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be accepted as fulfilling this part of the requirements for the degree of Doctor of Philosophy in Education

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SABBATICAL LEAVE FOR COLLEGE TEACHERS

A dissertation submitted to
The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

1931
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To the sabbatical-leave movement and its further development, and to teachers and institutions interested in promoting such a program of improvement, this study is contributed for such purposes as it may serve.

TABLE OF CONTENTS

LIST OF TABLES	Page viii
 Chapter	
I. INTRODUCTION	1
The Problem	1
Importance of the Study.	1
Definition of Terms.	5
Purpose of the Study	5
Elements of Administration Involved	
Teacher on Leave	
Extension of Leave Practice	
Technique of Investigation	6
Historical	
The Questionnaire	
Follow-up Notice	
Foreign Universities	
Method of Cross-Classifying Data	9
Reliability of Investigation	10
 II. HISTORICAL SETTING AND DEVELOPMENT.	 16
The Ancient Sabbatical Year	16
Biblical Injunction	
Reasons for Observance	
Modern Sabbatical Leave	18
Modern Interpretation	
Development of Practice before 1900	
Development of Types of Institutions	
Development of Regional Divisions	
Development Abroad	
Distribution of References	
Summary	31
 III. LEAVE OF ABSENCE WITH FULL OR PART PAY	 33
Introduction	33
Extent of Practice	34
Institutions Granting Leave with Pay	
Regular and Irregular Practice	
Complete and Incomplete Returns	
Total Number on Faculty	
Number on Sabbatical Leave During 1929-30	
Per Cent of Faculty on Sabbatical Leave During 1929-30	

Chapter		Page
	Teachers on Sabbatical Leave During Past Three Years	
	President on Sabbatical Leave	
	Limitation to the Number on Leave	
	Percentage Limitation of Faculty	
	Summary of Extent of Practice	
	Administrative Principles	46
	Number of Years in Service before Applying	
	By Whom Selected	
	Basis or Bases of Selection	
	Length of Period of Leave	
	Number of Years of Service Prior to Repeating Leave	
	Purpose of Sabbatical Leave	
	Must Spend Leave Period in Study	
	Teacher May Teach Elsewhere and Draw Two Stipends	
	Amount of Salary Paid During Leave	
	Number of Months Paid while on Leave	
	Accept Better Position Immediately	
	Refund Salary	
	Engage in Other Occupations	
	Teacher Obligated to Return	
	Number of Years Obligated to Return	
	Submit Program of Activities Before Leave	
	Submit a Report Following Leave	
	Status of Annual Salary Increment	
	Status of Retirement	
	Summary of Administrative Principles	
	Attitude of Governing Boards toward Sabbatical Leave . . .	72
	Sabbatical Leave Officially Recognized	
	Adverse Criticism by Governing Board	
	Sabbatical Leave Considered an Obligation by Board	
	Rulings or Regulations Governing Sabbatical Leave	
	Copies of Regulations	
	Summary of Attitude of Governing Board toward Practice	
	Evaluation of Sabbatical Leave by the Respondent	79
	Approximate Per Cent more Valuable after Return	
	Teachers Actually Less Valuable after Leave	
	Advantages of Sabbatical Leave	
	Disadvantages of Granting Sabbatical Leave	
	Summary of Evaluation of Sabbatical Leave	
IV.	LEAVE OF ABSENCE WITHOUT PAY AND SUMMER LEAVE	88
	Introduction	88
	Leave of Absence without Pay.	89
	Institution Grants Leave without Pay	
	Encouraged to Go on Leave without Pay	
	Position Guaranteed to Teacher on Return	
	Number of Teachers on Leave without Pay During 1929-30	
	Restriction of Number on Leave without Pay	
	Desire to Initiate Regular Sabbatical Leave Practice	
	Summary of data on Leave of Absence without Pay	

Chapter	Page
Summer Leave	98
Number of Weeks Taught During 1929-30	
Opportunity to Go on Leave During Summer	
Summer Leave with or without Pay	
Encourage Teachers to Take Leave During Summer	
Required to Teach Every Summer	
Number of Faculty Away During Summer of 1930	
Summary of Findings Relative to Summer Leave	
V. ADMINISTRATIVE AND FINANCIAL COMPARISONS OF INSTITUTIONS .	107
Introduction	107
Administrative Comparisons	108
Number of Accrediting Agencies	
Kind of Institution	
Number of Terms in College Year	
Institution Operates a Summer School	
Tenure as President of Institution	
Summary of Administrative Comparisons	
Financial Comparisons	115
Number of Scholarships Awarded to Students	
Endowment of Institution	
Endowment per Student Enrollment	
Summary of Financial Comparisons	
VI. LEGAL STATUS OF SABBATICAL-LEAVE PRACTICE	120
Introduction	120
Legal Status of Sabbatical Leave in the Public	
Higher Institutions	121
Extent of Sabbatical Leave in Public Institutions	
State Laws on Sabbatical Leave	
Legal Opinion Concerning Sabbatical Leave	
Court Decisions	
Personal Opinions of State Officers	
Legality in Privately Supported Higher Institutions . .	139
Corporate Powers of the State	
State's Authority to Control after Incorporation	
Summary	140
VII. TEACHERS ON LEAVE FROM INSTITUTIONS GRANTING SABBATICAL	
LEAVE	145
Introduction	145
The Teacher and Sabbatical Leave	147
Method of Selection for Taking Leave	
Teacher's Activities while on Leave of Absence	
Summary of Data Relative to the Teacher and	
Sabbatical Leave	
Professional Status of the Teacher on Leave of Absence .	163
Kind of Degree Held Prior to Leave	
Kind of Degree Worked for During Leave	
Received Degree on Expiration of Leave	

Chapter		Page
	Kind of Degree Received on Expiration of Leave	
	Professional Rank before Taking Leave	
	Promise of Recognition upon Return	
	Summary of Professional Status of Teacher on Leave	
	Income while on Leave	172
	Source of Income while on Leave	
	Salary from Institution During Leave	
	Private Income During Leave	
	Income from Scholarship During Leave	
	Income from Teaching Assistantship	
	Income from Foundation	
	Income from Other Sources	
	Total Income of Teacher while on Leave	
	Summary of Data on Income During Leave	
	Status of Courses and Work During Teacher's Absence . . .	186
	Arrangement for Courses to be Taught	
	Omission of Elective Courses	
	Courses Adequately Cared for During Absence	
	Summary of Status of Courses and Work During Teacher's Absence	
	Evaluation of Sabbatical Leave by Teachers	190
	Advantages of Sabbatical Leave for College Teachers	
	Disadvantages Experienced while on Leave	
	Sabbatical-Leave Plan Could Be Improved	
	Ways of Improving Sabbatical-Leave Plan	
	Summary of Teacher's Evaluation of Sabbatical Leave	
VIII.	POLICY AND ATTITUDE OF EDUCATIONAL ORGANIZATIONS	205
	Introduction	205
	Policy of Organization	205
	A Formulated Policy	
	Encouragement by Organization	
	Official Recognition of Leave Problems	
	Organizations and Professional Improvement	
	Summary of Policy of Organizations	
	Opinions of Officers Relative to Sabbatical-Leave Practice	213
	Personally Favor Sabbatical-Leave Practice	
	Approve a Policy of Encouragement of Practice by Organization	
	Possible Encouragement of Practice by Organization	
	Recognition of Sabbatical Leave by Accrediting Agencies	
	Summary of Opinions of Officers	
IX.	GENERAL SUMMARY	225
	The Set-Up of the Study	225
	Historical Setting and Development	226
	Leave of Absence with Full or Part Pay	228

Chapter	Page
Leave of Absence without Pay and Summer Leave	230
Administrative and Financial Comparisons of Institutions	231
Legal Status of Sabbatical Leave	233
Teachers on Leave from Institutions Granting Sabbatical Leave	234
Policy and Attitude of Educational Organizations	237
A Partial Summary of Data	238
 X. RECOMMENDATIONS	242
For Administering Sabbatical Leave	242
Administrative Principles and Recommendations Other Administrative Recommendations	
For Teachers Planning to Take Sabbatical Leave	246
Recommendations for Teachers	
Extension of Practice	248
Legal Considerations Relative to the Practice	
For Foundations and Boards	
For Subject-Matter, Learned, and Executive Organizations	
For Accrediting Agencies	
For Further Study	
 BIBLIOGRAPHY	253
 Appendix	
A. PRELIMINARY CORRESPONDENCE	260
B. ADMINISTRATION OF LEAVE OF ABSENCE	266
C. REGULATIONS AND FORMS GOVERNING SABBATICAL LEAVE	309
D. SABBATICAL LEAVE ABROAD, LETTERS AND REGULATIONS	351
E. TEACHERS WHO HAVE BEEN ON SABBATICAL LEAVE	372
F. LEGAL STATUS OF SABBATICAL LEAVE	404
G. EDUCATIONAL ASSOCIATIONS AND ORGANIZATIONS	428

LIST OF TABLES

Table	Page
I. Distribution of Returns from 1229 Higher Institutions According to Type of Institution and Kind of Leave Granted...	11
II. Distribution of Returns from 1171 Teachers on Leave During Past Three Years from Higher Institutions Granting Sabbatical Leave	13
III. Distribution of Returns from Educational Associations and Organizations on Problem of Sabbatical Leave for College Teachers	14
IV. Dates of the Sabbatical and Jubilee Years According to the Talmudical Calculation	17
V. Number of Years a System of Sabbatical Leave Has Been in Operation in 178 Higher Institutions	23
VI. Returns from 575 Presidents Distributed According to Classification of Institutions and by Regional Divisions ,	24
VII. Sabbatical Leave in Universities Abroad	26
VIII. Distribution of References in Literature on the Topic of Sabbatical Leave and Sabbatical Year	30
IX. Distribution of Three Hundred Institutions According to Practice of Granting Leave with Pay	35
X. Distribution of Three Hundred Returns According to Complete and Incomplete Data	36
XI. Distribution of 245 Institutions Which Grant Sabbatical Leave According to the Total Number on Faculty	37
XII. Distribution of Number of Faculty on Leave with Pay During 1929-30, from 184 Higher Institutions	39
XIII. Per Cent of Faculty on Leave During 1929-30 from 183 Higher Institutions	40
XIV. Number of Teachers on Sabbatical Leave During Past Three Years, 1927-30, 202 Higher Institutions Reporting	41
XV. Sabbatical Leave of President as President or Professor . . .	42
XVI. Limitation to Number of Teachers Who Take Sabbatical Leave Any One Year, 228 Higher Institutions Reporting	43
XVII. Percentage Limitation of Faculty on Sabbatical Leave at Any One Time, Forty-seven Higher Institutions Reporting	44
XVIII. Distribution of 195 Higher Institutions According to the Number of Years in Service before Applying for Sabbatical Leave.	46
XIX. Agencies Selecting Persons Who Are Granted Sabbatical Leave .	47
XX. Bases of Selecting Teachers Who Take Sabbatical Leave	49
XXI. Length of Period for Which Sabbatical Leave is Granted. . . .	51
XXII. Number of Years after Which Sabbatical Leave May Be Repeated, Based on Data from 169 Higher Institutions	52

Table	Page
XXIII. Purposes for Which Sabbatical Leave May Be Granted According to Administrators of Higher Education	54
XXIV. Teacher on Sabbatical Leave Required to Spend the Period in Study, 227 Higher Institutions Replying	56
XXV. Professor on Sabbatical Leave May Teach in Another Institution and thus Receive Two Salaries, 197 Higher Institutions Reporting	57
XXVI. Part of Salary Paid Teacher During Sabbatical Leave, 247 Higher Institutions Reporting	58
XXVII. Number of Months Teacher Is Paid while on Sabbatical Leave, 199 Higher Institutions Replying	60
XXVIII. Teacher May Accept a Better Position Immediately after Sabbatical Leave Expires, 203 Higher Institutions Replying.	61
XXIX. If Teacher Accepts Position Elsewhere Immediately after Sabbatical Leave, He Must Refund Salary Paid During Leave, 155 Higher Institutions Reporting	62
XXX. Teachers on Sabbatical Leave May Engage in Other Gainful Occupations than Teaching, 187 Higher Institutions Reporting	63
XXXI. Teacher Is Obligated to Return to Service after Sabbatical Leave, 211 Higher Institutions Replying	64
XXXII. Number of Years Teacher Is Obligated to Remain in Service after Sabbatical Leave, 98 Higher Institutions Reporting .	65
XXXIII. Teacher is Required to Submit a Program of His Activities before Sabbatical Leave, 223 Higher Institutions Reporting.	66
XXXIV. Teacher is Required to Submit a Report of His Activities after Sabbatical Leave, 218 Higher Institutions Replying.	67
XXXV. Annual Salary Increment Given for Year in Which Sabbatical Leave is Taken, 118 Higher Institutions Reporting	68
XXXVI. Effect of Taking Sabbatical Leave on Teacher's Retirement Status, 153 Higher Institutions Reporting	69
XXXVII. Sabbatical-Leave Plan Officially Recognized by Governing Board, 218 Higher Institutions Reporting	73
XXXVIII. Adverse Criticism of Granting Leave with Pay by Governing Board, 215 Higher Institutions Reporting	74
XXXIX. Governing Board Considers the Granting of Sabbatical Leave as an Obligation on Their Part, 194 Higher Institutions Reporting	76
XL. Institution Has Ruling Providing for Sabbatical Leave, 211 Higher Institutions Reporting	77
XLI. Approximate Per Cent of Staff More Valuable after Their Return from Sabbatical Leave, 141 Higher Institutions Reporting	80
XLII. Extent to Which 182 Institutions Report Any Teachers Actually Less Valuable after Their Leave than before	81
XLIII. Outstanding Advantages of Granting Sabbatical Leave According to Administrators of Higher Institutions	83
XLIV. Outstanding Disadvantages of Granting Sabbatical Leave According to Administrators of Higher Institutions	85

Table	Page
XLV. Leave of Absence without Pay, 414 Higher Institutions Replying	89
XLVI. Extent to Which Teachers Are Encouraged to Go on Leave without Pay, 280 Higher Institutions Replying	90
XLVII. Extent to Which Position is Always Guaranteed to Teacher on Return from Leave, 298 Higher Institutions Replying . . .	93
XLVIII. Number of Teachers on Leave without Pay During 1929-30, 205 Higher Institutions Reporting	95
XLIX. Extent of Restriction on Number of Teachers Away without Pay During Any One Year, 279 Higher Institutions Reporting .	96
L. Extent of Desire to Begin Regular Practice of Sabbatical Leave, 145 Higher Institutions Replying	97
LI. Number of Weeks Teachers Taught During Entire Year of 1929-30, 298 Higher Institutions Reporting	99
LII. Extent to Which Teachers Have Opportunity to Go on Leave During Summer, 261 Higher Institutions Reporting	100
LIII. Extent of Opportunity for Teachers to Go on Leave During Summer Term with or without Pay, 225 Higher Institutions Reporting	101
LIV. Extent of Encouragement for Teachers to Take Leave During Summer, 204 Higher Institutions Replying	102
LV. Extent to Which Teacher Must Teach Every Summer, if Required to Teach During Summer, 154 Higher Institutions Replying	103
LVI. Number of Faculty Away from Institution During Summer of 1930, 261 Higher Institutions Reporting	104
LVII. Number of Accrediting Agencies Recognizing and Approving Institution, Based on Data from 388 Higher Institutions . . .	109
LVIII. Institutions for Men, Women, and Coeducational, Based on Data from 399 Higher Institutions	110
LIX. Number of Terms in College Year, Based on Data from 399 Higher Institutions	111
LX. Institutions Operating a Summer School, Based on Data from 395 Higher Institutions	112
LXI. Number of Years Tenure as President of Institution, Based on Data from 347 Higher Institutions	113
LXII. Number of Scholarships Awarded to Students in 311 Higher Institutions	115
LXIII. Endowment of 325 Higher Institutions in 1928	116
LXIV. Endowment Per Student Enrollment in 316 Higher Institutions	117
LXV. Method of Selecting Teachers to Take Sabbatical Leave as Reported by Teachers Who Have Been on Such Leave	147
LXVI. Teachers' Activities while on Leave from Higher Institutions Granting Sabbatical Leave	151
LXVII. Degree Held by Teacher Prior to Leave from Higher Institution Granting Sabbatical Leave, 776 Teachers Reporting . .	164
LXVIII. Kind of Degree Teacher Worked for while on Leave from Higher Institution Granting Sabbatical Leave, 361 Teachers Reporting	165

Table	Page
LXIX. Extent to Which College Teachers Receive Degrees on Expiration of Leave of Absence, 746 Teachers Reporting . .	166
LXX. Kind of Degree Teacher Received on Expiration of Sabbatical Leave, 188 Teachers Reporting	167
LXXI. Professional Rank of Teacher before Taking Leave from Institution Granting Sabbatical Leave, 775 Teachers Reporting	168
LXXII. Extent to Which Recognition Was Promised Teacher upon Return from Sabbatical Leave	170
LXXIII. Source of Income of Teacher while on Leave from Institution Granting Sabbatical Leave, 784 Teachers Reporting . .	173
LXXIV. Salary Received by Teacher on Leave from Institution Granting Sabbatical Leave, 438 Teachers Reporting	176
LXXV. Private Income of Teacher while on Leave from Institution Granting Sabbatical Leave, 158 Teachers Reporting . .	177
LXXVI. Teacher's Income Received from Scholarship During Leave from Institution Granting Sabbatical Leave, 50 Teachers Reporting	178
LXXVII. Income of College Teacher from Teaching Assistantship while on Leave, 47 Teachers Reporting	179
LXXVIII. Income from a Foundation Received by Teacher During Leave, 34 Teachers Reporting	180
LXXIX. Other Income of Teacher while on Leave, 78 Teachers Reporting	182
LXXX. Total Income of Teacher while on Leave from Institution Granting Sabbatical Leave, 479 Teachers Reporting	183
LXXXI. Arrangement for Courses to Be Taught During Teacher's Leave of Absence	187
LXXXII. Extent to Which Elective Courses Were Omitted During Teacher's Leave of Absence, 722 Teachers Reporting	188
LXXXIII. Extent to Which Teachers Felt Courses Were Adequately Cared for During His Leave of Absence, 706 Teachers Reporting	189
LXXXIV. Advantages of Leave of Absence for College Teachers According to Teachers' Opinions	191
LXXXV. Disadvantages of Leave of Absence Experienced by College Teachers	195
LXXXVI. Extent to Which Sabbatical-Leave Plan in Institution Could Be Improved, 607 Teachers Reporting	198
LXXXVII. Ways of Improving Sabbatical-Leave Plan According to Report of Teachers on Leave from Institutions Granting Sabbatical Leave	199
LXXXVIII. Extent of Organization's Policy Relative to Sabbatical Leave for College Teachers, 173 Officers Reporting	206
LXXXIX. Extent to Which Organizations Encourage Sabbatical-Leave Practice for College Teachers, 143 Officers Reporting	209
XC. Extent to Which Organizations Have Given Official Recognition to the Problem of Sabbatical Leave, 169 Officers Reporting	210

Table		Page
XCI.	Extent to Which Officers Personally Approve a Systematic Plan of Sabbatical Leave for College Teachers, 162 Officers Reporting	214
XCII.	Extent to Which Officers Favor a Policy of Encouragement of Sabbatical Leave by Organization, 157 Officers Reporting	217
XCIII.	Extent to Which a Systematic Plan of Sabbatical Leave for College Teachers Could be Encouraged by Organization, 129 Officers Reporting	218
XCIV.	Preference of 137 Officers Relative to Official Recognition by Accrediting Agencies of Higher Institutions Granting Sabbatical Leave	220
XCV.	Leave of Absence with Full or Part Pay in Higher Institutions, According to the Several Cross-Classifications . .	273
XCVI.	Leave of Absence without Pay in Higher Institutions, According to the Several Cross-Classifications	293
XCVII.	Leave of Absence During the Summer in Higher Institutions, According to the Several Cross-Classifications	295
XCVIII.	Administrative and Financial Comparisons by Groups of Higher Institutions, According to Leave of Absence Practice	298
XCIX.	Distribution of 575 Higher Institutions by States, According to Leave of Absence Practice and Type of Institution .	304
C.	Distribution of 575 Returns from Institutions by States, According to the Several Cross-Classifications	306
CI.	Distribution of 575 Higher Institutions by Regional Divisions, According to Leave of Absence Practice and Types of Institutions	308
CII.	List of Foreign Universities from Which Information on Sabbatical Leave Was Sought	353
CIII.	Teachers on Leave during Past Three Years from Institutions Granting Sabbatical Leave	377
CIV.	Legal Status of Sabbatical Leave for College Teachers by States, According to Attorney General's Department or State Superintendent	408
CV.	Policy of Educational Organizations on Problem of Sabbatical Leave for College Teachers	433
CVI.	Opinions of Officers of Educational Organizations Relative to Problems of Sabbatical Leave for College Teachers . . .	434

Summary Table

1.	Partial Summary of Data According to Institutions Which Grant Sabbatical Leave	239
2.	Partial Summary of Data Relative to the Practice of Granting Leave of Absence without Pay	239
3.	Partial Summary of Data Concerning Summer-Leave Practice .	240
4.	Partial Summary of Data Relative to Administrative Comparisons	240
5.	Partial Summary of Data Relative to Teachers Who Have Been on Leave of Absence	241
6.	Partial Data Concerning the Policy and Attitude of Educational Organizations toward Sabbatical Leave .c.	241

SABBATICAL LEAVE FOR COLLEGE TEACHERS

CHAPTER I

INTRODUCTION

The Problem

The problem of "Sabbatical Leave for College Teachers" may be stated best in the form of three major questions: (1) What are the essential elements and principles of sabbatical leave according to the program and control of higher institutions of learning? (2) What is the status and program of teachers who take sabbatical leave? (3) What factors or agencies are at work seeking to extend sabbatical-leave practices and privileges to more institutions and teachers?

Importance of the Study

The investigation of a movement of such rapidly increasing significance in an institution's program of continued professional improvement and growth requires little justification. A review of the literature relating to the problem of leave of absence reveals that seven investigations, each of varying scope and purpose, have been made at the college and university level.

Scott (47:90-1) made a report in 1925, to the American Association of University Professors, based on a "survey of the literature of this interesting and important subject." Special emphasis was given to a study made in 1919 by the Division of Education Relations of the National Research Council, under the direction of Albert L. Barrows. The returns

from this questionnaire were so varied and fragmentary that the complete report was never published. The other studies reviewed by Scott were the preliminary and final reports by Dean Randall (41:188-202) of Brown University for the Association of American Colleges in 1922 and 1923. These reports were based on returns from a questionnaire investigation of 590 colleges and universities relative to present and desired practice in granting sabbatical leave. Scott concludes his report on the survey of these and other studies by making the following suggestions:

1. That the Committee devote its labors for a time to the collection of data from education bulletins and magazines, college catalogues, and the like, postponing the questionnaire method to a later stage.

2. That an attempt be made to ascertain how persons who are on leave of absence actually spend their time and how much good it does them.

3. That an investigation of the equivalent, if any, of sabbatical years at English and European Universities be made, in the hope of discovering methods of rejuvenation (psychological or other) not now practiced in this country. (47:91).

Lemon (28:210) in 1927 reported a short questionnaire study covering eighty selected colleges and universities of various types and sizes. Linscheid (29:25-30) in 1928 included a brief report of a questionnaire study of the practice of granting leave of absence in fifty-five state teachers colleges in his study of "In-Service Improvement of the State Teachers College Faculty." Three reports of limited scope and purpose were made in 1930. Two of these studies were designed to solve leave problems of local interest in teacher training institutions of Rhode Island (94:29-37) and New Jersey (31:1-29). A third report for the same year was presented by Campbell (7:not printed), Chairman of Committee K of the American Association of University Professors, at the Cleveland meeting, December 29, 1930.

The increasing number of studies of recent date seems to indicate a revival of interest in the subject as well as a need for a thorough investigation of all phases of the problem. By cross-classifying data from various groups of institutions numerous comparisons, which should be of value to different types of colleges, can be made. No study of this kind has been reported. The variations in technique and methods of attack represented by the several previous investigations have been utilized to great advantage in organizing this more comprehensive study.

Additional evidence of the importance of a larger analysis of the many problems of sabbatical leave was sought by securing reactions from officers of a select group of organizations.¹ In response to a letter (See Appendix A) setting forth the purpose and scope of the proposed study, personal or informal expressions of interest and statements of the importance and timeliness of such an investigation were received from officers of most of the organizations involved.

Guy M. Whipple, Secretary of the National Society for the Study of Education, writes that:

Although no longer officially connected with university work on regular appointment, I believe that your proposed study on "Sabbatical Leave for College Teachers" is timely and should be of assistance to all concerned. On the few occasions when the matter has been of personal concern to me, I was greatly surprised to discover how uncertain and also varied were the arrangements pertaining to sabbatic leave in different institutions. I believe it would be well worthwhile to get the facts together and perhaps to make suggestions for stabilizing this aspect of collegiate administration. (See Appendix A).

Clyde Furst, Secretary of the Carnegie Foundation for the Advancement of Teaching, states that:

¹ A list of these organizations from which correspondence was received is contained in Appendix A.

A careful study of sabbatical leave should undoubtedly be of general value. . . . The matter has been the subject of considerable discussion but, so far as I am aware, of no comprehensive study.

I shall be glad to learn of any particular problems that you may encounter in case we may be of service in connection with them. (See Appendix A).

Ph. Soulen (Appendix A), Secretary of the Northwest Association of Secondary and Higher Schools, gave his "approval and endorsement in the matter of research work on Sabbatical Leave for College Teachers." Hunt (Appendix A), Secretary of the American Association of Teachers Colleges, states: "I am glad to endorse your study on sabbatical leave. It will be very helpful."

Smith, Chairman of the Research Committee of the American Association of Junior Colleges writes:

I have your letter of July 28th, addressed to Mr. Doak S. Campbell, Secretary of the American Association of Junior Colleges, and referred to me to reply.

I think the study which you propose will be a real contribution to our educational knowledge. We are very glad to approve it so far as the Association is concerned. Undoubtedly you will find the practice of granting sabbatical leave for junior college teachers not very widely prevalent, particularly in public junior colleges. However, it would be a good thing if we should know the facts in the case. (Appendix A).

Campbell (Appendix A), Secretary of the same organization, says that he is glad to see the study made and looks forward with interest to its completion.

In view of these expressions of interest in the study from representatives of national and regional organizations and in view of the need for a comprehensive investigation as revealed by an analysis of educational literature, and attempt to answer the major questions and their subdivisions relative to the problem of sabbatical leave was initiated.

Definition of Terms

The term "sabbatical leave," as used in this study, may be defined as a definite plan or arrangement whereby "college teachers" are granted leave of absence at regular intervals for a term or more of the college year with full or part pay during such leave. The term "college teachers" is construed to include teachers and administrators who are regularly employed on the full-time staff of a college or university.

Purpose of the Study

The purpose of the study may be stated under four divisions as follows: (1) to collect, organize, and present a summary of all significant data obtainable from a survey of the general practice of granting sabbatical leave for college teachers; (2) to suggest essential recommendations for administering them; (3) to make constructive suggestions concerning the essential things teachers may do while on leave and how they could use their time to the greatest possible advantage to the institution and to themselves; and (4) to suggest a plan which may be sponsored by education associations and agencies in encouraging the extension of sabbatical-leave practice and privilege to a larger number of institutions and teachers.

Elements of Administration Involved.--- The problem of administering a successful plan of sabbatical leave seems to consist of an analysis of the following elements or provisions: (1) the period of teaching service prior to going on leave; (2) safeguards of sabbatical leave for professional growth and adjustment; (3) salary of the teacher

while on leave; (4) per cent of teachers on leave at any one time; (5) basis for selecting teachers who are to be granted leave; (6) length of period of leave; (7) regulations governing teacher's service after leave; and (8) salary and retirement protection of the teacher taking leave.

Teacher on Leave.-- A study of the status of the teacher and the nature of his program while on leave involves: (1) an analysis of the things teachers do while on leave, (2) their source of income while on leave, (3) advantages and disadvantages experienced on leave, (4) status of professional work and duties left behind, and (5) criticism of present plan and ways of improving it.

Extension of Leave Practice.-- An analysis of agencies or factors influencing the extension of a plan of sabbatical leave to a larger number of institutions and to more teachers in institutions which have leave regulations necessitates consideration of: (1) the determination of the legal status of granting leave; (2) a study of the policy and means of encouraging the application of sabbatical-leave principles by educational organizations likely to be concerned with problems of higher institutions; and (3) the expressions of personal opinions by officers of these same organizations relative to the problems of sabbatical leave and measures to encourage the extension of the practice.

Technique of Investigation

The techniques used in the study are the historical survey, questionnaire, and legal status, all of which were made as objective as possible and treated statistically.

Historical.--- The historical approach consists of a survey of available literature on the topic extending from the early conception of the sabbatical year by the ancient Hebrew down to the most recent investigations on sabbatical leave.

The several phases involved in this historical survey are:

- (1) the ancient concept of the sabbatical year by the Israelites;
- (2) the development of the modern interpretation and principles of sabbatical leave before and after 1900; (3) development of the practice of granting sabbatical leave according to types of institutions; (4) development of sabbatical-leave systems in higher institutions in the several states and in regional divisions; (5) the development of the practice of granting sabbatical leave in higher institutions in Australia, Canada, England, France, Germany, Mexico, and Switzerland; and (6) the development of interest in the problem as revealed by the increasing number of references to sabbatical leave and sabbatical year.

The Questionnaire.--- The questionnaire technique involves four data sheets which are organized primarily on the basis of a survey of the literature and reports on sabbatical leave and related topics. The reports by Randall (40:104-18), Linscheid (29:25-30), Scott (47:90-1), Lemon (28:210-12), the National Education Association (70:1-31), and many others supplied valuable suggestions as to technique and problems. This general overview of the field gave a composite picture of various phases of the problem of sabbatical leave which, otherwise, probably would have been omitted. During the preliminary general reading all minor problems were listed. These problems are incorporated into the four data sheets in such a way as to render the answers of the respondent as easy and as objective as possible.

Data Sheet No. I was prepared for the purpose of obtaining comparable facts and opinions from the college administrator's point of view. This blank was sent to 1229 presidents of higher institutions. The list of institutions was secured from the United States Directory of Education, 1930 (65:58-68 and 89-93). This list was checked by the College Blue Book, 1928 (21:20-447), and the institutions classified for cross-tabulation of data.

Data Sheet No. II was designed to supply data on the status and program of the teacher on leave. It was sent to 1171 teachers who had been on leave sometime during the past three years, or since 1927. The names and addresses of the teachers were provided by presidents of institutions granting sabbatical leave.

Data Sheet No. III was mailed to three hundred secretaries of national, regional, and state organizations personally judged by the writer to have membership partly or wholly interested in problems of higher education. This blank had a two-fold purpose: (1) specific facts were requested relative to the organization's policy with regard to the problem of sabbatical leave for college teachers; and (2) personal opinions on certain questions regarding a plan for increasing the general interest in sabbatical leave were obtained from these officers.

Data Sheet No. IV was planned to determine the legal status of sabbatical leave in each state. The blank was sent to the attorney general's department requesting copies of, or references if any, concerning such legal action as: (1) rulings by the attorney general or any other state officer; (2) legislation; (3) court decisions; and (4) personal opinion as to the legality of granting pay to college teachers while on leave.

Follow-up Notice.--- After each data sheet had been sent out and the replies had virtually ceased, second letters were prepared and sent to all persons who had not returned the first blank.

Foreign Universities.--- In order to secure a cross-section of the practice of granting leave of absence abroad, a circular letter and a copy of the questionnaire to college presidents were addressed to thirty-two universities in foreign countries. The selection of these institutions was rather arbitrary. However, in most cases, preference was given to the older and apparently better established universities. A list of the institutions and the countries represented may be found in Appendix D.

Method of Cross-Classifying Data

All institutions are classified according to their sabbatical-leave practice. This grouping results in three divisions: (1) those which grant leave with pay as a regular practice; (2) as an irregular practice; and (3) institutions which do not grant leave with pay.

After an analysis of returns from presidents, reported on Data Sheet No. I, the Catholic, colored, junior, and private and local teachers colleges were found to contribute few constructive data to the various problems of the investigation. In order to have a more homogeneous classification of comparable data, these institutions are considered as a miscellaneous group and are eliminated from the general treatment and interpretation of the data.

The remaining institutions are classified according to public or private control. The publicly controlled institutions are again classified as: (1) colleges and universities, and (2) teachers colleges and

normal schools. The privately controlled institutions are likewise divided into two groups according to: (1) sectarian, and (2) non-sectarian control. Another cross-classification is on the basis of the program of the institution according to: (1) whether graduate work is offered, and (2) whether an undergraduate program merely is given. The teachers colleges and normal schools are excluded from the graduate and undergraduate classification, since: (1) the normal schools do not grant an undergraduate degree; and (2) the teachers colleges and normal schools constitute a select professional group which forms the basis for statistical comparisons with other undergraduate institutions.

The same general scheme of cross-classification used in grouping the institutions is followed in organizing the data supplied by teachers who have been on leave. The only exception is the grouping of teachers according to whether they have the Doctor's degree or training less than the Doctorate prior to taking leave.

Reliability of Investigation

The reliability of the investigation may be shown by these facts: (1) the number and distribution of data sheets involved; (2) the number and distribution of returns; and (3) the types and classification of institutions and organizations. Tables I, II, and III have been prepared for the purpose of establishing the reliability of the data secured by the questionnaire technique.

