated teacher will improve without financial stimulation? ☐ create disharmony among the staff? ☐ tend to make the teaching profession more attractive to able young people?

### Dismissals and Resignations

21. Do you think that written policies pertaining to dismissals and resignations are: (check one) ☐ necessary for some school systems? ☐ necessary for all school systems? ☐ unnecessary for any school system?
22. During dismissal proceedings, do you believe the charges against a teacher should be investigated and proved beyond any doubt before dismissal? (check one) ☐ Yes, definitely. ☐ The recommendations of the principal and the superintendent for dismissal should be sufficient. ☐ The board should not necessarily be obligated to prove charges before dismissal.
23. Do you think that dismissal hearings should: (check one) ☐ always be closed to the public? ☐ be open to the public in some special cases? ☐ always be open to the public?

### Retirement

- 24a. Do you think that efficient teachers should be kept in service, if they desire, even though they have reached the minimum retirement age? (check one) ☐ Yes, if their health and attitude are good. ☐ No. All teachers should be retired when the minimum retirement age is reached.
- b. What do you think should be the age at which teachers should be forced to retire, regardless of their efficiency? (check one) ☐ 55 ☐ 60 ☐ 65 ☐ 70 ☐ Other (specify) \_\_\_\_\_.
25. How much do you think special services, provided by the local district for helping teachers to prepare for retirement years, would contribute to their feeling of security? (check one) ☐ Very much ☐ Much ☐ Some ☐ None.