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No. 10

St. Cloud State Teachers College

BULLETIN

1. HOW ELEMENTARY TEACHERS MEET SELECTED SCHOOL SITUATIONS.

   —DR. FRANK SLOBETZ

2. A STUDY OF THE CHARACTERISTICS OF LOCAL TEACHERS' ASSOCIATIONS IN NEW ENGLAND AND NEW YORK.

   —DR. FRANK L. STEEVES

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Foreword

This bulletin is composed of two studies. The first concerns itself with some of the ways elementary school teachers meet certain school situations. It is a condensed version of a dissertation for a doctor's degree. The author Frank Slobetz has had a wide experience in education as a classroom teacher, high school principal, superintendent of schools, and a college instructor. He received his B. S. from Kansas State College, Pittsburg, Kansas, M. A., and Ed. D. degrees from the University of Missouri. He came to the St. Cloud State Teachers College in 1949 and is presently engaged in teaching Education.

The second part of the bulletin is also a condensation of a doctor's dissertation. It reports on a study to determine the programs and objectives of teachers organizations in New England and New York State. The author, Frank L. Steeves, received his Ed. D. from Boston University and came to this Teachers College in 1949. Like the author of Part 1 he has had a wide experience in educational institutions from classroom instructor in secondary schools to college teaching. His field, too, is Education.

FLOYD E. PERKINS

Published by the Bureau of Special Services of the State Teachers College, St. Cloud, Minn.

How Elementary Teachers Meet Selected School Situations

Frank Slobetz

Psychologically, teaching is synonymous with directing, guiding, controlling, and stimulating the learning activities of children. School learning experiences, it is generally agreed, include all of the experiences that children encounter under the direction of the school.

One aspect of pupil experiencing relates to behavior sometimes associated with such words as discipline, classroom order, decorum, and misbehavior. Our present knowledge and understanding of child growth and development points clearly to the fact that learning involves the whole child, and that discipline is actually part of the whole learning activity. In view of the foregoing, competent teachers would meet selected school situations involving a variety of basic pupil behavior with an objective attitude or point of view. Teachers with an objective point of view will consider the behavior of children impartially and not in relation to their own ethical codes. Fenton[1] puts it well when he says:

> The teacher who is objective in her attitude toward the problems presented by children tries to figure out why the child behaves as he does, and expends less energy and emotion upon the need to condemn or punish for what he does or upon feeling guilty over her inability to teach him to behave properly. She may have to obtain additional information about the child, and to make an effort to ascertain whether there are remedial, psychological, or social factors underlying the child's behavior.

One of the most realistic problems of beginning elementary teachers is how treat specific behavioral situations that are almost certain to arise in their teaching experience. Since most beginning elementary teachers have had limited opportunity to learn more individualized ways of sealing with children, it would seem reasonable to expect that the present study should prove of interest to elementary teachers and to those who are responsible for their professional preparation.

The chief purpose of this study, therefore, was to determine how competent elementary teachers meet selected school situations. More specifically, an attempt was made to answer the following questions:

1. How do the more competent elementary teachers of Missouri meet selected school situations?
2. What is the comparison in terms of ages of teachers and how they meet the situations?
3. What is the comparison in terms of sex and how they meet the situations?
4. What is the comparison in term of grade levels taught and how they meet the situations?

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1. Norman Fenton, *Mental Hygiene in School Practice*, Stanford University, California, Stanford University Press, 1942, Page 130.

5. What is the comparison in terms of semester hours of training and how they meet the situations?
6. What is the comparison in terms of years of teaching experience and how they meet the situations?
7. What is the comparison in term of marital status and how they meet the situations?
8. What is the comparison in terms of family status of married teachers and how they meet the situations?
9. What type of situations do teachers rate the most serious?
10. What type of situations do teachers rate the most annoying?

METHOD OF INVESTIGATION

Data were secured by means of an information blank designed to elicit written statements by elementary teachers judged by their administrators as the "more competent" teachers. Seventy per cent of the 208 Missouri public schools of high school district status invited to participate accepted, and nearly seventy per cent of the 429 blanks sent out were completed and returned. The participating schools from which returns were received were well distributed over the State of Missouri, representing eighty-six of the one hundred fourteen counties in the state.

The elementary teachers selected by their administrators as the more competent may be described briefly as follows: nearly three-fourths of them were 36 years old or older. Practically all of them were female teachers. Grouped by grade levels taught, the participating teachers were almost equally distributed in the two levels, grades 1-2-3 and 4-5-6, with about one-sixth comprising the grades 7-8 level. Nearly two-thirds of them fell into the 120-149 semester hours of training group, the remaining one-third being rather uniformly divided among the three other training groups. In terms of teaching experience over three-fourths had more than ten years of experience. Over ninety-five per cent had six or more years of teaching experience. Over one-half of the teachers were married, and of those, 52.1 per cent were parents as compared with 47.9 per cent for the non-parent married teachers.

Teachers were requested to write in the space allotted below each of the forty-five situations what they had done about it if they had met it or one similar to it. They were instructed, also, to write "Have not met" if they had not encountered a situation or one similar to it in their teaching experience.

The forty-five situations were created to include the basic behavior problems reported in Wickman's study.[2] In addition, the list included five exemplary behavioral situations.

The situations, classified by types, are presented below:

Type I Related to Classroom Decorum

Fred would not sit still. He was in and out of his seat several times in about as many minutes.

Richard played a practical joke on one of the girls, causing general laughter.

2. E. K. Wickman, *Children's Behavior and Teachers' Attitudes*, New York, The Commonwealth Fund, Division of Publications, 1928.

Mary and Jane were giggling and interfering with the work of the group.

You had to leave the room for a few minutes; when you came back you found the children quite noisy and milling about the room.

Mary whispered at every opportunity.

John and Bill were shooting paper wads (or throwing things) while you were busy with another group.

Ann was inclined to monopolize class time by talking about her vacation trip.

Type II Related to Authorities or School Regulations

Johnny was excused to go to the rest room and was gone for twenty minutes.

Mary was chewing gum.

Jimmy had the habit of throwing his coat on the rack or on the floor.

Four of your boys were playing marbles for "keeps".

Mary was rude to you while you were talking to her about her carelessness.

Sam ignored your suggestions that he clean up his desk.

Type III Related to School Work

Albert was physically lazy. He showed little interest in his work.

Bill came to school with dirty face and hands.

Jack was 15 minutes tardy one morning.

Eddie was careless and untidy in his work.

After you explained clearly what the group was to do, Bill later asked you for the same information.

George was a non-conformist--he wanted to do things his way.

Type IV Related to Aggressive and Antagonistic Behavior

Ann was very critical of others.

June dominated her play group, and bossed her classmates with a dictatorial hand.

Frank flew into a temper tantrum when he couldn't have his way.

Max was a bully; he liked to torment smaller children.

Mary liked to tattle on others.

John and Jim had a quarrel over sharing some materials.

Howard and Sam had a fight on the playground.

John deliberately broke his paint brush, issued to him by the school.

Type V Related to Morality and Integrity

Jim told highly imaginative tales about his activities.

James played with his genital organs durings during the reading period.

You discovered that Mary was cheating on the examination.

Johnny took an apple from one of the lunch pails.