Data Sheet No. I was sent to 1229 presidents of higher institutions which include all types and sizes of colleges and universities (Table I). This total number of institutions is delimited upon the basis

TABLE I*

DISTRIBUTION OF RETURNS FROM 1229 HIGHER INSTITUTIONS ACCORDING
TO TYPE OF INSTITUTION AND KIND OF LEAVE GRANTED
(Data Sheet No. I)

Types of Higher Institutions	Returns					Total Blanks Sent	Per Cent Return- ed	% of Returns with Pay
	Leave with Pay?				Total			
	Yes		Total	No				
	Reg- ular	Irreg- ular						
Non-Sectarian								
Graduate	28	13	41	10	51	60	85.0%	80.4%
Undergraduate	16	15	31	30	61	71	85.9	50.8
Total	44	28	72	40	112	131	85.5	64.3
Sectarian								
Graduate	16	11	27	12	39	46	84.8	69.2
Undergraduate	22	43	65	113	178	227	78.4	36.4
Total	38	54	92	125	217	273	79.5	42.4
Public College and University								
Graduate	27	8	35	14	49	61	80.3	71.4
Undergraduate	13	8	21	27	48	53	90.6	43.8
Total	40	16	56	41	97	114	85.1	57.7
Public Teachers College								
Four Year	50	4	54	52	106	130	81.6	50.9
Two Year	21	5	26	17	43	61	70.5	60.5
Total	71	9	80	69	149	191	78.0	53.7
Total	193	107	300	275	575	709	81.1%	53.9%
Miscellaneous Higher Institutions								
Catholic Four Year /	3	0	3	28	31	107	28.0%	9.7%
Colored Four Year	3	2	5	21	26	66	39.4	19.2
City Junior College	1	0	1	67	68	88	77.3	1.5
State Junior College	5	1	6	15	21	23	91.3	28.6
Private Junior College	2	12	14	76	90	157	57.3	15.5
Private and Local Teachers College	7	2	9	24	33	79	41.8	27.3
Total	21	17	38	231	269	520	51.7%	14.1%
Grand Total	214	124	338	506	844	1229	68.7%	40.0%

* This table is to be read as follows: Of fifty-one returns from sixty non-sectarian graduate institutions, ten do not grant leave of absence with pay, and of the forty-one which provide for such leave, twenty-eight make it a regular practice and thirteen an irregular practice: of the 85 per cent return from this group of institutions, 80.4 per cent grant leave of absence with pay, etc.

of a careful analysis of the returns. The result is an elimination of 520 miscellaneous institutions which have few constructive data to contribute to the study, leaving a total of 709 institutions. A total of 575 replies were received from this delimited group, representing an 81.1 per cent return. The returns for each cross-classification group range from 70.5 to 90.6 per cent. Every state is represented in the study. The distribution by regional divisions and by states may be observed in Appendix B.

Returns from Data Sheet No. II are organized according to the same general scheme of cross-classification, and teachers' groups are delimited as were the institutions. Table II represents the number and distribution of returns from this questionnaire. The teachers' names and addresses were supplied by 163 institutions which grant leave with part or full pay. Returns were received from 843 teachers from a total of 1074 who had been on leave within the past three years. The returns by group classifications range from 69.5 to 88.9 per cent; and are 78.9 per cent complete for the total number of teachers involved. Enough late returns were received to make an 80 per cent response to the questionnaire.

Data Sheet No. III was well received by the three hundred educational organizations and associations which were asked to cooperate in the study. A return of 236 blanks represents a 78.7 per cent response. The replies by groups or types of organizations range from 55.5 to 94.7 per cent complete. These data are represented in Table III.

Data Sheet No. IV was answered by the attorney general. If the data could not be secured in this manner a copy was addressed to the state superintendent of public instruction with a request for the desired

TABLE II*

DISTRIBUTION OF RETURNS FROM 1171 TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER INSTITUTIONS GRANTING SABBATICAL LEAVE
(Data Sheet No. II)

Types of Higher Institutions	Returns								Total Sent	Per Cent Re- turn- ed
	Leave with Pay?						In- com- plete Total			
	Yes			No						
	Doc- tor's De- gree	Less than Doc- tor's	To- tal	Doc- tor's De- gree	Less than Doc- tor's	To- tal				
Non-Sectarian										
Graduate	78	62	140	4	3	7	10	157	197	79.7%
Undergraduate	7	23	30	6	9	15	2	47	61	77.1
Total	85	85	170	10	12	22	12	204	258	79.1
Sectarian										
Graduate	20	35	55	3	5	8	3	66	79	83.5
Undergraduate	17	58	75	1	19	20	5	100	144	69.5
Total	37	93	130	4	24	28	8	166	223	74.4
Public College and University										
Graduate	78	79	157	7	17	24	27	208	285	72.9
Undergraduate	7	30	37	1	3	4	0	41	50	82.0
Total	85	109	194	8	20	28	27	249	335	74.3
Public Teachers College										
Four Year	7	130	137	0	15	15	8	160	180	88.9
Two Year	2	52	54	0	6	6	4	64	78	83.3
Total	9	182	191	0	21	21	12	224	258	86.8
Total	216	469	685	22	77	99	59	843	1074	78.5%
Miscellaneous Colleges										
Catholic Four Year	1	1	2	0	2	2	1	5	15	33.3%
Colored Four Year	0	2	2	0	4	4	0	6	14	42.9
City Junior	0	0	0	0	0	0	0	0	0	
State Junior	0	4	4	0	1	1	2	7	22	31.0
Private Junior	0	9	9	1	4	5	0	14	23	60.9
Private and Local Teachers College	1	10	11	0	0	0	2	13	23	56.5
Total	2	26	28	1	11	12	5	45	97	47.5
Grand Total	218	495	713	23	88	111	64	888	1171	75.9%

* This table is to be read as follows: Of 170 returns from teachers on leave with pay from the non-sectarian group of institutions, eighty-five were from teachers who had training less than the Doctor's degree and the other eighty-five from teachers with the Doctor's degree. Returns were received from 79.1 per cent of the 258 teachers from non-sectarian institutions, etc.

information. Every state reported with the exception of Louisiana. Four blanks were mailed to the officers in this state, but no response has been received at the date of this writing.

TABLE III

DISTRIBUTION OF RETURNS FROM EDUCATIONAL ASSOCIATIONS AND
ORGANIZATIONS ON PROBLEM OF SABBATICAL LEAVE
FOR COLLEGE TEACHERS*

Summary Data Sheet No. III	Non-Secta- rian In- ternation- al and National Boards and Foun- dations	Sectarian Internation- al and National Boards and Foun- dations	National and Reg- ional Subject- Matter Associa- tions	National and Reg- ional Learned and Ex- ecutive Associa- tions	State Ed- ucational and Col- lege Asso- ciations	National and Reg- ional Ac- crediting Agencies	Total
Data Sheets Sent	40	19	90	85	57	9	300
Usable Returns	10	12	56	50	40	5	173
Incomplete Returns	15	6	15	23	4	0	63
Total Returns	25	18	71	73	44	5	236
Per Cent Returns	62.5	94.7	78.9	85.9	77.2	55.5	78.7

* Data derived from Appendix G.

These generous responses from busy executives and professors reveal a widespread interest in the study of sabbatical leave. In view of this analysis of the number and distribution of four questionnaires distributed, the generous response accorded each data sheet, and the cross-classification of types of institutions and related data, it is only reasonable to consider the investigation as highly reliable as the questionnaire technique can be made under normal working conditions.

In view of these data and their apparent reliability, recommendations for the possible solution of various problems pertaining to sabbatical leave are proposed. Succeeding chapters are designed to give a composite picture of sabbatical leave at the level of higher education.

CHAPTER II

HISTORICAL SETTING AND DEVELOPMENT

The Ancient Sabbatical Year

Biblical Injunction.--- There is no doubt that the concept of sabbatical leave came into being by way of the biblical injunction of the ancient Hebrew. Let us view briefly, then, some of the main provisions and reasons for this early concept of the sabbatical year. The laws governing the sabbatical year and jubile^s were so important that they were ascribed to the legislation on Mount Sinai (Lev. XXV:1). The regulations were to come into force after the Israëlit^s were in possession of Palestine: "When ye come into the land which I give you" (Ibid.).

The law provides that one may cultivate his field and vineyard six years, but "in the seventh year shall be . . . a Sabbath for the Lord," during which one shall neither sow nor reap as hitherto for his private gain, but all members of the community - the owner, his servants, and strangers - as well as domestic and wild animals, shall share in consuming the natural and spontaneous yield of the soil.

The regulations of the sabbatical year include also the annulment of all monetary obligations between Israelites, the creditor being legally barred from making any attempt to collect his debt (100:605).

Reasons for Observance.--- There were three points of view setting forth various reasons for these laws: (1) the sacred number seven, (2) the physical-economic and socialistic theories, and (3) the rabbinical view (100:606-8).

1. The number seven was sacred to God as a symbolic division of time. The week of creation consisted of seven days, the last being the Sabbath. Seven weeks after Passover the so-called Feast of Weeks

occurred, the fiftieth day being Pentecost. Parallel with these days were the sabbatical year and jubiles. The world was supposed to endure seven thousand years, the last thousand years being the Great Sabbath of the Lord, or the millennium. Table IV represents this point of view statistically by giving the historical periods and the corresponding dates and numbers of sabbatical years. Although the form of the table is subject to criticism, the data reveal the historical development of the definite concept of the sabbatical year, according to the talmudical calculation of the Jews.

TABLE IV

DATES OF THE SABBATICAL AND JUBILEE YEARS ACCORDING TO
THE TALMUDICAL CALCULATION*

Period	Year of Crea- tion	Year of Settle- ment in Pales- tine	B. C. or C. E.	Number of Sab- batical Years	Number of Jubilee Years
Crossing of the Jordan	2489	----	B.C. 1271		(50 year cycle)
Conquest and Allotment of Palestine	2503	----	1257		
First Sabbatical Year	2510	7	2150	1	
First Jubilee Year	2553	50	1207	7	1
Exile of the Ten Tribes	3187	684	573	95.6	13.34
Destruction of the First Temple	3338	835	422	117	16.35
Second Entrance to Palestine	3408	From De- struc- tion of the Temple	352	127	18.7
Selucidan Era Commenced	2448		312	135.5	19.47
Destruction of the Second Temple	3828		C.E. 68-69	187	26.35
Exilic Sabbatical Cycle Commences	3829	1	69-70		
Current Sabbatical Year	5665	1836	1904-5	449.2	64.9
Last Sabbatical Year Will Begin	5999	----	2238	497	71
Cabalistic Jubilee Will Begin	6000	----	2239		

*Source of data: The Jewish Encyclopedia, 1905, pp. 608 (true copy).

2. The physical-economic and socialistic theories claimed that rest from labor was an absolute necessity for both animal and vegetable life, and that land eventually was ruined by continuous cultivation. The law of the sabbatical year acted also as a bankruptcy law for the poor debtor by cancelling his debts contracted and starting him out periodically on an equal footing with his fellows, relieved of all anxiety that any future earnings might be seized by former creditors.

3. The rabbinical view considered these laws to exist for the purpose of promoting the ideal of theocracy. One year in seven was to be devoted "to the Lord" as the weekly sabbath was given over to man's rest from labor and the study of the Law.

That the main object was to keep intact each tribe's inheritance is evident from the fact that shemittah and yobel (sabbatical and jubilee) were not inaugurated before the Holy Land had been conquered and apportioned among the tribes and their families. The first shemittah (sabbatical) year is said to have occurred twenty-one years after the arrival of the Hebrews in Palestine (100:605).

This ancient law of the sabbatical year promulgated by the Israelites, whatever may have been the original purpose, was given a new application in the field of education during the last decade of the nineteenth century.

Modern Sabbatical Leave

Modern Interpretation.--- The term "sabbatical year" was taken over before 1900 by a few administrators in higher education. In its new professional setting the term has become widely used among colleges and universities. However, the term sabbatical leave has come to be used generally in place of sabbatical year in recent investigations and literature relating to the problem. According to Monroe's Cyclopedia of Education:

The term sabbatical year is now widely used among colleges and universities to mean an intermission of labor, first, for rest or pleasure, or, second, research or study uninterrupted by teaching. The value of granting leave of absence to teachers in order to freshen and to add new stimulus to their work is heartily conceded by educators. The practice each year is being extended as colleges gain in financial strength and the provisions under which college teachers are enabled to take such intermission from their work are becoming more and more definitely formulated (36:240).

It is stated further that in those states where the pioneer struggle is unforgotten, the principles of sabbatical leave are not so readily accepted. Such a practice is considered an unjustified luxury. This reason, it is claimed, has delayed the spread of the practice in tax-supported institutions, since they must reflect the popular sentiments of their constituencies.

Monroe gives the following summary statement of the practice of granting sabbatical leave:

In comparatively few colleges and universities are the privileges of the sabbatical year formulated in the statutes. But in a majority of the institutions the practice is more or less formally in force. The conditions under which the privilege is granted fall under two main heads, (1) The most useful practice is to grant the professor, assistant professor, and adjunct professor a leave of one year in seven on half pay. The acceptance of such a leave implies, as a rule, that the professor will return to his position after the period of leave; a definite contract to insure such a return is seldom asked. (2) A second group of institutions has followed a practice of granting leave by giving the absent professor the difference between his salary and the amount necessary to employ a substitute. This means that the professor receives from one-fourth to one-half of his salary while absent. In most places the plan has not recommended itself, for it lowers the teaching efficiency of an institution, the substitute being secured at a lower cost. For this reason the plan was discontinued at the University of Georgia. This method is seldom formulated into a statute by colleges; it is merely a custom occasionally in force (36:240).

Perhaps the most significant study of sabbatical leave at the college and university level was made by Dean Randall of Brown University. The most important conclusions of his report in 1923 to the Association of American Colleges are:

1. That the plan of sabbatic leave should be primarily in the

interest of the college, the interest of the professor being that of one who has entered into a contract to make proper return to the college in the way of improved service.

2. That each professor should, without reduction of pay, be allowed this privilege every seventh year and for the whole year, or every fourth year for one half of the year, without reduction of pay.

3. That where the resources of the college do not admit of a year's absence, provision should be made for absence every seventh year for a half-year, without reduction of pay.

4. That the professor on leave of absence should make it a point of honor to return to the institution whence he came, unless other arrangements have been made in advance.

5. That it is a violation of trust when the professor on leave spends his time on work intended primarily for person remuneration (41:188).

Randall's report in 1924 to the Association of American Colleges is a philosophical discussion of sabbatical leave based on his factual investigation which was reported in 1922 and 1923 to the same organization. Since it is a significant point of view of a person who thoroughly understands the modern problems involved, it is, therefore, quoted at length. He says that:

Practically every institution now admits that the privilege of sabbatic leave with suitable remuneration during absence should be granted to the members of the faculty of professorial rank wherever the plan is feasible. A number of institutions up to the present time have made no provision for sabbatic leave but have written that it is their full intention to introduce the practice as soon as their financial conditions will permit it.

The only objections to the practice of granting the sabbatic leave were made by those institutions where apparently the privilege had been abused by members of the faculty where leave of absence was used as a period for loafing. These cases apparently are very rare and our obligations to thousands of deserving instructors should not be neglected because a few fail to appreciate their opportunities.

It is very important that a very small proportion of our professors and instructors throughout the country have enjoyed the privilege of sabbatic leave to any great extent. This has been due in a great many cases, of course, to the fact that many institutions make no provision for such leave. The more noticeable and alarming fact is that in those

institutions where provision for sabbatic leave is made, relatively few of the faculty make use of the provision.

. . . . We are more and more convinced as we study the problem of its significance both to the institution and to the individual instructors. We are inclined to believe that it is of sufficient importance to every instructor to warrant the policy of making generous provision for sabbatic leave and of insisting that members of the faculty shall make use of the privilege (42:138-9).

These recent interpretations given by modern educators to the term "sabbatical leave" have developed rapidly.

Development of Practice before 1900.--- The first written statement of a sabbatical-leave plan is found to be that formulated by Harvard College in 1880. Meyer (35:357), likewise, reports in 1915 a similar finding in his investigation of "Leave of Absence in American Universities." This early plan of sabbatical leave of absence was very simple. The original vote of Harvard Corporation is quoted here, not as an example of a model plan but as the first statement of its kind. There are four significant provisions:

At a meeting of the President and Fellows of Harvard College, May 31, 1880

Voted that the President and Fellows are disposed to grant occasional leave of absence for one year on half-pay to professors and assistant professors, under the following rules;-

1. That no professor or assistant professor have leave of absence on half-pay oftener than one in seven years, unless by way of exception.
2. That the whole number of applications for leave of absence in any one year be not, in the judgment of the President and Fellows, excessive.
3. That the applications for the same year be properly distributed among the different departments.
4. That the object of the professor or assistant professor in asking leave of absence, be health, rest, study, or the prosecution of original work in literature and science (Appendix C).

The provision passed at the meeting in 1880 providing for leave

of absence on half-pay was amended by the vote of the Corporation at its meeting on December 10, 1923, by adding, as an alternative to a year's leave of absence on half-pay, leave of absence on full pay for a half-year. Otherwise the present plan is the same as that formulated fifty years ago.

The years later (1890) Wellesley College of Massachusetts began the practice. This institution was the second to begin a system of sabbatical leave. By 1900 five other institutions were granting sabbatical leave, making a total of seven plans by the beginning of the twentieth century. These seven are distributed according to institutional control as follows: public teachers college, 1; public college and university, 1; sectarian, 1; and private non-sectarian, 4.

Development by Types of Institutions.--- In answer to the question which calls for the number of years a system of sabbatical leave has been in operation at the institution, additional interesting facts were discovered. An analysis of Table V reveals that 25 per cent of the 178 institutions, reporting the number of years a sabbatical-leave plan has been in operation, began the practice within the last four or five years, 50 per cent within the last seven or eight years, and 75 per cent during the past fifteen years.

There is evidence that non-sectarian and graduate institutions lead in the early sabbatical-leave movement. The range of the middle-fifty per cent, the median, and Q_3 are, respectively: for the non-sectarian group, 21.0, 13.5, and 25.3 years; and for the graduate group, 19.0, 10.0, and 23.8 years. These facts represent a longer and more gradual development of the practice than any other classification of institutions. However, a Q_1 between four and five years indicates a normal development

for the last 25 per cent of institutions to begin the practice. The mode for the graduate and non-sectarian institutions occurs twenty-five years ago as compared with a mode of four and five years for the publicly supported institutions. The mode is ten years for all classifications combined.

TABLE V

NUMBER OF YEARS A SYSTEM OF SABBATICAL LEAVE HAS BEEN IN OPERATION IN 178 HIGHER INSTITUTIONS*

Number of Years	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public				Total
	Graduate	Under Graduate	Non-Sectarian	Sectarian	College and University	Teachers Colleges and Normal	Regular	Irregular	
Mode	25	10	25	10	4	5	10	10	10
Median	10.0	7.7	13.5	7.8	8.8	5.8	7.7	8.4	7.8
Q ₃	23.8	10.1	25.3	10.7	16.3	10.6	16.4	10.6	15.4
Q ₂	4.8	4.1	4.3	4.8	4.2	3.5	4.2	4.6	4.2
Q ₁ - Q ₁	19.0	6.0	21.0	5.9	12.1	7.1	12.2	6.0	11.2
Q ₃ - Q ₁	9.5	3.0	10.5	3.0	6.1	3.6	6.1	3.0	5.6
Range	0-50	0-26	0-50	1-30	1-35	0-30	1-50	1-25	0-50
Number Reported	62	58	38	46	36	58	153	25	178

*Data derived from Appendix B, Part A, question 22.

These data may be summarized as follows: (1) the non-sectarian and graduate institutions have, in the main, pioneered sabbatical leave development; (2) the practice has been rapidly extended since 1925-26, since 25 per cent of the institutions reporting instituted the practice after that time; and (3) the teachers colleges and normal schools more recently have begun the practice than any other group.

Development in Regional Divisions.-- The development of leave programs according to the geographic divisions generally included under

the five regional accrediting agencies for colleges may be observed in Table VI. Two-thirds of the institutions reporting from the Middle States and Maryland and from the New England division grant sabbatical leave. In the North Central and Northwestern groups of states the practice has been initiated, respectively, in 50.4 and 54.0 per cent of the institutions.

TABLE VI

RETURNS FROM 575 PRESIDENTS DISTRIBUTED ACCORDING TO CLASSIFICATION OF INSTITUTIONS AND BY REGIONAL DIVISIONS

Division by Regional Accrediting Agencies	Classification of Institution								
	Program of Institution		Institutional Control				Practice		Total
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- -rian	Secta- -rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Sab- batic -al Leave	Non- Sab- batic -al Leave	
Middle States and Maryland	31	46	38	27	12	25	69	33	102
New England	21	9	20	3	7	15	30	15	45
North Central	43	113	31	108	37	66	122	120	242
Northwestern	14	22	8	19	9	14	27	23	50
Southern	30	75	15	60	30	27	50	82	132
Possessions	0	2	0	0	2	2	2	2	4
Total	139	287	112	217	97	149	300	275	575
Percentage									
Middle States and Maryland	40.3	59.7	37.2	26.5	11.8	24.5	67.6	32.4	100%
New England	70.0	30.0	44.4	6.7	15.6	33.3	66.7	33.3	100
North Central	24.1	75.9	12.8	44.6	15.3	27.3	50.4	49.6	100
Northwestern	38.9	61.1	16.0	38.0	18.0	28.0	54.0	46.0	100
Southern	28.6	72.4	11.3	45.5	22.7	20.5	37.8	62.2	100
Possessions	--	100	--	--	50.0	50.0	50.0	50.0	100
Total	32.6	67.4	19.5	37.7	16.9	25.9	53.9	46.1	100%

That Southern States have been slow to accept the sabbatical-leave principles, as compared with other regional divisions, is indicated by the fact that only 37.8 per cent of the institutions have provided a plan.

The data seem to warrant a statement that the practice is more general in the Northeastern or Middle Atlantic and New England States than in other regional divisions, and least prevalent in the Southern States. Every state, except Wyoming, has one or more institutions which grant sabbatical leave. Each of the following states, Florida, Nebraska, Rhode Island, South Dakota, and Vermont, has only one institution reporting such provisions. On the other hand, Massachusetts, New York, and Pennsylvania have, respectively, 20, 29, and 27 institutions which grant sabbatical leave (See Table C).

Development Abroad.--- No evidence of any important study of the practice of granting sabbatical leave in Australia, Canada, England, France, Germany, Mexico, or Switzerland is reported. Furthermore, no references in periodical literature are available to the writer on the problem of sabbatical leave in these countries. According to a statement of the situation relative to English institutions, found in Monroe's Cyclopedia of Education:

The sabbatical term is unknown in the English University and higher institutions of learning, and in elementary schools. A few private schools for boys and girls have arranged to grant short periods of absence, ranging from three to six months on half or full pay, but these instances are not sufficient to warrant any statement as to the further adoption of the system (36:241).

There are indications, however, that the principles of sabbatical leave have begun to find a place in the administration of a few universities abroad.

The University of Melbourne, Australia, began the practice of granting sabbatical leave in 1923. No other institution reported a plan beginning before that date. Auckland University College, New Zealand, began the practice in 1925; the University of Cambridge, England, passed

regulations governing leave of absence with pay in 1927-28; and the University of Alberta, Canada, reported a plan which began in 1929.

The data of Table VII indicate that the development of sabbatical-leave plans has been confined primarily to the English-speaking nations. In these countries higher education still is relatively free from the strict governmental control found in France and to a large extent in Germany.

TABLE VII
SABBATICAL LEAVE IN UNIVERSITIES ABROAD*

Nation	Sabbatical Leave?		Total Returns	Total Inquiries
	Yes	No		
Australia	5	1	6	6
Canada	5	0	5	6
England	3	1	4	6
France	0	2	2	6
Germany	0	4	4	6
Mexico	0	1	1	1
Switzerland	0	1	1	1
Number Reported	13	10	23	32

*Data derived from Appendix D.

Thirteen of the fifteen universities reporting from Australia, Canada, and England grant sabbatical leave. This represents a return of fifteen of eighteen inquiries. The eight non-English-speaking universities report that no provision for a system of sabbatical leave has been provided in their respective nations.

Hubener of the Universität Bonn, Germany, writes:

We have no regular system of sabbatical leave at German Universities, but we have long vacations after our two terms, at Easter and in summer together, nearly half a year. Sometimes a professor is granted a leave (with full pay) for scientific purposes, for instance, archaeologists, who have to work in far away countries. But it is not regular and happens once in a life-time (Appendix D).

Another statement from Shireur of der Universität Tübingen, Germany, seems to substantiate the viewpoint just quoted. However, he refers to a furlough with pay for study which may be an early developmental stage of sabbatical leave for German institutions. Shireur says that:

In reply to your inquiry concerning sabbatical leave I beg to inform you that to my knowledge no system of sabbatical leave is actually practiced in German Universities. On the other hand, though there is no system, 'semester-urlaub' is frequently granted. Semester-urlaub is to be defined as furlough granted for the duration of a German term (i.e. half a year) for purpose of study. Full salary will be paid during that time. I dare say that it was owing to the American example that the demand for semester-urlaub grew more frequent in this country. But we are yet far from a regular grant of said furlough. Generally speaking one might say that a professor gets a grant of that kind when he gets a 'call' from another University. He must apply for it and as a rule it is granted only once (Appendix D).

Probability of sabbatical leave in French universities and colleges is perhaps even less likely than shown by the above quotations relative to the practice in German institutions. In reply to the inquiry about sabbatical leave for college teachers, Berger of L'Université de Bordeaux writes:

The question is very simple: There is no such thing in France and no likelihood of there being any, unless things change very much. . . . A few professors have timidly hinted that there should be a kind of sabbatical leave, but they know very well that this will fall into deaf ears. The State cannot grant that. Public opinion would not admit it and the ministry of finance would be dead against it also.

As for the colleges and schools which are independent from the State, they are mostly poorer than the State. They require more from their teachers and pay them less. For them, or many of them, the sabbatical leave would be suicidal and nobody has every thought of proposing it.

I don't know any case in France when a teacher has been paid when relieved of his duties (except cases of illness). I know of no study of that problem made in this country. If by chance - a most improbable chance - I come across any, I will let you know. Meanwhile we, French professors in the University, envy you your sabbatical system - but we know we shall never have it (Appendix D).

Martin of the Université de Montpellier also replies that they know of no such thing as sabbatical leave in his country. He suggests that there are many differences between universities in America and in France which need to be taken into account, otherwise a wrong idea may be conveyed as to the state of things in France. The university professor in France seems to occupy an enviable position, especially in government-controlled institutions. Martin's statement of the case follows:

Here a University Professor or Lecturer is appointed for life by the Government. He is a State Official, a kind of Civil Servant. We have two sorts of leaves: "sickness" and "personal convenience." In the first case we get full salary during three months, then half salary for another three months. The "conge pour convenance personnelle" is granted for a whole year, but without pay. I must say that this is quite exceptional. In each case a post is always guaranteed on return.

Our scholastic year lasts from the first week in November till the second week in June (hardly more than seven months). Of course there are summer examinations, but things are arranged in such a way that everyone enjoys a full three-and-a-half months' entire freedom.

We do not "teach" and know no class drudgery. We are strictly specialized; the standard of our studies is very high, as we are only concerned with the training of Lycée professors. In term time our work consists in having three lectures of an hour each week. This leaves us plenty of time for personal work. As a matter of fact we are more or less expected to devote half of our time to the preparation of our lectures, and the rest to research, publication, etc. In many cases the two coincide (Appendix D).

Perhaps the French university professor, who has "hardly more than a seven months' scholastic year", with no teaching beyond three lectures of an hour each week and a full three-and-a-half months' entire freedom during the year, does not feel a need for sabbatical leave. These professors are very fortunate to have this large amount of freedom and opportunity for continuous professional growth and improvement, such as Martin would lead us to expect. Perhaps such liberal considerations would be preferred to any sabbatical-leave plan yet proposed.

The following conclusions seem justified in terms of the fore-

going analysis of the development of sabbatical-leave systems abroad:

(1) The non-English-speaking countries, France, Germany, Mexico, and Switzerland have made no provision for sabbatical leave. (2) The practice is finding its way into the institutions of Australia, Canada, and England, perhaps due to the influence of earlier systems in the United States. (3) The "semester-urlaub" is a German furlough having some resemblance to sabbatical leave, although not repeated periodically. (4) The lecture without class instruction, and a large amount of time available for continued study and research, gives to the French and German university professor an enviable position without sabbatical leave.

Distribution of References.--- One hundred references on the topic of sabbatical leave and sabbatical year were located. They range in length from a brief news announcement of the "Half Pay Plan of Cheney (Washington) State Normal School" to a thirty-one page bulletin by the National Education Association (70:1-31), and from a literary satire in the form of a two hundred page novel, the Sabbatical Year (51:1-200), to a carefully planned statistical treatment of leave of absence in teacher-training institutions (31:1-28).

An analysis of the references indicates the recent development of interest in the problem of sabbatical leave. Table VIII is designed to give a general view of this development of interest in the topic as reflected by the number and type of references found in print. Sixty-three of the one hundred references have appeared since 1925. No reference before 1900 was found on the topic. The distribution of references, according to their application to the problem at the secondary and elementary level as compared with higher education, leaves eighty-two to the lower schools and only eighteen to the college level. During the five-year period

from 1925 to 1929 inclusive, the lower schools have fifty-one references as compared with seven for the higher institutions. Only 15 per cent of the total number of references can be classified as investigations. One reference before 1920 is based on a significant investigation, while by the end of 1929 a total of thirteen reports, based on factual studies of various degrees of importance, had been made.

TABLE VIII

DISTRIBUTION OF REFERENCES IN LITERATURE ON THE TOPIC
OF SABBATICAL LEAVE AND SABBATICAL YEAR

Year Published	Secondary and Elementary Schools			Higher Institutions			All Types
	Inves- tiga- tion	Dis- cus- sion	Total	Inves- tiga- tion	Dis- cus- sion	Total	Grand Total
1930	0	1	1	2	2	4	5
1925-1929	6	45	51	2	5	7	58
1920-1924	2	13	15	2	1	3	18
1 1915-1919	0	4	4	1	2	3	7
1910-1914	0	6	6	0	0	0	6
1905-1909	0	4	4	0	1	1	5
1900-1904	0	1	1	0	0	0	1
Total	8	74	82	7	11	18	100

There seems to be general agreement in educational literature concerning the advantages and values derived by the individual and the institution from a regular system of sabbatical leave. However, each investigation seems to be isolated from similar studies in that virtually no comparable data are available.

The best single reference now in print at the secondary and elementary-school level is the investigation of "Sabbatical Leave for Public School Teachers," by the Research Division of the National Education Association (70:1-31). Harry F. Young has made an exhaustive factual investigation of "Sabbatical Leave for Public School Teachers" in his Doctor's

dissertation at Teachers College, University of Cincinnati, 1931. A statement relative to the more significant investigations at the level of higher education was made in Chapter I, pages 1-3.

Summary

A summary of the historical setting and development of the problem of sabbatical leave may be stated as follows:

1. The concept of the sabbatical year was included: (a) in a biblical injunction which prohibited the Israelites from cultivating their fields and vineyards on the seventh year, and (b) in the annulment of all monetary obligations between Israelites every seventh year.

2. The three main reasons for the Israelites observing the laws of the sabbatical year were: (a) the sacredness of the number seven which to them and God was a symbolic division of time; (b) the physical economic and socialistic theories that everything needs rest or adjustment periodically; and (c) the promotion of the concept of theocracy by devoting the seventh year "to the Lord."

3. The term "sabbatical year" is given a new interpretation by modern administrators of higher education. In this new setting, with emphasis on the professional development and growth of the educator, the movement has developed rapidly within the past fifty years.

4. A total of seven institutions report that a system of sabbatical leave was instituted for their teachers before 1900, Harvard College being the first to begin the practice. This early development was pioneered, in the main, by non-sectarian and graduate institutions.

5. The graduate and non-sectarian institutions show a longer period and a more gradual development of sabbatical-leave plans; the

publicly supported and sectarian colleges and universities have had a more recent development of the practice. All groups of schools, however, show a similar relative increase in the number of institutions (25 per cent) beginning the practice within the past four or five years.

6. The development of leave systems in terms of regional divisions shows that the practice has been accepted by two-thirds (67.6 and 66.7 per cent, respectively) of the institutions in the Middle States and Maryland and the New England divisions; by one-half (50.4 and 54.0 per cent, respectively) of the institutions in the North Central and North-western regions; and by slightly more than one-third (37.8 per cent) of the institutions of the Southern States.

7. The development abroad is limited to institutions in English-speaking nations as compared with the other nations represented in the study. According to the reports from France, Germany, Mexico, and Switzerland, higher institutions have exhibited little or no interest in sabbatical leave.

8. The distribution of references in literature on the problem indicates a recent development of interest in sabbatical leave, and a shift from philosophical or descriptive discussions to investigational techniques in the solution of definite problems.

CHAPTER III

LEAVE OF ABSENCE WITH FULL OR PART PAY

Introduction

This analysis of the present administrative practice in granting leave of absence with pay is based on data from three hundred colleges and universities. It consists of four parts: (1) the extent of the practice, (2) administrative principles, (3) attitude of governing boards toward sabbatical leave, and (4) evaluation of sabbatical leave by respondent. The major emphasis is given to the second division or administrative principles, since it deals directly with the several problems of sabbatical leave, whereas the other three parts are concerned with related facts and opinions concerning the practice.

The cross-classification of the institutions according to the program, type of control, and regularity of sabbatical-leave practice (See Chapter I, page 9-10) is followed in organizing the data of this chapter. Once the reader clearly understands the form and purpose of this organization, there should be no difficulty in following the trend of the findings relative to the several problems. The directions for reading Table IX may be found helpful or suggestive in interpreting subsequent data.

The responses are tabulated for each question, and the reader is referred to these data in Part A, Appendix B for the specific questions and related findings as the original source of derived data.

Extent of Practice

Institutions Granting Leave with Pay.-- The practice of granting leave of absence to faculty members with either full or part pay is in operation in three hundred (54 per cent) of the 575 higher institutions reporting. (See Table II). Since 81.1 per cent of the 709 colleges and universities replied, it appears that these data are representative, and that the practice of granting leave with pay is a generally accepted administrative policy.

Regular and Irregular Practice.-- Upon further analysis, as revealed in Table IX, 107 (35.7 per cent) of the three hundred institutions do not grant sabbatical leave as a regular practice. The percentage distribution of institutions which grant leave as a regular practice are 61.1, 41.3, 71.4, and 88.7 per cent, respectively, for the non-sectarian, sectarian, public college and university, and the public teachers college and normal school. The practice seems to be more systematic in the state-supported institutions than in the privately supported classifications. There is a possibility that the standardizing influence of the state operated in the publicly supported groups. Evidence of lack of a regular sabbatical-leave policy in the sectarian and undergraduate groups is shown by the fact that 58.7 and 56.4 per cent, respectively, grant sabbatical leave as an irregular practice.

Complete and Incomplete Returns.-- The data given on each questionnaire were tabulated whether or not all questions were answered. The writer personally judged Part A of Data Sheet No. I as complete if the questions were answered consistently, or perhaps with an occasional

omission. Some of these data sheets were only partly checked by the respondent, while others were returned unanswered with a copy of the regulations governing the institution's policy. All such returns were classed as incomplete.