Betty took a nickel that did not belong to her.
Richard used profane language while on the playground.
Jack wrote a vulgar note to one of the girls.

Type VI Related to Withdrawing and Recessive Behavior

Bob was a shy newcomer. He found it difficult to adjust.
Ben was a physical coward; he was afraid to stand up for himself.
Mark was a quiet boy and never bothered anyone.
Eleanor was suspicious of her classmates.
She told you that they were talking about her.
Richard's feelings were hurt because he was not chosen to serve as librarian.

Type VII Related to Exemplary Behavior

Sam held the door open for his classmates as they came in the building.
A group of your boys volunteered to lend their basketball to the girls.
John found a dollar bill in the school building and brought it to you.
Mary told you that it was her fault that the scissors were lost and that she was very sorry.
Jane shared her new story book with her classmates.

Since teachers were asked to report actual treatment of the situations in an open-question type inquiry, it was necessary to analyze the statements to discover the basic techniques involved. The pattern of treatments presented in this study evolved outrightly from this method of treating the data provided by the teachers.

Findings

In the dissertation, (College of Education, University of Missouri) the writer organized the findings by devoting one chapter to each of the seven types of situations. Each chapter presented one comprehensive table showing specifically how all teachers met each of the indicated situations. Included, also, in each chapter were seven other tables which showed comparative percentages by teacher-characteristics classification of how the elementary teachers met the situations related to the indicated types. One chapter was devoted to the attitudes of teachers toward the forty-five situations.

For purposes of this paper, some of the data have been re-organized to present in briefer form some of the more important findings. Table I shows how 290 elementary teachers met the forty behavior-problems situations. One hundred thirteen specific measures, classified under thirteen types, were reported employed by the teachers. On a punitive-constructive dichotomy basis, Table I reveals that slightly more than one-fourth of all measures used were punitive in nature, and slightly less than three-fourths were constructive in nature. Physical Force, Censure, Overtime or Extra Work, Deprivation, Sent or Referred to Office, and Penalties were considered punitive in nature. Ignored or Did Nothing, Verbal Appeal, Group Reaction, Constructive Assistance, and Commendation were considered constructive in nature. Rectification or Repreation was considered neither.

Table II presents a comparison of how the teachers, classified by age, sex, grade levels taught, semester hours of training, years of teaching experience, marital status, and parental status, met the forty behavior problem situations. The percentages shown were computed on the basis of the number of situations encountered. Table II reveals definite percentage differences within the several classifications, but as the notation below the table indicates, the differences are not real; that is, they are not statistically significant. There is the possibility that a larger number of teachers in the several classifications might have produced real differences.

Attitudes

In addition to the written reports on how they had met the forty-five situations, the participating teachers were asked to indicate the most serious, the second most serious and the third most serious situations. They were also asked to indicate the most annoying, the second most annoying, and the third most annoying situations. In effect, the teachers were asked to indicate rank orders from one through three for the three most serious and the three most annoying situations. Two hundred eighty teachers indicated their attitudes in the manner prescribed. In order to consolidate the three attitudinal expressions into a single index, the three ranks were weighted by multiplying the frequencies for ranks 1, 2, and 3 by 3, 2, and 1, respectively.

TABLE I

HOW THE 290 ELEMENTARY TEACHERS MET THE 40 BEHAVIOR-PROBLEM SITUATIONS

How Situations Were Met	Frequency
PHYSICAL FORCE	
Spanked	106
Shook	15
Tied in seat	6
Slapped	5
Obstructed pupils desk	1
Held pupil	1
Total	134 (1%)
CENSURE	
Scolded	173
Commanded	114
Warned	68
Refused to listen	62
Used saturation	56
Refused to help	54
Secured apology	52
Reciprocated	45
Shamed	36
Questioned	36
Looked at	34
Identified publicly	29
Indicated disappointment	26
Required sharing with group	23

Destroyed item	21
Refused to accept work	20
Embarrassed	17
Used sarcasm	17
Required pupil to stand near his seat	15
Lectured	14
Required repeat writing	14
Stood near pupil	13
Refused to recognize	13
Indicated privately discovery	10
Shook head in disapproval	10
Seated pupil near teacher	9
Required heads on desks	8
Threatened	8
Demanded respect	8
Required standing in corner	8
Stopped and waited	8
Soaped mouth	7
Ridiculed	6
Sent home	6
Hushed	5
Secured confession	4
Displayed poor work	4
Scoffed at	4
Indicated displeasure	4
Kept list of names	4
Made comparison	4
Laughed at	4
Required repeating to teacher	3
Impersonated pupil	3
Indicated surprise	2
Sent for parent	2
Required keeping coat on	1
Required use of broken item	1
Required covering of eyes with hands	1
Required putting glue and cotton on fingers	1
Required pupil to stick gum on end of nose	1
Total	1088 (10%)

OVERTIME OR EXTRA WORK

Required to repeat work	189
Required making up lost time	121
Kept in	91
Assigned extra work	70
Required to clean up	15
Total	486 (4%)

DEPRIVATION

Deprieved recreational time	223
Isolated	171
Rearranged seating	150
Denied privilege	112

Denied use of materials	95	
Omitted from group activity	94	
Assigned less attractive work	74	
Restricted participation	68	
Removed from class	41	
Took away article or item	16	
Total	1044	(10%)
SENT OR REFERRED TO OFFICE	65	(0.6%)
PENALTIES		
Demerits	95	
Money fines	3	
Non-promotion	1	
Total	99	(1%)
RECTIFICATION OR REPARATION		
Required placement	150	
Required payment	56	
Required giving up of personal article	6	
Required double replacement	1	
Paid for by teacher	1	
Total	214	(2%)
IGNORED OR DID NOTHING	512	(5%)
VERBAL APPEAL		
Used reasoning	1771	
Reminded	318	
Made simple inquiry	218	
Requested cessation	162	
In behalf of the group	109	
In behalf of the teacher's regard	8	
Total	2586	(26%)
GROUP REACTION	143	(2%)
CONSTRUCTIVE ASSISTANCE		
Tried to create opportunity for successful participation	638	
Tried to provide appropriate activity	338	
Helped through pupil assistance	279	
Suggested correction	207	
Conferred with or contacted parent	206	
Created situation to provide insight	185	
Varied procedure or participation	152	
Talked to group about situation or condition in general	151	
Tried to provide incentives	148	
Accepted situation with group	132	
Served as arbiter	96	
Assigned special responsibility	95	
Respected his ideas and held him responsible for group co-operation	82	
Repeated directions	81	
Helped directly to meet it	63	
Tried to arouse emulation	57	

Arranged for play with his peers	50
Suggested hand activity	43
"Kidded" pupil	33
Repeated later	24
Listened to pupil	17
Saw that bully met his match	16
Instituted immediate class work	10
Suggested pupils work it out amicably	8
Organized a club	8
Held frank discussion	7
Assigned committee work	7
Secured reconciliation	6
Suggested another time and place	6
Created attention-getting situation	8
Deferred action	3
Suggested substitute	3
Provided protection for pupil	3
Total	3167 (31%)
COMMENDATION	
Personal	39
Public	11
Used as teaching situation	4
Via report card	3
Total	57 (1%)
SEARCHED FOR REASONS OF BEHAVIOR	620 (6%)
TRIED MANY THINGS UNSUCCESSFULLY	29 (0.3%)
Total number of reports on situations met	10244 (99.9%)
Reports of non-encounter	1356
Total number of reports	11600

TABLE II

A COMPARISON OF HOW 290 ELEMENTARY TEACHERS MET FORTY BEHAVIOR-PROBLEM SITUATIONS IN TERMS OF PERCENTAGES OF CONSTRUCTIVE MEASURES USED

Classification Of Teachers	No. of Teachers In Each Class	Per cent of Constructive Measures Used According to the Six Types of Situations						
		I	II	III	IV	V	VI	Average
AGES								
25 or Less	11	64	61	80	67	71	97	73
26-35	70	48	67	79	61	62	96	69
36-45	120	53	65	80	59	67	96	70
46 Plus	89	56	66	77	62	68	96	71
SEX								
Female	277	53	65	79	60	68	97	70
Male	13	60	68	72	72	64	95	72

GRADE LEVELS TAUGHT								
1-2-3	117	54	69	83	60	71	96	72
4-5-6	127	52	64	77	62	66	96	70
7-8	46	52	60	74	61	59	96	67
SEMESTER HOURS OF TRAINING								
60-89	34	49	64	80	58	63	96	68
90-119	38	47	60	74	64	66	97	68
120-149	181	59	66	79	60	67	96	71
150 Plus	37	54	69	80	66	72	98	73
YEARS OF TEACHING EXPERIENCE								
2-5	12	67	63	78	56	65	97	71
6-10	52	52	64	76	61	71	96	70
10 Plus	226	53	66	80	61	66	96	70
MARITAL STATUS								
Single	123	54	67	80	62	60	96	72
Married	167	53	65	77	60	65	96	69
MARRIED								
With Children	87	50	61	77	59	62	97	68
Without Children	80	55	67	79	59	68	97	71
All Teachers	290	54	66	79	61	67	97	71

Type I Seven situations related to Classroom Decorum.

II Six situations related to Authorities or School Regulations.

III Six situations related to Application to School work.

IV Right situations related to Aggressive and Antagonistic Behavior

V Seven situations related to Morality and Integrity.

VI Six situations related to Withdrawings and Recessive Behavior.

Note: Percentage differences within each classification and for each type of situations and for all situations considered together were treated statistically for significance. No significant critical ratios were found. Critical ratios approaching significance were found as indicated below.

Type I

(25 or Less) --	(26-35)	CR: 1.4
(46 or More)	(26-35)	CR: 1.6
(120-149) --	(90-119)	CR: 1.4

Type V

(1-2-3) --	(7-8)	CR: 1.4

Table III shows the percentage distribution of 280 elementary teachers, rating of the three most serious and the three most annoying situations classified by types of situations. As the critical ratios indicate, the teachers rated the following types of situations more serious than annoying: Morality and Integrity, Withdrawing and Recessive. Types of situations rated more annoying than serious included Aggressive and Antagonistic, Application to School Work, and Classroom Decorum.

For comparative purposes, Table IV was constructed. Teachers rating of the three most serious situations were converted to percentages and compiled by classifications of teachers and by types of situations. Statistical treatment for significance of percentage differences within each classification and for each type of situation produced the significant critical ratios shown in Table V.

With respect to situations related to Morality and Integrity (Type V), teachers with semester hours of 60-89, 90-119, and 120-149 considered situations of this type more serious than teachers with 150 or More semester hours.

Critical ratios for situations related to Withdrawing and Recessive Behavior (Type VI) indicate that the older groups of teachers considered this type of situation more serious than the youngest age group, 25 or Less. Significant differences were also found for Type VI in the semester hours of training classification. Teachers with 150 or more hours rated these situations more serious than teachers in the other three groups.

TABLE III

PERCENTAGE DISTRIBUTION OF 280 ELEMENTARY TEACHERS' RATINGS OF THE THREE MOST SERIOUS AND THE THREE MOST ANNOYING SITUATIONS CLASSIFIED BY TYPES OF SITUATIONS

Types of Situations	Most Serious	Most Annoying	Critical Ratios
Situations Related to Morality and Integrity	50.4	3.0	14.8
Situations Related to Aggressive and Antagonistic Behavior	17.1	24.9	2.27
Situations Related to Withdrawing and Recessive Behavior	16.1	5.6	4.0
Situations Related to Application to School Work	13.1	26.5	4.0
Situations Related to Authorities or School Regulations	2.1	4.3	1.4
Situations Related to Classroom Decorum	1.2	35.7	17.0
Total Per Cents	100.0	100.0	

TABLE IV

PERCENTAGE DISTRIBUTION OF 280 ELEMENTARY TEACHERS' RATINGS OF THE THREE MOST SERIOUS SITUATIONS CLASSIFIED BY TYPES OF SITUATIONS

Classification of Teachers	Number of Teachers	Percentages for each type situation I	II	III	IV	V	VI
AGES:							
25 or less	10	0	3.3	6.7	20	68.3	1.7
26-35	66	1.3	4.3	17.4	15.4	45	16
36-45	118	.4	1.7	13.1	16.8	51	17
46 Plus	86	2.2	1.4	11.3	17.6	50	16
SEX							
Female	267	1.2	1.8	13.2	17.6	50	16.4
Male	13	0	12.3	19.2	19.2	31.5	17.8
GRADE LEVELS TAUGHT							
1-2-3	111	1.7	1.8	13.	17.7	49.5	16.4
4-5-6	125	.7	2.4	12.5	16.6	50.5	17.4
7-8	44	1.2	3.1	16.8	16.9	50	11.9
SEMESTER HOURS OF TRAINING							
60-89	33	1	2.6	14.2	17.8	54.8	9.6
90-119	39	0	7.8	9.1	10	59.7	13.4
120-149	173	.9	1.8	15.7	17.7	50.2	13.8
150 Plus	35	3.8	2.4	6.7	21.4	31.9	33.8
YEARS OF TEACHING EXP.							
2-5	12	0	8.2	17.8	17.8	45.2	11
6-10	52	1.6	4.2	11.2	16	52.2	14.8
10 Plus	216	1	1.5	13.9	17.2	49.7	16.7
MARITAL STATUS							
Single	121	.7	2.4	15.7	19.6	44.2	17.5
Married	159	1.6	2.2	11.7	15.2	54.2	15.1
MARRIED							
With Children	83	2.5	1.4	10.4	14.5	56	15.1
Without Children	76	.9	3.1	13.2	15.6	52	15.2

TABLE V

SIGNIFICANT PERCENTAGE DIFFERENCES AS FOUND IN TABLE IV

Type V (Morality and Integrity)			
(60-89)	--	(150 or More)	CR: 1.95
(90-119)	--	(150 or More)	CR: 2.5
(120-149)	--	(150 or More)	CR: 2.1
Type VI (Withdrawing and Recessive Behavior)			
(26-35)	--	(25 or Less)	CR: 2.35
(36-45)	--	(25 or Less)	CR: 2.68
(46 or More)	--	(25 or Less)	CR: 2.40
(150 or More)	--	(60-89)	CR: 2.55
(150 or More)	--	(90-119)	CR: 2.10
(150 or More)	--	(120-149)	CR: 2.38

As Table VI indicates, the three most annoying situations as rated by the teachers were converted into percentages and compiled by types of situations and by classifications of teachers. Nearly thirty-six per cent of the ratings were concerned with situations related to Classroom Decorum. Situations related to Application to School Work and situations related to Aggressive and Antagonistic Behavior were rated almost as annoying as the Classroom Decorum type. These three types accounted for eighty-seven per cent of all the ratings.