The distribution of the complete and incomplete returns of the

TABLE IX*
DISTRIBUTION OF THREE HUNDRED INSTITUTIONS ACCORDING
TO PRACTICE OF GRANTING LEAVE WITH PAY**

Sabbatical Leave Practice	Gross-Classification of Higher Institutions							
	Program of Institution		Institutional Control				Sabbatical Leave Practice	
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal		
Number								
Regular	71	51	44	38	40	71	193	193
Irregular	32	66	28	54	16	9		107
Total	103	117	72	92	56	80	193	300
Percentage								
Regular	68.9	43.6	61.1	41.3	71.4	88.7	--	64.3
Irregular	31.1	56.4	38.8	58.7	28.6	11.3	--	35.7
Total	100 %	100 %	100 %	100 %	100 %	100 %	--	100 %

**Data derived from Appendix B, Part A, question 1.

* This table should be read as follows: (1) Seventy-one (68.9 per cent) of the 103 institutions offering graduate instruction grant sabbatical leave as a regular practice and thirty-two (31.1 per cent) grant such a leave irregularly. Likewise a similar interpretation may be given for the institutions which give only the undergraduate program; (2) forty-four (61.1 per cent) of the privately controlled non-sectarian institutions grant sabbatical leave as a regular practice, and twenty-eight (38.8 per cent) give such leave as an irregular practice. Data for other classifications of institutions may be read in a similar manner.

three hundred institutions which have sabbatical-leave provisions is shown in Table X. The significant differences in the percentage of complete

returns for each of the cross-classifications of institutions are:

(1) The teachers colleges and normal schools have 82.5 per cent of the returns complete. This is a better response than the other classifications, according to control or program of institutions, which have an average of three-fourths of the returns complete. (2) The 193 institutions which

TABLE X
DISTRIBUTION OF THREE HUNDRED RETURNS ACCORDING
TO COMPLETE AND INCOMPLETE DATA

Returns of Data Sheet No. I	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal			
Number									
Complete	79	84	52	68	43	66	169	60	229
Incomplete	22	33	20	24	13	14	24	47	71
Total	103	117	72	92	56	80	193	107	300
Percentage									
Complete	76.7	71.9	72.2	73.9	76.8	82.5	87.6	56.1	76.3
Incomplete	23.3	28.1	27.8	26.1	23.2	17.5	12.4	43.9	23.7
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

grant sabbatical leave as a regular practice have 169 (87.6 per cent) returned data sheets that were judged to be complete. It is observed that forty-seven (43.9 per cent) of the 107 institutions which give sabbatical leave as an irregular practice returned incomplete data.

The total complete returns from each cross-classification serve as a reliable check on the number of institutions that may be expected to count in the total replying to the several questions which form the basis

of the data in this chapter.

Total Number on Faculty.-- There is a total of 27,551 full-time teachers on the faculties of the 245 institutions reporting. (See Table XI). The average number on the faculty (112.5) as shown by the mean in this table is not to be taken as representing the typical faculty.

TABLE XI

DISTRIBUTION OF 245 INSTITUTIONS WHICH GRANT SABBATICAL LEAVE ACCORDING TO THE TOTAL NUMBER ON FACULTY*

Total Number on Faculty	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal			
Mean	221.8	54.5	151.1	50.4	261.4	54.2	123.7	84.9	112.5
Median	137.5	38.8	70.0	35.7	165.0	48.0	62.0	42.9	55.2
Q ₃	263.7	57.9	195.0	62.0	257.5	66.9	132.5	71.2	98.6
Q ₁	68.8	26.0	45.6	24.8	84.2	33.1	39.1	29.0	34.5
Q ₃ - Q ₁	194.9	31.9	149.4	37.2	173.3	33.8	93.4	42.2	54.1
Q	97.5	16.0	74.7	18.6	86.7	16.9	46.7	21.1	27.1
Range	20- 2139	15- 250	17- 730	16- 275	20- 2139	7- 204	7- 2139	15- 896	7- 2139
Number Reported	85	90	54	76	45	70	174	71	245

*Data derived from Appendix B, Part A, question 2a.

In every classification the mean is larger than the median. If the data were plotted, it would show a frequency curve greatly skewed to the right. The median is the measure of central tendency which would best represent the typical institution, since it is the point where one-half of the distribution is above and the other one-half below and is not influenced by the presence of institutions with extremely large or small faculties. The

median sized faculty is 55.2 for the 245 institutions. This means that one-half of these institutions have less than 55.2 teachers on their faculty, and the other one-half have a larger number. The median, Q_3 , and Q_1 may be thought of, respectively, as the 50th, 75th, and 25th percentiles. $Q_3 - Q_1$ is the same as the inter-quartile range or the range of the middle fifty per cent. For example, the difference between Q_3 and Q_1 in the size of faculties in teachers colleges and normal schools is 33.8 as compared with 173.3 for the public college and university group. This indicates that the middle fifty per cent of the latter group of forty-five institutions has more than five times as great a range or spread as the middle fifty per cent of the former group of seventy institutions. Q is the same as the semi-inter-quartile range. It is a measure of the variability or spread about the median of the distribution. A Q of 16.0 for the undergraduate institutions in comparison with a Q of 97.5 for the group of institutions offering a graduate program indicates the relative amount of variability of the two distributions. The range of 7 - 2139 for the institutions which have regular sabbatical leave means that the smallest college in the distribution has a faculty of seven and the largest a faculty of 2139.

Number on Sabbatical Leave During 1929-30.--- The general method of interpreting the data of Table XI should help the reader to see the relationships present in the data of Table XII. One hundred eighty-four institutions had one or more teachers on leave with pay during 1929-30. (See Table XII). These institutions had a total of 847 teachers on sabbatical leave with a mean of 4.6, median of 3.5, and a range of 1 - 39 teachers. The typical institution had less than four teachers on sabbatical

leave and a faculty of less than fifty-six (median 55.2) as revealed in Table XI. It is observed that, in the main, the group of institutions which grant sabbatical leave as a regular practice have slightly more than twice as many teachers on such leave as the irregular-practice group. The typical institution for the sectarian and undergraduate groups, respectively,

TABLE XII

DISTRIBUTION OF NUMBER OF FACULTY ON LEAVE WITH PAY
DURING 1929-30, FROM 184 HIGHER INSTITUTIONS*

Number of Faculty on Leave	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		Total
	Grad- uate	Under- Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
Mean	6.7	2.4	5.7	2.6	6.1	4.4	5.3	2.5	4.6
Median	5.7	2.0	4.7	2.3	4.2	3.9	4.2	1.8	3.5
Q_3	9.4	3.4	8.8	3.9	7.9	5.9	7.6	3.5	6.6
Q_1	3.1	1.0	2.1	1.1	2.4	2.3	2.5	.9	1.8
$Q_3 - Q_1$	6.3	2.4	6.7	2.8	5.5	3.6	5.1	2.6	4.8
Q	3.2	1.2	3.4	1.4	2.8	1.8	2.6	1.3	2.4
Range	1-39	1-18	1-22	1-15	1-39	1-17	1-39	1-15	1-39
Number Reported	73	65	46	51	41	46	136	48	184

*Data derived from Appendix B, Part A, question 2b.

has a median of 2.3 and 2.0 teachers on leave during 1929-30 as compared with the typical institution of the non-sectarian and graduate groups, respectively, which has a median of 4.7 and 5.7 teachers on sabbatical leave during the same year.

Per Cent of Faculty on Sabbatical Leave During 1929-30.-- The per cent on leave during 1929-30 (See Table XIII) is a better indication of the extent of the practice than the distribution of the total number on leave

from the 183 institutions. The distribution of the data for all institutions reveals a Q_3 of 7.7, median of 4.8, and Q_1 of 3.0 in regard to the per cent of the faculty on leave last year. The data indicate that the typical teachers college and normal school had a larger per cent (median 6.6 per cent) of its faculty on leave than any other group of institutions.

TABLE XIII

PER CENT OF FACULTY ON LEAVE DURING 1929-30, FROM
183 HIGHER INSTITUTIONS*

Per Cent of Faculty on Leave	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal			
Mode	2	4	2	3	2	5.5	2	2.5	2
Median	3.8	4.9	4.8	4.9	2.9	6.6	4.9	3.9	4.8
Q_3	6.9	7.2	8.2	7.9	4.9	9.8	8.1	6.3	7.7
Q_1	2.6	3.3	2.8	3.5	2.3	4.3	3.1	2.7	3.0
$Q_3 - Q_1$	4.3	3.9	5.4	4.4	2.6	5.5	5.0	3.6	4.7
Q	2.2	2.0	2.7	2.2	1.3	2.8	2.5	1.8	2.9
Range	1-23	1-14	1-15	2-16	1-23	2-21	1-23	1-16	1-23
Number Reported	73	64	46	50	41	46	136	47	183

*Data derived from Appendix B, Part A, question 2c.

On the other hand, the public college and university group had the smallest per cent on leave (median of 2.9 per cent). According to these data the typical or median institutions had between four and five per cent of the faculty on leave during 1929-30. The range of the middle-fifty per cent or $Q_3 - Q_1$ for the regular sabbatical leave group is five per cent, indicating a wider variation in the practice than the irregular sabbatical-leave group which has only 3.6 per cent.

Teachers on Sabbatical Leave During Past Three Years.--- There were 2,256 teachers on sabbatical leave during the past three years from a total of 202 institutions. The typical institution had between six and seven teachers on such leave during the past three years. It is the opinion of the writer that from eight to ten per cent of the teachers reported on

TABLE XIV

NUMBER OF TEACHERS ON SABBATICAL LEAVE DURING PAST THREE YEARS,
1927-30, 202 HIGHER INSTITUTIONS REPORTING*

Number of Teachers	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Mean	17.7	5.4	12.5	6.4	16.9	11.6	13.4	5.5	11.2
Median	11.7	4.5	8.3	4.7	11.0	8.5	9.5	3.9	6.7
Q ₃	22.7	6.9	17.3	6.8	22.0	14.5	16.9	6.4	14.0
Q ₁	6.3	2.5	3.8	2.7	6.6	4.9	5.1	2.3	3.6
Q ₃ - Q ₁	16.4	4.4	13.5	4.1	15.4	9.6	11.8	4.1	10.4
Q	8.2	2.2	6.8	2.1	7.7	4.8	5.9	2.1	5.2
Range	1-107	1-22	1-66	1-55	1-107	1-48	1-107	1-55	1-107
Number Reported	69	82	46	65	40	51	145	57	202

*Data derived from Appendix B, Part A, question 31.

leave as represented in Table XIV were on leave without pay. This view is held since a similar percentage of replies from 843 of the teachers indicate that no pay was received while on leave. The relative number on leave from the different groups of institutions may be compared with the total number on the faculty. (See Table XI). For example, the typical sectarian school has a median faculty of 35.7 with 4.7 teachers on leave during the past three years as compared with a faculty of seventy for the non-sectarian

school which had 8.3 teachers on leave during the same time. These facts indicate that the sectarian and non-sectarian institutions have had approximately the same relative number of teachers on leave since 1927. Similar comparisons may be made for the several groups.

President on Sabbatical Leave.--- Table XV reveals that 25.4 per cent of 142 presidents reporting have taken sabbatical leave as a profes-

TABLE XV

SABBATICAL LEAVE OF PRESIDENT AS PRESIDENT OR PROFESSOR*

President on Leave	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
(a) Number**									
Yes	9	12	9	8	4	12	24	9	33
No	60	68	38	56	34	54	135	47	182
Total	69	80	47	64	38	66	159	56	215
Per cent									
Yes	13.0	15.0	19.1	12.5	10.5	18.2	15.1	16.1	15.3
No	87.0	85.0	80.9	87.5	89.5	81.8	84.9	83.9	84.7
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
(b) Number***									
Yes	13	15	6	14	8	8	26	10	36
No	28	42	19	32	19	36	76	30	106
Total	41	57	25	46	27	44	102	40	142
Per cent									
Yes	31.7	26.3	24.0	30.4	29.6	18.2	25.5	25.0	25.4
No	68.3	73.7	76.0	69.6	70.4	81.8	74.5	75.0	74.6
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 32.

** (a) As president.

*** (b) As professor.

sor and 15.3 per cent of 215 presidents have had such a leave since becoming president of the institution. Comparisons between the several groups

of institutions may be observed. However, no significant differences are indicated.

Limitation to the Number on Leave.--- Does a definite limitation exist as to the number of teachers who may take sabbatical leave during any one year? (See Table XVI). Two hundred twenty-eight replies were made to

TABLE XVI

LIMITATION TO NUMBER OF TEACHERS WHO TAKE SABBATICAL LEAVE
ANY ONE YEAR, 228 HIGHER INSTITUTIONS REPORTING*

Limitation to Number of Teachers	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Number									
Yes	12	22	10	14	10	28	54	8	62
No	66	61	38	56	33	39	116	50	166
Total	78	83	48	70	43	67	170	58	228
Percentage									
Yes	15.4	26.5	20.8	20.0	23.3	41.8	31.8	13.8	27.2
No	84.6	73.5	79.2	80.0	76.7	58.2	68.2	86.2	72.8
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 4.

this question. Three-fourths (72.8 per cent) of the institutions have no such limitation. There is a tendency for the institutions which grant sabbatical leave as a regular practice to have a fixed limit to the number of teachers who take such leave during any one year as compared with those institutions which grant leave as an irregular practice; the percentages are 31.8 and 13.8, respectively. The group of teachers colleges and normal schools has 41.8 per cent reporting a definite limit to the number who

may be on leave during any one year. As an increasing percentage of teachers apply for leave and the practice becomes a regular policy, there is a tendency to limit the number on leave at any one time.

Percentage Limitation of Faculty.--- According to the data of Table XVII, the typical institution has 5.7 per cent as a definite limita-

TABLE XVII

PERCENTAGE LIMITATION OF FACULTY ON SABBATICAL LEAVE AT ANY ONE TIME, FORTY-SEVEN HIGHER INSTITUTIONS REPORTING*

Per Cent of Faculty	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Graduate	Under Graduate	Private		Public		Regular	Irregular	Total
			Non-Sectarian	Sectarian	College and University	Teachers College and Normal			
Mode	2	10	10	10	2	4	4	10	4
Median	4.5	9.5	10.3	10.2	4.3	5.2	5.6	7.5	5.7
Range	2-10	3-13	3-10	4-13	2-6	4-33	2-33	3-10	2-33
Number Reported	7	17	6	11	7	23	40	7	47

*Data derived from Appendix B, Part A, question 4c.

tion on the number of its faculty who may take sabbatical leave during any one year. Similar facts may be observed by the reader for the several classifications. These data should be interpreted in terms of the reports from forty-seven institutions which have a fixed limit on the number of the faculty who may be on leave and not as representative of a generally accepted policy.

Summary of Extent of Practice.--- The data on the extent of the practice of granting sabbatical leave may be summarized as follows:

1. Sabbatical leave is a regular practice in 64.3 per cent of

the three hundred institutions which grant sabbatical leave. The practice seems to be more systematic and regular in the public teachers colleges and normal schools (88.7 per cent) than in privately controlled sectarian institutions (41.3 per cent).

2. The returns are grouped according to whether they are complete or incomplete as judged by the writer. The total number of complete returns from each group of institutions may be taken as a reliable check on the total number that may be expected to answer the several questions.

3. There is a wide variation in the total number of teachers on the faculty of different institutions (range 7-2139). The typical or median sized faculty is 55.2 for all the institutions combined. The median sized faculty of the teachers college and normal school, sectarian, and undergraduate groups is, respectively, 48.0, 35.7, and 38.8 teachers. The typical public college and university, non-sectarian, and graduate faculties are, respectively, 165.5, 70.0, and 137.5 teachers.

4. The median number of teachers on sabbatical leave during 1929-30 was 3.5. Expressed in terms of percentage the typical institution had 4.8 per cent of its faculty on such a leave. The typical or median institution had fourteen teachers on sabbatical leave during the past three years. One-fourth (25.4 per cent) of 142 presidents have had sabbatical leave as a professor and 15.3 per cent have taken such a leave since becoming president of the institution.

5. There are 27.2 per cent of 228 institutions which have a definite limitation on the number of teachers who may be on sabbatical leave during any one year. The distribution of the per cent of the faculty that may be away at any one time reveals a median of 5.7. This limitation is applicable only to the institutions having such a limitation or policy.

Administrative Principles

Number of Years in Service before Applying.--- The number of years a teacher must be in service before applying for sabbatical leave seems to be rather definitely worked out. (See Table XVIII). The data relative to

TABLE XVIII

DISTRIBUTION OF 195 HIGHER INSTITUTIONS ACCORDING TO THE NUMBER OF YEARS IN SERVICE BEFORE APPLYING FOR SABBATICAL LEAVE*

Number of Years in Service	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public				Total
	Graduate	Under Graduate	Non-Sectarian	Sectarian	College and University	Teachers Colleges and Normal	Regular	Irregular	
Mode	6	6	6	6	6	6.5	6	7	6
Median	6.7	6.7	6.7	6.7	6.6	6.3	6.6	6.8	6.6
Q ₃	7.2	7.4	7.4	7.4	7.2	7.2	7.2	7.5	7.3
Q ₁	6.3	6.0	6.3	6.2	6.1	3.8	6.0	5.9	6.0
Q ₃ - Q ₁	.9	1.4	1.1	1.2	1.1	3.4	1.2	1.6	1.3
Q	.5	.7	.6	.6	.6	1.7	.6	.8	.7
Range	1-10	3-10	3-10	1-10	2-10	1-10	1-10	1-10	1-10
Number Reported	72	55	45	43	39	68	168	27	195

*Data derived from Appendix B, Part A, question 3.

the practice among the teachers colleges and normal schools reveal a problem which may be further analyzed. It may be noted that Q₁ of this group is 3.8, whereas all the other groups of institutions have a Q₁ of six years or more. The greater variability of the data of the teachers colleges is explained by reference to the fact that twenty-one of the sixty-eight institutions do not require the teacher to be in service over three years before making application for sabbatical leave.

It may be concluded that the preferred number of years in service before applying for sabbatical leave is six years as revealed by the median and the mode of the institutions.

By Whom Selected.--- It is difficult to point out the person or agency selecting the teacher who is to take sabbatical leave. (See Table XIX). However, there are certain tendencies which may be observed from these

TABLE XIX

AGENCIES SELECTING PERSONS WHO ARE GRANTED SABBATICAL LEAVE

By Whom Selected*	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
a	19	21	8	22	10	44	66	18	84
b	4	1	3	1	1	0	5	0	5
c	4	4	3	2	3	5	12	1	13
d	49	55	33	46	25	38	96	46	142
e	27	18	17	14	14	5	38	12	50

*Who selects those to whom leave is to be granted? (a) President; (b) Committee of faculty; (c) Governing board; (d) President with the approval of the board; (e) Any other method.[#]

[#]Distribution of other methods of selection listed according to types of institutional control:

	Number Reporting
1. Non-Sectarian---	
Department recommends to the president	4
Committee of faculty and consent of the president	3
Individual makes application, approved by head of department, president, and board	3
President, dean, and committee of board	1
Professor requests leave	1
Joint committee of faculty and trustees	1
Dean and department	1
President, department and board	1

data. The committee of the faculty (mentioned only five times) and the governing board (mentioned thirteen times) are practically ruled out as possible selecting agencies. The president and the president with the approval of the board are important factors in selecting the teacher who is to take sabbatical leave. No significant differences are revealed for the several classifications of institutions relative to the agencies selecting persons who are granted leave of absence. Indications are, however, that the steps in a plan of selecting teachers who take sabbatical leave probably involve persons or agencies in this order: (1) the teacher makes application; (2) this application is approved by the head of the department; (3) leave is recommended by the dean of the school; (4) the

	Number Reporting
2. Sectarian.--	
Automatic on service	2
President and dean	2
Committee of faculty and president	2
Granted on request of teacher ,	2
Faculty, dean, and president	2
Granted according to seniority	1
Dean and board	1
On application to go to study	1
3. Public College and University.--	
President, dean, and board	3
President, dean, and head of department	2
Nominated by head of department, recommended by dean of school, approved by president, and granted by board of trustees.	2
Recommended by department, approved by president, dean and regents	1
President on recommendation of dean	1
Nominated by committee of faculty, approved by board	1
Recommended by dean to regents	1
Committee of faculty, president, and board	1
Dean and president	1
Teacher eligible applies	1
4. Teachers College and Normal School.--	
President, board, and state superintendent	4
Instructor requests leave	1

teacher is nominated by the president; and (5) leave is granted by the governing board.

Basis or Bases of Selection.-- An analysis of the data relative to the basis or bases of selecting teachers who take sabbatical leave reveal some significant tendencies. (See Table XX). Three bases were mentioned frequently enough to be of some assistance in establishing a basis of se-

TABLE XX

BASES OF SELECTING TEACHERS WHO TAKE SABBATICAL LEAVE

Bases of Selection*	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
a	57	42	33	37	29	46	121	24	145
b	18	17	16	14	5	23	48	10	58
c	9	3	5	1	6	5	15	2	17
d	28	49	27	34	16	32	69	40	109
e	13	17	7	14	9	9	18	21	39

*On what basis, or bases, are teachers selected for sabbatical leave? (a) Length of service; (b) Application considered in order of date; (c) Distribution by departments; (d) For professional study; (e) Any other basis.[#]

[#]Distribution of other basis of selection listed according to types of institutional control:

	Number Reporting
1. Non-Sectarian.--	
On application and by special attention	2
Value to college and to individual	1
Needed change	1
Ability to arrange for absentee's work	1
Professional rank	1
Rest and recreation	1
2. Sectarian.--	
Application for leave by professor	3
Specific needs or opportunities given	2

lection. These bases are: length of service mentioned by 145 higher institutions, for professional study by 109, and applications considered in order of date by fifty-eight colleges and universities. These three bases for selecting teachers who take leave retain the same relative rank position in each group with the exception of the undergraduate institutions. The principle of distribution by departments was mentioned only seventeen times.

Thirty-nine institutions suggest other bases of selection. These bases are tabulated as a supplement to Table XX. Twenty-one of the thirty-nine are institutions which grant sabbatical leave as an irregular practice. An analysis of them, in the main, suggests a lack of system or regularity.

	Number Reporting
As needed to assist faculty in completing preparation	2
As fellowship or opportunity is offered to individual professor for study or travel	2
To establish new contacts	1
To improve quality of instruction	1
Order of service, convenience to school and their own inclinations.	1
Length of service modified by personnel	1
By special individual arrangement	1

3. Public College and University.--

Each individual case is considered on its own merits	3
Special opportunities that are offered occasionally	2
All considerations taken into account	1
Special application for definite research	1
Length of service and promise of growth	1
Teachers of high value	1

4. Teachers College and Normal School.--

Professor's individual request	2
Improvement by travel	1
Teacher's efficiency	1
Quality of service and attitude	1
Depends on whether the person has the Ph.D. degree	1
Automatic, as each teacher works seven quarters out of eight . . .	1
Only for those working toward the Ph.D. degree so far	1
Service of the person and need of the institution	1

in the practice. Indications are that^a combination of the bases, flexible enough to provide for adjustment to the individual's program and desires and the institution's needs, is the general tendency. The essential principles of selection probably are: (1) a definite length of service, (2) for professional improvement, and (3) applications considered in order of date.

Length of Period of Leave.--- Different lengths of the period of

TABLE XXI

LENGTH OF PERIOD FOR WHICH SABBATICAL LEAVE IS GRANTED*

Length of Period	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public		Reg- ular	Irreg- ular	Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal			
Months									
12	65	62	41	51	35	34	118	43	161
9	7	20	8	14	5	14	28	13	41
6	33	17	26	13	11	10	43	17	60
4½	4	10	4	6	4	4	15	3	18
3	7	10	6	5	6	29	35	11	46

*Data derived from Appendix B, Part A, question 7.

leave are observed in the several groups of institutions. (See Table XXI). The teachers college and normal school group seems to emphasize to a greater extent the leave for a period of three months than other groups of institutions. Twenty-nine of the forty-six which grant a leave for three months are teachers colleges and normal schools. The report of the practice, in the main, is in favor of the longer period of leave. The data may be thought of as trimodal, the most frequent mode at twelve months, a second at six months, and a third at three months. The typical institution grants

a leave for twelve months. That length of service before taking leave may condition the length of leave is revealed in the case of the teachers colleges and normal schools.

Number of Years of Service Prior to Repeating Leave.--- The mode or most frequent number of years of service a teacher must give after taking

TABLE XXII

NUMBER OF YEARS AFTER WHICH SABBATICAL LEAVE MAY BE REPEATED,
BASED ON DATA FROM 169 HIGHER INSTITUTIONS*

Number of Years	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public		Practice		Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
Mode	6	6.5	6	6	6.5	6	6	7	6
Median	6.9	6.9	6.8	6.9	6.9	6.3	6.7	7.1	6.7
Q_3	7.5	7.6	7.5	7.6	7.5	7.1	7.4	7.5	7.4
Q_1	6.4	6.3	6.3	6.3	6.3	3.7	6.1	6.3	6.1
$Q_3 - Q_1$	1.1	1.3	1.2	1.3	1.2	3.4	1.3	1.2	1.3
Q	.6	.7	.6	.7	.6	1.7	.7	.6	.7
Range	1-10	2-13	3-10	1-13	3-10	1-10	1-13	1-7	1-13
Number Reported	65	49	47	37	30	55	150	19	169

*Data derived from Appendix B, Part A, question 8.

leave before he is entitled to another leave is six years. In comparing the data of Tables XVII and XXII no appreciable difference is observed in the number of years of service before applying for sabbatical leave and the number of years following a leave before another leave may be granted. What this fact signifies is not clear, but it seems reasonable to assume that the period of service required before taking sabbatical leave begins

as soon as the teacher enters the service of the institution. The greatest variability is that of the teachers colleges and normal schools as shown by a quartile deviation (Q) of 1.7 which is almost three times as large as the quartile deviation of the other groups of institutions. According to the 169 institutions reporting, fifty per cent deviate 0.7 of one year from the median institution, which requires 6.7 years of service before the leave may be repeated.

Purpose of Sabbatical Leave.-- The purpose for which sabbatical leave may be granted is varied. The major purpose governing the practice seems to indicate a desire for professional improvement. This improvement may be realized in several ways. (See Table XXIII). No prescribed rule meets the needs of all types of institutions and teachers. That flexibility in the purposes for granting sabbatical leave is desirable is indicated by the frequency with which the purposes are mentioned. The order and frequency of the purposes for granting sabbatical leave, as practiced by institutions, are: (1) study, 245; (2) travel, 133; (3) to restore health, 107; (4) to write for publication, 77; and (5) for rest or recreation, 71. The data reveal that these five purposes maintain their relative position or rank in the several groups of institutions. The thirty-one other purposes (f in Table XXIII) suggest the importance of research as a purpose for which sabbatical leave may be granted. However, research as a form of study probably is engaged in more frequently by the teacher who has the Ph. D. degree than the one who is working toward the completion of an advanced degree.

These data reveal that plans of sabbatical leave provide for a distribution of purposes during the period of leave, probably a part of

the period being devoted to study, part to travel, and another part to rest and recreation, with provisions for any other desirable purpose that may improve the service of the teacher. The unusual cases receive special consideration.

Must Spend Leave Period in Study.--- The requirement that a

TABLE XXIII

PURPOSES FOR WHICH SABBATICAL LEAVE MAY BE GRANTED ACCORDING
TO ADMINISTRATORS OF HIGHER EDUCATION

Purpose of Leave*	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
a	81	93	52	75	47	71	174	71	245
b	45	46	32	35	24	42	110	23	133
c	40	18	27	18	13	13	59	12	71
d	48	37	34	31	20	22	73	34	107
e	42	25	29	17	21	10	61	16	77
f	23	6	11	4	14	2	23	58	31

*For what purpose, or purposes, may sabbatical leave be granted? (a) Study; (b) Travel; (c) Rest and recreation; (d) To restore health; (e) To write for publication; (f) Any other purpose.[#]

[#]Distribution of other purposes for granting sabbatical leave listed according to types of institutional control.

	Number Reporting
1. Non-Sectarian.--	
Research	5
For teaching appointment at another college or university	3
To accept service elsewhere for individual and college good	3
2. Sectarian.--	
Research	2
For special reasons	1
The need of the college and the teacher	1

teacher must study while on sabbatical leave is not an accepted principle in the majority of institutions. The percentage distribution of the 227 institutions replying, reveals that 41.9 per cent require the teacher to study and 58.1 per cent do not make such a demand. If the groups according to institutional control are considered, the teachers college and normal school, the public college and university, the sectarian, and non-sectarian have, respectively, 55.2, 47.6, 44.8, and 15.7 per cent of the institutions requiring the teacher to study while on leave. The institutions which grant leave as a regular practice require study in 38.2 per cent of the 170 reporting, and of those granting leave as an irregular practice 52.6 per cent require a study program. The graduate and undergraduate groups have, respectively, 28.6 and 43.4 per cent of the institutions requiring the teacher to study while on leave. Generally speaking, more of the publicly controlled institutions require study during the period of leave than the privately controlled colleges and universities.

Perhaps the reason for the difference in emphasis on the requirement that teachers study while on leave is due in part to the kind of degrees held by the members of the faculty of the institution. For ex-

	Number Reporting
3. Public College and University.--	
Research	7
Any purpose that improves and equips teacher for university .	2
No specific purpose - any good purpose would be O.K.	2
Teach at another university	1
Observation of educational institutions in this country and in Europe	1
Each unusual case is given special consideration	1
4. Teachers College and Normal School.--	
Research	2

ample, the teachers college and normal school may emphasize study for a higher degree in order to meet higher standards of accrediting organizations, etc. On the other hand, the non-sectarian institutions may not need to insist on study in order to increase the professional standing of the faculty, since, in the main, a larger percentage of their faculty have

TABLE XXIV

TEACHER ON SABBATICAL LEAVE REQUIRED TO SPEND THE PERIOD
IN STUDY, 227 HIGHER INSTITUTIONS REPLYING*

Must Study While on Leave	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Number									
Yes	22	36	8	30	20	37	65	30	95
No	55	47	43	37	22	30	105	27	132
Total	77	83	51	67	42	67	170	57	227
Percentage									
Yes	28.6	43.4	15.7	44.8	47.6	55.2	38.2	52.6	41.9
No	71.4	56.6	84.3	55.2	52.4	44.8	61.8	47.4	58.1
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 10.

the advanced degrees. (See Table LXVII).

Teacher May Teach Elsewhere and Draw Two Stipends.-- The practice of securing a teaching position in some other institution for the period of sabbatical leave and receiving a salary from each institution is permitted by one-fifth (21,8 per cent) of the 197 institutions reporting which grant sabbatical leave. (See Table XXV). The regular-practice and the irreg-

ular-practice groups have, respectively, 19.1 and 31.1 per cent of the institutions which permit the teacher on leave to teach in another institution and receive two salaries. Teaching elsewhere is permitted to a greater extent by the publicly controlled colleges and universities than by the teachers colleges and normal schools, as revealed by the respective percentages,

TABLE XXV

PROFESSOR ON SABBATICAL LEAVE MAY TEACH IN ANOTHER INSTITUTION AND
THUS RECEIVE TWO SALARIES, 197 HIGHER INSTITUTIONS REPORTING*

May Teach Else- where	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal			
Number									
Yes	19	15	11	13	10	9	29	14	43
No	51	53	31	47	26	50	123	31	154
Total	70	68	42	60	36	59	152	45	197
Percentage									
Yes	27.1	22.1	26.2	21.7	27.8	15.3	19.1	31.1	21.8
No	72.9	77.9	73.8	78.3	72.2	84.7	80.9	68.9	78.2
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 11.

27.8 and 15.3. A similar relation is observed for the non-sectarian and sectarian groups as well as for the graduate and undergraduate classifications, however, the amount of difference in each case is reduced. The tendency seems to be that a greater percentage of the smaller schools require teachers on leave to refrain from teaching elsewhere during the period than of the larger institutions. In the main, the data reveal that

the principle of teaching while on leave is not the generally accepted practice.

Amount of Salary Paid During Leave.-- The data of Table XXVI reveal that one-half salary, full salary, and other fractions of salary were mentioned, respectively, by ninety-nine, forty-three, and ten insti-

TABLE XXVI

PART OF SALARY PAID TEACHER DURING SABBATICAL LEAVE,
274 HIGHER INSTITUTIONS REPORTING

Amount of Salary*	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
a	0	0	0	0	0	0	0	0	0
b	11	10	8	5	8	22	36	7	43
c	30	32	14	27	21	37	72	27	99
d	5	5	2	5	3	0	4	6	10
e	0	0	0	0	0	1	1	0	1
f	49	57	40	46	20	15	79	42	121

*What part of salary is paid to teacher during sabbatical leave? (a) No salary; (b) Full pay; (c) Half pay; (d) Other fraction; (e) Per cent of salary; (f) Any other method.[#]

[#]Distribution of other methods of paying the teacher during sabbatical leave listed by groups of institutions according to types of control.

	Number Reporting
1. Non-Sectarian.--	
Full pay for half year, half pay for full year	28
Full salary less amount paid for substitute	4
Five per cent per year of tenure	1
Amount granted ranges from \$250.00 to \$1000.00 per year	1
Special arrangement and agreement	1
Full or half salary, depends on individual and reason for leave.	1
In case of year's leave, full salary less cost of substitute;	
half year's leave full salary	1
Full pay for one semester every third year	1

tutions. The teachers college and normal school group account for twenty-two of the forty-three institutions which give full pay while on leave. Outside of this fact there are no significant differences in the data.

An analysis of other methods of paying teachers while on leave (f in Table XXVI) perhaps reveals the most important principle concerning the payment of the teacher's salary during leave, i.e. full pay for a half year or half pay for a full year. Sixty-one institutions make use of this method. Twenty-one institutions give full salary less amount paid for a substitute. Perhaps the most advanced or unique regular sabbatical-leave methods of paying the teacher's salary while on leave are employed by the

	Number Reporting
2. Sectarian.--	
Full pay for half year; half pay for full year	18
Amount not fixed, determined by agreement with each individual	11
Full salary less amount paid for substitute and adjustment of courses	7
Fixed cash amounts	3
Half pay for one year; three-fourths pay for one semester . .	1
Pay one-fourth of salary	1
One-third to one-half pay, depends on needs and finance . . .	1
Full salary, two-thirds, or one-half salary on agreement . . .	1
One-half salary if service is seven years; one-fourth if service is less	1
Half term with full pay each three years, or a whole term with full pay each six years	1
3. Public College and University.--	
Full pay for half year; half pay for full year	9
Full salary less salary paid for substitute and by adjustment of courses	5
Amount paid is determined by agreement with each individual .	3
Full pay for half year; three-fifths for full year (U. of Ariz).	1
Fixed cash amounts	1
Indefinite proportion of salary for twelve months	1
4. Teachers College and Normal School.--	
Full pay for half year; half pay for full year	6
Not to exceed fifty per cent of salary, provided substitute can be employed for other half of salary	4
Not to exceed \$1500.00	3
Full salary less amount paid for substitute	1
No definite amount	1

University of California, which pays two-thirds of the salary, and by the University of Arizona, which gives full pay for a half year and three-fifths pay for a full year.