As Table VII shows, significant percentage differences as found in Table VI were computed for Type IV and Type VI situations. Teachers with 150 or more semester hours of training rated situations related to Aggressive and Antogonistic Behavior more annoying than teachers with 60-89 hours. Teachers 36-45 years of age rated Withdrawings and Recessive Behavior more annoying than teachers aged 25 or less; and teachers 46 or more rated the same type of situations more annoying than teachers 25 or less. Teachers with 10 years or more experience rated Withdrawing and Recessive Behavior more annoying than teachers with 2-5 years.

Table VIII lists in rank order the most serious situations as rated by 280 elementary teachers.

Table IX lists in rank order the most annoying situations as rated by 280 elementary teachers.

TABLE VI

PERCENTAGE DISTRIBUTION OF 280 ELEMENTARY TEACHERS' RATINGS OF THE THREE MOST ANNOYING SITUATIONS CLASSIFIED BY TYPES OF SITUATIONS

Classification of Teachers	Number of Teachers	Percentages for each type situation I	II	III	IV	V	VI
AGES:							
25 or Less	10	38.3	10	25	21.7	5	0
26-35	66	37.4	6.4	28.2	20.8	1.6	5.6
36-45	118	32.4	3.3	29.2	25	3.4	6.1
46 Plus	86	37	3.4	23.1	27.9	3.4	5.2

SEX							
Female	267	36.1	4.1	26.6	25.1	2.5	5.6
Male	13	31	7	21.1	23.9	14.1	2.8
GRADE LEVELS TAUGHT							
1-2-3	111	34	4.5	24.5	27.2	3.3	6.5
4-5-6	125	36.4	4.1	27.3	23.5	3.5	5.2
7-8	44	41.1	4.4	25.8	23.8	.8	4.1
SEMESTER HOURS OF TRAINING							
60-89	33	46.6	4.7	23.6	16.	1.6	7.3
90-119	39	40	5.7	23.2	30.7	3.5	.9
120-149	173	36.1	4.5	28.5	22.3	2.2	6.7
150 Plus	35	31.4	3.7	20	36.3	7.8	2.9
YEARS OF TEACHING EXPERIENCE							
2-5	12	42	7.3	23.2	24.6	2.9	0
6-10	52	42.1	5	22.8	25.5	1	3.6
10 Plus	216	34.1	3.7	25.2	27	3.5	6.3
MARITAL STATUS							
Single	121	34.7	5.2	25.3	27.6	1.8	5.4
Married	159	36.4	3.6	27.5	23.1	3.8	5.6
MARRIED							
With Children	83	41.5	3.5	24.6	20.9	3.9	5.6
Without Children	76	31.3	3.8	30.4	25.3	3.6	5.6

TABLE VII

SIGNIFICANT PERCENTAGE DIFFERENCES AS FOUND IN TABLE VI

Type IV (Aggressive and Antagonistic Behavior)

(150 or More) - (60-89) CR: 1.94

Type VI (Withdrawing and Recessive Behavior)

(36-45) - (25 or Less) CR: 2.76

(46 or More) - (25 or Less) CR: 2.17

(10 years or more) - (2-5 years) CR: 3.80

TABLE VIII

SITUATIONS IN RANK ORDER AS RATED MOST SERIOUS BY 280 ELEMENTARY TEACHERS

Rank	Situation
1.	Betty took a nickel that did not belong to her.
2.	James played with his genital organs during the reading period.
3.	You discovered that Mary was cheating on the examination.
4.	Jack wrote a vulgar note to one of the girls.
5.	Katherine just sat and daydreamed.
6.	Frank flew into a temper tantrum when he couldn't have his way.
7.	Albert was physically lazy. He showed little interest in his school work.
8.	Max was a bully; he liked to torment smaller children.
9.	George was a non-conformist--he wanted to do things his way.
10.	Johnny took an apple from one of the lunch pails.
11.5	Eleanor was suspicious of her classmates. She told you that they were talking about her.
11.5	Richard used profane language while on the playground.
13.	Mark was a quiet boy and never bothered anyone.
14.	Bob was a shy newcomer. He found it difficult to adjust.
15.	June dominated her play group, and bossed her classmates with a dictatorial hand.
16.	Ben was a physical coward; he was afraid to stand up for himself.
17.	Ann was very critical of others.
18.	After you explained clearly what the group was to do, Bill later asked you for the same information.
19.	Mary was rude to you while you were talking to her about her carelessness
20.5	Eddie was careless and untidy in his work.
20.5	Four of your boys were playing marbles for "keeps".
22.5	You had to leave your room for a few minutes; when you returned you found the children quite noisy and milling about the room.
22.5	John deliberately broke his paint brush, issued to him by the school.
24.	Howard and Sam had a fight on the playground.
25.	Jim told highly imaginative tales about his activities.
26.	Mary liked to tattle on others.
27.	Ann was inclined to monopolize class time by talking about her vacation trip.
29.5	Fred would not sit still. He was in and out of his seat several times in about as many minutes.
29.5	Mary was chewing gum.
29.5	John and Bill were shooting paper wads (or throwing things) while you were busy with another group.
29.5	Sam ignored your suggestion that he clean up his desk.
32.	John and Jim had a quarrel over sharing some material.

TABLE IX

SITUATIONS IN RANK ORDER AS RATED MOST ANNOYING BY 280 ELEMENTARY TEACHERS

Rank	Situation
1.	After you explained clearly what the group was to do, Bill later asked you for the same information.
2.	Mary liked to tattle on others.
3.	Mary whispered at every opportunity.
4.	Fred would not sit still. He was in and out of his seat several times in about as many minutes.
5.	Mary and Jane were giggling and interfering with the work of the group.
6.	Katherine just sat and daydreamed.
7.	You had to leave your room for a few minutes; when you came back you found the children quite noisy and milling around the room.
8.	Albert was physically lazy. He showed little interest in his work.
9.	Max was a bully; he liked to torment smaller children.
10.	Frank flew into a temper tantrum when he couldn't have his way.
11.	George was a non-conformist--he wanted to do things his way.
12.	John and Bill were shooting paper wads (or throwing things) while you were busy with another group.
13.	Eddie was careless and untidy in his work.
14.	June dominated her play group, and bossed her classmates with a dictatorial hand.
15.5	Mary was chewing gum.
15.5	Ann was critical of others.
17.	Mary was rude to you while you were talking to her about her carelessness.
18.	Ann was inclined to monopolize class time by talking about her vacation trip.
19.	You discovered that Mary was cheating on the examination.
20.	Eleanor was suspicious of her classmates. She told you that they were talking about her.
21.	Jack was 15 minutes tardy one morning.
22.	Howard and Sam had a fight on the playground.
23.	John deliberately broke his paint brush, issued to him by the school.
24.	Richard used profane language while on the playground.
25.	Jack wrote a vulgar note to one of the girls.
26.5	John and Jim had a quarrel over sharing materials.
26.5	Jimmy had the habit of throwing his coat on the rack or on the floor.
29.	Sam ignored your suggestion that he clean up his desk.
29.	James played with his genital organs during the reading period.
29.	Richard played a practical joke on one of the girls causing general laughter.
31.	Johnny was excused to go to the rest room and was gone twenty minutes.
32.	Ben was a physical coward; he was afraid to stand up for himself.
34.5	Bill came to school with dirty face and hands.