Number of Months Paid While on Leave.--- The significant fact about the data relative to the number of months the teacher is paid while on leave

TABLE XXVII

NUMBER OF MONTHS TEACHER IS PAID WHILE ON SABBATICAL LEAVE,
199 HIGHER INSTITUTIONS REPLYING*

Number of Months	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Mode	12	12	12	12	12	3	12	12	12
Median	12	12	12	11	12	10	11	12	12
Range	3-12	3-12	3-12	3-12	3-12	1 $\frac{1}{2}$ -12	1 $\frac{1}{2}$ -12	3-12	1 $\frac{1}{2}$ -12
Number Reported	71	64	39	57	39	64	153	46	199

*Data derived from Appendix B, Part A, question 13.

is that practically no distribution is revealed. (See Table XXVII). Since both the mode and median came at twelve months or the last class interval, the writer did not consider it worthwhile to compute any other measures. It will suffice to say that the typical institution pays the salary for twelve months or for the duration of the leave. However, the teachers college and normal school group has a mode of only three months. It has been observed that a three months' leave period is an apparent characteristic difference between this group of institutions and the other groups.

Accept Better Position Immediately.--- There is evidence of more opposition to teachers accepting better positions immediately after taking sabbatical leave from the public and undergraduate institutions than from the private and graduate groups. (See Table XXVIII). The percentages of institutions opposing the practice are 60.9, 70.0, 52.6, and 47.5, respec-

TABLE XXVIII

TEACHER MAY ACCEPT A BETTER POSITION IMMEDIATELY AFTER SABBATICAL LEAVE EXPIRES, 203 HIGHER INSTITUTIONS REPLYING*

May Leave Position	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Number									
Yes	37	24	21	28	12	25	60	26	86
No	34	44	19	31	28	39	97	20	117
Total	71	68	40	59	40	64	157	46	203
Percentage									
Yes	52.1	35.3	52.5	47.4	30.0	39.1	38.2	56.5	42.4
No	47.9	64.7	47.5	52.6	70.0	60.9	61.8	43.5	57.6
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 14.

tively, for the teachers college and normal school, the public college and university, the sectarian, and the non-sectarian groups. The regular-practice and the irregular-practice groups have, respectively, 38.2 and 56.5 per cent of the institutions which permit the teacher to accept a better position immediately after sabbatical leave expires. The indications are that teachers are expected not to accept better positions immediately following leave.

Refund Salary.--- The teacher who accepts a better position elsewhere immediately after taking sabbatical leave is expected to refund all or part of the salary in three-fifths of the 155 institutions reporting. (See Table XXIX). Institutions granting sabbatical leave as a regular practice tend to emphasize this requirement (62.3 per cent) slightly more

TABLE XXIX

IF TEACHER ACCEPTS POSITION ELSEWHERE IMMEDIATELY AFTER
SABBATICAL LEAVE, HE MUST REFUND SALARY PAID DURING
LEAVE, 155 HIGHER INSTITUTIONS REPORTING*

Must Refund Salary	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal			
Number									
Yes	29	30	9	23	27	35	76	18	94
No	28	15	16	20	7	18	46	15	61
Total	57	45	25	43	34	53	122	33	155
Percentage									
Yes	50.9	66.7	36.0	53.5	79.4	66.0	62.3	54.5	60.6
No	49.1	33.3	64.0	46.5	20.6	34.0	37.7	45.5	39.4
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
Per Cent Refunded									
100%	21	18	4	13	22	26	54	11	65
50	2	2	1	3	0	1	4	1	5
25	0	1	0	1	0	0	0	1	1
Number Reported	23	21	5	17	22	27	58	13	71

*Data derived from Appendix B, Part A, question 15.

than those with an irregular practice (54.5 per cent). Only seventy-one of the ninety-four institutions which report that the salary paid during leave must be refunded, if the teacher goes elsewhere, state the amount.

Sixty-five of the seventy-one institutions report that 100 per cent of the amount paid during leave must be refunded if the teacher goes elsewhere immediately after taking sabbatical leave.

Engage in Other Occupations.--- The group of institutions with regular sabbatical-leave practice have one-fourth (25.3 per cent) permit-

TABLE XXX

TEACHERS ON SABBATICAL LEAVE MAY ENGAGE IN OTHER GAINFUL OCCUPATIONS THAN TEACHING, 187 HIGHER INSTITUTIONS REPORTING*

Engage in Gainful Occupation	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public				
	Grad- uate	Under- Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- versity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Number									
Yes	27	21	19	16	13	9	37	20	57
No	38	44	23	41	18	48	109	21	130
Total	65	65	42	57	31	57	146	41	187
Percentage									
Yes	41.5	32.3	45.2	28.1	41.9	15.8	25.3	48.8	30.5
No	58.5	67.7	54.8	71.9	58.1	84.2	74.7	51.2	69.5
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 16.

ting teachers on sabbatical leave to engage in gainful occupations other than teaching, while the irregular-practice group have one-half (48.8 per cent) of the institutions which permit the teacher to be thus occupied. (See Table XXX). There is a variation in the practice concerning this principle if the percentage distribution for types or groups of institutions is considered. A relatively smaller percentage (15.8) of teachers colleges and normal schools permit the practice than any other classifica-

tion of institutions. In the main, the practice of permitting teachers to engage in other gainful occupations than teaching while on sabbatical leave is not a generally accepted policy, but perhaps may be permitted as an exception to the general rule.

Teacher Obligated to Return.-- The teacher is obliged to return to

TABLE XXXI

TEACHER IS OBLIGED TO RETURN TO SERVICE AFTER SABBATICAL
LEAVE, 211 HIGHER INSTITUTIONS REPLYING*

Obligated to Return	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal			
Number									
Yes	52	54	28	40	38	48	125	29	154
No	23	18	14	22	5	16	37	20	57
Total	75	72	42	62	43	64	162	49	211
Percentage									
Yes	69.3	75.0	66.7	64.5	88.4	75.0	77.2	59.2	73.0
No	30.7	25.0	33.3	35.5	11.6	25.0	22.8	40.8	27.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 17.

service after sabbatical leave in 154 (73 per cent) of the 211 institutions. (See Table XXXI). This principle is more generally accepted by the group having regular sabbatical-leave practice (77.2 per cent) than by the irregular-practice classification of institutions (59.2 per cent). If the reader is interested in other group comparisons, an analysis of the data reveals some significant differences and similarities. In conclusion, however, it may be stated that the teacher is expected and obliged to return to service

in the institution upon the expiration of sabbatical leave. Exceptional cases probably are given individual consideration.

Number of Years Obligated to Return .--- Ninety-eight institutions report the definite number of years the teacher is obliged to remain in service at the institution after taking sabbatical leave. (See Table XXXII).

TABLE XXXII

NUMBER OF YEARS TEACHER IS OBLIGED TO REMAIN IN SERVICE AFTER
SABBATICAL LEAVE, 98 HIGHER INSTITUTIONS REPORTING*

Number of Years	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Number									
4/	0	1	0	1	0	0	1	0	1
3 years	6	3	1	2	6	5	13	1	14
2	7	6	3	4	6	17	27	3	30
1	20	22	11	12	19	11	43	10	53
Total	33	32	15	19	31	33	84	14	98
Percentage									
4/		3.0		5.2			1.2		1.0
3 years	18.2	9.4	6.7	10.5	19.4	15.2	15.5	7.2	14.3
2	21.2	18.8	20.0	21.1	19.4	51.5	32.1	21.4	30.6
1	60.6	68.8	73.3	63.2	61.2	33.3	51.2	71.4	54.1
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
Mode	1	1	1	1	1	2	1	1	1
Median	1.8	1.7	1.7	1.8	1.8	2.2	2.0	1.7	1.9
Range	1-3	1-4	1-3	1-4	1-3	1-3	1-4	1-3	1-4

*Data derived from Appendix B, Part A, question 17.

Although these data are not representative of a general practice in all institutions, the indications are that teachers are required to return for a period of one to three years after taking leave. Two-thirds of the teachers colleges and normal schools require two or more years as compared

with approximately one-third of the other groups. The longer periods are more representative of the regular than the irregular-practice groups as revealed by the percentage distribution.

Submit Program of Activities Before Leave.--- A program of the teacher's proposed activities while on leave is required by three-fifths

TABLE XXXIII

TEACHER IS REQUIRED TO SUBMIT A PROGRAM OF HIS ACTIVITIES BEFORE
SABBATICAL LEAVE, 223 HIGHER INSTITUTIONS REPORTING*

Program of Activities Required	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public		Practice		Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
Number									
Yes	50	41	25	35	31	39	102	28	130
No	30	36	22	31	13	27	68	25	93
Total	80	77	47	66	44	66	170	53	223
Percentage									
Yes	62.5	53.2	53.2	53.0	70.5	59.1	60.0	52.8	58.3
No	37.5	46.8	46.8	47.0	29.5	40.9	40.0	47.2	41.7
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 18.

(60.0 per cent) of the regular practice group and by slightly more than one-half (52.8 per cent) of the irregular classification. The public college and university requires a program in 70.5 per cent of the cases reported; the next largest per cent is the graduate group (62.5 per cent). These data indicate that the principle of requiring a program of proposed activities before entering upon sabbatical leave is the generally accepted policy.

Submit a Report Following Leave.--- The practice of requiring the teacher to submit a report of the activities upon the completion of leave is not as generally accepted as the requirement of a program before taking leave. (See Table XXXIV). The regular-practice group has two-fifths (40.6 per cent) of the institutions requiring a report of the teacher's

TABLE XXXIV

TEACHER IS REQUIRED TO SUBMIT A REPORT OF HIS ACTIVITIES AFTER
SABBATICAL LEAVE, 218 HIGHER INSTITUTIONS REPLYING*

Report of Activities Required	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal			
Number									
Yes	24	24	10	20	18	34	67	15	82
No	54	50	35	45	24	32	98	38	136
Total	78	74	45	65	42	66	165	53	218
Percentage									
Yes	30.8	32.4	22.2	30.8	42.9	51.5	40.6	28.3	37.6
No	69.2	67.6	77.8	69.2	57.1	48.5	59.4	71.7	62.4
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 19.

activities upon return from leave as compared with three-tenths (28.3 per cent) of the irregular-practice group. The teachers college and normal school is the only classification which has over one-half (51.5 per cent) of the institutions requiring a report. The indications are that this practice is becoming more general in institutions which have a regular sabbatical-leave system than in the irregular-practice group.

Status of Annual Salary Increment.-- The data of Table XXXV reveal that 62.1 per cent of the regular-practice group give an annual salary increment for the year in which sabbatical leave is taken as compared with 34.8 per cent of the group with an irregular practice. These facts seem to indicate that as institutions adopt a regular plan of leave

TABLE XXXV

ANNUAL SALARY INCREMENT GIVEN FOR YEAR IN WHICH SABBATICAL LEAVE IS TAKEN, 118 HIGHER INSTITUTIONS REPORTING*

Salary Increment Given	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal			
Number									
Yes	20	14	11	12	11	33	59	8	67
No	21	20	14	16	11	10	36	15	51
Total	41	34	25	28	22	43	95	23	118
Percentage									
Yes	48.8	41.2	44.0	42.9	50.0	76.7	62.1	34.8	56.8
No	51.2	58.8	56.0	57.1	50.0	23.3	39.9	65.2	43.2
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 20.

there is a relative increase in the number to give the annual salary increment. The reader is reminded that these data represent only those institutions which have regular salary schedules. The percentage of institutions, which have an annual salary schedule and grant the increase to teachers on leave, by groups is: for the teachers college, 76.7; for the public college and university, 50.0; for the sectarian, 42.9; and for the non-sectarian 44.0.

Status of Retirement.--- The teacher's retirement status while on leave is indicated in Table XXXVI. The objectivity of these data was overlooked in the final revision of the questionnaire. Although the data are not conclusive, it is clear that the teacher's retirement status is being protected during the period of leave. One hundred fourteen institutions

TABLE XXXVI

EFFECT OF TAKING SABBATICAL LEAVE ON TEACHER'S RETIREMENT STATUS, 153 HIGHER INSTITUTIONS REPORTING*

Effect on Retirement Status	Cross Classification According to Institutional Control				Total
	Private		Public		
	Non-sec-tarian	Secta-rian	College and Univer-sity	Teachers College and Normal	
Has no effect or is not effected	40	41	14	19	114
Have no retirement provision	4	6	9	13	32
Taken out as not teaching	0	0	0	7	7
Total reporting	44	47	23	39	153

*Data derived from Appendix B, Part A, question 21.

report that sabbatical leave has no effect on the teacher's retirement status. On the other hand, only seven institutions state that the time is "taken out as not teaching." These seven institutions are teachers colleges and normal schools. The principle of retirement protection while on leave is probably a very desirable administrative practice.

Summary of Administrative Principles.--- The principles governing the administration of sabbatical leave according to the foregoing data may be stated as follows:

1. The length of the period of service before a teacher may make

application for sabbatical leave is six years if the mode is considered and 6.6 years according to the median.

2. Agencies influencing the selection of the teacher to take sabbatical leave are: the teacher's application which is approved by the head of the department or the dean of the school; the leave is granted by the president or the governing board, or both.

3. The three most essential principles or bases of selecting teachers who are to take sabbatical leave involve: (2) a definite length of continuous service; (b) leave granted for professional improvement; and (c) applications considered in order of date.

4. The length of the period for which sabbatical leave is granted indicates a trimodal distribution at twelve, six, and three months. The typical institution gives a leave for twelve months.

5. The most frequent number of years of service a teacher must give after taking sabbatical leave before he is entitled to another is six years.

6. The two main purposes for sabbatical leave are study (including research) and travel. Less important factors are writing for publication, rest or recreation, and restoration of health. The unusual cases are given special consideration.

7. The requirement that a teacher must spend the period of leave in study is not a generally accepted principle. It is more frequently made in the teachers colleges and normal schools which emphasize study for a higher degree.

8. The principle of teaching in some other institution while on sabbatical leave and receiving two stipends is not generally considered

an acceptable administrative practice.

9. The most frequent amount of salary paid a teacher while on leave is one-half the regular pay. The second most frequent method of paying the teacher is full pay for one-half year or one-half pay for a full year. Many other arrangements and different amounts of salary are reported.

10. The typical institution pays the teacher the salary allowed for leave for a period of twelve months or for the duration of the leave.

11. The indications are that the teacher is not to accept a better position elsewhere immediately after taking sabbatical leave.

12. If a teacher accepts a position elsewhere immediately after taking sabbatical leave, he is generally expected to refund a part or all of the salary received while on leave. Where the institution has this regulation, 100 per cent of the amount received is refunded in 91.5 per cent of the institutions reporting the per cent refunded.

13. Indications are that a teacher is expected or obliged to return to service in his own institution after sabbatical leave. Exceptional cases probably are given individual consideration.

14. The indications are that teachers are required to submit a program of their proposed activities before taking leave. This principle is more generally accepted by institutions having regular sabbatical leave systems.

15. The requirement of a report of the activities actually engaged in during leave period is not so well established. However, there are indications that this practice is more general among the group of institutions with a relatively large percentage granting leave as a

regular practice.

16. Where the institution recognizes an annual salary increment, the principle of granting the regular increase for the year the teacher is on leave tends to become a more generally accepted policy in institutions having regular sabbatical-leave practice.

17. In the main, the teacher's retirement status is protected by giving him the same credit for the period of leave as for teaching.

18. It may be concluded that the administrative principles of sabbatical leave are substantially the same for all types of higher institutions.

Attitude of Governing Board toward Sabbatical Leave

The attitude of the governing board toward sabbatical leave is determined primarily through a statement of facts and opinions of the respondent rather than from the respective boards. The questions considered are: (1) whether sabbatical leave is officially recognized by the board; (2) whether any adverse criticism of sabbatical leave made by the board has been heard; (3) whether the board considers sabbatical leave an obligation on their part; (4) whether the institution has a definite ruling governing the practice; and (5) whether administrative principles are generally found in printed sabbatical-leave regulations.

Sabbatical Leave Officially Recognized.--- Four-fifths of 218 institutions report that a sabbatical-leave plan is officially recognized by the governing board. (See Table XXXVII). The significant fact is that 95.2 per cent of the 167 institutions reporting which grant leave as a regular practice have plans officially recognized as compared with 27.5 per cent of the group of institutions which do not have a regular-leave

practice. Other important differences are observed among the several groups of institutions. The teachers college and normal school, public college and university, sectarian, and non-sectarian groups have, respectively, 90.8, 90.0, 63.5, and 76.0 per cent of the institutions giving official recognition to sabbatical-leave regulations.

TABLE XXXVII

SABBATICAL-LEAVE PLAN OFFICIALLY RECOGNIZED BY GOVERNING BOARD, 218 HIGHER INSTITUTIONS REPORTING*

Plan Officially Recognized	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public				
	Graduate	Under Graduate	Non-Sectarian	Sectarian	College and University	Teachers College and Normal	Regular	Irregular	Total
Number									
Yes	63	51	38	40	36	59	159	14	173
No	10	29	12	23	4	6	8	37	45
Total	73	80	50	63	40	65	167	51	218
Percentage									
Yes	86.3	63.8	76.0	63.5	90.0	90.8	95.2	27.5	79.4
No	13.7	36.2	24.0	36.5	10.0	9.2	4.8	72.5	20.6
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 23.

Adverse Criticism by Governing Board.--- Each group of institutions has one or more respondents reporting that objections or adverse criticism of sabbatical-leave plans have been made by the governing board. Of 166 institutions which have a regular sabbatical-leave system, only 7.2 per cent report any criticism of the practice on the part of the governing board. Approximately one-tenth (9.8 per cent) of the 215 institutions

reporting indicate some criticism. Only one of seventy-six institutions giving a graduate program reports an objection to the leave policy.

In considering the list of criticisms that were given by the respondents as representing the views of the governing boards (See Supplement to Table XXXVIII), the boards of privately supported institutions

TABLE XXXVIII

ADVERSE CRITICISM OF GRANTING LEAVE WITH PAY BY GOVERNING BOARD, 215 HIGHER INSTITUTIONS REPORTING*

Criticism	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Graduate	Under Graduate	Private		Public		Regular	Irregular	Total
			Non-Sectarian	Sectarian	College and University	Teachers College and Normal			
Number									
Yes	1	11	5	5	2	9	12	9	21
No	75	65	44	55	41	54	154	40	194
Total	76	76	49	60	43	63	166	49	215
Percentage									
Yes	1.3	14.5	10.2	8.3	4.7	14.3	7.2	18.4	9.8
No	98.7	85.5	89.8	91.7	95.3	85.7	92.8	81.6	90.2
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 24.

#List of objections or criticisms made by governing boards relative to granting leave of absence with pay according to types of control or groups of institutions.

1. Non-Sectarian.--

Slight objection on part of individuals to additional cost	
and its good men being away	1
Faculty should be paid for service only	1
There is a feeling that the work of the professor on leave may	
not be satisfactorily carried on in his absence	1
Because in sixteen years three teachers have not returned	1

seem to be concerned with the problems of the substitute teacher and of financing sabbatical leave. The governing boards of the publicly supported institutions seem to be concerned with the legality and constitutionality of the practice or the problem of the teacher during and after leave, if any criticism whatsoever is given. Practically all of the objections raised can be overcome by a broader view of the value and purposes of sabbatical leave and more systematic regulations governing the practice.

Sabbatical Leave Considered an Obligation by Board.-- The data of Table XXXIX should be considered as based on the subjective opinions of the respondents. These data reveal that the regular-practice and the irregular-practice groups have, respectively, 70.7 and 44.7 per cent of the institutions which have governing boards considering sabbatical leave as an obligation. The governing boards of more than three-fourths (77.1 per

In the small college the individual professor is too valuable
to be replaced by a substitute 1

2. Sectarian.--

Can't afford leave with pay the board says 2

3. Public College and University.--

Slightly looked upon as a vacation 1

Illegal use of funds--payment without service being rendered . . . 1

4. Teachers College and Normal School.--

Board of regents has regarded it as a necessity while our faculty
members sought higher degrees. It may be abandoned
any minute 1

Protecting taxpayers--pernicious argument 1

Prepare for better positions 1

Some question as to constitutionality 1

It is some times questioned whether this is "constitutional" . . . 1

Plan is probably illegal, though it has been allowed to prevail . 1

No service no pay 1

Tendency of people to accept better positions elsewhere 1

cent) of the public college and university group consider sabbatical leave as an obligation as compared with approximately three-fifths of the other classifications according to method of control. These findings indicate a tendency for the governing boards of institutions which have a regular sabbatical-leave plan to consider the granting of such leave an obligation

TABLE XXXIX

GOVERNING BOARD CONSIDERS THE GRANTING OF SABBATICAL LEAVE
AS AN OBLIGATION ON THEIR PART, 194 HIGHER
INSTITUTIONS REPORTING*

Considered an Obligation	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal			
Number									
Yes	50	40	28	35	27	35	104	21	125
No	17	30	16	23	8	22	43	26	69
Total	67	70	44	58	35	57	147	47	194
Percentage									
Yes	74.6	57.1	63.6	60.3	77.1	61.4	70.7	44.7	64.4
No	25.4	42.9	36.4	39.7	22.9	38.6	29.3	55.3	35.6
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 26.

on their part.

Rulings or Regulations Governing Sabbatical Leave.--- The data of Table XL show that ninety-seven (46.0 per cent) of the 211 institutions reporting have no regulation providing for sabbatical leave. Fifty-nine (98.3 per cent) of the institutions reporting with an irregular practice state that no ruling is provided, while only thirty-eight (25.2 per cent)

of the 151 institutions having a regular leave practice are without an administrative ruling to govern the policy. Other significant facts are revealed from a comparison of the data relative to the provision for sabbatical-leave regulations reported by the institutions of the different groups according to types of control. The teachers-college and normal-

TABLE XL

INSTITUTION HAS RULING PROVIDING FOR SABBATICAL LEAVE,
211 HIGHER INSTITUTIONS REPORTING*

Provision for Ruling	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal			
Number									
Yes	45	29	23	22	29	40	113	1	114
No	27	51	27	43	8	19	38	59	97
Total	72	80	50	65	37	59	151	60	211
Percentage									
Yes	62.5	36.3	46.0	33.8	78.4	67.8	74.8	1.7	54.0
No	37.5	63.7	54.0	66.2	21.6	32.2	25.2	98.3	46.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 25.

school, public college and university, sectarian, and non-sectarian groups have, respectively, 67.8, 78.4, 33.8, and 46.0 per cent of the institutions providing rules for governing sabbatical-leave practice. These findings probably reveal a need for some standardizing influence which will stabilize the practice.

Copies of Regulations.--- Copies of fifty sabbatical-leave regu-

lations are contained in Appendix C. It may be observed that a few of these rules are mere statements of three or four principles which govern the practice. Many of the principles usually recognized in administering sabbatical leave are generally omitted from the printed regulations. The most complete statements of sabbatical-leave systems are among the regulations of the publicly supported institutions. (See Appendix C, Parts C and D.) The fifty copies are grouped according to whether they represent the non-sectarian, sectarian, public college and university, teachers college, or the foreign institutions. It was not desirable to include copies of all the regulations that were received. Effort was made to select institutions from different sections of the country and at the same time represent the different types of regulations. The regulations of the respective groups of institutions are listed alphabetically by states and schools. No attempt was made to evaluate them with regard to fundamental administrative principles.

Summary of Attitude of Governing Board toward Practice.-- The attitude of the governing boards concerning the practice of granting sabbatical leave may be summarized thus:

1. Official recognition of sabbatical-leave systems by governing boards is more general among the publicly controlled and graduate institutions than among the privately controlled and undergraduate groups. Indications are that official recognition is a desirable influence in initiating a regular practice.

2. Few adverse criticisms are reported to have been made by governing boards relative to leave of absence with pay. The objections suggested pertain to the problems of the substitute teacher, finances,

problems concerning the teacher on leave and thereafter, and the legal status of the practice.

3. It is concluded that the average board considers the granting of sabbatical leave as an obligation. As the institutions initiate regular sabbatical leave practice there is a greater tendency for the board to accept the practice as an obligation on their part.

4. Regulations governing sabbatical-leave systems tend to become formulated with institutions recognizing the practice as a regular system. The findings probably reveal a need of some standardizing influence which will guard against possible abuses, provide for desirable recognition, and perhaps provide some financial subsidy.

5. Copies of fifty sabbatical-leave regulations representing the several types of plans in operation in the different sections of the country are referred to in Appendix C. In reading the twenty plans representing the privately controlled institutions, one is impressed with the omission of many fundamental principles that are formulated in the regulations of the publicly supported institutions.

Evaluation of Sabbatical Leave by the Respondent

In evaluating the effects sabbatical leave has upon the teacher and the institution, it is necessary to rely upon the subjective opinion of the respondent. On this basis data were secured on the following points of view: (1) the approximate per cent of the teachers who were more valuable after sabbatical leave; (2) the extent to which teachers were less valuable after sabbatical leave than before; (3) the outstanding advantages of granting sabbatical leave; and (4) the outstanding disadvantages of such

a practice.

Approximate Per Cent more Valuable after Return.--- The data of Table XLI, which are merely the subjective opinions of the respondents, indicate the per cent of the staff that were more valuable after their return from sabbatical leave. Eighty-six (89 per cent) of ninety-seven

TABLE XLI

APPROXIMATE PER CENT OF STAFF MORE VALUABLE AFTER THEIR RETURN FROM SABBATICAL LEAVE, 141 HIGHER INSTITUTIONS REPLYING*

Per Cent	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
	Grad-uate	Under Grad-uate	Private		Public		Reg-ular	Irreg-ular	Total
			Non-Secta-rian	Secta-rian	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal			
100%	34	57	23	47	21	36	86	41	127
90	1	0	0	1	0	2	2	1	3
75	4	1	2	1	2	4	8	1	9
50	0	1	0	1	0	1	1	1	2
Number	39	59	25	50	23	43	97	44	141
Range	75-100	50-100	75-100	50-100	75-100	50-100	50-100	50-100	50-100

*Data derived from Appendix B, Part A, question 27.

institutions having a regular sabbatical-leave system report that 100 per cent of the teachers were more valuable after returning from leave. This evaluation by the respondents of the effect of leave of absence on the improvement of the teacher is an important endorsement of sabbatical-leave systems.

Teachers Actually Less Valuable after Leave.--- Only eight (4.4 per cent) of 182 institutions report that any teachers were actually less

valuable after returning from sabbatical leave than before. (See Table XLII). If any teachers were actually less valuable, the cause leading to the condition was requested. (See supplement to Table XLII). Although there were very few reasons given for a decrease in efficiency, they indicate some form of maladjustment on the part of the teacher at the graduate institution

TABLE XLII

EXTENT TO WHICH 182 INSTITUTIONS REPORT ANY TEACHERS ACTUALLY
LESS VALUABLE AFTER THEIR LEAVE THAN BEFORE*

Any Teachers Less Valuable	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
Number Yes [#]	1	4	0	4	1	3	5	3	8
No	60	66	35	61	30	48	122	52	174
Total	61	70	35	65	31	51	127	55	182
Percentage Yes [#]	1.6	5.7	0.0	6.2	3.2	5.9	3.9	5.5	4.4
No	98.4	94.3	100	93.8	96.8	94.1	96.1	94.5	95.6
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part A, question 28.

[#]List of reasons given for teachers being less valuable after returning from sabbatical leave than before according to types of control or groups of institutions.

	Number Reporting
1. Sectarian.--	
They adopted big university methods that did not work	1
One member somewhat less co-operative after being away	1
Loss of interest and loyalty	1
New interest brought in foreign to our school	1
2. Public College and University.--	
Dissatisfied with conditions and wanted to go somewhere else . . .	1

or with the administration on return.

Advantages of Sabbatical Leave.-- The outstanding advantages of granting of leave of absence mentioned by respondents in order of frequency are higher scholarship and culture, a broader professional view, increased teaching efficiency, rest and a fresh outlook, and an inspiration to other teachers. (See Table XLIII). A few minor variations in this position of rank are observed relative to the data of the several classifications of institutions. The significant fact is the number of respondents that checked the several advantages.

Twenty-four other advantages were written in the blank provided for that purpose. The central idea in these statements seems to be the loyalty of the teacher to the school and the prestige gained by the institution sponsoring a program of sabbatical leave. Sabbatical leave properly administered has many advantages and can be made one of the most important agencies for improving the college teacher.

In answer to the question, "What are the outstanding benefits of granting leaves of absence," Linscheid summarized the substance of the replies of the presidents of state teachers colleges in the following language:

. . . .Leaves of absence insure a growing faculty; they promote the program of the college because the teachers return better qualified for their work; teachers come back with a better conception of what the job of training teachers implies; they are enabled to organize their materials

3. Teachers College and Normal.--

An exaggerated idea of their usefulness; less cooperative	1
Failure of graduate school to cooperate with faculty members on their problem	1
A few return and try to unload graduate work on undergraduates.	
Some get entirely out of spirit with the students just beginning their college work	1

of instruction effectively; they have more materials of instruction to organize; they learn what recent advances in education have discovered with reference to learning and the nature of the being to be taught; they have renewed interest and broader outlook; they get the confidence of the students in a greater degree; they come back with greater enthusiasm and deeper insight. Leaves of absence promote the morale of the teachers college; they result in a better esprit de corps; they go far towards making the institution granting them academically respectable; they tend to attract teachers who want to make teaching a life work, and who want to grow in their profession; they are, perhaps, the most important factor in the in-service training of teachers, etc. (29:28).

TABLE XLIII

OUTSTANDING ADVANTAGES OF GRANTING SABBATICAL LEAVE
ACCORDING TO ADMINISTRATORS OF HIGHER INSTITUTIONS

Advantages*	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave Practice		
			Private		Public		Practice		Total
	Graduate	Under Graduate	Non-Sectarian	Sectarian	College and University	Teachers College and Normal	Regular	Irregular	
a	58	68	36	56	34	46	121	51	172
b	60	69	35	58	36	60	138	51	189
c	62	69	35	61	35	60	137	54	191
d	37	46	17	39	27	44	90	37	127
e	69	53	40	43	39	46	116	52	168
f	24	19	14	14	15	23	51	15	66
g	8	7	4	7	4	9	14	10	24

*What are the outstanding benefits or advantages of granting leave of absence, as you see it? (a) Increased teaching efficiency; (b) Broader professional view; (c) Higher scholarship and culture; (d) Inspiration to other teachers; (e) Rest and fresh outlook; (f) Helps in attracting new teachers; (g) Other advantages.[#]

[#]Distribution of other advantages of granting leave of absence according to types of institutional control.

	Number Reporting
1. Non-Sectarian.--	
Brings college to attention of other institutions	1
Getting away from routine and consequently out of the rut	1
Furthering good name of university abroad	1
Establishing helpful contacts	1

According to this report, the presidents of teachers colleges proclaim many advantages to be gained from sabbatical leave.

Disadvantages of Granting Sabbatical Leave.-- The outstanding disadvantage of granting sabbatical leave is a lack of finances. (See Table XLIV). Less frequently mentioned disadvantages are: (1) no well formulated plan, (2) the teacher fails to return, and (3) the teacher fails to use the time profitably. The data reveal that ninety-one respondents are of the opinion that the practice of granting sabbatical leave has no disadvantages. Seventeen other disadvantages were written in the space on the questionnaire provided for that purpose. Of this group of disad-

2. Sectarian.--

Progress in projects of original research	1
Better general spirit	1
Appreciate their own college	1
Tends to better satisfaction in faculty	1
Increases mental and physical vigor	1
Our chief reason for leaves up to the present time has been looking toward standardization of institution	1
Restoration of health ,	1

3. Public College and University.--

It offers a cycle for planning courses in a department that gives variety and great attractiveness to them for students	1
Better loyalty	1
In retaining older teachers	1
Teacher is proud to belong to university that gives such advantages. Loyalty	1

4. Teachers College and Normal School.--

Advances general standing of faculty	1
Assist tenure	1
Loyalty, happiness, and contentment	1
Readjusts one to more up-to-date things recommended by the better higher institutions	1
Causes faculty member to get increased confidence	1
Helps keep the faculty contented	1
Old ruts, old bickerings and irritations are forgotten, as things have changed in their absence	1
Fine for morale	1
Increases standing of school	1

vantages ten are concerned with the problem of a satisfactory substitute for the period of the leave. Probably the two main problems that are more difficult to overcome are financing a plan and adequately providing for carrying on the work of the teacher who is on leave. The other disadvantages probably can be overcome through the observance of the principles of

TABLE XLIV

OUTSTANDING DISADVANTAGES OF GRANTING LEAVE OF ABSENCE
ACCORDING TO ADMINISTRATORS OF HIGHER INSTITUTIONS

Disadvan- tages*	Cross-Classification of Higher Institutions								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- -ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
a	32	57	18	48	23	29	69	49	118
b	8	16	3	15	6	11	10	25	35
c	2	9	1	7	3	13	16	8	24
d	8	5	3	4	6	3	14	2	16
e	6	7	7	3	3	4	9	8	17
None	38	24	30	20	12	29	77	14	91

*What are the outstanding disadvantages of granting leave of absence, as you see it? (a) Lack of finances; (b) No well formulated plan; (c) Teacher fails to return; (d) Teacher fails to use time profitably; (e) Other disadvantages.[#]

[#]Distribution of other disadvantages of granting sabbatical leave according to types of institutional control.

	Number Reporting
1. Non-Sectarian.--	
Provision of satisfactory substitute	2
Difficulty of finding adequate substitute for temporary position . .	2
Interruption of work of department	1
The cost	1
Adjustment of teaching schedule	1
2. Sectarian.--	
Substitute teacher not always so good as regular teacher	1
Adequately filling their place temporarily	1
Lessened loyalty	1

administering sabbatical leave.

Summary of Evaluation of Sabbatical Leave.--The evaluation of sabbatical leave is the subjective reaction of the respondent. The principal indications are:

1. Respondents of 90 per cent of the institutions reporting consider that 100 per cent of their teachers who have been on leave were more valuable to the institution upon their return.
2. Less than 5 per cent of the institutions reporting indicate that any teachers were actually less valuable after leave than before. The reasons for decrease in efficiency reveal some form of maladjustment of the teacher to the graduate institution or with the administration on return.
3. The principal advantages of sabbatical leave are: (1) higher scholarship and culture, (2) a broader professional view, (3) an increased teaching efficiency, (4) rest and a fresh outlook, (5) an inspiration to other teachers, (6) greater loyalty to the institution, and (7) the institution gains in prestige.
4. Disadvantages of granting sabbatical leave center around the

3. Public College and University.--

Place likely to be filled by less experienced instructor	1
Difficulty in arranging for work in small departments	1
Contrast in conditions discouraging instead of stimulating to some	1

4. Teachers College and Normal School.--

Difficult to secure satisfactory substitute for short time	2
Broken continuity	1
May be educated away from problem	1

problems of adequately financing a sabbatical-leave plan and providing for the continuation of the work of the teacher while on leave.

CHAPTER IV
LEAVE OF ABSENCE WITHOUT PAY
AND SUMMER LEAVE

Introduction

In the preceding chapter leave of absence with full or part pay was analyzed. The main divisions of this analysis were the extent of the practice, administrative principles, attitude of governing boards, and the evaluation of sabbatical leave by the respondents. Two related forms of leave of absence are considered in Chapter IV, namely, leave without pay and summer leave.

The same cross-classification of institutions as was used in Chapter III is maintained throughout this chapter. One addition is made to the caption of the tables. The total number of institutions not giving leave with pay, although they may grant leave without pay, is provided for in a separate group of institutions and is frequently referred to as the non-sabbatical leave group. The major division of the table concerns the policy of granting leave without pay by the several groups of institutions which give a leave of absence with full or part pay, referred to in this chapter as the sabbatical-leave group.

The data are derived from Parts B and C of Appendix B. These two parts of the data sheet are not as completely checked by the respondents as Part A. It is the opinion of the writer, however, that the data are fairly reliable for the purpose of indicating trends or tendencies in leave practice among the different groups of institutions.

Leave of Absence without Pay

Institution Grants Leave without Pay.--- Of the 228 institutions reported as granting leave of absence with pay, only six (2.6 per cent) fail to grant leave without pay. (See Table XLV). Seven (3.8 per cent) of the 186 institutions which do not grant leave with pay also do not grant

TABLE XLV[#]

LEAVE OF ABSENCE WITHOUT PAY,[#] 414 HIGHER INSTITUTIONS REPLYING*

Leave without Pay	Sabbatical Leave Group									Non-Sabbatical Leave Group
	Program of Institution		Institutional Control				Practice			Total
	Graduate	Under Graduate	Private		Public		Regular	Irregular	Total	
			Non-Sectarian	Sectarian	College and University	Teachers College and Normal				
Number										
Yes	77	83	47	68	45	62	153	69	222	179
No	0	4	1	2	1	2	4	2	6	7
Total	77	87	48	70	46	64	157	71	228	186
Percentage										
Yes	100	95.4	97.9	97.1	97.8	96.9	97.5	97.2	97.4	96.2
No	0	4.6	2.1	2.9	2.2	3.1	2.5	2.8	2.6	3.8
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part B, question 1.

[#]How to read Table XLV: (1) Data from a total of 186 institutions which do not grant leave with full or part pay indicate that 179 (96.2 per cent) institutions grant leave without pay, and seven (3.8 per cent) institutions do not grant leave without pay. (2) Of 228 institutions which grant leave with full or part pay 222 (97.4 per cent) also grant leave without pay, and six (2.6 per cent) institutions do not grant leave without pay. The data relative to seventy-seven graduate institutions which give leave with pay indicate that they all grant leave without pay.

leave without pay. This means that it is the policy of these seven institutions not to grant leave of absence either with or without pay. Upon

further analysis of the data for the several groups of institutions, no significant difference between them seems to exist in so far as indicated by the percentage distribution of institutions recognizing the principle of granting leave without pay.

Encouraged to Go on Leave without Pay.-- Three-fourths (75.9 per

TABLE XLVI

EXTENT TO WHICH TEACHERS ARE ENCOURAGED TO GO ON LEAVE
WITHOUT PAY, 280 HIGHER INSTITUTIONS REPLYING.

Teachers Encouraged*	Sabbatical Leave Group									Non-
	Program of Institution		Institutional Control				Practice			Sabbat-
			Private		Public					-ical
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total	Leave Group
										Total
Number										
Yes#	31	50	16	41	24	48	93	36	129	92
No	16	16	14	12	6	9	31	10	41	18
Total	47	66	30	53	30	57	124	46	170	110
Percentage										
Yes	66.0	75.8	53.3	77.4	80.0	84.2	75.0	78.3	75.9	83.6
No	34.0	24.2	46.7	22.6	20.0	15.8	25.0	21.7	24.1	16.4
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Do you encourage your teachers to go on such a leave? If so, how is this encouragement given?#

#Distribution of the methods of encouraging teachers to go on leave of absence without pay from institutions which grant leave with pay and from those which do not grant leave with pay.

	Number Reporting
1. Institutions which grant leave with pay.--	
Higher rating and more compensation	6
Personal conference and arrangement of problems	5
In discussing personal and institutional needs	5
Promise of advancement	4
Increase in pay and guarantee of position	3

cent) of 170 institutions which grant sabbatical leave encourage their teachers to go on leave without pay as compared with five-sixths (83.6 per cent) of 110 institutions of the non-sabbatical leave group. (See Table XLVI). Greater differences are observed relative to the policy of encouraging teachers to take leave without pay by comparing the data of the several groups of institutions which grant sabbatical leave. The teachers college and normal school, public college and university,

By allowing leave and keeping position open on return	3
Get fellowships and scholarships	3
Higher salary for work on Doctor's degree .c.	2
By holding their position and engaging a substitute	2
By offering part financial aid	1
Usually to younger instructors to complete graduate work	1
Promotion depends upon continued study	1
For advanced study only	1
Particularly those who have not secured Doctor's degree	1
If necessary to secure Master's degree	1
Especially those lacking adequate graduate study	1
By pointing out the professional advantages	1
Grant it whenever wanted for nine to twelve months	1
Tell them they have to go	1

2. Institutions which do not Grant a Leave with Pay.--

By increase in salary for completion of graduate work	8
By increase in salary upon return	8
By usual increase in salary and rank upon return	4
Promise of position after leave expires	4
Relieving from active duty and holding their place upon return	4
Personal conference and arrangements	4
Personal understanding and persuasion	4
Teachers who desire to do further advanced work are granted leave . .	2
Assurance of longer tenure	1
Regular increase in salary plus increase for advanced degree	1
Allow more salary for regular session	1
Hold positions and insome cases promise increase in salary	1
Increase in salary and substitute provided	1
Show professional advantage to individual and school	1
By privilege of loan at low rate of interest	1
A standard requirement	1
Professional pressure	1

sectarian, and non-sectarian groups have, respectively, 84.2, 80.0, 77.4 and 53.3 per cent of their institutions offering some encouragement to the teacher to go on leave without pay.

The seven most frequent methods of encouraging teachers to go on leave of absence without pay, according to institutions which grant leave with pay, are: (1) by promise of higher rating and more compensation, (2) through personal conference and arrangement of problems, (3) in discussing personal and institutional needs, (4) by promising advancement, (5) through increase in pay and guarantee of position, (6) by allowing leave and keeping position open on return, and (7) by getting scholarships and fellowships for the teacher while on leave.

The seven most frequently mentioned methods of encouraging teachers to take leave of absence without pay, as reported by the non-sabbatical leave group, are: (1) increase in salary for completion of graduate work, (2) an increase in salary on return, (3) usual increase in salary and rank upon return, (4) promise of position after leave expires, (5) relief from active duty and holding their place upon return, (6) personal conference and arrangements, and (7) personal understanding and persuasion.

Position Guaranteed to Teacher on Return.--- The data of Table XLVII indicate a rather generally accepted policy of always guaranteeing the position to the teacher upon return from leave of absence. Of 189 institutions replying from the sabbatical-leave group, 158 (83.6 per cent) guarantee the position to the teacher on return from leave of absence without pay, as compared with ninety-five (87.2 per cent) of 109 institutions of the non-sabbatical-leave group providing such a guarantee. The reader may observe that a larger per cent of the public and graduate institutions

guarantee or hold the position for the teacher on leave than the private and undergraduate groups.

The list of reasons suggested for not guaranteeing the position to the teacher on return from leave is given as nearly as possible in the language of the respondents. (See supplement to Table XLVII). Although

TABLE XLVII

EXTENT TO WHICH POSITION IS ALWAYS GUARANTEED TO TEACHER ON RETURN FROM LEAVE, 298 HIGHER INSTITUTIONS REPLYING

Position Guaranteed*	Sabbatical Leave Group									Non-
	Program of Institution		Institutional Control				Practice			Sabbat-
			Private		Public					-ical
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total	Leave Group
										Total
Number										
Yes	50	54	25	45	34	54	115	43	158	95
No#	8	16	8	12	4	7	21	10	31	14
Total	58	70	33	57	38	61	136	53	189	109
Percentage										
Yes	86.2	77.1	75.8	78.9	89.5	88.5	84.6	81.1	83.6	87.2
No	13.8	22.9	24.2	21.1	10.5	11.5	15.4	18.9	16.4	12.8
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Is the position always guaranteed to the teacher on return from leave?
If not, why?

[#]List of reasons for not guaranteeing position to teacher on return from leave of absence without pay according to the institutions of the sabbatical-leave and of the non-sabbatical-leave groups.

	Number Reporting
1. Sabbatical-leave Group.--	
Depends on rank and desirability of teacher	3
If not gifted as successful teacher do not assure reemploy- ment	3
Depends on the circumstances entirely	2
Special action taken in each case	1
Open on the part of both the individual and institution	1

the data are too limited to be of much value, it seems quite certain that the reasons given center primarily around the need for eliminating the inefficient and undesirable teacher.

In conclusion it is clear that the principle of always guaranteeing the position to the teacher on return from leave without pay is the accepted policy with more than five-sixths of the 298 institutions reported.

Number of Teachers on Leave without Pay during 1929-30.-- The number of teachers on leave without pay during 1929-30 is indicated in Table XLVIII. Practically no difference exists between the distribution of the number of teachers on leave without pay from the sabbatical-leave group and the non-sabbatical leave group, as indicated by the median of 2.4 for each group. Each of the other corresponding pairs of measures reveals similar relationships. The median or relative number of teachers on the faculty (See Table XI) of the several groups should be considered

If the teacher does not guarantee his return	1
Depends on previous arrangements	1
Only when formal leave is granted is return from leave guaranteed . .	1
Leave may be conditioned upon termination of relations	1
Not always in case of young teachers who have not proved themselves .	1
Laws of tenure are same for absentees as for others	1
Sometimes a leave is an easy way of dismissal	1

2. Non-sabbatical-leave Group.--

Full clear arrangement is always made before hand	1
Depends on agreement	1
In order to have freedom for each party	1
It is impractical some times	1
Because of unfitness	1
Teacher is sometimes less efficient than the substitute	1
School laws prevent	1

in comparing the respective typical or hypothetical institution in regard to the number of teachers on leave without pay. The typical sabbatical-leave and non-sabbatical-leave institution may be considered as having had two or three teachers on leave without pay during 1929-30, in so far as the 205 schools reporting the number on such leave are concerned.

TABLE XLVIII

NUMBER OF TEACHERS ON LEAVE WITHOUT PAY DURING 1929-30,
205 HIGHER INSTITUTIONS REPORTING*

Number of Teachers	Sabbatical Leave Group									Non-Sabbat-ical
	Program of Institution		Institutional Control				Practice			Leave Group
	Grad-uate	Under Grad-uate	Private		Public		Reg-ular	Irreg-ular	Total	
			Non-Sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal				
Mean	4.0	2.4	4.1	1.6	4.3	2.4	3.1	2.5	3.0	3.2
Median	3.1	2.0	3.8	1.8	3.2	2.4	2.6	1.9	2.4	2.4
Q_3	6.4	3.0	6.9	2.5	6.5	3.3	4.3	3.4	4.0	3.9
Q_1	1.8	1.5	1.8	1.4	2.1	1.7	1.7	1.5	1.6	1.6
$Q_3 - Q_1$	4.6	1.5	5.1	1.1	4.4	1.6	2.6	1.9	2.4	2.3
Q	2.3	.8	2.6	.6	2.2	.8	1.3	1.0	1.2	1.2
Range	1-15	1-9	1-10	1-6	1-15	1-13	1-15	1-13	1-15	1-21
Number Reported	46	36	21	29	32	46	101	27	128	77

*Data derived from Appendix B, Part B, question 4.

Restriction on Number on Leave without Pay.--- A restriction on the number of teachers who may be away on leave without pay at any one time, as a principle of administering such a leave, is provided for by a relatively small percentage of the 279 institutions reporting. Of 173 institutions which grant sabbatical leave, twenty-five (14.5 per cent) have a restriction on the number on leave without pay at any one time, as

compared with seventeen (16.0 per cent) of the 106 institutions of the non-sabbatical leave group.

Restrictions probably are necessary where the efficiency of departments or schools is threatened by a number of teachers desiring to take leave at the same time. Otherwise, it seems reasonable to assume that no

TABLE XLIX

EXTENT OF RESTRICTION ON NUMBER OF TEACHERS AWAY WITHOUT PAY
DURING ANY ONE YEAR, 279 HIGHER INSTITUTIONS REPORTING*

Restriction on Number of Teachers	Sabbatical Leave Group									Non-Sabbatical Leave Group
	Program of Institution		Institutional Control				Practice			Total
	Grad-uate	Under Grad-uate	Private		Public		Reg-ular	Irreg-ular	Total	
			Non-Sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal				
Number										
Yes	6	12	5	7	6	7	19	6	25	17
No	55	46	28	41	32	47	106	42	148	89
Total	61	58	33	48	38	54	125	48	173	106
Percentage										
Yes	9.8	20.7	15.2	14.6	15.8	13.0	15.2	12.5	14.5	16.0
No	90.2	79.3	84.8	85.4	84.2	87.0	84.8	87.5	85.5	84.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part B, question 5.

restrictions on the number of teachers on leave without pay are necessary.

Desire to Initiate Regular Sabbatical-Leave Practice.--- A total of 128 institutions express a desire to begin regular sabbatical-leave practice. (See Table L). Since this question served as one of the criteria by which the institutions granting sabbatical leave were divided into regular- and irregular-practice groups, no data are given for the regular sabbatical-leave group. Thirty of the institutions which grant leave with

pay as an irregular practice desire to begin regular sabbatical leave.

Ninety-eight colleges and universities which do not have a sabbatical-leave practice desire to initiate a system. The percentages for the several sabbatical-leave groups are not to be considered very significant, since they are based on so few cases. The important fact is the relatively large

TABLE I

EXTENT OF DESIRE TO BEGIN REGULAR PRACTICE OF SABBATICAL LEAVE, 145 HIGHER INSTITUTIONS REPLYING*

Desire Regular System	Sabbatical Leave Group									Non-
	Program of Institution		Institutional Control				Practice			Sabbat-
			Private		Public					-ical
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total	Leave Group
										Total
Number										
Yes	4	20	3	18	3	6	0	30	30	98
No	0	2	1	0	1	0	0	2	2	15
Total	4	22	4	18	4	6	0	32	32	113
Percentage										
Yes	100	90.9	75.0	100	75.0	100	—	93.8	93.8	86.7
No	0	9.1	25.0	0	25.0	0	—	6.2	6.2	13.3
Total	100 %	100 %	100 %	100 %	100 %	100 %	—	100 %	100 %	100 %

*Data derived from Appendix B, Part B, question 6.

extent to which institutions have expressed a desire to begin regular sabbatical-leave practice.

Summary of Data on Leave of Absence without Pay.--- The findings relative to leave of absence without pay are:

1. No significant difference in the practice of granting leave without pay exists either within the several groups of institutions which grant sabbatical leave or between such schools and the group that does not

give sabbatical leave. Probably two or three institutions out of one hundred fail to grant leave of absence without pay.

2. Teachers, as a rule, are encouraged to go on leave without pay. The methods of giving encouragement are principally a promise of advancement in salary or rank and position retained after leave expires. Arrangements for leave without pay usually are made through personal conference and understanding.

3. The practice of guaranteeing the position to the teacher on return from leave of absence without pay is an accepted policy with more than five-sixths of the 298 institutions represented.

4. The typical institution had two or three (median 2.4) teachers on leave without pay during 1929-30, according to the report from 205 higher institutions.

5. Restrictions on the number of teachers who may be away without pay at any one time, as a principle of administration, has not been initiated in at least five-sixths of the institutions. No marked differences between the several groups exist with respect to the extent of the practice.

6. A total of 128 institutions which do not have a regular sabbatical-leave system express a desire to initiate such a practice.

Summer Leave

The term "summer leave" is not clearly distinguished in this study from what ordinarily is called a summer vacation. A leave of absence usually is for some definite purpose and is subject to the direction or control of the institution, whereas during a summer vacation the teacher has

entire freedom in his plans and activities, not from choice but from lack of opportunity of employment by the institution.

Number of Weeks Taught During 1929-30.--- Table LI indicates that the distribution, according to the number of weeks taught the entire year, is almost identical for the institutions of the sabbatical-leave and the non-

TABLE LI

NUMBER OF WEEKS TEACHERS TAUGHT DURING ENTIRE YEAR OF 1929-30,
298 HIGHER INSTITUTIONS REPORTING*

Number of Weeks	Sabbatical Leave Group									Non-Sabbat-ical
	Program of Institution		Institutional Control				Practice			Leave Group
			Private		Public					
	Grad-uate	Under Grad-uate	Non-Sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal	Reg-ular	Irreg-ular	Total	Total
Mode	36	36	36	36	36	42	36	36	36	36
Median	36.9	37.1	36.7	37.1	37.2	44.1	37.9	37.2	37.6	37.6
Q ₃	37.7	37.8	37.5	37.7	39.5	46.9	44.0	40.5	43.5	43.7
Q ₁	36.3	36.4	35.5	36.5	36.3	41.8	36.7	36.5	36.6	36.7
Q ₃ - Q ₁	1.4	1.4	2.0	1.2	3.2	5.1	7.3	4.0	6.9	7.0
Q	.7	.7	1.0	.6	1.6	2.6	3.7	2.0	3.5	3.5
Range	32-46	32-48	32-48	33-48	32-46	36-48	32-48	33-48	32-48	32-48
Number Reported	50	69	35	55	29	63	131	51	182	116

*Data derived from Appendix B, Part C, question 1.

sabbatical-leave groups. Each has a mode of thirty-six, a median of 37.6, etc. The teachers colleges and normal schools have an average teaching period approximately six weeks longer than any other group. Otherwise, there is practically no difference in the relative length of the college year for the respective sabbatical-leave classifications.

Opportunity to Go on Leave During Summer.--- The teachers have an opportunity to go on leave during the summer term at practically all (96.8 per cent) of the 155 sabbatical-leave institutions reporting. (See Table LII). One hundred per cent of the institutions of the non-sabbatical leave group indicate that the teacher has an opportunity to go on summer leave.

TABLE LII

EXTENT TO WHICH TEACHERS HAVE OPPORTUNITY TO GO ON LEAVE
DURING SUMMER, 261 HIGHER INSTITUTIONS REPORTING*

Leave during Summer	Sabbatical Leave Group									Non-Sabbatical Leave Group
	Program of Institution		Institutional Control				Practice			Total
			Private		Public		Regular	Irregular		
	Graduate	Under Graduate	Non-Sectarian	Sec-tarian	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal			Total	
Number										
Yes	45	52	21	48	28	53	104	46	150	106
No	1	0	0	0	1	4	5	0	5	0
Total	46	52	21	48	29	57	109	46	155	106
Percentage										
Yes	97.8	100	100	100	96.6	93.0	95.4	100	96.8	100
No	2.2	0	0	0	3.4	7.0	4.6	0	3.2	0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part C, question 2.

Only five institutions of the 261 reporting do not give an opportunity for the teacher to take leave during summer. Four of these are teachers colleges and normal schools. It may be concluded that teachers, in general, have an opportunity to take leave during the summer from the institutions of the several groups.

Summer Leave with or without Pay.--- If the teacher has an opportunity to go on leave during the summer term, is it with pay or with-

out pay? (See Table LIII). The data reveal that one-half (52 per cent) of the sabbatical-leave group give pay during summer leave, and one-fifth (20 per cent) of the non-sabbatical-leave group give pay for summer leave. Summer leave with pay as reported by twenty-institutions (20 per cent) of the non-sabbatical-leave group probably should be interpreted to mean an

TABLE LIII

EXTENT OF OPPORTUNITY FOR TEACHERS TO GO ON LEAVE DURING SUMMER TERM WITH OR WITHOUT PAY, 225 HIGHER INSTITUTIONS REPORTING*

Pay	Sabbatical Leave Group									Non-Sabbatical Leave Group
	Program of Institution		Institutional Control				Practice			Total
			Private		Public					
	Graduate	Under Graduate	Non-Sectarian	Secretarian	College and University	Teachers College and Normal	Regular	Irregular	Total	
Number										
With pay	20	16	7	17	12	29	55	10	65	20
Without pay	13	27	6	25	9	20	33	27	60	80
Total	33	43	13	42	21	49	88	37	125	100
Percentage										
With pay	60.0	37.2	53.8	40.5	57.1	59.2	62.5	27.0	52.0	20.0
Without pay	39.4	62.8	46.2	59.5	42.9	40.8	37.5	73.0	48.0	80.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part C, question 2.

extension of the payment of salary through the summer vacation rather than a definite arrangement for leave of absence. Perhaps this interpretation also may be applied to the sabbatical-leave groups.

Whether the summer leave pay is a continuation of pay for a longer period of leave or is provided only during the summer is not clear from these data. Further investigation on this problem is needed before a clear statement of the policy can be made. Indications are that summer leave

with pay is more frequently used as sabbatical-leave systems become regular and systematic. However, the summer leave may be merely a part of the sabbatical-leave plan in a few institutions.

Encourage Teachers to Take Leave During Summer.--- The data of Table LIV indicate that summer leave is encouraged to a greater extent

TABLE LIV
EXTENT OF ENCOURAGEMENT FOR TEACHERS TO TAKE LEAVE DURING
SUMMER, 204 HIGHER INSTITUTIONS REPLYING*

Encourage Summer Leave	Sabbatical Leave Group									Non-Sabbat- -ical Leave Group
	Program of Institution		Institutional Control				Practice			Total
			Private		Public					
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- -ular	Total	
Number										
Yes	24	39	12	32	19	40	67	36	103	82
No	5	1	0	2	4	11	17	0	17	2
Total	29	40	12	34	23	51	84	36	120	84
Percentage										
Yes	82.8	97.5	100	94.1	82.6	78.4	79.8	100	85.8	97.6
No	17.2	2.5	0	5.9	17.4	21.6	20.2	0	14.2	2.4
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part C, question 3.

(97.6 per cent) by the non-sabbatical leave group than by the institutions (79.8 per cent) which have a regular sabbatical-leave plan. These data do not reveal the rank or class of teacher who is encouraged to take summer leave, or if such encouragement is given to all teachers, even to those who are entitled to regular sabbatical leave. Further investigation is needed to clear up these points. The fact remains that institutions, in the main, are encouraging teachers to take leave during the summer.

Required to Teach Every Summer.--- If the teacher is required to teach during the summer term, is he required to teach every summer? (See Table LV). These data indicate that the teachers-college and normal-school group has one-fourth (25.5 per cent) of forty-seven institutions requiring the teacher to teach every summer during the summer term. It is observed

TABLE LV

EXTENT TO WHICH TEACHER MUST TEACH EVERY SUMMER, IF REQUIRED TO TEACH DURING SUMMER, 154 HIGHER INSTITUTIONS REPORTING*

Must Teach Every Summer	Sabbatical Leave Group									Non-Sabbatical Leave Group
	Program of Institution		Institutional Control				Practice			Total
	Graduate	Under Graduate	Private		Public		Regular	Irregular		
			Non-Sectarian	Sectarian	College and University	Teachers College and Normal				
Number										
Yes	0	3	0	1	2	12	14	1	15	5
No	16	21	5	17	15	35	53	19	72	62
Total	16	24	5	18	17	47	67	20	87	67
Percentage										
Yes	0	12.5	0	5.6	11.8	25.5	20.9	5.0	17.2	7.5
No	100	87.5	100	94.4	88.2	74.5	79.1	95.0	82.8	92.5
Total	100%	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part C, question 5.

that no other group of colleges has such a large per cent of institutions requiring summer teaching every summer. The tendency seems to be that institutions do not require teaching every summer.

Number of Faculty Away During Summer of 1930.--- The mean or average number of teachers away from the institution during the summer of 1930 is not to be taken as representing the typical institution. (See Table LVI). The typical institution is best represented by the median for

the several groups. For all the institutions which grant sabbatical leave, the median is 25.8 teachers away during the summer of 1930, and for the non-sabbatical-leave group the median number of teachers away is 14.6. Since the number of teachers who may be away during the summer depends largely upon the total number of the faculty, it is not practical to make

TABLE LVI

NUMBER OF FACULTY AWAY FROM INSTITUTION DURING SUMMER
OF 1930, 261 HIGHER INSTITUTIONS REPORTING*

Number Away	Sabbatical Leave Group									Non-
	Program of Institution		Institutional Control				Practice			Sabbat-
			Private		Public					-ical
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total	Leave Group
										Total
Mean	134.8	30.9	92.7	33.6	130.3	16.7	59.0	28.4	50.3	22.2
Median	73.8	28.0	57.5	23.1	38.8	8.5	23.9	28.8	25.8	14.6
Q ₃	105.2	41.5	89.4	41.3	91.3	26.3	57.9	40.4	46.9	27.5
Q ₁	31.9	13.2	33.7	15.1	13.8	3.5	7.4	13.1	8.5	7.6
Q ₃ - Q ₁	74.0	28.3	55.7	26.2	77.5	22.8	50.5	27.3	38.4	19.9
Q	37.0	14.2	27.9	13.1	38.8	11.4	25.3	13.7	19.2	10.0
Range	5-	3-	5-	3-	3-	1-	1-	2-	1-	1-
	1450	131	720	197	1450	87	1450	88	1450	161
Number Reported	39	62	33	49	19	62	117	48	163	98

*Data derived from Appendix B, Part C, question 7.

specific comparisons by groups. It may be concluded that, in so far as the typical institution is concerned, the median number of teachers away from the sabbatical-leave and the non-sabbatical-leave groups are, respectively, 25.8 and 14.6, a ratio of approximately two to one.

Summary of Findings Relative to Summer Leave.--- A summary of the findings concerning leave during the summer is:

1. Thirty-six weeks is the most frequently mentioned number of weeks teachers taught during the entire year of 1929-30, as revealed by the data for the several groups of institutions, with the exception of the teachers colleges and normal schools. This latter group has a mode of forty-two weeks. With this one exception, there is practically no difference in the length of the typical college year for the several groups.

2. In regard to the opportunity a teacher has to go on leave during the summer, it may be concluded that there is practically no opposition reported. Five public institutions which grant regular sabbatical leave give no opportunity for the teacher to take a summer leave. In the large, teachers have an opportunity to go on leave during the summer.

3. Institutions which do not grant sabbatical leave encourage the teacher to go on summer leave to a greater extent (79.8 per cent). Generally speaking, institutions are encouraging teachers to take leave during the summer.

4. The data reveal that summer leave with pay as a principle of administration is used more frequently as sabbatical-leave systems become regular and systematic. This practice in many instances may be merely a part of the sabbatical-leave plan.

5. The tendency seems to be that institutions do not require summer teaching every summer. However, one-fourth of the teachers colleges and normal schools which have sabbatical leave require teachers to teach every summer.

6. The typical institution which grants sabbatical leave had 25.8 teachers on leave during the summer of 1930, while the typical non-

sabbatical=leave institution had 14.6 teachers away for the same summer.

7. The status of the summer leave and the work of the teacher during the summer needs further investigation. The relationship between the summer leave of absence and the summer vacation also should be studied.

CHAPTER V
ADMINISTRATIVE AND FINANCIAL COMPARISONS
OF INSTITUTIONS

Introduction

In Chapters III and IV the several problems relative to leave of absence with pay, without pay, and summer-leave practice are discussed. This chapter is designed to reveal the status of the classes or groups of institutions concerning such administrative factors as: (1) the number of accrediting agencies recognizing and approving the institution; (2) the kind of institution (whether for men, women, or coeducationl); (3) the number of terms in the college year; (4) if the institution operates a summer school; and (5) the number of years of tenure as president of the institution. The financial comparisons pertain to: (1) the number of scholarships awarded to students; (2) the total endowment of the institution as reported for 1928; and (3) the endowment per student enrollment.

Data upon which these comparisons are based are derived from the College Blue Book, 1928 (21:20-447) and the Educational Directory, 1930 (65:58-68 and 89-93). These secondary sources of data are perhaps as reliable as any available to the writer. The fact that the data of the original master tables, as represented in the College Blue Book, were compiled for 1928 should not invalidate the comparisons.

The teachers-college and normal-school group is eliminate from the data of the chapter, since the College Blue Book considers this group

a separate division of institutions and reports data for it in a different form from the data of other college and university classifications represented in this study. Otherwise the several groupings of institutions are the same as those of former chapters, and the tables are to be read in the same manner.

The findings of this chapter are considered as administrative or financial facts and tendencies which reveal the status of the several groups of institutions which grant sabbatical leave and the non-sabbatical leave group, rather than causes determining sabbatical-leave practice.

Administrative Comparisons

The following administrative comparisons may be considered as of secondary importance in the analysis of the problems of this investigation, and only indirectly related to it.

Number of Accrediting Agencies.--- The number of accrediting agencies recognizing and approving the institution is revealed in Table LVII. No significant irregularities are observed in the number of accrediting agencies recognizing and approving the typical or median institution of the several groups which grant sabbatical leave. The public college and university and graduate groups have, respectively, a median of 5.8 and 5.6, and a mode of six accrediting agencies for each group. The regular and irregular sabbatical-leave groups do not indicate a tendency of any importance.

The group of institutions which grants leave with pay is recognized and approved by approximately one more accrediting agency than the non-sabbatical leave group. This relation is indicated by a median of

5.2 and a mode of five accrediting agencies for the sabbatical-leave group, and a median of four and a mode of four for the non-sabbatical-leave group. It may be concluded that, in the main, the sabbatical-leave group of institutions is recognized and approved by slightly more accrediting agencies than the non-sabbatical-leave group.

TABLE LVII

NUMBER OF ACCREDITING AGENCIES RECOGNIZING AND APPROVING INSTITUTION,
BASED ON DATA FROM 388 HIGHER INSTITUTIONS*

Number of Accrediting Agencies	Sabbatical Leave Group								Non- Sabbat- -ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	
Mode	6	5	4	5	6	4	5	5	4
Median	5.6	4.7	5.0	4.9	5.8	5.1	5.3	5.2	4.0
Q ₃	6.6	5.9	6.3	6.1	6.6	6.3	6.4	6.3	5.2
Q ₁	4.5	3.2	4.3	3.1	4.3	4.0	4.0	4.0	2.7
Q ₃ - Q ₁	2.1	2.7	2.0	3.0	2.3	2.3	2.4	2.3	2.5
Q	1.1	1.4	1.0	1.5	1.2	1.2	1.2	1.3	1.3
Range	2-9	1-8	1-9	1-7	1-9	1-9	1-9	1-9	1-7
Number Reported	102	104	67	85	54	117	89	206	182

*Data derived from Appendix B, Part D, item 1.

Kind of Institution.--- A number of interesting comparisons, according to the kind of institution (whether for men, for women, or coeducational) are observed for the several groups of schools which grant sabbatical leave. (See Table LVIII). However, the most significant tendencies are revealed by the distribution of institutions for men of 17.3 and 12.6 per cent, respectively, for the sabbatical-leave group and the non-sabbatical-leave group, as compared with 13.9 and 19.4 per cent of the institutions for

women for these two groups. The sabbatical-leave and the non-sabbatical-leave groups have, respectively, 68.8 and 68 per cent of the institutions reported as coeducational. It may be inferred that a larger percentage of the institutions for men have initiated sabbatical-leave practice than in the case of institutions for women. The distribution of the kinds of in-

TABLE LVIII
INSTITUTIONS FOR MEN, WOMEN, AND COEDUCATIONAL, BASED
ON DATA FROM 399 HIGHER INSTITUTIONS*

Kind of Institution	Sabbatical Leave Group								Non-Sabbat-ical
	Program of Institution		Institutional Control			Practice			Leave Group
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	Total
Number									
Men	22	14	20	11	5	24	12	36	24
Women	8	21	16	11	2	16	13	29	37
Co-ed	73	70	31	65	47	77	66	143	130
Total	103	105	67	87	54	117	91	208	191
Percentage									
Men	21.3	13.3	29.8	12.6	9.3	20.5	13.2	17.3	12.6
Women	7.8	20.0	23.9	12.6	3.7	13.7	14.3	13.9	19.4
Co-ed	70.9	66.7	46.3	74.8	87.0	65.8	72.5	68.8	68.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part D, item 2.

stitutions of the several sabbatical-leave groups is significant. It is observed that the public college and university, sectarian, and non-sectarian groups have, respectively, 87, 74.8, and 46.3 per cent of the institutions which are coeducational.

Number of Terms in College Year.--- The data of Table LIX reveal that one-third (33.3 per cent) of the public college and university group

have three terms in the college year as compared with only one-tenth (10.4 per cent) of the sectarian group having a three term college year. Practically no difference exists in the percentage distribution of the number of terms in the college year for the group of institutions which grants sabbatical leave and for the non-sabbatical-leave group. It is conceivable

TABLE LIX

NUMBER OF TERMS IN COLLEGE YEAR, BASED ON DATA
FROM 399 HIGHER INSTITUTIONS*

Number of Terms	Sabbatical Leave Group								Non-Sabbat- ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private	Public					
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	
Number									
4 terms	1	4	1	2	2	4	1	5	7
3	18	13	7	6	18	15	16	31	30
2	84	88	59	79	34	98	74	172	154
Total	103	105	67	87	54	117	91	208	191
Percentage									
4 terms	1.0	3.8	1.5	2.3	3.7	3.4	1.1	2.4	3.7
3	17.5	12.4	10.4	6.9	33.3	12.8	17.6	14.9	15.7
2	81.5	83.8	88.1	90.8	63.0	83.8	81.3	82.7	80.6
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part D, item 3.

that the number of terms might indicate divisions of the college year convenient for sabbatical-leave periods and probably has some bearing upon the administration and regulations of sabbatical-leave plans.

Institution Operates a Summer School.--- A summer school is operated by two-thirds (67.5 per cent) of the institutions which have regular sabbatical-leave practice and by one-half (50.8 per cent) of the non-

sabbatical-leave group. The public college and university, and graduate groups have, respectively, 90.7 and 70.9 per cent of their institutions operating a summer school as compared with 51.8, 47.8, and 50.0 per cent, respectively, for the sectarian, non-sectarian, and undergraduate classifications. The indications are that a relatively large percentage of the

TABLE LX

INSTITUTIONS OPERATING A SUMMER SCHOOL, BASED ON DATA
FROM 395 HIGHER INSTITUTIONS*

Summer School Operated	Sabbatical Leave Group								Non-Sabbat- -ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	
Number									
Yes	73	51	32	43	49	77	47	124	97
No	30	50	35	40	5	37	43	80	94
Total	103	101	67	83	54	114	90	204	191
Percentage									
Yes	70.9	50.5	47.8	51.8	90.7	67.5	52.2	60.8	50.8
No	29.1	49.5	52.2	48.2	9.3	32.5	47.8	39.2	49.2
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix B, Part D, item 4.

institutions granting sabbatical leave are operating a summer school.