34.5 Jim told highly imaginative tales about his activities.
34.5 Richard's feelings were hurt because he was not chosen to serve as librarian.
34.5 Betty took a nickel that did not belong to her.

CONCLUSIONS

On the basis of the findings and within the framework of limitations indicated in the study, the more important conclusions seem to be those presented below:

1. In meeting behavior-problem situations, the designated competent elementary teachers operated from a constructive point of view, with some evidence of searching for the reasons of behavior when certain situations were faced.
2. Situations of the Exemplary type were generally met by the designated competent elementary teachers with specific forms of commendation.
3. Teachers employed the highest percentages of constructive measures in connection With Withdrawing and Recessive Behavior type of situations, and the lowest with situations related to Classroom Decorum.
4. In terms of the seven teacher-characteristic classifications, no significant differences were found in the way teachers treated the situations, either by types of situations or by all forty behavior-problem situations considered as a whole.
5. The elementary teachers were most seriously concerned with situations related to Morality and Integrity. About one-sixth of their ratings included situations related to Aggressive and Antagonistic Behavior and about the same fraction of the ratings were directed at situations related to Withdrawing and Recessive Behavior.
6. The three chief types of annoying situations were those classified as Classroom Decorum, Application to school Work and Aggressive and Antogonistic Behavior.
7. Situations related to Morality and Integrity and to Withdrawing and Recessive Behavior were considered more serious than annoying; and those related to Classroom Decorum, to Application to School Work, and to Aggressive and Antagonistic Behavior as more annoying than serious.
8. Teachers with the greatest amount of training considered situations related to Morality and Integrity less serious than teachers with lesser amounts of training.
9. The oldest group of teachers considered Withdrawing and Recessive Behavior situations more serious than the youngest group. Teachers with the most training considered these situations more serious than teachers with less training.
10. Teachers with most training considered situations related to Aggressive and Antagonistic Behavior as more annoying than teachers with the least training.
11. The two older groups of teachers considered situations related to Withdrawing and Recessive Behavior more annoying than the youngest group of teachers. The most experienced teachers considered these situations more annoying than the least experienced teachers.
12. The findings suggest that elementary teachers show more real differences in their attitudes toward behavior of children than in their treatment of such behavior.

A Study of the Characteristics of Local Teachers' Associations in New England and New York State

Frank L. Steeves

Description of the Investigation

Purposes.-- The study which is condensed and described in this bulletin[1] was undertaken to accumulate data on the programs and objectives of local teachers' associations in New England and New York State. A secondary purpose was to obtain the opinions of both superintendents of schools and heads of local teachers' associations regarding the programs and objectives of these associations. Planning for more effective organization by teachers demands, as a prerequisite, accurate description of the present work of local teachers' associations. Any step forward presumes an understanding of where we are before taking that step. Furthermore, the areas of agreement and disagreement between superintendents of schools, as a group, and heads of local teachers' associations, as a group, will modify and determine the types of programs undertaken by our local associations.

Limitations to the study.-- The investigation was limited geographically to New England and New York State. There was no attempt to prove this area representative of the entire United States. The facts concerning local teachers' associations brought out in this study were intended to present a picture only of the associations in the area studied. However, the value of information gained from such investigation is not limited by geographic boundaries. Approximately 15 per cent of all public-school teachers in the United States are employed in New England and New York State. Certainly the policies, activities, and plans of the teachers in such a region should be of interest to school people in other areas. It should be remembered that the policies of national teachers' groups are derived from local policies. The local practices in an area including 15 per cent of all our teachers are worthy of close scrutiny by teachers in other areas.

The study was further limited by including only associations organized on the theme that all teachers face common problems. Consequently no associations were included in the study which limited membership on the bases of sex, race, religion, subject taught, grade level of the teacher, or any other particular interest. In this writer's opinion, the tendency of teachers to form into differentiated local organizations is very unfortunate. When teachers align themselves into camps composed of elementary versus secondary, men versus women, or some other such special-interest grouping, duplication of function and waste effort is the only result. Thus, at the time of this study, in the city of Buffalo, New York, at least 16 separate local teachers' groups were attempting to function. The number in Boston, Massachusetts, reached the astonishing total of 49 separate teachers' clubs. In both communities a single, large, all-inclusive teachers' association carried the major burden of working for the interests of local teachers. In these instances the large, non-restrictive group participated in the study while the multiplicity of smaller organizations were not included.

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1. Frank L. Steeves, *A Study of the Characteristics of Local Teachers' Associations in New England and New York State*, Unpublished Doctoral Thesis, Boston University, School of Education, Boston, Massachusetts, 1949.

Believing such extreme differentiation to be impractical and weak, the writer chose to include only associations, membership in which was open to all classroom teachers, or to all classroom teachers and other school employees.

Methods used.-- Data were gathered by means of two carefully constructed inquiry forms, both used in final form only after extensive tryout and revision. The first was completed by presidents, immediate past presidents, or other officers of local teachers' associations. Its purpose was to discover the present forms of organization, present activities, and present aims of these associations.

The second form was completed by superintendents of schools and also by the heads of local teachers' associations. This form as completed by both groups was exactly the same with the exception of the cover page. The purpose of the second form was to discover the opinions of these groups in order to make suitable comparisons.

Personal interview was possible in a number of cases. It was also possible to examine the constitutions, handbooks, newspapers, programs, and other printed materials from approximately 150 associations. The major findings, however, were derived from the inquiry forms.

Response to the study.-- The heads of 287 local associations returned the first form before February 1, 1949, which was established as a closing date for this phase of the study. All findings and conclusions were based on an analysis of the forms returned by the officers of these 287 associations. In addition to the 287 associations completing the inquiry form, 303 associations sampled did not participate for one reason or another. The reasons of 182 of the nonparticipating 303 associations for not participating were given as follows: 1. Officers too busy, 24; 2. Association too inactive to contribute worthwhile information, 49; 3. Officers not directly contacted, 32; 4. Officers considered the study not worthwhile, 1; 5. Form returned too late to be included, 12; 6. No reason given, 64.

Thus, of 590 associations originally sampled, 287 completed inquiry forms in time to be included in the study. Of the 303 which did not complete the form, 182 were reached and the reason for non-participation obtained from 118. In addition, 121 associations were never heard from although letters addressed to those groups appeared to have been delivered. In terms of percentage, 49 per cent of 590 associations sampled completed the form, while 8 per cent considered themselves too inactive to contribute information, a total of 57 per cent contributing in some way to the study.

In individual states the following percentages of associations participated: 1. 60 per cent of all associations in New Hampshire; 2. 56 per cent of all associations in Rhode Island; 3. 55 per cent of all associations in Vermont; 4. 53 per cent of a one-half random sample of all associations in Massachusetts; 5. 49 per cent of all associations in Maine; 6. 48 per cent of a one-third random sample of all associations in New York; 7. 37 per cent of all associations in Connecticut.