Tenure as President of the Institution.--- The number of years as president of the institution is revealed in the data of Table LXI. The president of the typical or median public college and university was elected to the presidency of the institution five years ago. Q_1 of this same group is only 2.7 years tenure. This means that one-fourth of the forty-eight presidents reported for this group of publicly controlled

colleges have held their present positions for a period of less than three years. The tenure of the presidents of the institutions of other classifications, according to methods of control and program, are between four and five years longer on the average than in the public college and university group. It is observed that the president of the typical institution

TABLE LXI

NUMBER OF YEARS TENURE AS PRESIDENT OF INSTITUTION,
BASED ON DATA FROM 347 HIGHER INSTITUTIONS*

Number of Years	Sabbatical Leave Group								Non-Sabbat- -ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	
Median	8.5	9.0	9.7	9.5	5.0	9.1	7.7	8.6	7.4
Q ₃	12.9	13.8	16.0	13.0	10.2	12.8	14.3	13.3	13.0
Q ₁	4.4	3.6	5.4	5.1	2.7	4.2	3.9	4.1	3.0
Q ₃ - Q ₁	8.5	10.2	10.6	7.9	7.5	8.6	10.4	9.2	10.0
Q	4.3	5.1	5.3	4.0	3.8	4.3	5.2	2.6	5.0
Range	1-39	1-43	1-39	1-43	1-30	1-35	1-43	1-43	1-39
Number Reported	93	98	62	81	48	105	86	191	156

*Data derived from Appendix B, Part D, item 8.

of the group which gives leave with pay has one year longer tenure (median 8.6 years) than the president of the typical school of the non-sabbatical-leave group (median 7.4 years). According to these findings, approximately one-half of the presidents have not become entitled to sabbatical leave if only their tenure as president is considered. However, in Table XV it is observed that only 15.3 per cent of the 215 presidents reporting have been on sabbatical leave as president.

Summary of Administrative Comparisons.--- The findings relative to these data are:

1. No significant difference is revealed in the relative number of accrediting agencies recognizing and approving the institutions of the several groups which grant leave of absence with pay. The institution which gives sabbatical leave is, in the main, recognized and approved by an average of one more accrediting agency than is the case with the non-sabbatical-leave group.

2. A larger percentage of the institutions for men have initiated sabbatical-leave practice than in the case of the institutions for women. Practically the same percentage of institutions which grant sabbatical leave and of non-sabbatical-leave schools are coeducational.

3. A college year of two terms is the practice for approximately four-fifths of the 399 institutions reported. The public college and university group has less than two-thirds (63 per cent) of its institutions represented as having a college year of two terms. No significant differences in the number of terms are revealed for the institutions which grant sabbatical leave as compared with those of the non-sabbatical-leave group.

4. The indications are that approximately one-tenth more of the sabbatical-leave institutions are operating a summer school than in the case of the non-sabbatical-leave schools. The public college and university group has approximately two-fifths more of its institutions operating a summer school than either the sectarian or non-sectarian classifications. Summer school and regular sabbatical leave tend to be found together as indicated by the data presented.

5. The tenure of the presidents of the sabbatical-leave

institutions is approximately one year more, in general, than in the case of the presidents of the non-sabbatical-leave institutions.

Financial Comparisons

Number of Scholarships Awarded to Students.--- The number of

TABLE XLII

NUMBER OF SCHOLARSHIPS AWARDED TO STUDENTS IN
311 HIGHER INSTITUTIONS*

Number of Scholar- ships	Sabbatical Leave Group								Non- Sabbat- -ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	
Mean	121.8	57.9	111.6	63.9	103.7	121.2	50.8	90.8	21.3
Median	66.3	28.8	71.7	28.8	35.0	55.0	32.5	42.1	19.2
Q ₃	164.2	56.3	152.5	60.8	107.5	135.0	61.9	101.9	47.0
Q ₁	28.2	14.1	34.5	12.5	14.5	22.2	17.5	19.6	10.1
Q ₃ - Q ₁	136.0	42.2	118.0	48.3	93.0	112.8	44.4	82.3	36.9
Q	68.0	21.1	59.0	24.2	46.5	56.4	22.2	41.2	18.5
Range	1- 1239	1- 733	10- 767	3- 733	1- 1239	1- 1239	3- 325	1- 1239	1- 185
Number Reported	87	82	61	67	41	96	73	169	142

*Data derived from Appendix B, Part D, item 5.

scholarships awarded to students is, in a measure, an indication of the size of an institution or its financial status, or both. It is assumed that the scholarship carries with it at least the equivalent of tuition fees. Table LXII reveals significant differences in the number of scholarships granted by the different groups of schools. Typical or median institutions of the groups which grant leave with pay as a regular practice, as an irregular practice, and the non-sabbatical-leave groups award, respectively, 55.0,

32.5, and 19.2 scholarships. The twenty-fifth percentile of the sabbatical-leave group is equivalent to the fiftieth percentile of the non-sabbatical-leave group, as revealed by a Q_1 of 19.6 and a median of 19.2 scholarships for the respective groups.

Endowment of Institution.-- The data of Table LXIII reveal the

TABLE LXIII

ENDOWMENT OF 325 HIGHER INSTITUTIONS IN 1928
(Three ciphers omitted)*

Endowment in Thousands	Sabbatical Leave Group								Non-Sabbat- -ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	
Mean	\$5730	\$1153	\$6840	\$1470	\$1467	\$4779	\$1908	\$3480	\$1334
Median	2225	667	3458	691	1025	1750	825	1242	508
Q ₃	5283	1300	6450	1438	1703	4125	1698	3156	816
Q ₁	1156	367	1438	397	323	661	484	538	217
Q ₃ - Q ₁	4127	933	5012	1041	1380	3464	1214	2618	599
Q	2064	467	2506	521	690	1732	607	1309	300
Range	75- 76000	150- 8185	150- 76000	30- 27500	75- 11799	30- 76000	44- 22451	30- 76000	15- 39935
Number Reported	91	88	67	81	31	98	81	179	146

*Data derived from Appendix B, Part D, item 6.

distribution of the endowment for the several groups of institutions. The data are read with three ciphers (,000) added. For example, the mean of the graduate group is read as \$5,730,000 and the median as \$2,225,000 endowment.

It is observed from these data that the typical sabbatical-leave institution has an endowment of more than (median \$1,242,000) twice that of the typical non-sabbatical-leave school (median \$576,000). The twenty-

fifth percentile of the sabbatical-leave group is approximately the same as the fiftieth percentile of the non-sabbatical-leave group. A similar overlapping of these groups is observed relative to the number of scholarships awarded. (See Table LXII).

Endowment per Student Enrollment.--- The endowment per student enrollment is another indication of the size of the student body or the

TABLE LXIV

ENDOWMENT PER STUDENT ENROLLMENT IN 316 HIGHER INSTITUTIONS*

Endowment per Student Enrollment	Sabbatical Leave Group								Non-Sabbat- -ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private	Public					
	Grad- uate	Under Grad- uate	Non- Sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Reg- ular	Irreg- -ular	Total	
Mean	\$3129	\$1673	\$4189	\$1726	\$ 412	\$2779	\$1998	\$2422	\$ 883
Median	1208	1148	3250	1063	353	1125	1209	1169	1097
Q3	3875	2396	5660	2042	594	3531	2417	2938	1994
Q1	402	659	1438	635	157	474	591	536	464
Q3 - Q1	3473	1737	4222	1407	437	3075	1826	2402	1530
Q	1737	869	2111	704	219	1529	913	1201	765
Range	25-	95-	129-	95-	25-	25-	53-	25-	54-
	23365	9190	23365	17871	1463	23365	15872	23365	12469
*Number Reported	90	85	66	78	31	95	80	175	141

*Data derived from Appendix B, Part D, item 7.

financial status of the institutions of the several groups. (See Table LXIV). From these data it is observed that the median institution of the sabbatical-leave group has \$1,169.00 endowment per student enrollment as compared with \$1,079.00 for the non-sabbatical-leave group. This represents a relatively small difference between the median endowment per student enrollment for these two groups of institutions, whereas the median of the actual endowment of the sabbatical-leave group is more than twice as large as the

median endowment of the non-sabbatical-leave school.

The enrollment of the median or hypothetical institution of any group is obtained by dividing the endowment by the endowment per student enrollment. Thus the typical or median institution representing sabbatical-leave and non-sabbatical-leave groups have, respectively, an enrollment of approximately 1,063 and 525 students. Although the typical institution of the sabbatical-leave group has more than twice the endowment of the typical institution of the non-sabbatical-leave group, it has approximately twice the enrollment and awards more than twice as many scholarships.

Summary of Financial Comparisons.--- The financial comparisons summarized from the foregoing data are:

1. The median institution of the group which has regular sabbatical leave awards approximately three times as many scholarships as the group which does not give leave with pay. The sabbatical-leave group compared with the non-sabbatical-leave group awards about twice as many scholarships. Similar relations exist between the graduate and undergraduate groups. The non-sectarian group makes considerable use of the practice of awarding scholarships to students as compared with the sectarian and the public college and university classifications.

2. The typical institution of the sabbatical-leave group has more than twice the endowment of the non-sabbatical-leave group. The twenty-fifth percentile of the sabbatical-leave group is approximately the same as the fiftieth percentile of the non-sabbatical-leave group. The sectarian and undergraduate groups are, in the main, equally endowed. The non-sectarian group has by far the highest endowment; it is approximately five times as large as the sectarian, and has more than three times the endow-

ment of the public college and university.

3. The sabbatical-leave and non-sabbatical-leave groups have a relatively small difference in the median endowment per student enrollment. It is observed that the typical institution of the sabbatical-leave group has more than twice the endowment of the typical institution of the non-sabbatical-leave group, and has approximately twice the enrollment.

4. If the enrollment of the typical institution of the sabbatical-leave and the non-sabbatical-leave groups is considered the basis for financial comparisons, practically no difference in the endowment status and the practice of awarding scholarships is observed for the two groups.

5. It is concluded that sabbatical leave is a more general practice in high grade institutions than in low grade ones.

CHAPTER VI

LEGAL STATUS OF SABBATICAL-LEAVE PRACTICE

Introduction

The former chapters have given an overview of the problem of administering sabbatical leave at the level of higher education. In this chapter the legality of the practice of granting sabbatical leave in higher institutions is reported.

Advanced educational practice and administrative programs, before becoming a generally accepted policy of institutions, are met with the approval or disapproval of the constituencies of the respective schools. Sabbatical-leave systems have proved their work and are now at the stage of development where popular sentiment and support are needed, since legal checks and controls on this advanced educational movement are in the making. There are indications that popular sentiment is favorable toward sabbatical-leave principles and in some instances legal action has been desired.

The legal status of sabbatical-leave practice is logically divided into the legality of granting sabbatical leave (1) in the publicly controlled higher institutions, and (2) in the privately controlled colleges and universities. The primary emphasis, of course, is on the legality of the practice in the state-supported institutions.

It is designed to make a brief analysis of the legal phases of the problem for four slightly different viewpoints: (1) a summary of the state laws relative to sabbatical leave at the college level; (2) administrative rulings or opinions concerning sabbatical leave by state officers,

such as the attorney general or state superintendent of public instruction; (3) court decisions relative to leave of absence with pay; and (4) personal opinion of state officers concerning the legality of the practice if no legal action has been taken in the matter. A data sheet and the technique of legal research are used in securing data relative to the several problems. The technique of legal research outlined by Edwards (11:14-24) relative to "where and how to find the law relating to public school administration" is taken as a guide in checking both statute and case law of the several states.

An inquiry was sent to the attorney general of each state requesting specific facts concerning any laws, court decisions, legal rulings, and personal opinions of respondents concerning the legality of the practice of granting sabbatical leave in the higher institutions of the respective states. If the attorney general failed to reply to the second request, the same data were requested from the state superintendent of public instruction. Replies were received from all states, with the exception of Louisiana. The tables which reveal the results of the returns from this data sheet, and the copies of state laws and opinions of attorney generals on sabbatical leave for college teachers are included in Appendix F. The National Reporter System has been used in checking up decisions of state and federal courts in cases relative to sabbatical leave.

Legal Status of Sabbatical Leave in the Public Higher Institutions

Extent of Sabbatical Leave in Public Institutions.--- One is impressed with the fact that sabbatical leave is practiced in 53.7 per cent of the publicly supported teachers colleges and normal schools and

57.7 per cent of the publicly controlled colleges and universities reporting. This does not reveal the whole story, since it is important to know the distribution of the practice by states. Ten states fail to have a state institution reporting a sabbatical-leave system. (See Table XCIX). These states are: Connecticut, Florida, Iowa, Maryland, Nebraska, Rhode Island, Tennessee, Texas, Virginia, and Wyoming. In four of the states, namely, Arkansas, Mississippi, New Mexico, and South Dakota, teachers colleges and normal schools report sabbatical leave practice, but no other state institution includes such a system. On the other hand, twelve states have state colleges and universities reporting sabbatical-leave systems, but no teachers college or normal school reporting the practice: these are California, Delaware, Indiana, Maine, Minnesota, Nevada, New Hampshire, North Carolina, Ohio, Oregon, Utah, and Vermont.

A review of these facts reveals that only twenty-six states have teachers colleges and normal schools which have indicated that sabbatical-leave programs are in practice. Since only forty-two of the forty-eight states have provided for the organization of teachers colleges and normal schools, it may be concluded that sabbatical leave is practiced by such institutions in 62 per cent of the states which support separate professional schools for teachers. In other words, these professional institutions in sixteen of the states which have separate colleges for teachers do not grant sabbatical leave. However, four of these states, namely, California, Rhode Island, New Jersey, and Texas, have committees studying the problem with a view to securing permissive and regulatory legislation concerning sabbatical leave at the college level. Thirty-four states have public colleges and universities which grant sabbatical leave.

In view of these findings relative to the distribution of the practice by states, the fact that between one-half and three-fifths of the publicly supported higher institutions reporting have begun sabbatical-leave practice takes on greater significance.

State Laws on Sabbatical Leave.-- So far as the writer is able to find, only three states have enacted laws concerning the practice of granting sabbatical leave in higher institutions. These states are: Massachusetts, New York, and South Dakota. At the last two sessions of the Legislature of the State of California bills on sabbatical leave were introduced and passed, but in both instances the bills were vetoed by the governor. Provision is sometimes made, in connection with salary schedules, for teachers of the teachers colleges and normal schools to have a vacation or leave of absence every third summer on full pay; examples of the states which have this provision are Arkansas, Pennsylvania, and Wisconsin. These salary-schedule provisions are not to be considered as sabbatical leave laws in the sense used here.

1. New York Sabbatical Leave Law.-- The law on leave of absence for teachers employed in state teachers colleges and normal schools in the State of New York reads thus:

Subdivision 7, Section 817 of Education, 1927.

With the approval of the commissioner of education and principal, a teacher may be granted leave of absence for travel or for study, not to exceed one year in seven at the rate not to exceed one-half of the regular salary pay, provided such teacher agrees to remain in the service of the state not less than two years immediately following the expiration of such leave. The balance of the salary appropriated for such teacher, or as much thereof as may be necessary, may be applied by the commissioner of education during the period of such absence, for the payment of salaries of substitute teachers employed in such state colleges for teachers and state normal schools to take the places of the teachers to whom leaves of absence have been granted as provided herein.

Section 2 of the 1928 amending act provided as follows: "The provisions of this act in relation to payment of salaries of substitute teachers in such state college for teachers and state normal schools to take the place of the teachers to whom leave of absence have been granted as provided in this subdivision shall apply to the appropriations made for such state college for teachers and state normal schools by chapter 55 of the laws of 1927 and such appropriations shall be available for the payment of the salaries of the substitute teachers as provided herein during the fiscal year commencing July 1st, 1927."

Under this law leave of absence may be construed to mean a continuation of the contract of employment through a conditional approval by the commissioner of education. In the state of New York leave of absence is a part of the contract of employment and not in any sense an award for efficient service rendered or to be used as an easy method of dismissal.

2. Massachusetts Sabbatical Leave Law.-- In Massachusetts the last session of the Legislature passed a law with reference to sabbatical leave. This law is the first of its kind the state has had on the statute books. It is an act providing for the granting of leave of absence for study or research to certain teachers in the state normal schools. The Great Seal of the Commonwealth of Massachusetts was placed upon it on March 31, 1930. A true copy of the Act is contained in Appendix F. The law reads:

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

Chapter seventy-three of the General Laws is hereby amended by inserting after section four the following new section:-- Section 4A. A teacher in the state normal school who has served as such in the state normal schools for at least seven years after rendering such service or, if a leave of absence has previously been granted to him hereunder, after the termination of the last such leave may, upon written recommendation of the principal of the school wherein he is employed, be granted by the commissioner of education a leave of absence, for study or research, for a period of one year at half pay or for a period of a half year at full pay for such period; provided, that prior to granting of such leave he will agree to return to the state normal school service and serve as a teacher in the same or another state normal school for a period equal to twice the length of such leave and that, in default of completing such service, he will refund to the commonwealth, unless excused therefrom by the department for reasons satisfactory to it, an amount equal to such

proportion of the salary received by him while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered.

All other colleges in Massachusetts, except the Massachusetts Agricultural College, Lowell Textile Institute, and the ten normal schools, are private institutions, and, therefore, the law with reference to sabbatical leave does not apply to them.

3. Comparison of Massachusetts and New York Laws.-- The principal differences in the New York and Massachusetts laws providing for sabbatical leave are: (1) in New York leave of absence is granted with the approval of the commissioner of education and the principal of the school, whereas in Massachusetts it is granted by the commissioner upon the recommendation of the principal of the school; (2) leave of absence in New York is for a period of one year on half of the regular pay, while Massachusetts provides an optional leave of one year on half pay or a half year on full pay; (3) New York makes provision for the salary of the substitute, while the substitute is not mentioned in the Massachusetts law; (4) New York grants a leave for study or travel and Massachusetts for the purpose of research or study; and (5) though each state requires that the teacher agrees to return to service for a period after the expiration of leave, in Massachusetts the teacher is obliged to refund a part of the salary received if this agreement is not properly kept. Essential principles of administering sabbatical leave are revealed in each of the laws. However, it is the opinion of the writer that the Massachusetts Act is the preferred type of legislation for administering sabbatical leave at the college level. If the provision for three-fifths or two-thirds pay for a full year had been substituted for half pay for a full year, the law would have been more in keeping with the practice in some of the state universities, such as the

University of California, University of Arizona, or the University of Utah.

4. South Dakota Sabbatical Leave Law.--- The South Dakota provision or law relative to sabbatical leave refers to state institutions of higher education other than state teachers colleges and normal schools. Section 5574 R. C. as amended by Chapter 138, Laws of 1921, S. D., in part reads as follows:

The board of regents is authorized to employ all officers, instructors and employees of such institution. . . . fix the term of their employment, and rate the manner of their compensation, and provide for sabbatical leave on part pay. . . .

Further reference is made to this law in connection with the decision of the Supreme Court of South Dakota in the case Johnson vs. Jones which is reviewed later in this chapter.

5. Constitutional Powers to Grant Sabbatical Leave.--- The extent of the implied constitutional and statutory powers and duties of governing boards making it possible for state institutions to grant sabbatical leave involves expert legal analysis and evaluation. The writer does not feel qualified to interpret adequately such legal phases of the problem. Furthermore, such an investigation would require separate statements concerning the powers of governing boards of higher education of the several states and probably would result in few comparable data. It seems that the implied powers and duties of the governing boards of state institutions should be legally interpreted by competent lawyers within the respective states if such evaluation is considered necessary.

Since the Attorney General of the State of California has voluntarily submitted an analysis of the constitutional status of granting sabbatical leave by the University of California, a review of his statement is given here merely as an example of this phase of the problem. The constitutional history of the power of the Board of Regents of the University

of California and affiliated institutions to grant sabbatical leave is reported in full in Appendix F.

By the provisions of Article IX, Section 9, of the Constitution of California, the Board of Regents has complete and absolute control over the University and affiliated institutions, and the granting of leave of absence to teachers in such institutions is a matter of discretion with them. The practice at the University of California is to give a sabbatical leave of one year to "professors having a status known as permanent status," i.e., when they reach a certain state such as professor or associate professor. Such persons are granted sabbatical leave for one year on two-thirds salary. This University has one of the most liberal financial provisions for teachers on sabbatical leave of any of the larter universities in the United States, although, in general, not as attractice as the provisions in Canadian and Australian institutions, namely, the University of Melbourne, the University of Adelaide, the University of Alberta, and Aukland University College.

The statement of the Attorney General of California concerning the subject-matter of the constitutional powers of the Board of Regents of the University to grant sabbatical leave follows:

The first general authority for the Board of Regents of the University of California to so govern their institution as to accomplish this result in the matter of sabbatical leave was contained in Section 13 of the act creating and establishing the University of California (Statutes of California 1867-8, at page 253). However, in 1872 certain Code sections were adopted in the Political Code of this state dealing with the general subject-matter of the powers of the Regents of the University of California. The section particularly having to do with the powers of the Regents in the matter of fixing salaries, etc., was section 1432.

A Code Commissioner's note is to the effect that all of the said sections so adopted in 1872 referring to the University probably repealed the earlier act of 1868, but that the adoption of the State Constitution in 1879 ratified and made irrepealable the 1868 act. This refers to Section 9 of Article IX of the Constitution of this state. This section of the Constitution referred to the earlier 1868 organic act of the legislature.

However, in 1918 the said constitution section was amended and the language referring to the earlier organic act was eliminated. This 1918 constitutional amendment provided that the University of California shall constitute a public trust "with full powers of organization and government, subject only to such legislative control as may be necessary to insure a compliance with the terms of the endowments of the University and the security of the funds." It also provided that the University should be administered by the regents of the University of California.

John U. Calkins, Jr., attorney of the University of California Regents, is of the opinion that the 1918 amendment to the constitution practically wiped out all of the earlier legislative provisions. He refers to the case of Estate of Royer, 123 California Reports, 614, on page 619 and following, where the Supreme Court of California refers to the University as being a governmental agency. (See Appendix F).

It is the opinion of the writer that the governing boards of other state institutions of higher education in a number of states probably have similar rights to enter into a contract of employment with teachers for professional improvement through regular sabbatical-leave regulations.

6. Civil Service Provision for Leave of Absence.-- The provision for leave of absence with half pay in addition to traveling expenses while on leave from teaching service in the Philippine Islands is provided for through a civil service law. The statement of the status of leave of absence of teachers in the Philippine service, according to the report from the office of the Governor-General, is contained in Appendix F.

The law provides that after three or four years of faithful, continuous, and satisfactory service in the field of education after reporting for duty on the Islands, the teacher shall, upon retirement, in addition to the half salary provision, also be entitled to actual traveling expenses from Manila to his place of residence prior to accepting service in the Islands. This traveling expense is accumulative or increased with each

additional year of service up to five or more years and not to exceed one thousand pesos, and may be used at the discretion of the recipient. It is also allowable to those who merely visit the United States on leave of absence, without resigning from the service. The teachers of the University of the Philippines are granted sabbatical leave without the intervention of the Bureau of Civil Service.

These provisions for leave of absence and for retirement bonuses seem to be merely an award for efficient service rendered in the service of the Islands, whereas sabbatical leave in the United States has come to be construed as an asset both to the institution and to the individual teacher, with increased professional efficiency as the primary objective.

Legal Opinion Concerning Sabbatical Leave.--- The opinion of the attorney generals of three states, New York, Ohio, and New Jersey, concerning the legality of the practice of granting sabbatical leave in certain state-supported colleges and universities, has been requested by college officers or boards of education, and an opinion was duly rendered by the officers of the respective states. According to the results of this investigation, these three states are the only states in which the attorney generals have rendered an opinion relative to the practice of sabbatical leave in certain higher institutions of the state. Copies of the inquiry, opinion, and syllabus are found in Appendix F.

1. Opinion of Attorney General of New York.--- The governing board of Cornell University requested the opinion of the attorney general as to whether they were authorized to extend sabbatical-leave privileges to the New York State College of Agriculture. The inquiry and opinion read as follows:

Inquiry.-- A rule has been adopted by the governing board of Cornell University which, in effect, provides that after a professor has faithfully and continuously served the University for a period of seven years he is then entitled, subject to the approval of the board of trustees, to a year's leave of absence on half pay. This leave of absence is given in order that the professor may employ the time in travel or research work or study to the end that he may be better qualified to resume his work in the University after his leave of absence has expired.

An opinion is requested as to whether the board of trustees is authorized to extend this rule to the professors in the New York State College of Agriculture.

Opinion.-- I am not aware of any statutory provision withholding or limiting the right of the University to make provision for such a leave of absence to the professors employed in the Agricultural College, and accordingly it would seem that the only question presented is as to whether the rule in question is a reasonable one. It may well be regarded as an item of the salary or compensation attached to the employment. If it is to be withheld the salary will doubtless be correspondingly greater than if it is allowed. The board of trustees is invested with power to fix salaries, and I am of the opinion that as an incident thereto it is authorized to make all reasonable rules and regulations with respect to granting leaves of absence.

As I understand it, a similar rule prevails in most, if not all of our great educational institutions. It would seem to be fairly in accord with the objects of this College of Agriculture, as set forth in Section 1039 of the Education Law, and reasonable in its provisions. I, therefore, advise that the University is authorized to apply it to this State College.

This opinion was rendered by Attorney General Thomas Carmody on May 7, 1912. The inquiry clearly sets forth the general plan and purpose of sabbatical leave, since the institution is to benefit from the return of the individual through increased teaching efficiency gained from the proper use of the period of leave.

2. Opinion of Attorney General of Ohio.-- The opinion of the attorney general was desired by President Engleman in 1929 relative to granting sabbatical leave to faculty members of the Kent State Normal College. The inquiry sets forth, in general, the desirability of such a leave and the advantages to be gained by the institution, thus:

Inquiry.-- Many colleges and universities and some public schools in various parts of the country grant sabbatical leave for a year at a time and usually on half pay, to members of their faculty or teaching staff who have been in continuous service for a period of at least six or seven years, and who are willing to use the year of leave for further study to increase their teaching efficiency when they return to the system or college granting them leave. My judgment is that action of the Board of Trustees granting sabbatical leave hereto one or two members of the faculty for study for next year would be to the best interests of the college. Before making such recommendation to the board, I wish to be advised as to whether there is any thing in the laws of Ohio to prevent payment of the salary to the faculty member on such a leave.

Inasmuch as I noted in the annual report of the President of Miami University, that sabbatical leave on half pay has been enjoyed by one or two members of his faculty recently, I presume that there are no legal obstacles, but still thought it best to have an opinion from you before recommending it to the board.

This inquiry does not request an opinion on a definitely proposed plan for administering sabbatical leave. It represents a vague and general statement of the problem. The response of Attorney General Bettman of Ohio to this inquiry is known as Opinion #1287 rendered December 13, 1929. This opinion begins by defining "sabbatical" in terms of Webster's New International Dictionary, as "pertaining to or like the sabbath; enjoying or bringing an intermission of labor." Reference is then made to the term "sabbatical year as interpreted by the Israelites and finally to "sabbatical leave" as "any period allowed for rest, travel or research, and probably any other leave granted to such person could be said to be included within the term," according to the opinion. The opinion found in the Opinion of the Attorney General of 1926, page 306, is cited wherein it is held, as disclosed by the syllabus:

"A board of education of a city school district has no authority to establish a rule permitting teachers leave of absence for a semester upon half salary where during such period said teachers render no service whatsoever."

This opinion rendered in 1926 is reviewed and commented upon as a part of the subject-matter of the opinion of 1929 concerning sabbatical leave at the Kent State Normal College.

The history of the organization, purpose, and provisions for the control of the Kent State Normal College are reviewed. The powers and duties of the board of regents to enter into a contract of employment with the teacher, providing an agreement at the time for sabbatical leave as a consideration of the service of the employee, is within the powers of the board. However, the granting of sabbatical leave, even though it is based on such a contract of employment, according to the opinion of the attorney general, "in all probability constitutes an abuse to the power." The final paragraphs of the opinion read:

In all probability the practice of granting sabbatical leave to professors in colleges is more extensive in those institutions which are not supported wholly by the public treasury, and of course in so far as such procedure would not deplete the public treasury, a different question would be presented.

It appears that the board of trustees of the Kent Normal College has power to enter into a contract when a teacher is employed, the terms of which would permit said teacher to have a leave of absence for such period of time as was mutually agreed upon between your board and the teacher, provided that such leave is a part consideration for the service to be performed. However, it is further my opinion that if a contract has been entered into fixing a definite salary for a definite period the granting of an extended leave of absence would be nothing further than a gratuity flowing from your institution to said teacher, and inasmuch as his salary is paid from the public treasury, such an authority would amount to an abuse of discretion.

It may be possible, of course, that a university may have such an interest in the development of some particular source of knowledge which would be a public benefit which would justify the designation of an instructor to make a research relative to a particular subject which of course would result in such instructor performing service in that line for the benefit of the university. However, such instances will be rare, and such a practice would not be a precedent for granting a leave for the benefit and accommodation of the instructor.

In conclusion, it is my opinion that the Kent State Normal College has no authority to grant an extended leave of absence to an instructor and pay him for such period when such leave is for the purpose of rest, recreation and education of the instructor. Such a procedure would result in spending the public funds for the benefit of the individual.

It is obvious that the attorney general of Ohio in rendering the opinion for the president of Kent State Normal College, concerning the power of the board of regents to grant members of the faculty sabbatical leave, did so on the basis of the assumptions: (1) that sabbatical leave is a period of rest from labor, i.e., a sort of vacation period for the teacher where no service is rendered the institution; (2) that the teacher on sabbatical leave is a liability to the institution and the state rather than an asset, without consideration of increased teaching efficiency upon return; and (3) that sabbatical leave is not a generally accepted practice among higher institutions which are financed from the public treasury. Each of these points of view is either expressed or implied in the subject-matter of Opinion #1287 and is an assumption which does not square with the facts concerning sabbatical leave for college teachers which have been revealed in this investigation. The opinion assumes an entirely different view of the purpose or objective and the extent of the practice of granting such leave from that of the opinion rendered by the attorney general of New York in 1912.

3. Opinion of Attorney General of New Jersey.-- In 1925 the State Board of Education at the request of the Normal School Teachers Association passed a resolution to the effect that leave with half pay should be granted to members of the normal-school faculty after seven years of service for study or travel. When the board passed the resolution favoring the proposed plan, the commissioner of education was requested to secure the opinion of the attorney general as to the legality of the action.

The attorney general ruled that in the absence of a statute warranting the granting of such leave there is no power in the state board to grant a sabbatical leave to state normal-school teachers. The resolution of the state board and the ruling of the attorney general are:

Resolved:- That the Attorney General be requested to render an opinion as to the legality of granting a sabbatical year to State normal-school teachers. Adopted October 8, 1925.

Opinion.-- While I am aware that under the provisions of Article I of the School Law, the general supervision and control of public instruction is vested in the State Board of Education, and that said board has the control and management of the State Normal Schools, I find nothing in the School Law which specifically authorizes the State Board of Education to grant vacations with pay or part pay.

Under these circumstances, if it is the desire of the State Board to grant such leave of absence to teachers, with pay for the full year or part thereof, I suggest that legislation be procured for that purpose. In the absence of a statute warranting the granting of such leave of absence, I conclude that there is no power in the State Board, under existing law, to grant a sabbatical year to State Normal School Teachers.

I have only considered the question presented, and nothing herein contained is to be construed as determining the right of the Board to grant a leave of absence to a teacher in any specific instance where the judgment of the Board indicates such leave of absence is necessary and desirable.

This ruling was rendered by Edward L. Katzenbach, Attorney General of the State of New Jersey, on October 8, 1925. Up to 1930 the state board acted on the assumption that it could grant individual leaves of absence with half pay. Between 1925 and 1930 two normal-school teachers were granted leave of absence with half pay. In the spring of 1930, however, another opinion was requested of the attorney general which has been interpreted to mean that under present conditions the state board does not have a right to grant leave of absence on part pay. A copy of the 1930 opinion was not available to the writer, and these recent developments were obtained by corresponding with R. L. West, Principal of the State Teachers College, Trenton, New Jersey, relative to the matter.

Both the New Jersey and Ohio rulings consider the sabbatical-leave period a vacation time for the teacher. This concept of the purpose of granting sabbatical leave is to be regretted, since it does not represent the primary purpose for which such leaves are granted, namely, for increased professional improvement.

Court Decisions.--- Practically no court action has been taken in connection with the problem of granting sabbatical leave to college and university teachers or employees. One case in South Dakota has been decided which directly involves the practice of sabbatical leave, and another case is cited in the records of Illinois which is indirectly related to the problem. These two cases will be reviewed briefly.

1. Johnson vs. Jones.--- The Supreme Court of South Dakota in 1927 heard and passed on the case cited as Johnson vs. Jones, 52 S. D. 64, 216 N. W. 584. The main facts in the case are: In January, 1923, the resignation of W. E. Jonson as president of the State College of Agriculture and Mechanical Arts was presented and accepted to take effect July 1, 1923. He was elected president emeritus of the institution and given sabbatical leave for one year at a salary of \$25,000 with such duties as the board might designate.

The state auditor refused to honor the salary vouchers. The defendant charged that the plaintiff was out of the state a majority of the time, and that the payment of the salary while on leave was absolutely in excess of the jurisdiction of the board:

That any such contract is against public policy, and in violation of the spirit and intent of the statutes prescribing the duties of the regents of education and the constitution of this state, and that the same amounts to the granting of a gratuity, gift, reward, or pension in recognition of past service.

The decision of the Supreme Court of South Dakota held that the board of regents has power to govern and regulate each institution under its control (S. D. Revised Code 1919, Section 5573); and that the board of regents had authority to grant sabbatical leave and make such election, "since they did not constitute gratuity or donation, but were for a public purpose," and were sustained on the ground of beneficial effect on public service (S. D. Revised Code 1919, Section 5574). The state auditor was held competent to question the authority of the board of regents but not competent to substitute his judgment for that of the board. The court was convinced that the board of regents in this case was within its constitutional and statutory authority.

2. Trustees of the University of Illinois vs. Bruner.-- The question relating to teachers' salaries as paid by the State University of Illinois was passed upon by the Illinois Supreme Court in 1898 in the case of Trustees of the University of Illinois vs. Bruner, 157 Ill. 307. Here the teacher had contracted with the University of Illinois to teach for one year, beginning the first day of September and ending on the first day of September following. During the term of his contract he accepted employment in the University of Chicago, during his vacation through the months of July and August, and received pay for such employment in the University of Chicago. The court held that he was entitled to his pay for the full year's work, even though he did accept work during his vacation.

It is concluded that the matter of granting sabbatical leave has not, in general, presented problems which have found their way into the court records. Since sabbatical leave is probably a conditional agreement attached to, or supplementing the contract of employment, few court decisions are likely to be necessary.

Personal Opinions of State Officers.--- If no legal action had been taken in his state relative to sabbatical leave for college teachers, the respondent was asked to state his opinion as to whether the practice of granting such a leave with pay was legal. The summary of the responses from the respective states is contained in Appendix F. The responses appear to be conflicting. In one state the practice is not legal because it is controlled entirely by contract of employment or is one of the implied powers of the governing board, while another state reports the practice legal since sabbatical leave is a question of contract. It is not the purpose of the writer to attempt an interpretation of the meaning of the several responses to this question, since the differences in viewpoint are probably a matter of interpretation of laws in the several states or are due to a different interpretation of the plan and purpose of sabbatical-leave programs.