Total response to the first form was assumed to be representative of the more active associations in the area covered. It was concluded that all local associations in the area were somewhat less active than the sample participating in this study. Therefore, weaknesses of local teachers' associations, as shown in this investigation, were weaknesses of the total number of local associations in the region and not merely of this participating group.

A three-fifth random sample of the 287 associations which completed the

first form was selected to complete the second form. The sampling process insured a correct proportion for each state as well as a random selection from the largest association to the smallest.

The second inquiry form was then mailed to the president of each selected association as well as to the superintendent of schools in whose district the association was located. By April 1, 1949, when the study was closed, 73 per cent of the superintendents of schools and 93 per cent of the presidents of local associations had returned completed inquiry forms. This response was accepted as representative of the response to the first form.

Statistical treatment of the data.-- The results of the study were expressed in whole numbers or percentages, and the arrangement of these results into appropriate tables comprises the main body of the thesis.

Wherever feasible and practical, percentages were compared and critical ratios determined in order to obtain statistical descriptions from which to draw generalizations and findings.

The findings and recommendations given in this summary are based upon data to be found in the thesis. All differences between groups noted in this summary were shown to represent real statistical differences. It is impractical to reproduce the mass of statistics upon which the findings were based. Ample evidence was found to back each statement in this summary.

The Findings

Findings derived from the first inquiry form and printed materials.[1] The major findings, obtained by tabulation and analysis of the data in the first inquiry form and by analysis of materials submitted by local associations, may be summarized as follows.

1. No differences were noted among participants because of name used. A tendency was noted for respondents to be of the opinion that using the name "club" emphasized social and cultural activities, while the term "association" emphasized professional and economic activities. A small number of groups termed themselves "federation" "council", or "alliance" in the belief that such a name implied stronger unity. Union locals, in particular, were called federations or alliances. This investigation did not differentiate, all being referred to as associations.

2. Organization of teachers' associations has proceeded rapidly since 1920, and more than one-third of the associations participating in this study were formed since 1940, indicating the continued and rapid organization of American teachers. Although some tendency was noted to combine differentiated groups into local associations representing all teachers, this movement was not general and was probably offset by splits resulting from friction in established all-inclusive organizations.

3. Nearly all local associations admitted school principals to membership. A majority also admitted superintendents and supervisors. Non-teaching school employees, such as nurses, clerks, or librarians, were admitted in less than one-half of the associations. School-board members and custodians were admitted to membership in less than seven per cent of the associations. When admitted as members, these personnel were frequently denied the right to vote or hold office.

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1. These findings were taken from pages 224-230 in the thesis.

4. The annual dues of more than 90 per cent of local teachers' associations were not sufficient to finance a professional program. The medium amount of $1.00 annually was a mere fraction of the $1.00 monthly payment which has been recommended by the National Education Association.

5. A majority of associations elected officers in the Spring as recommended. Less than one half held Fall elections. Very few held elections during the winter months.

6. No special requirements and training for officers were required in local teachers' associations.

7. Most officers were elected by the membership and served for a term of one year. They were not paid for this service.

8. The majority of major offices were held by classroom teachers. About one fifth of the association presidents were school principals.

9. The social or entertainment committee was reported most often by the associations. About one half of the associations maintained finance, program, and legislative committees. Lack of good committee organization was evident.

10. Very few teachers' associations employed legal counsel, although in a majority of local teachers' associations it was available, at least theoretically, through affiliated organizations.

11. Although most local associations had a written constitution, a minority of about 20 per cent tried to function without such a document.

12. Most local associations were affiliated with a state teachers' association. Many were National Education Association affiliates, although some local associations did not know the meaning of group affiliation with the National Education Association. All affiliations were considered by respondents to allow full local autonomy.

13. Regular monthly meetings were scheduled by less than one half of the respondents. However, 60 per cent reported regular meetings at least every two months.

14. Activities which were both heavily supported and extremely successful were mainly social in nature.

15. Most planning was done during the school year, although the trend was to do as much planning as possible before the school year commenced.

16. Support by the membership of local teachers' associations was largely a matter of the enthusiasm of a few members or the hard work of officers. A minority reported active participation by a majority of the membership. Lack of participation or lack of interest was found to be the chief cause of the failures of local associations. Dissension, lack of minority support, lack of time, transportation problems, poor programs, poor leadership, and fear were other factors.

17. Less than 15 per cent of the associations reported a periodical publication. About one fifth reported a handbook. No charge was noted for any periodical reported.

18. Relatively few local teachers' associations were sponsoring or planning to sponsor any social or cultural activities other than lectures, parties, picnics, and flower funds. It was of note that more than one fourth of the respondents reported the sponsoring of extension courses for teachers.

19. In general local teachers' associations were doing little to recruit worthy students for the teaching profession.

20. Participation in political activities was confined chiefly to working for passage of state legislation relating to education. The work of local teachers' associations in politics was reported as largely successful.

21. Strikes had neither taken place nor had they been considered by 99 per cent of all local teachers' associations which participated in this study. When strike action was reported, a successful conclusion was reported in every case.

22. Little cooperative enterprise was reported between local teachers' associations and other community organizations.

23. Other than supplying local newspapers with news items, few local teachers' associations maintained a systematic program of public relations.

24. Most local teachers' associations had taken official positions on one problem or another related to better pay for teahcers. Strong opposition to merit rating was noted.

25. Few local teachers' associations took positions on questions related to educational practices in the local situation.

26. The aims of local teachers' associations, as written into their constitutions, were very general; although they did suggest areas of activity, they indicated no specific goals and recommended no particular activities.

27. No differences were noted between local associations affiliated with the National Education Association and unaffiliated local associations.

28. Few differences were noted in the practices of associations in Maine, New Hampshire, Rhode Island, and Vermont when compared with the practices of associations in Connecticut, Massachusetts, and New York. The chief difference noted was in the considerably greater activity in salary problems reported in Connecticut, Massachusetts, and New York. Rhode Island, considered separately, also reported much activity in this area. Associations in Maine, New Hampshire, and Vermont, therefore, were found to be relatively inactive so far as salary problems were concerned.

29. Differences related to size were as follows: a. A considerably higher percentage of large associations maintained all of the usual committees found in local teachers' associations. One exception, the social or entertainment committee, was noted as showing no differences. b. A considerably higher percentage of large associations planned their program before the school year commenced. c. Large groups tended to provide duplicated explanations of activities to members. Participation was required by a minority of small associations. d. Publication of newsletters was confined almost entirely to large associations. e. More economic services were provided to the members of large associations. f. Large associations were found to be more active in politics. g. Large associations tended to carry on more systematic public relations activities. h. A considerably higher percentage of large associations had taken official as well as public stands on questions relating to better pay for teachers. i. Large associations recognized the need for a unified organization as evidenced by the greater number of written constitutions reported by this group.

Findings derived from the second inquiry form.--[1] The major findings as obtained by tabulation and analysis of the data in the second inquiry form may be summarized as follows. On questions relating to the organization of local teachers' associations, the following statements may be accepted as having been shown in this investigation.

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1. These findings were taken from pages 308-318 in the thesis.