A summary of the answers of the respondents concerning their opinion as to whether sabbatical leave is legal in their respective state follows:

States Answering Yes.-- States which claim the practice is legal by contract between the teacher and the board, 3; by contract, 2; it is a question of contract, 1; only the state university and affiliated institutions, 1; if provided for in employment contract, 1; so far as private colleges are concerned, 1; by teachers contract, 1; and, to extent permitted by charter, 1. One state answered "Yes" and failed to make comment.

States Answering No.-- States which report the practice not legal since it is a matter of contract between the teacher and board, 4; it is one of the implied powers of the governing board, 2; it is controlled entirely by contract, 1; and, by contract, 1. Seven states answer "No" and do not comment on the response.

Comments on Question without Checking either "Yes" or "No".-- States merely commenting on the question report that it is purely a matter of contract of employment, 2; depends upon contract, 2; implied powers of board of regents in contract of employment, 2; matter of contract between teacher and board, 2; it is by contract and charter, 1; matter of contract with private institutions, 1; depends upon charter and bylaws, 1; governed

by boards, 1; and, board of regents authorized to provide for it, 1. Six states fail either to check the question or to make comment.

There seems to be a rather general agreement that the matter of granting sabbatical leave is either an implied power of the governing boards or a part of the contract of employment, or both.

In Alabama the granting of sabbatical leave is legal "if provided for in improvement contract;" in Arkansas it is "purely a matter of contract to be expressed in contract of employment, no law prohibits it and no law expressly authorizes or directs it." Sabbatical leave in Florida "would be controlled entirely by contract, the board of control would have power to so contract with teachers as to grant leave of absence with pay," yet it is reported that sabbatical leave is not legal in this state. In Missouri the "boards have decided this, and it has not been questioned;" New Mexico "boards of regents probably have power to include such provisions in contracts of employment;" also, in South Dakota the "board of regents is authorized to provide for sabbatical leave on part pay." Texas reports that "leave of absence with full or part pay is one of the implied powers of the governing boards of these institutions," although this state considers the practice not legal. Attorney General Carlstrom of the State of Illinois writes:

The only manner, in my opinion, by which a teacher of a state teachers college or a state university could obtain leave of absence is for the school in question to enter into a contract with the teacher by which the teacher agrees to teach a number of years and as a part of the consideration to be given him he is to take advanced training in his profession during leave of absence granted by the college and that such teacher shall, at the expiration of such leave, return to the school and continue to instruct with such advanced ability. (See Appendix F).

It is assumed that practically all state constitutions prohibit the making of any donation to any corporation or person. An improvement

contract of employment, such as suggested by the attorney general of Illinois, probably is all that is needed to legalize the practice of granting sabbatical leave in most of the state institutions. Such a contract in all probability would remove objections cited in the opinion of the attorney general of Ohio, since the salary received could hardly be construed to mean a donation for service rendered or a gift paid during a period of idleness. Vacation periods and sabbatical-leave periods should never be considered as having the same objective or purpose. Vacation periods carry the idea of entire freedom of the individual, while sabbatical leave is a period during which a program for professional improvement is pursued and increased teaching efficiency expected upon return to service.

Legality in Privately Supported Higher Institutions

The authority of the state in the control of private institutions of higher education was investigated by Bartlett in 1928 (1:597-604). The conclusions of this study are summarized as follows:

Corporate Powers of the State.--- The state has the authority to incorporate educational institutions. At the time of incorporating the institution the state has the authority to place upon the corporate powers of the institution whatever limitations it deems best in the interest of public policy. In order that the corporation may do business in the pursuance of its purpose, the state must grant to the corporation such necessary powers. The right of the donor to direct and use his charity either himself or through trustees to whom he assigns his right is respected by the state.

State's Authority to Control after Incorporation.--- After the state has given the institution incorporate powers, it may exercise continuing control over the institution through the courts, through general

regulatory legislation, or through a reserved power to alter or repeal the charter. Bartlett continues thus:

The exercising of this continuing control, even though power to alter is reserved, cannot defeat or substantially impair the object of the grant or any of the rights vested under the charter. Control through the courts is directed primarily to safeguarding the proper pursuance of the objects of the trust and the right appropriation of the funds. General regulatory legislation has for its purpose the maintenance of a quality of conduct in keeping with public welfare. However, any action by the state must not be an arbitrary or unwarranted interference with the constitutional right of an institution to carry on a lawful business, and to use and enjoy property (1:604).

Sabbatical leave in private institutions of higher education as a matter of contract or agreement in keeping with the charter and bylaws of the institution is legal.

Summary

The legal status of sabbatical leave in institutions of higher education may be summarized thus:

1. Between one-half and three-fifths of 246 publicly supported higher institutions have begun sabbatical leave practice. Sixty-two per cent of the forty-two states which support separate professional schools for teachers grant sabbatical leave to teachers of such institutions. Ten states do not have a publicly controlled institution of higher education which reports sabbatical leave provisions.
2. State laws authorize and control sabbatical-leave practice in the state teachers colleges and normal schools of New York and Massachusetts. The Legislature of California in 1929 and again in 1930 passed bills providing for sabbatical leave; each time the bills were vetoed by the governor.
3. The New York law which became effective July 1, 1927, provides for sabbatical leave for study or travel for one year in seven on

half pay, provided the teacher agrees to remain in the service of the state for two years immediately after the leave expires.

4. The Massachusetts law passed in 1930 provides for sabbatical leave for study and research for a period of one year at half pay or for a period of a half year at full pay after seven years of service in the institution, provided the teacher agrees to return to serve the institution for a period of twice the length of such leave or to refund a part of the salary received during leave.

5. A comparison of the New York and Massachusetts laws reveals several fundamental principles of administering sabbatical leave; however, in the writer's opinion the latter law is the preferred type of legislation.

6. In South Dakota the board of regents is authorized to provide for sabbatical leave on part pay. The details of the practice are left to the discretion of the board.

7. The Board of Regents of the University of California has constitutional powers to grant leave of absence to employees in the University and affiliated institutions.

8. The civil service provision for leave of absence in the Philippines is authorized and controlled by a statute providing for half pay during leave of absence or upon retirement after a definite number of years of service in the Islands, in addition to a cumulative traveling expense not to exceed one thousand pesos by the end of the fifth year of service.

9. The provisions for leave of absence and retirement bonuses seem to be an award for efficient service in the Philippines, whereas sabbatical-leave laws in New York and Massachusetts construe the practice to be an asset both to the institution and to the individual teacher.

10. The attorney generals of New York, Ohio, and New Jersey have rendered opinions on the practice of granting sabbatical leave in higher institutions of the respective states.

11. The attorney general of the State of New York in 1912 ruled that the extension of sabbatical leave to professors in the institution affiliated with Cornell University is a reasonable provision and within the authority and powers of the board of trustees.

12. The opinion of the attorney general of Ohio ruled that the Kent State Normal College has no authority to grant an extended leave of absence to an instructor and pay him for such period when such leave is for rest, recreation, and the education of the instructor.

13. The attorney general of New Jersey finds no authority in the School Law which specifically authorizes the state board of education to grant vacations with pay or part pay. He suggests that legislation be procured for that purpose and concludes that there is no power given the state board under existing law to grant sabbatical leave to normal-school teachers.

14. The New Jersey and Ohio rulings seem to consider the sabbatical-leave period as a vacation time for the teacher, a viewpoint which is not in accord with the primary purpose of granting such a leave, namely, for an accelerated professional growth.

15. The matter of granting sabbatical leave has become involved in very few court decisions. One case is cited in South Dakota relative to the problem and a second in Illinois is indirectly related to leave.

16. The Supreme Court of South Dakota in the case of Johnson vs. Jones decided that the board of regents has power to grant sabbatical leave, and that such an act does not constitute gratuity or donation. The

action of the board was sustained on the ground of the beneficial effect on public service.

17. The Supreme Court of Illinois in the case of Trustees of the University of Illinois vs. Bruner held that Bruner was entitled to his pay for the full year's work, even though he did accept work during his summer vacation. This case is indirectly related to sabbatical leave.

18. Personal opinions of the respondents of the several states as to the legality of the practice of granting sabbatical leave indicate confused and conflicting viewpoints. However, there seems to be a general agreement that the matter of granting sabbatical leave is an implied power of the governing board and a part of the contract of employment.

19. Sabbatical leave probably is considered legal if, during the period of leave, a program for professional improvement is pursued which results in increased teaching efficiency upon return to service in the institution granting leave; it is probably illegal or unconstitutional if considered a period of rest from labor during which the salary becomes a gift or donation for past service rendered.

20. In general, privately supported institutions have corporate authority and powers from the state which permit the donor to direct and use his charity either himself or through trustees to whom he assigns his rights, so long as the business is conducted in the interest of public policy and the purposes of the donor are protected.

21. The state has authority to continue to control the private institution after the institution has been given incorporate powers. Such continuing control may be exercised through the courts, through general regulatory legislation, or through the reserve power to alter or repeal

the charter.

22. It may be concluded that in the private institutions for higher education sabbatical leave is purely a matter of contract or agreement within the rights and powers of the charter and bylaws of the institution, and that within these bounds the granting of sabbatical leave is legal.

CHAPTER VII

TEACHERS ON LEAVE FROM INSTITUTIONS GRANTING SABBATICAL LEAVE

Introduction

The administrative and legal problems relative to sabbatical leave are analyzed in the four preceding chapters. It is observed that the primary purpose of granting such leave is to accelerate professional improvement of the faculty and thus increase the general instructional efficiency of the institution. If this objective is to be realized, it is to be accomplished through the cooperation of the teacher on leave.

This chapter is designed to give an overview of the status of the problems of sabbatical leave from the point of view of the teacher who has been on leave since 1927. The cross-classification of institutions used in organizing the administrative comparisons in former chapters is, likewise, the basis for analyzing these data. The Doctor's and the less than Doctor's classifications are substituted for the regular and irregular sabbatical-leave groups. Otherwise, the cross-classifications of data are the same, and the tables are read and interpreted as in previous chapters.

The number of usable replies from teachers representing the several classifications is as follows: (1) graduate and undergraduate groups, respectively, 352 and 141 teachers; (2) non-sectarian, sectarian, public college and university, and teachers college and normal school groups, respectively, 170, 130, 194, and 191 teachers; (3) Doctor's and less than Doctor's classifications, respectively, 216 and 469 teachers; (4) total

teachers receiving full or part pay from their institutions, 685; and (5) teachers on leave without pay, 99. These responses from teachers of the several classifications represent a reliable guide to the total responses which may be expected, if the data are applicable to all teachers.

The chapter is divided into five major parts. The first division is concerned with the teacher and leave of absence as to: (1) how the teacher was selected for taking leave; and (2) what the teacher did while on leave. In the second part of the chapter phases of the professional status of the teacher are analyzed, such as: (1) kind of degree held before going on leave; (2) kind of degree worked for during leave, if any; (3) degree received at the expiration of leave; (4) kind of degree received at close of leave, if any; (5) professorial rank before going on leave; and (6) promise of recognition upon return. The third section relative to the income of the teacher while on leave deals with: (1) the source of income while on leave; (2) amount of salary received from own institution during leave; (3) private income during leave period; (4) income from scholarship; (5) income from teaching assistantship; (6) amount received from foundation; (7) other sources of income during leave; and (8) the total amount of income received during leave period. In the fourth division the status of the work left behind during the absence of the teacher is stated relative to such factors as: (1) arrangement for courses to be taught; (2) omission of elective courses, and (3) courses adequately cared for during the absence. The fifth and last section of the chapter is an evaluation of sabbatical leave practice by the teacher: (1) advantages of sabbatical leave to teachers; (2) disadvantages experienced during leave period; (3) can plan for sabbatical leave at institution be improved; and (4) suggestions as to ways of improving leave practice.

The Teacher and Sabbatical Leave

Method of Selection for Taking Leave.--- The data of Table LXV represent statements by teachers as to how they were selected to take leave of absence. Since one teacher probably gave more than one principle by which he was selected to take leave, these data are to be interpreted

TABLE LXV

METHOD OF SELECTING TEACHER TO TAKE SABBATICAL LEAVE AS REPORTED BY TEACHERS WHO HAVE BEEN ON SUCH LEAVE

Method of Selecting*	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad- uate	Under Grad- uate	Private		Public		Doc- tor's	Less than Doc- tor's	Total	
			Non- sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal				
a	261	89	133	77	140	137	169	318	487	13
b	89	62	43	53	55	42	45	184	193	37
c	45	16	18	17	26	37	20	78	98	5
d	58	18	21	25	30	15	26	65	91	4
e	70	21	16	21	54	8	38	61	99	16
f	12	2	9	2	3	7	5	16	21	3
g	58	33	17	33	41	36	26	101	127	41
h	0	0	0	0	0	1	0	1	1	0
i	35	7	17	7	18	9	26	25	51	37

*How were you selected from the other members of the faculty for taking leave? (a) For length of service; (b) Probable advantage to the institution; (c) In order of date of application for leave; (d) For merit or satisfactory service; (e) For some specific purpose; (f) By distribution of teachers by departments; (g) For advanced study already begun; (h) Selected by lot; (i) Other methods.#

#Other methods used in selecting teachers to take sabbatical leave as reported by teachers, according to cross-classifications, are:

I. Doctor's Degree Group with Pay.---

1. Non-Sectarian:

In response to request for leave	3
Requested leave to study and work on research	2

on the basis of the frequency with which the several selective principles are mentioned.

The data of the group of teachers receiving pay from their institution while on leave (frequently referred to hereafter as the pay group) reveal that length of service (mentioned by 487 teachers), probable advantage to the institution (by 193), and for advanced study already begun (by 127) are the most frequently mentioned factors entering into the

For completion of book	1
To attend international conferences	1

2. Sectarian:

In response to application for leave	1
Social Science Research Fellowship appointment	1
To attend International Congress of Chemistry at Warsaw	1
For serious illness	1

3. Public College and University:

In response to request for leave	4
Length of service plus outline of proposed research	4
Invitation from American Geological Society to continue research	1
By invitation of another research worker in another institution	1
After providing for work at university, leave was granted	1
For illness	1
Made application supported by Research Committee and Graduate Council.	1
Guest professor by invitation of Tohoku Imperial University, Japan, on Rockefeller Foundation	1
Regular rotation of heads of departments near every seventh year	1

4. Teachers Colleges and Normal Schools:

In response to request for leave	4
Used departmental convenience	1
Application passed on by faculty committee	1
By order of physician	1
By personal application	1
Need for recuperation	1
My dean granted leave of absence because of personal animosity and his desire to make changes in my absence	1

selection of the teacher to take leave. The first two, length of service and advantage to institution, hold first and second rank in all cross-classifications. However, in the group of teachers on leave without pay from their institution (frequently referred to hereafter as the non-pay group) length of service is referred to by relatively few (only 13) teachers. The first and second most frequently mentioned selective principles of the non-pay group are: leave for advanced study already begun, 41; and

2. Sectarian:

In response to request	1
To avail myself for unusual opportunity to make trip around the world	1
For college prestige	1

3. Public College and University:

In response to personal request and it was granted	1
Health the real reason for leave	1
With the approval of head of department	1

4. Teachers College and Normal School:

In response to request for leave	5
To complete work for degree	2
Seniority of service	1

III. Group of Teachers without Pay.--

1. Doctor's Degree Group without Pay:

In response to request for leave	4
Sent to Japan, Chian, Siam, and India by Rockefeller Foundation	1
Was awarded fellowship by foundation, university gave leave	1
Was offered a year's appointment at a higher salary elsewhere	1
Granted fellowship by International Education Board	1
Leave requested to write up results of research material	1
To prepare a history of Gettysburg College	1

2. Less than Doctor's Degree Group without Pay:

In response to request for leave	11
Desired to continue graduate work and was granted leave	8
Asked for leave and secured a substitute to fill my place	2
Leave was specially granted me for a change	1
I asked for leave because I had secured a fellowship abroad	1
Leave was requested by Federal Farm Board	1
Leave granted because of experience in State Park Survey	1
Invited to Columbia for a year	1
Made special request for leave (not sabbatical) to accompany husband on business trip to South America	1

probable advantage to the institution, 37.

The principles of selection in the supplement to Table LXV are given in the language of the respondent as nearly as possible. The most significant principles of selecting the teacher to take leave as revealed in this supplement are: (1) the teacher makes application or requests leave; (2) in order to continue study toward an advanced degree, if representing less than Doctor's degree group; and (3) to work in some special field or with some special research problem, if the teacher has received the Doctor's degree. Other comparisons may be observed by the reader according to his interest in any particular cross-classification.

In conclusion, the indications are that teachers on sabbatical leave are selected, in the main, on the basis of length of service, for probable advantage to the institution, and for the purpose of accelerating the professional improvement of the individual through such activities as study, research, travel, etc. It appears that the teacher is obliged to make application or request for leave of absence for some purpose which will be advantageous and helpful to himself and to the institution.

Teacher's Activities while on Leave of Absence.--- The data of Table LXVI reveal a few significant comparisons relative to the things teachers do while on leave of absence. It is observed that the five activities most frequently engaged in by teachers of the pay group, with the number of times mentioned, are: (1) traveled, 373; (2) worked on special research, 298; (3) worked toward degree, 297; (4) took rest or recreation, 163; and (5) wrote for publication, 162. The three activities most frequently engaged in by the teachers of the less than Doctor's degree group are: (1) worked toward degree, 297; (2) traveled, 202; and (3) worked on special

research, 149. The three highest ranking activities for the Doctor's degree group are: (1) traveled, 171; (2) worked on special research, 149; and (3) wrote for publication, 96. These three activities of the Doctor's degree group hold their respective ranks for the teachers of the graduate institutions.

TABLE LXVI

TEACHERS' ACTIVITIES WHILE ON LEAVE FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Activities*	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad-uate	Under Grad-uate	Private		Public		Doc-tor's	Less than Doc-tor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers and Col-lege Nor-mal				
a	238	65	125	68	110	70	171	202	373	30
b	45	10	22	11	22	8	28	35	63	16
c	68	78	23	63	60	151	0	297	297	64
d	203	59	93	55	114	36	149	149	298	28
e	119	28	53	26	68	15	96	66	162	15
f	32	8	17	12	11	16	18	38	56	3
g	114	28	70	22	50	21	80	83	163	5
h	13	7	7	3	10	2	8	14	22	5
i	141	41	74	42	66	49	88	143	231	26

*What things did you do while on leave of absence? (a) Traveled; (b) Taught elsewhere; (c) Worked toward degree; (d) Worked on special research; (e) Wrote for publication; (f) Attempted restoration of health; (g) Took rest and recreation; (h) Other gainful employment; (i) Other specific things. #

#Specific things teachers did while on leave as reported by teachers according to cross-classifications and whether the activity was abroad or within the United States: (exact reports are given in most cases).

I. Doctor's Degree Group with Pay.--

1. Non-Sectarian:

(a) Activities Abroad,

Followed advanced courses in the Sorbonne and College de France while

I was doing research work 1

The ranks of the most frequently mentioned activities of teachers on leave from the several groups, according to institutional control, reveal some interesting differences. The data for the teachers college and normal-school group are: (1) worked toward degree, 151; (2) traveled, 70; and (3) worked on special research, 36. In the public college and university group

Close personal observation and conferences regarding political, economic, and social conditions in Europe and Great Britain ..	1
Visited Russia to observe theatres and life and attended theatres throughout Europe	1
Visited as many other institutions as possible. Attended four international and three national conventions	1
Studied botanical gardens in Southeastern Europe and England	1
Attended international conferences on peace and disarmament	1
Attended lectures and participated in the seminars at London School of Economics; visited other English universities , , , , ,	1
Gave a small "course libre" in French university	1
Came to know Greece, ancient and modern. Let the spirit of European life sink in and brought it home	1
I observed social and political affairs in familiar foreign countries .	1
Attended international meetings in various European countries particularly Germany and Italy	1
Studied and visited at Munich University, Germany	1
Visited physiological laboratories- Pavlov, Bekhterev, and Krasnogorski in Russia	1
Studied in British Museum and London School of Hygiene and Tropical Medicine c.	1
Botanical excursion thru Central America collecting plants	1
Attended University of Marburg, Germany (not studying for degree) . . .	1
Observation of European conditions, especially in Germany	1
Director of American University Union, British Division	1
Traveled in Europe and visited European universities studying status of women	1
Attended as many London plays as I found time and money for	1
Studied and observed in England and Germany, methods of teaching my subject, i.e., physics	1

(b) Activities in the United States,

Gave lectures and wrote	1
Did journalistic work - editorial writing	1
Lectured at various universities	1
Visited fourteen Departments of Speech in institutions in the middle west and east for observation	1
Spent a year at the University of California; also toured the Pacific coast	1
Research in Science Library of Congress	1
Gave several lectures c.	1

the ranks are: (1) worked on special research, 114; (2) traveled, 110; and (3) wrote for publication, 68. The ranks for the sectarian group are: (1) traveled, 68; worked toward degree, 63; and (3) worked on special research, 55. The findings for the non-sectarian group reveal:

Studied courses to fill in gap and not for degree	1
Heard lectures from recognized authorities to obtain a survey of present day opinions in my own field of work	1
Recreation in the form of enlarging one's cultural background	1
Collected book and documents for Hoover War Library	1
My leave was spent in General Electric Company as an engineer	1
Studied modern language as a matter of general interest	1
Prepared and read a paper at a meeting of the Church History Society .	1

2. Sectarian:

(a) Activities Abroad,

Carnegie visiting professor to the Union of South Africa attached as sociologist to the Government Commission for the study of poor whites	1
It is understood that the leave is granted for the specific purpose of travel. I rather rested also, as I took it easily	1
Studied changing conditions in Republican Germany and Austria	1
Attended lectures at the University of Paris and the University of Munich	1
Visited physics laboratories in England, France, Italy and Germany . . .	1
Made a study of the League of Nations at Geneva and the World Court at the Hague	1
Research was done in Europe, no traveling for sake of traveling	1
Took a series of lectures at British Museum	1
Visited England, France, Switzerland, Belgium, and Holland	1
During the year I conducted a small group of people around the world; a second party to the Holy Land, Egypt, Syria, Greece, etc.; and a third party to the Passion Play in Oberammergau	1
Attended a series of chemistry lectures at the Royal Institute and did library research at the British Museum Library	1

(b) Activities in the United States,

Studied works and art likely to assist me in teaching literature and art	1
Temporary employment at Bell Telephone Laboratories	1
Read a lot of books I did not have time for while teaching	1
Traveled and visited regions where the experience would profit me professionally	1

(1) traveled, 125; (2) worked on special research, 93; and (3) took rest or recreation, 70. The three activities of the highest rank of the non-pay group are: (1) worked toward degree, 64; (2) traveled, 30; and (3) worked on special research, 28.

3. Public College and University:

(a) Activities Abroad,

Studied in the London School of Hygiene and Tropical Medicine	1
Post-graduate study in internal medicine, diagnosis, and pathology at the University of Vienna and other European clinics . . .	1
Studied hydrolic engineering in engineering college at Berlin and other engineering structures in Europe	1
Studied research institutions and equipment, and conferred with scientists on my research problem in nine courtiures of Western Europe	1
Gave addresses in South American universities as visiting professor for the Carnegie Endowment for International Peace	1
Visited numerous universities in this country and abroad. Attended various national association meetings	1
Translated "Principles of Experimental Psychology" by Professor Pieron at Sorbonne	1
Visited European universities and men in my field of work. Studied arrangements for graduate institutions in this country and abroad. Did some general sight seeing	1
Special investigation of fertilization research in Europe	1
Visited every agricultural and experimental station in the United States and several in Canada	1
Took part in the works of International Congress of Slavonic Philologists at Prague	1
Studied old works on my subject found in libraries in Florence, Venice and Munich	1
Secured data in England, France, and Germany for my production	1
Attended meetings and visited institutions of learning at home and abroad	1
Studied Hebrew	1
Wondered at the ways of strange men in strange lands	1
Read to catch up on modern German literature and attended theater frequently to supplement study of German drama	1
Lectured in Chinese University	1
One year in education in Swiss schools for their children	1
Taught in Karl Pearson's College, University of London	1

(b) Activities in the United States,

Studied in various laboratories and hospitals	1
Research study in Medicine	1
Worked on special research problem	1

Activities of teachers on leave such as, other gainful employment, attempted restoration of health, and teaching elsewhere are mentioned, respectively, by 23, 56, and 63 teachers of the pay group. These three forms of activities are practically ruled out so far as sabbatical leave is concerned. They can be considered best as exceptions to the general rule

Observed teaching methods and techniques in college and research laboratories	1
Improved my knowledge of German	1
Acquaintance with field conditions in Eastern United States	1
Inspected the departments in all institutions within reach of where I was working	1
Was absent because of an acute illness, influenza	1
Lectured in many places and visited many institutions	1
Delivered the Albert Shaw Lectures in Diplomatic History	1
Spent a year planning and organizing the Vermont Commission on Country Life and its three year survey	1
Read for College Entrance Examination Board	1

4. Teachers Colleges and Normal Schools:

(a) Activities abroad,

Went around the world. Studied special education in Missions	1
Attended lectures in London School of Economics for profit and pleasure, but not credit	1

(b) Activities in the United States,

Visited schools, though not as a research worker	1
Wrote a book	1
Visits to other teachers colleges and to several national parks	1

II. Less than Doctor's Degree Group with Pay.--

1. Non-Sectarian:

(a) Activities Abroad,

Spent a year enlarging my general culture by visits to important countries, cities, and seeing their important things. Inspected schools and colleges of several foreign countries	1
Traveled in Europe in connection with my consulting practice	1
Visited my family and friends in France	1
Resided in Cambridge, England with valuable opportunity at the University	1
Acted as agent in Europe collecting for Smith College Museum of Art	1
Helped standardize the work in math. for the women of Central China	1
Attended lectures and took "Course de Civilization," Sorbonne, Paris	1

relative to activities of teachers while on leave of absence.

There are indications that flexibility in the matter of choosing activities in which to engage during the leave period is very desirable. However, an activity program for sabbatical leave probably is centered around travel, research, study, writing, and rest or recreation. The leave

Visited schools, colleges, and universities abroad	1
Gave short course of lectures in School of Religion, Athens, Greece- Represented American Student Movement at the Missionary Council at Jerusalem. Gave series of addresses in Y.M.C.A. in north central Europe	1
Studied music in Paris and Berlin	1
Took course at Sorbonne and from private teacher. Traveled in many parts of France and frequently attended the theater	1
Visited twenty-five botanical gardens and laboratories; fifty scien- tific museums; sights of prehistoric man in Ireland, Eng- land, France, Italy; did some excavating; made personal acquaintance of numerous scientists	1
Visited schools in Europe, studied in New York Physical Therapy	1
Piano study in Paris and London for teaching and concert work	1
Lived in England with my family throughout the year. Engaged in re- search in British Museum and others	1
Attended World Engineering Congress at Tokyo as official delegate for New York University and other organizations	1
Special interest in theater, -went to Delphic Festival, Oberammagau; theater in Vienna and Berlin; attended many performances in Paris	1
Observed copiously musical and dramatic activities in European countries	1
Bought special books in Spain for college library and special research.	1
Took Vergilian Cruise sponsored by American Classical League	1
Studied theoretical music in Fontainebleau and Paris with Mlle N. Boulauger	1
Studied at University of Vienna two semesters and traveled in preced- ing and following summers	1

(b) Activities in the United States,

Worked in the laboratory of the Westinghouse Mfg. Company and on "vibration" problem	1
Special study of music teaching methods	1
Had a major operation during semesters leave	1
Took regular courses in graduate school for one semester	1
Studied for and took examination of the American Guild of Organists . .	1
Had to attend to personal affairs in connection with death in family .	1
Took lessons in book binding as a hobby. Read and studied (informally) subjects never studied before	1

period is not to be spent in personal gain or loafing. It is best thought of as a well-planned activity period for professional improvement.

The specific things teachers do while on leave are given in full in the supplement to Table LXVI as a matter of interest and a general point of view rather than as a statistical analysis of facts. It may be observed

Collected and organized material for advanced courses	1
Planned rebuilding of Smith College Theater. Worked on stage lighting at Yale	1
As reference librarian, I used two libraries quite extensively and observed the methods used in several libraries from point of view of my own work	1
Made a point to visit centers of musical interest and to hear all music possible	1
Attended concerts, lectures, operas, and musical rehearsals, also studied singing	1
Observing teaching by eminent teachers	1
Lecture courses, at Syracuse Congregational Conference	1
Made special study of other library schools and libraries	1
Studied at Northwestern University	1

2. Sectarian:

(a) Activities Abroad,

Dean of the Floating University, taught classes in English Literature . .	1
Attended two to four shows and operas a week. Visited every historical place	1
Studied music in several important centers in Germany. Appeared in programs, recitals, and concerts in Berlin	1
Academic Dean of University Cruise around the world	1
Delivered a series of five lectures in India	1
Delegate to World Engineering Congress, Tokyo	1
Studied practical situations of religious and cultural life abroad . . .	1
Traveled to learn more of France and Spain	1
Visited many Roman antiques and sites	1
Studied in England and Finland. Visited schools and studied methods of physical education in Europe	1
Member of University of Michigan archeological expedition abroad	1
Gave particular attention to Syria, Palestine, and Egypt, and to educational and missionary work in these lands; but particularly to the history, geography, and archaeology in my travel . . .	1
Studied the working of the League of Nations	1
Visited graduates of institution in trip around the world	1
Lived and studied English Literature in England	1

(b) Activities in the United States,

I spent on semester at Yale University without reference to a degree . .	1
Corrected "Blue Books" for the History Department	1

that the activities are, in the main, professional and cultural in character. However, well-planned activities involving extensive travel and research undoubtedly require a great deal of expense. The activities abroad were carried on in practically every country of the world, especially in England, France, and Germany. This wide range of activities and interests

Made a county educational survey for State Department of Education . . .	1
Worked and took any classes I desired to round out my background rather than specializing	1
Got married	1
Studied industrial organization and movement in Chicago area and prepared for C. P. A. examination	1
Edited the "Castle of Pleasure" for the Early English Text Society, volume No. 179	1
Studied in my special field and traveled	1
Fellow in physics at University of Michigan	1
Took work at Columbia for own good, not for degree	1

3. Public College and University:

(a) Activities Abroad,

Visited Japan, China, Korea, Indo-China, Siam, Java, Burma, India, Ceylon, Egypt, Palestine, Syria, Greece, Sicily	1
Went into interior Africa in search of parasites of ticks. Did big game shooting and collecting. Incidentally traveled in Europe	1
Lectured in training schools and universities in England	1
Went to Russia by their invitation, where for four months I assisted them in agricultural extension and studied their library science giving suggestions for its reorganization	1
Studied at Sorbonne, France	1
Made a study of musical conditions in the chief musical centers of Europe	1
Traveled by auto throughout Western Europe	1
Reorganized the Department of Art, University of Hawaii	1
Cultural pursuits, visiting art galleries, attending scientific meetings, visiting research investigations, cathedrals and other places of historic interest	1
Delivered George Darwin lecture before Royal Astronomical Society, London. Represented Lick Observatory at Congress of International Astronomical Reunion, Lieden, 1928. Visited European observatories	1
Drawing and painting. Held exhibition on return. Saw work of modern artists in Mexico City. Studied native craft while in Mexico	1

of teachers on leave is suggestive of the broad influence that the practice of sabbatical leave probably has upon higher education in this country. Such primary contacts beyond the life and regular work at the institution surely have a desirable effect upon both the individual and the institution.

A total of 202 teachers gave statements of the things they did while on leave abroad or in the United States. Of this number, 122

Observation of social conditions, problems, proposed adjustments, etc.	1
Inspected courses in British and European colleges	1
Got the French "Diploma." Attended several courses and lectures at Universite de Montpellier	1
Studied dental education and public dental service--school and industrial in Western Europe	1

(b) Activities in the United States,

Took three quarters of work at University of Chicago for credit	1
Visited engineering projects in a variety of universities	1
Research for the Louisiana Forestry Commission	1
Made wider contacts in my field	1
Assisted in a research program of the department in which I worded for degree	1
Did graduate work in biology at Cornell University	1
After school year I visited and assisted in work of women's and girls' prisons	1
Designing special experimental machinery for U. S. Government	1
Meteorologist with Michigan-Greenland Expedition	1
Work done has resulted in publication in Law magazines	1
Collected zoological materials, especially insects	1
Enrolled in graduate division in University of California	1
Worked on manuscript	1
Study of lumber marketing as employee of a lumber manufacture association	1
Read the larger history books for which there is no time while teach- ing	1
Visited a large number of electrical installations	1
I planned a new course in poetry which I am now offering	1
Extensive research studies in medicine	1

4. Teachers College and Normal School:

(a) Activities abroad,

Field study of nursery schools and kindergartens in England, Scotland.	1
Visited many scenes of historical importance	1

(54 per cent) referred to activities engaged in while in a foreign country and 101 (46 per cent) to activities in the United States. The number of teachers mentioning activities abroad are: for the Doctor's degree group, 54 (63 per cent); for the less than Doctor's degree group, 68 (50 per cent); and for the teachers on leave without pay, 8 (31 per cent).

Studied portrait painting and made study of the art of importing art centers abroad	1
On trip abroad gained a speaking knowledge of French	1
Studied at Harvard, Columbia, and Oxford	1
Took courses in foreign universities which did not count toward degree	1
Studied at the Institut de Phonétique, and École de Préparation des Professeurs de Français à l'étranger at the Sorbonne, Paris	1
Studied psychology in University of London and worked at museums in period furniture and costume	1
Visited secondary schools in France, England, and Germany	1
Studied art in twelve countries, made 125 sketches, 500 camera pictures, and followed development of art from cave drawings to modern art	1
Studied subjects of interest in foreign countries	1
Painted in private studio. Class in painting, Studio of André Lehoté, Paris	1
Visited with my family in France	1
Attended school at Naas, Sweden	1
Spent most of leave in Germany living with a university teacher; Took private lessons in German	1
Visited the progressive schools in nine countries	1

(b) Activities in the United States,

Did field work which was immediately recreational but primarily to get natural history material for a thesis	1
Visited interesting places in and around New York. Enjoyed music, theaters, and galleries, etc.	1
Visited and explored New York City	1
Worked toward no degree, simply took courses I wanted	1
Studied piano	1
Carried subjects in my line that would improve my teaching ability	1
Took graduate work which would be most beneficial to me in my work	1
Studied question of administration by visiting ten institutions	1
Visited several colleges to observe the class work in mathematics	1
Worked on a test in geography for Commission of American Hist. Ass'n.	1
Visited schools and colleges for practical suggestions to help me in my work	1
Graded correspondence papers for two courses in University of Mo.	1
Exchanged ideas in chemistry with my associates at various places	1

A wide variety of activities of teachers on leave is revealed by reading the statements given by them. A few letters from teachers relative to the problems of sabbatical leave are copied in Appendix E.