1. Although only one per cent of the superintendents of schools, whose teachers' associations were not affiliated with the American Federation of Teachers, believed that teachers should be so affiliated, 10 per cent of the presidents of these associations believed such affiliation should be accomplished. The thinking of superintendents and presidents differed sharply on this issue.

Presidents, generally, were noted to have been more favorable to union affiliation than were superintendents, although the great majority of both groups opposed such affiliation.

2. Both superintendents and presidents opposed the participation of school-board members in the business of a local teachers' association to a significantly greater degree than they opposed such participation by superintendents of schools. Superintendents were opposed more strongly by both groups than were principals and supervisors. Department heads were least opposed.

3. The privileges of voting membership and holding office in a teachers' association by members of the school administration were generally more strongly opposed by both presidents and superintendents than were the privileges of attending business meetings and policy making.

4. All comparisons except one showed that presidents and superintendents held similar opinions, only one critical ratio being significant. In this case, more presidents than superintendents objected to supervisors holding office in local teachers' associations. However, the total of such presidents was only 23 per cent, or less than one-fourth of the number participating.

5. Less than a majority of both superintendents and presidents felt that any office in local teachers' associations must be held by a classroom teacher, the percentage of presidents being slightly higher in all instances but in no case exceeding 50 per cent.

6. Only a small minority of both superintendents and presidents felt that any office in local teachers' associations need be held by school employees above the rank of classroom teacher. However, in all cases slightly higher percentages of presidents named offices that should be held by someone above the rank of classroom teacher.

On questions relating to the activities of local teachers' associations, the following statements may be accepted as having been shown in this investigation.

1. Large majorities of both superintendents and presidents agreed that local teachers' associations should be free to take public positions on legislation relating to education, local, state, and national. They further agreed that local teachers' associations should be free to make public statements on controversial issues. Whether or not such activity should take the form of direct endorsement of candidates for public office is a question on which both groups split almost equally, 49 per cent of the presidents and 56 per cent of the superintendents denouncing this practice.

2. In case of a request for general salary increases, more presidents of teachers' associations than superintendents considered the superintendent a representative of the teachers to the school board. Superintendents, in this situation, were very prone to consider themselves arbiters or liaison officers. Few presidents or superintendents considered the superintendent only a representative of the school board to the teachers.

3. Most superintendents and presidents agreed that in order to obtain better salaries and working conditions for teachers, local teachers' associations are

justified in establishing salary committees to draw up in written form the opinions of the group. A large majority of both groups further agreed that the local teachers' association is justified in issuing official news items.

Striking, picketing, and resigning as a group, were heavily condemned by both presidents and superintendents.

Slightly less than one half of both groups agreed that the purchasing of advertising space in local newspapers may be justifiable.

4. Superintendents more than presidents, felt that continued and persitent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public, although a majority of both groups agreed that this is true.

5. Large majorities of both superintendents and presidents agreed that social activities such as picnics, suppers, and parties are of value in the affairs of present-day local teachers' associations.

6. Large majorities of both groups agreed that the indifference or apathy of many teachers to professional organization has been the major reason for lack of effectiveness of local teachers' associations.

7. More superintendents than presidents believed all activities of local teachers' associations should be undertaken with the welfare of school children in mind. However, the presidents were more prone to take the stand that any activity benefiting teachers would indirectly benefit pupils.

On questions relating to the aims of local teachers' associations, the following statements may be accepted as having been shown in this investigation.

1. Although a majority of both superintendents and presidents agreed that obtaining better salaries and working conditions is a major responsibility of every local teachers' association, superintendents were more likely than presidents to feel that the responsibility for this aim depended upon the local situation.

2. Although a majority of both superintendents and presidents agreed that seeing to it that better teaching is done in the community is a major responsibility of every local teachers' association, more presidents than superintendents were prone to feel that the responsibility for this aim depended upon the local situation.

3. Approximately one fourth of all presidents of local teachers' associations believed that obtaining recruits for the teaching profession is not a responsibility of most local teachers' association. Almost one fifth of the superintendents agreed.

4. Approximately one fourth of all superintendents believed that seeing to it that schools are managed intelligently and efficiently is not a responsibility of most local teachers' associations. Almost one fifth of the presidents agreed.

5. Approximately one tenth of the presidents felt no responsibility on the part of local teachers' associations for seeing to it that better teaching is done in the community.

6. Large majorities of both presidents and superintendents believed the local teachers' associations has the primary aim of serving teachers locally, but more presidents were prone to agree.

7. About three fourths of both presidents and superintendents agreed that there should be one main local teachers' association, and this organization should have the full support of all teachers.

8. In the opinions of nearly all presidents and superintendents, associations should prevail upon their ablest members to serve and then support them with full cooperation.

Comparisons were made of responses of certain items as given by presidents of associations of more than 119 members with the responses by presidents of associations of less than 56 members. Comparisons were also made of the responses of superintendents in the same size groups.

The comparisons of presidents of large and small associations revealed the following points.

1. A far higher percentage of presidents of large teachers' associations justified the strike as a last resort. One third of the large association presidents agreed to the use of this action if necessary. Less than one tenth of the presidents of small associations agreed.

2. Although only slightly less than one fifth of the presidents of large associations justified picketing, this total was significantly higher than the number of presidents of small associations upholding this practice.

3. Presidents of large associations evidenced a much more tolerant attitude toward the purchasing of advertising space in local newspapers as a means of working for better salaries and working conditions. While 69 per cent of the large group upheld this practice, only 37 per cent of the small group agreed.

4. Presidents of the small associations were more likely to agree that a major responsibility of every local teachers' association is to provide an interesting social and/or entertainment program for members.

5. The presidents of large associations were more prone to consider the obtaining of better salaries and working conditions more of a basic responsibility than were the presidents of small associations. However, 82 per cent of the presidents of small associations did accept this as a basic responsibility of every local teachers' association.

6. Nearly all presidents of both small and large associations felt that the ablest members must serve as officers with the full support of all. However, many in the small group established the point that all must work in the small associations, that the work cannot be left to the ablest.

The comparisons of superintendents' opinions revealed the following points.

1. Although nearly all superintendents of both large and small communities agreed that the local teachers' association should be free to take public stands on local legislation, the superintendents in small communities were less likely to have this opinion.

2. Superintendents in small communities were less likely to agree that furnishing the membership with news items of interest is a major responsibility of every local teachers' association. However, even in the small communities, 79 per cent of the superintendents agreed that this is a major responsibility of every local teachers' association.

3. None of the superintendents of large communities believed that local teachers' associations are never responsible for seeing to it that the schools are managed intelligently and efficiently. Slightly more than one fourth of the superintendents in small communities took this stand, thereby indicating that superintendents in small systems were considerably more likely to resent activity of local teachers' associations which appeared to infring upon administrative duties.

Comparisons were also made between the responses of both superintendents and presidents in the states of Maine, New Hampshire, Vermont, and Rhode Island with the responses of superintendents and presidents in the states of Connecticut, Massachusetts, and New York. All associations compared contained less than 56 members.

1. No significant differences were noted in the opinions of superintendents in the two groups of states. Such differences as were noted could not be accepted safely as other than the result of chance.

2. No significant differences were noted in the opinions of presidents in the two groups of states. Such differences as were noted could not be accepted safely as other than the result of chance.

3. Apparently, the geographical location within the area covered did not have much influence on the opinions of either presidents of teachers' associations or superintendents of schools.

RECOMMENDATIONS[1]

All comments offered under this centerhead represent the personal opinion of the writer. Such comments, however, are based upon objective data compiled during the investigation. These are not hasty generalizations. The major work of the writer for nearly two years has been to produce a set of recommendations both meaningful on the local level and sensible enough to be carried out. Out of this experience the following suggestions are made.

1. Some evidence was observed in the study to show that without the counsel and leadership of an able school administrator many local teachers' associations would perish of sheer inertia. On the other hand, nothing seems to arouse the dormant spirit of teachers more quickly than the suspicion that a school administrator seeks to manage the teachers' association.

It is the personal finding of this writer that if all school administrators were to cease immediately all activity in the affairs of local teachers' associations and disavow interest in these organizations, many associations would go promptly out of existence. More harm than good would result from such a move. However, administrators should take care not to use undue influence or expect to have their votes or words weighted more heavily than those of other members. It is most probable that school administrators seeking special privilege in the affairs of local teachers' associations will force many associations to form union-type groups. The writer considers this preferable to lack of professional independence, but not at all necessary. The writer's opinion is that affiliation with a union is too often an emotional, desperation step. A little understanding analysis, and the willingness of school administrators to compromise might prevent many teachers from undertaking an affiliation which, in future years, might be found to ask more than it gives.

Local teachers' associations usually are affiliated with the state teachers' association if there is a functioning state teachers' association. One third or less are local affiliates of the National Education Association.

2. Widespread activity was indicated on salary and other economic problems. Such activity should be basic and should continue until teachers are paid in accordance with the incomes received by other professional groups. However, it may be that in specific local situations where salaries have been adjusted since 1945 or 1946, the emphasis should be shifted to public relations. After all,

1. The recommendations were taken from Chapters Four and Six of the thesis.

no community is going to pay more and more each year without asking to know what is being bought. The community has this right. It is the responsibility of local teachers' associations which have received successfully permanent salary increases to consolidate their gains. One way to do this is to make an all-out effort to educate the community relative to the value being received.

For the local teachers' associations which as yet have received no permanent adjustment, there is no alternative but to continue their efforts. The best way to work for better salaries is through an association and not by individual bargaining.

3. A definite finding of this study is that all differences between the opinions of superintendents of schools and presidents of local teachers' associations, as shown in the thesis, are relatively minor. On the other hand, of chief importance is the high degree of agreement shown to exist between the two groups.

If the opinions of the heads of local teachers' associations are the same as the membership of these associations, cause for general blocking of the aims of teachers by school administrators is felt to be but a remote possibility.

For example, nearly all superintendents and presidents believed that local teachers' associations should be free to take public, official positions on legislation relating to education, local, state, or national. Even the least degree of agreement was the 94 per cent of superintendents who affirmed the right of local teachers' associations to take such positions on the local level. In view of this high percentage of agreement by superintendents, local teachers' associations are foolish to restrict their activities here because of timidity.

Another example relates to the endorsement of candidates for political office. Slightly more than one half of the superintendents agreed that local teachers' associations should never endorse such candidates. Slightly less than one half of the presidents agreed. In other words, the associations virtually are split on this question. Superintendents are no more opposed than are the associations themselves.

In salary matters it was noted that most superintendents tend to consider themselves a liaison between the teachers and the school board. Much ill-will might be avoided if the officials of local teachers' associations avoid assuming that the superintendent of schools will represent teachers in requests for salary increases. He would probably prefer to try to be neutral. In any case, his exact position should be ascertained.

Also related to salary is the opinion of 60 per cent of the superintendents that obtaining better salaries and working conditions is a major responsibility of every local teachers' association. Presidents were far more in agreement. The difference of opinion results because many superintendents do not deny the aim but consider it dependent on the local situation. This difference in attitude may result in occasional disputes where the superintendent is in general sympathy with the idea of more pay for teachers but opposed to this in his own specific situation. Such disagreements must be expected. Officials of local teachers' associations should remember that the officials of other teachers' associations are sympathetic as are most superintendents.

4. It must be remembered that associations are composed of individual teachers. The ideals of these teachers must be taken into consideration before any aim can be adopted or activity undertaken. Unfortunately, however, terms such as "ideals" and "professional" are used frequently as excuses for action. Too often the aims and activities of local teachers' associations are concerned only with fervent but vague affirmations that the chief aim of the

association is the welfare of the child, or the maintenance of professional standards, or the dissemination of a code of ethics.

Accordingly, any activity undertaken openly for the direct welfare of teachers often is camouflaged with these vague and unrelated statements of ideals as though it were necessary to apologize for placing teacher welfare first in any action. It is the opinion of this writer that some activities of any active local teachers' association must be carried out for the direct benefit of the membership and that no apology is necessary. The type of reasoning that would object to this viewpoint is considered by the present writer to be nothing more than the uneasy rationalizing of people afraid to act. Less fretting over whether relatively minor activities are or are not "professional" and more solid work intended to turn teaching into a more generally respected profession would seem to be in order.

5. Formulate a specific declaration of aims, based upon the immediate needs and desires of the present membership. Make the aims pertinent to the local community. Avoid high-sounding but empty phrases.

6. Make the formulated aims an integral part of a written constitution. The constitution should also include the duties of enough standing committees to carry out the aims.

7. Charge sufficient dues to carry out the aims adopted. If the aims are purely social and recreational, $1.00 or $2.00 annually may be sufficient. If a complete program is desired by the membership, dues should be paid on a monthly basis. A charge of $1.00 monthly is not excessive for professional organization. Avoid assessments. Discontinue money-raising projects and begging from the public. All regular association affairs should be covered by dues paid by members. Certainly continue benefit plays, carnivals, or other affairs sponsored by the teachers' association but intended for the benefit of school pupils.

8. Carry out all activities with attention to the following points: a. Work through other community organizations whenever possible. Don't be afraid to ask for their help. b. Volunteer official association aid in the projects of other community organizations. c. Publicize all association activities as sponsored by the teachers' association and not by the schools. d. Maintain systematic contact with local newspapers. e. Obtain the cooperation of school administration wherever possible, but do not hesitate to undertake any activities approved by the membership. f. Undertake no activity not specifically planned to fulfill an aim in the constitution unless the reason for such activity is approved by a majority of the association.

9. Maintain contact among the membership. If the membership is scattered, issue a regular newsletter.

10. A teachers' association is composed of American citizens. Avoid activities which other respected law-abiding groups avoid. Do not hesitate to attempt activities which generally are considered legitimate for such groups. It is obvious that the timidity of many teachers has resulted in the very unprofessional practice of avoiding controversial political or educational questions in which teachers might be expected to take an interest.

11. Do not force 100 per cent membership. Percentage of eligible membership has been overemphasized vastly by most associations. Not more members, but more members willing to assume responsibility, should be the goal of most local teachers' associations.

12. Affiliate, as a group, with state and national organizations whose aims are in sympathy with those of your members. Do your part to make the policies of the state and national organizations workable by following the suggestions of these groups. Utilize their resources. Make such affiliation worth while and not merely a paper unity.

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This summary is offered with the sincere wish that it will prove of particular value to all persons who contributed to the study as well as to all others interested in improving their professional associations.