Summary of Data Relative to the Teacher and Sabbatical Leave.--

These findings may be summarized thus:

1. Indications are that teachers on sabbatical leave were selected, generally, on the bases of length of service, probable advantage to

Outlined a new course in chemistry	1
Returned each week to college summer camp and made arrangements for next weeks work	1
Studied physical education and health work being done in Texas. Some study in the University of Texas	1
Studied voice; heard as many musical programs and plays as possible .	1
Made a study of two languages	1
Kept house for my family of five	1
Attended two state meetings where I was scheduled to speak	1
Traveled some for thesis study. Visited several large universities . .	1
Studied mathematics six weeks at University of California	1
Visited and studied other normal schools from various angles	1
Served as chairman of special committee preparing syllabus for teacher training classes, and also chairman of committee writing syllabus of Art Department of normal schools	1

III. Group of Teachers without Pay.--

1. Doctor's Degree Group without Pay:

(a) Activities Abroad,

Made survey of teaching and research in sub-tropical horticulture in Medeterranean countries	1
Attended courses in Brussels and Ghant	1
Prepared lectures in philosophy in library of British Museum, six mo..	1
Lectured at two German academic societies	1
Participated in Carnegie Endowment for International Peace. Took a group trip to Paris, the Hauge, and Geneva studying international organizations	1

(b) Activities in the United States,

Audited several graduate programs	1
Wrote a book, did research, and wrote eleven scientific papers	1

the institution, and acceleration of the professional improvement of the individual through such activities as study, research, travel, etc.

2. More than half of the teachers on sabbatical leave who worked for degree were from the teachers college group. In the main, it is observed that teachers who studied for degrees were from the smaller institutions.

3. The most frequently mentioned activity of the teachers college and undergraduate groups is work toward a degree.

4. The activity program of teachers on sabbatical leave was centered around traveling, research, studying, writing, and rest or

2. Less than Doctor's Degree Group without Pay:

(a) Activities Abroad,

Traveled and studied in Europe	1
Studied speech and customs of countries; did special study in Spanish with professor at Lima, Peru	1
Worked on special investigation for International Water Commission-U. S. and Mexico; special economic problems, U. S. Bureau of Reclamation; special economic investigation, Zionist Organization in Palestine	1
Some public speaking in Germany	1
Studied modern French and Russian music at Sorbonne	1
Visited Paris, Verdun and the War areas and Germany	1
Traveled and visited some of the leading natural history museums	1

(b) Activities in the United States,

Studied at Walter Reed Hospital	1
Did special research	1
Investigated problems in six small college libraries by visits	1
Did no formal study, but traveled for instruction, reading as much as possible about things I saw ,	1
Wire Editor, Associated Press, New York City	1
Worked on special research with Carnegie Institute	1
Organized the Foreign Agricultural Science in the U. S. Department of Agriculture	1
Served as consulting landscape architect for the State Park Commission of California	1
Traveled in New England	1
Took course for Dean of Women, Columbia University	1
Special course in art with artists. Visiting schools	1

recreation in the rank mentioned from the most frequent to the less frequent.

5. The three highest ranking activities engaged in by teachers of the Doctor's degree group were traveling, research, and writing; for the less than Doctor's degree group, studying for degree, traveling, and research.

6. Indications are that sabbatical leave was a planned activity period for professional improvement and not a vacation period to be spent in loafing or for the individual's personal or financial gain.

7. A wide range of specific activities both abroad and in the United States covered many educational interests and extended into practically every part of the world.

Professional Status of the Teacher on Leave of Absence

The several phases investigated relative to the professional status of teachers on leave from institutions granting sabbatical leave are: his training in terms of degree held before leave, degree worked for during leave, and degree received upon the expiration of leave; professional rank before taking leave; and promise of recognition upon return.

Kind of Degree Held Prior to Leave.--- the data of Table LXVII reveal that each of the several groups had one or more teachers on leave without a degree of any kind. Of the teachers-college and normal-school group, 12.6 per cent of 191 teachers reporting had no degree, as compared with 5.8 per cent of 677 teachers of the pay group. The percentage of teachers holding the Doctor's degree from the respective classifications are: graduate, 50.6; undergraduate, 22.8; non-sectarian, 50.0; sectarian, 28.9; public college and university, 45.2; and teachers college and normal

school, 4.7. Teachers of the teachers college, sectarian, and undergraduate institutions were not as well prepared professionally as the teachers of the other classifications. The percentage distribution of the pay group according to degrees held are: Doctor's, 31.9; Master's, 40.9; and Bachelor's, 21.0. The teachers of the non-pay group were slightly less prepared pro-

TABLE LXVII

DEGREE HELD BY TEACHER PRIOR TO LEAVE FROM HIGHER INSTITUTION
GRANTING SABBATICAL LEAVE, 776 TEACHERS REPORTING*

Degree	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad-uate	Under Grad-uate	Private		Public		Doc-tor's	Less than Doc-tor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal				
Number										
No degree	11	4	6	2	7	24	0	39	39	5
Bachelor's	47	19	26	17	23	76	0	142	142	30
Master's	114	81	51	71	73	82	0	277	277	40
Doctor's	176	31	85	37	85	9	216	0	216	22
Others	2	1	2	1	0	0	0	3	3	2
Total	350	136	170	128	188	191	216	461	677	99
Percentage										
No degree	3.1	2.9	3.5	1.5	3.7	12.6	0.0	8.5	5.8	5.1
Bachelor's	13.4	14.0	15.3	13.3	12.3	39.8	0.0	30.8	21.0	30.3
Master's	32.3	59.6	30.0	55.5	38.8	42.9	0.0	60.1	40.9	40.4
Doctor's	50.6	22.8	50.0	28.9	45.2	4.7	100	0.0	31.9	22.2
Others	0.6	0.7	1.2	0.8	0.0	0.0	0.0	0.6	0.4	2.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix E, question 7.

fessionally than the teachers of the pay group.

Kind of Degree Worked for During Leave.--- The percentage distribution of 297 teachers of the pay group according to the kind of degree for which they studied during the leave period is: for the Doctor's, 60.9; for

the Master's, 31.7; and for the Bachelor's, 7.4. (See Table LXVIII).

Practically no difference exists for the kind of degree sought by teachers of the pay and the non-pay groups. In the main, three-fourths or more of the teachers of the several groups of institutions were working toward the

TABLE LXVIII

KIND OF DEGREE TEACHER WORKED FOR WHILE ON LEAVE FROM
HIGHER INSTITUTION GRANTING SABBATICAL LEAVE,
361 TEACHERS REPORTING*

Degree	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Graduate	Under Graduate	Private		Public		Doctor's	Less than Doctor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal				
Number										
Bachelor's	2	2	2	1	1	18	0	22	22	4
Master's	8	17	4	7	14	69	0	94	94	23
Doctor's	58	59	17	55	45	64	0	181	181	37
Total	68	78	23	63	60	151	0	297	297	64
Percentage										
Bachelor's	2.9	2.6	8.7	1.6	1.7	11.9	-	7.4	7.4	6.3
Master's	11.8	21.8	17.4	11.1	23.3	45.7	-	31.7	31.7	35.9
Doctor's	85.3	75.6	73.9	87.3	75.0	42.4	-	60.9	60.9	57.8
Total	100 %	100 %	100 %	100 %	100 %	100 %	-	100 %	100 %	100 %

*Data derived from Appendix E, question 1c.

Doctor's degree, with the exception of the teachers-college and normal-school group, which had only 42.4 per cent of its teachers thus engaged.

It may be concluded that the teachers' programs of study for degrees during sabbatical leave are in the graduate field and should be of special interest to institutions granting advanced degrees.

Received Degree on Expiration of Leave.--- The data of Table LXIX reveal the extent to which the teachers received a degree upon the expiration of leave. It should be observed that all the teachers reporting did not work for a degree. In Table LXVIII, 297 teachers are reported as having worked toward a degree. As revealed in Table LXIX, only 151 teachers

TABLE LXIX

EXTENT TO WHICH COLLEGE TEACHERS RECEIVE DEGREES ON EXPIRATION OF LEAVE OF ABSENCE, 746 TEACHERS REPORTING*

Received Degree	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad-uate	Under Grad-uate	Private		Public		Doc-tor's	Less than Doc-tor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal				
Number										
Yes	32	38	10	33	27	81	0	151	151	37
No	291	98	149	93	147	110	188	311	499	59
Total	323	136	159	126	174	191	188	462	650	96
Percentage										
Yes	9.9	27.9	6.3	26.2	15.5	42.4	0.0	32.7	23.2	38.5
No	90.1	72.1	93.7	73.8	84.5	57.6	100	67.3	76.8	61.5
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix E, question 8.

received a degree at the close of their leave. The percentage distribution of teachers according to whether a degree was received at the close of leave are: for the teachers-college group, 42.4; for the less than Doctor's degree group, 32.7; for the pay group, 23.2; and for the non-pay group, 38.5. It may be concluded that approximately one-third of the teachers on leave without the Doctor's degree received a degree when the leave expired.

Kind of Degree Received on Expiration of Leave.--- The percentage distribution of 151 teachers of the pay group according to the kind of degree received when the leave expired is: Doctor's, 36.4; Master's, 48.4; and Bachelor's, 13.9. (See Table LXX). Practically no difference exists between the distribution of the kind of degrees received by teachers of the

TABLE LXX

KIND OF DEGREE TEACHER RECEIVED ON EXPIRATION OF
SABBATICAL LEAVE, 188 TEACHERS REPORTING*

Degree	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tor's	Total	
Number										
Bachelor's	2	1	1	1	1	18	0	21	21	4
Master's	6	15	3	9	9	52	0	73	73	19
Doctor's	22	22	5	22	17	11	0	55	55	14
Others	2	0	1	1	0	0	0	2	2	0
Total	32	38	10	33	27	81	0	151	151	37
Percentage										
Bachelor's	6.2	2.6	10.0	3.0	3.7	22.2	-	13.9	13.9	10.8
Master's	18.8	39.5	30.0	27.3	33.3	64.2	-	48.4	48.4	51.4
Doctor's	68.8	57.9	50.0	66.7	63.0	13.6	-	36.4	36.4	37.6
Others	6.2	0.0	10.0	3.0	0.0	0.0	-	1.3	1.3	0.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	-	100 %	100 %	100 %

*Data derived from Appendix E, question 8.

pay and non-pay groups. However, significant differences are revealed in the distribution of degrees received by the teachers representing the several classifications of institutions. For example, 22.2 per cent of the teachers of the teachers colleges received the Bachelor's degree and 13.6 per cent the Doctor's, as compared with the teachers of the undergraduate institutions

which had 2.6 per cent receiving the Bachelor's and 57.9 per cent the Doctor's degree.

Professorial Rank before Taking Leave.--- An analysis of the data of Table LXXI reveals the professorial rank of teachers of the respective classifications. It is observed that the percentage distribution of the

TABLE LXXI

PROFESSORIAL RANK OF TEACHER BEFORE TAKING LEAVE FROM INSTITUTION
GRANTING SABBATICAL LEAVE, 775 TEACHERS REPORTING

Professorial Rank*	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tor's	Total	
Number										
a	0	1	0	1	0	1	0	2	2	0
b	7	8	3	5	7	34	2	47	49	22
c	59	14	21	13	39	21	17	77	94	20
d	76	14	32	12	46	28	29	89	118	13
e	0	2	0	2	0	0	0	2	2	2
f	209	98	113	94	100	62	163	206	369	33
g [#]	0	4	0	2	2	40	3	41	44	7
Total	351	141	169	129	194	186	214	464	678	97
Percentage										
a	0.0	0.7	0.0	0.8	0.0	0.5	0.0	0.4	0.3	0.0
b	2.0	5.7	1.8	3.9	3.6	18.3	0.9	10.1	7.2	22.7
c	16.8	9.9	12.4	10.1	20.1	11.3	7.9	16.6	13.9	20.6
d	21.7	9.9	18.9	9.3	23.7	15.1	13.6	19.2	17.4	13.4
e	0.0	1.4	0.0	1.5	0.0	0.0	0.0	0.4	0.3	2.1
f	59.5	69.5	66.9	72.9	51.6	33.3	76.2	44.4	54.4	34.0
g [#]	0.0	2.9	0.0	1.5	1.0	21.5	1.4	8.9	6.5	7.2
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*What rank did you hold just before taking leave? (a) Student assistant; (b) Instructor; (c) Assistant professor; (d) Associate professor; (e) Adjunct professor; (f) Full professor; (g) Any other rank.[†]

teachers of the pay group according to professorial rank is: full professor, 54.4; associate professor, 17.4; assistant professor, 13.9; and instructor,

7.2. Quite a different percentage distribution is observed for the non-pay group, as: full professor, 34.0; associate professor, 13.4; assistant professor, 20.6; and instructor, 22.7. Since the teachers of the pay and the non-pay groups are employed by institutions which grant sabbatical leave, indications are that leave with pay is not offered as extensively to the teachers of the lower ranks, or that teachers, who do not care to wait for sabbatical leave, request leave for some special purpose without pay.

The percentage for associate and full professors on leave, according to institutional control, is: teachers college, 48.4; public college and university, 75.3; sectarian, 82.2; and non-sectarian, 85.8. Of the Doctor's degree group, nine-tenths (89.9 per cent) have the rank of associate or full professor. It may be concluded that from three-fourths to four-fifths of the teachers on sabbatical leave were either an associate or full professor.

Promise of Recognition upon Return.--- Of the pay group, 27 per cent of 470 teachers reporting were promised a raise in salary upon return, as compared with 50 per cent of 72 teachers of the non-pay group receiving such a promise. The percentage of teachers promised a raise in rank is: for the pay group, 14.2; for the non-pay group, 38.9. In general, it is observed that the groups of smaller institutions, such as the undergraduate, sectarian, and teachers college, promise a raise in salary more extensively than the groups of larger institutions. Of the ninety-seven other forms of recognition given by teachers of the pay group, seventy-eight were a raise in either salary or professorial rank, although such was not promised before going on leave. Eight teachers on sabbatical leave

were given deanship upon return to the institution.

Summary of Professional Status of Teacher on Leave.--- The findings relative to the professional status of the teacher on leave are:

1. According to the kind of degree held prior to leave, the teachers of the teachers colleges, sectarian, and undergraduate institutions

TABLE LXXII

EXTENT TO WHICH RECOGNITION WAS PROMISED TEACHER UPON
RETURN FROM SABBATICAL LEAVE*

Recognition	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Graduate	Under Graduate	Non-sectarian	Sectarian	College and University	Teachers College and Normal	Doctor's	Less than Doctor's	Total	
Raise in salary										
Yes	36	38	15	37	22	53	12	115	127	36
No	194	65	95	49	115	84	122	221	343	36
Total	230	103	110	86	137	137	134	336	470	72
Percentage										
Yes	15.7	36.9	13.6	43.0	16.1	38.7	9.0	34.2	27.0	50.0
No	84.3	63.1	86.4	57.0	83.9	61.3	91.0	65.8	73.0	50.0
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
Raise in rank										
Yes	20	20	6	16	18	17	3	54	57	21
No	196	64	94	51	115	85	123	222	345	33
Total	216	84	100	67	133	102	126	276	402	54
Percentage										
Yes	9.3	23.8	6.0	23.9	13.5	16.7	2.4	19.6	14.2	38.9
No	90.7	76.2	94.0	76.1	86.5	83.3	97.6	80.4	85.8	61.1
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
Other recognition#	58	23	23	23	35	16	36	61	97	27

*Data derived from Appendix E, question 10.

#Other types of recognition:

1. Pay Group,

Received raise in salary though not promised before going on leave . . 60

are, in the main, not as well trained as the teachers of the other groups of institutions.

2. A sample distribution of one hundred teachers on sabbatical leave, according to the kind of degree held, is: for the Doctor's, 32; for the Master's, 41; for the Bachelor's, 21; and teachers with no degree, 6. Teachers of the non-pay group were slightly less prepared professionally than the teachers of the pay group.

3. A sample distribution of one hundred teachers of the pay group, according to the kind of degree for which they were working, is: for Doctor's, 61; for Master's, 32; for Bachelor's, 7. Practically no difference exists in terms of the kind of degrees sought by the teachers of the pay and non-pay groups.

4. Teachers studying for degrees during sabbatical leave are, in general, interested in graduate work; thus sabbatical leave is probably of major concern to institutions granting advanced degrees.

5. Approximately one-half of the teachers who studied for

Received raise in rank though not promised before going on leave	18
Given deanship upon return from leave	18
Changed to a new department	2
Received many speaking opportunities	2
Free publication of thesis by the institution on return	1
Transferred to part time administrative work	1
College gave honorary degree for my collection made during leave and given to the institution upon return	1
Popular public demand for writings	1
Mentioned in the annual report by the president	1
Negative--was denied an increase in salary	1
Friendly greeting upon return	1

2. Non-pay Group,

Received raise in salary though not promised before going on leave	15
Received raise in rank though not promised before going on leave	10
Made dean of college	1
Bonus of half salary for one year after return	1

degrees while on leave received the degree at the close of the period.

Furthermore, approximately one-third of all the teachers on leave without the Doctor's degree received a degree of some kind when the leave expired.

6. A sample distribution of one hundred teachers on sabbatical leave, according to the kind of degree received when the leave expired, is: the Doctor's, 36; the Master's, 48; the Bachelor's, 14; and other degrees, 2.

2. More than one-half of the teachers from the several groups of institutions received the Doctor's degree with the exception of the teachers colleges.

7. Approximately nine-tenths of the teachers of the Doctor's degree group held the rank of associate or full professor, as compared with six-tenths of the teachers of the less than Doctor's degree group. From three-fourths to four-fifths of the teachers on sabbatical leave from the institutions of the several groups were associate and full professors.

8. The indications are that the teachers of the lower ranks may not have had an opportunity to take sabbatical leave as extensively as the teachers of higher ranks.

9. A promise of increase in salary or rank was more extensive for the teachers of the non-pay group than for the pay group. More than one-fourth of the teachers on sabbatical leave were promised a raise in salary upon return; and quite frequently such recognition was given without any promise beforehand.

Income while on Leave

The source and amount of income of teachers on leave from institutions granting sabbatical leave, as considered here, are salary received from institution, private income (not including savings), scholarships,

teaching assistantships, foundations, and other sources.

Source of Income while on Leave.--- The data of Table LXXIII reveal the distribution of the source of income of 784 teachers during the leave period. The total of ninety-nine teachers of the non-pay group was used as the basis for computing the percentage distribution of the several

TABLE LXXIII

SOURCE OF INCOME OF TEACHER WHILE ON LEAVE FROM INSTITUTION
GRANTING SABBATICAL LEAVE, 784 TEACHERS REPORTING*

Source of Income	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Number										(99)**
Institution	352	142	170	130	194	191	216	469	685	-
Private	135	52	72	35	80	69	87	169	256	37
Scholarship	21	16	6	13	18	10	6	41	47	14
Assistantship	17	16	7	12	14	10	6	37	43	10
Foundation	34	5	15	7	17	2	28	13	41	13
Other source#	75	35	39	33	38	19	51	78	129	53
Percentage										
Institution	100	100	100	100	100	100	100	100	100	-
Private	38.4	36.6	42.4	26.9	41.2	36.1	40.3	36.0	37.3	37.4
Scholarship	6.0	11.3	3.5	10.0	9.3	5.2	2.8	8.7	6.9	14.1
Assistantship	4.8	11.3	4.1	9.2	7.2	5.2	2.8	7.9	6.3	10.1
Foundation	9.8	3.5	8.8	5.4	8.8	1.0	13.0	2.8	6.0	13.1
Other source#	21.3	24.6	22.9	25.4	19.6	9.9	23.6	16.6	18.8	53.5

*Data derived from Appendix E, question 3.

**Did not receive pay from institution.

#Other sources of income distributed according to the several cross-classifications:

I. Doctor's Degree Group.--

1. Non-Sectarian:
Employment 8

2. Sectarian:
Employment 3

sources of income of this group of teachers.

The percentages of teachers of the pay and non-pay groups having a private income during leave of absence are, respectively, 37.3 and 37.4. The percentage of the teachers of the non-pay group receiving an income from scholarships, assistantships, and foundations is approximately twice as large as for the pay group. For "other sources" of income the percentage distribution is: for the pay group, 18.8; and for the non-pay group, 53.5.

Savings	5
Writing	3
Borrowed.	2
Gift	2
Lecturing	1

Savings	3
Borrowed.	1
House rent.	1

3. Public College and University

Employment.	6
Savings .c.	4
Borrowed.	4
Gift.	3
House rent.	2
Writing	1

4. Teachers College and Normal

Writing	1
Savings	1

II. Less than Doctor's Degree Group with Pay.--

1. Non-Sectarian:

Employment	6
Borrowed	3
Writing.	3
Savings.	2
Wife's work	2
House rent	2

2. Sectarian:

Employment.	8
Savings	5
Borrowed.	5
Gift	3
House rent	2
Wife's work	2

3. Public College and University:

Employment.	6
Savings	5
Gift.	3
Borrowed.	1
Writing	1
Lecturing	1

4. Teachers College and Normal:

Savings	6
Borrowed.	5
Employment.	3
Gift	2
Wife's work	1

Teachers of the Doctor's degree group made more extensive use of foundations (13 per cent); and the less than Doctor's degree group emphasized more the use of scholarships and assistantships (respectively, 8.7 and 7.9 per cent).

The percentage distribution of institutions by groups relative to foundations as a source of income of the teachers while on sabbatical leave is: for the non-sectarian, 8.8; for the sectarian, 5.4; for the college and university, 8.8; for the teachers college, 1.0; for the undergraduate, 3.5; and for the graduate, 9.8. The reader may observe other interesting comparisons from these data. The significant fact is that relatively few teachers make use of scholarships, assistantships, and foundations as a means of adding to their income while on such leave.

Salary from Institution During Leave.--- A request was made for the exact amount of salary received from the institution during leave, however, many teachers merely stated that they received half pay, or a certain amount per month, etc. In the opinion of the writer, the data of Table LXXIV, relative to the amount of salary received, is very reliable.

The typical salary of the teacher of the Doctor's degree group is approximately one-third more than the typical salary of the teacher with

III. Group of Teachers without Pay from Institution.--

1. Doctor's Degree Group:		2. Less than Doctor's Degree Group:	
Employment	7	Employment	12
Savings	2	Savings	12
Gift	2	Borrowed	9
Borrowed	1	Wife's work	4
		Gift	3
		Writing	1

less than the Doctor's degree, as revealed by the respective medians of \$2129 and \$1471. The median salary of the teachers of the several groups, according to institutional control, is: for the teachers college and normal school, \$1293; for the public college and university, \$1990; for the sectarian, \$1476; and for the non-sectarian, \$2127.

TABLE LXXIV

SALARY RECEIVED BY TEACHER ON LEAVE FROM INSTITUTION GRANTING
SABBATICAL LEAVE, 438 TEACHERS REPORTING*

Amount of Salary	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Mean	\$2247	\$1550	\$2375	\$1485	\$2087	\$1275	\$2314	\$1621	\$1836	-
Median	2038	1445	2127	1476	1990	1293	2129	1471	1659	-
Q ₃	2656	2079	3062	1875	2650	1656	2680	2025	2284	-
Q ₁	1510	1030	1609	1077	1359	814	1673	1042	1197	-
Q ₃ - Q ₁	1146	1049	1453	798	1291	842	1007	983	1087	-
Q	573	525	727	399	646	421	504	492	544	-
Range	300-	300-	300-	300-	300-	228-	500-	228-	228-	-
	6000	5000	5700	4200	6000	3800	6000	5700	6000	-
Number Stat- ing Amount	223	105	110	87	131	110	136	302	438	-

*Data derived from Appendix E, question 3b.

The upper 25 per cent of the teachers of the graduate, non-sectarian, public college and university, and Doctor's degree groups received a salary of more than twenty-six hundred dollars. It is reasonable to assume that the hypothetical teacher of the fiftieth or seventy-fifth percentile received half salary for a full year. Therefore, the full salary for this teacher may be obtained by multiplying the median or third quartile

salary by two. Thus the teachers of the pay groups representing the fiftieth and seventy-fifth percentiles probably received, respectively, a full salary of \$3318 and \$4568.

Private Income During Leave.--- The data of Table LXXV reveal the amount of private income received during the leave period as reported by

TABLE LXXV

PRIVATE INCOME OF TEACHER WHILE ON LEAVE FROM INSTITUTION
GRANTING SABBATICAL LEAVE, 158 TEACHERS REPORTING*

Amount of Private Income	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Mean	\$1701	\$1360	\$1311	\$1398	\$1898	\$1187	\$1879	\$1279	\$1487	\$1400
Median	1267	1092	1118	1140	1267	900	1200	1090	1131	1000
Q_3	2100	1600	1583	1825	2167	1350	2450	1522	1900	1900
Q_1	950	720	730	788	1171	400	967	645	714	525
$Q_3 - Q_1$	1150	880	853	1037	996	950	1483	875	1186	1375
C	575	440	427	519	498	475	742	438	593	688
Range	200- 8000	300- 5000	200- 5000	300- 4500	450- 8000	200- 7000	200- 8000	200- 7000	200- 8000	250- 6500
Number Stat- ing Amount	72	36	41	19	48	36	50	94	144	14

*Data derived from Appendix E, question 3a.

158 teachers. The range for the pay group is from \$200 to \$8000, and for the non-pay group from \$250 to \$6500. The median income from private sources is: for the pay group, \$1131; and for the non-pay group, \$1000. These data reveal no significant tendencies, except that, in general, the Doctor's degree group had a larger private income than the less than Doctor's degree group. These data probably are very reliable due to the

number of teachers reporting.

Income from Scholarships During Leave.--- The income received from scholarships while on leave as reported by fifty teachers is too limited to be of much value. (See Table LXXVI). Indications are that the typical teacher of the pay group, in the main, received a slightly larger

TABLE LXXVI

TEACHER'S INCOME RECEIVED FROM SCHOLARSHIP DURING LEAVE FROM INSTITUTION GRANTING SABBATICAL LEAVE, 50 TEACHERS REPORTING*

Amount of Scholarship	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Mean	\$ 988	\$ 373	\$ 643	\$ 781	\$ 714	\$ 318	\$1880	\$ 458	\$ 631	\$ 591
Median	650	325	300	325	550	288	2005	343	379	350
Q ₃	1083	525	1050	775	875	388	3725	567	788	588
Q ₁	350	217	225	213	363	231	1025	240	253	213
Q ₃ - Q ₁	733	308	825	562	512	157	2700	327	535	375
Q	367	154	413	281	256	79	1350	164	268	188
Range	200- 4000	140- 1200	156- 2000	140- 4000	180- 2500	200- 1000	800- 4000	140- 2500	140- 4000	125- 1800
Number Stat- ing Amount	18	14	6	9	17	9	5	36	41	9

*Data derived from Appendix E, question 3c.

amount from this source than the non-pay group. The range of the middle-fifty per cent is: for the pay group, \$253 to \$788; for the non-pay group, \$213 to \$588. The average or mean salary from scholarships of the forty-one teachers of the pay group is \$631, however, the typical or median scholarship is only \$379. These facts represent a frequency curve skewed to the right with a piling up of scholarships of lower value on the left.

Income from Teaching Assistantship.-- Only thirty-nine teachers of the pay group stated the amount of salary received from teaching assistantships during the leave period. (See Table LXXVII). It is observed that the salary from teaching assistantships for the pay group is: mean, \$1090; median, \$820; range of the middle-fifty per cent, \$588 to \$1417. The non-

TABLE LXXVII

INCOME OF COLLEGE TEACHER FROM TEACHING ASSISTANTSHIP
WHILE ON LEAVE, 47 TEACHERS REPORTING*

Amount of Assistant- ship	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Mean	\$1538	\$ 765	\$1771	\$ 682	\$1178	\$ 886	\$1905	\$ 970	\$1090	\$1829
Median	1100	700	1150	700	850	750	1100	800	820	1300
Q ₃	2250	925	2250	900	1550	1175	2750	1175	1417	2267
Q ₁	775	538	575	450	690	350	650	575	588	1100
Q ₃ - Q ₁	1475	387	1675	450	860	825	2100	600	829	1167
Q	738	194	838	225	430	413	1050	300	415	589
Range	265- 4000	350- 1500	500- 4000	265- 1500	300- 3000	350- 2200	300- 4000	265- 3000	265- 4000	700- 2800
Number Stat- ing Amount	15	15	7	10	13	9	5	34	39	8

*Data derived from Appendix E, question 3d.

pay group had only eight teachers who stated the amount of income from this source. As far as these data indicate, teachers of the non-pay group who had an income from teaching assistantships received a relatively larger stipend than the teachers of the pay group. If teachers on sabbatical leave have an income from a teaching assistantship, it may be concluded that, in general, the amount is small.

Income from Foundation.-- Since only 6 per cent of the teachers of the pay group received an income from a foundation, the data relative to the amount of income from such sources are not expected to be very extensive. (See Table LXXVIII). However, the data are reliable enough to indicate tendencies. The median amount of income from foundations is: for

TABLE LXXVIII

INCOME FROM A FOUNDATION RECEIVED BY TEACHER DURING LEAVE,
34 TEACHERS REPORTING*

Amount from Foundation#	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad- uate	Under Grad- uate	Private		Public		Doc- tor's	Less than Doc- tor's	Total	
			Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal				
Mean	\$2445	\$2075	\$2312	\$2075	\$2567	-	\$2403	\$2332	\$2390	\$2718
Median	2475	2300	2150	1900	2533	-	2500	1300	2450	2500
Q ₃	3425	2500	2650	3100	3300	-	3150	2150	3125	3650
Q ₁	1070	1700	1117	900	1100	-	1125	1050	1110	550
Q ₃ - Q ₁	2355	800	1533	2200	2200	-	2025	1100	2015	3100
Q	1178	400	767	1100	1100	-	1013	550	1008	1550
Range	300- 7500	1300- 2500	300- 3600	500- 4000	300- 7500	-	300- 7500	500- 6861	300- 7500	200- 7500
Number Stat- ing Amount	23	4	11	4	12	0	22	5	27	7

*Data derived from Appendix E, question 3e.

#List of foundations which granted awards to teachers on leave of absence for the pay and non-pay groups, according to Doctor's and less than Doctor's degree classifications:

I. Group with Pay from Institution.--

1. Doctor's Degree Group:

Guggenheim Foundation	7
Social Science Research Council	5
Carnegie Endowment	2
General Education Board	1

the non-pay group, \$2500; for the pay group, \$2450; for the Doctor's degree group, \$2500; and for the graduate group, \$2475. This seems to indicate that the median salary generally received from foundations is approximately twenty-five hundred dollars.

A list of foundations and boards is given in the supplement to these data. An analysis of this list reveals the fact that it is a general policy for the better known foundations and boards to grant awards to teachers who have the Doctor's degree in preference to those of less training. According to these findings, the three foundations of the most frequent

American Geographical Society	1
American School of Oriental Research	1
Carnegie Endowment for International Peace	1
Institute of International Education	1
International Conciliation	1
Behavior Research Fund, Chicago	1

2. Less than Doctor's Degree Group:

Carnegie Endowment	1
Rockefeller Foundation	1
International Education Board of Carnegie Institute	1
Commonwealth Fund	1
Fels Foundation	1
La Verne Noyes	1
L. D. S. Church Education Found	1
Music Fund, Concord	1
National Council on Religion in Higher Education	1
The Helene and Cecil Rubel Foundation	1

II. Group of Teacher without Pay from Institution.--

1. Doctor's Degree Group:

Carnegie Endowment for International Peace	1
Guggenheim Foundation	1
Rockefeller Foundation	1
Sterling Foundation for Yale University	1
Social Science Research Council	1
C. R. B. Education Foundation	1

2. Less than Doctor's Degree Group:

Carnegie Corporation	1
Social Science Research Council	1
Hattie M. Strong Foundation	1

assistance to teachers on sabbatical leave are the Guggenheim Foundation, the Social Science Research Council and the Carnegie Endowment.

Income from Other Sources.--- A list of "other sources" of income is given in the supplement to Table LXXIII. However, the amount of "other sources" of income as reported by seventy-eight teachers is revealed in

TABLE LXXIX

OTHER INCOME OF TEACHER WHILE ON LEAVE, 78 TEACHERS REPORTING*
(See Appendix E, question 3)

Amount of Other Income	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Mean	\$1939	\$1640	\$1826	\$1286	\$2145	\$ 639	\$2074	\$1485	\$1705	\$2302
Median	1300	1267	1250	1125	1533	633	1167	1200	1188	1175
Q ₃	3100	2700	3083	1450	3150	750	3475	1700	2850	3450
Q ₁	767	500	588	575	700	350	542	643	595	1038
Q ₃ - Q ₁	2333	2200	2495	875	2450	400	2933	1057	2255	2412
Q	1167	1100	1248	438	1225	200	1467	529	1128	1206
Range	375- 5500	180- 6000	300- 5500	300- 4200	180- 6000	150- 1500	180- 5400	150- 6000	150- 6000	500- 7500
Number Stat- ing Amount	38	22	19	15	26	7	25	42	67	11

*Data derived from Appendix E, question 3f.

Table LXXIX. It is observed that the median income from these sources is: for the pay group, \$1188; and for the non-pay group, \$1175. With the exception of the teachers-college and normal-school group, which has a relatively low income from this source, few differences in the data are observed. The reader is again reminded to interpret these data in view of the limited number of teachers reporting in the respective groups.

Total Income of Teacher while on Leave.--- The total income of the typical or median teacher on leave is: for the non-pay group, \$2000; and for the pay group, \$2371. (See Table LXXX). Significant differences are revealed by comparing data of the several classifications. Consider, for example, the range of the middle-fifty per cent which is: for the Doctor's

TABLE LXXX

TOTAL INCOME OF TEACHER WHILE ON LEAVE FROM INSTITUTION
GRANTING SABBATICAL LEAVE, 479 TEACHERS REPORTING*

Total Amount of Income	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Mean	\$3490	\$2572	\$3479	\$2263	\$3561	\$1848	\$3811	\$2429	\$2857	\$2330
Median	3228	2224	3288	2014	3200	1981	3525	2012	2371	2000
Q ₃	4791	3279	4784	2925	4861	2193	5188	3267	3722	2875
Q ₁	2092	1520	2169	1575	2097	1495	2278	1380	1619	1000
Q ₃ - Q ₁	2699	1759	2615	1350	2764	698	2910	1887	2103	1875
Q	1349	879	1308	675	1382	349	1455	944	1052	936
Range	400- 12500	300- 9250	500- 12500	300- 6000	350- 12000	228- 9150	1000- 12000	228- 12500	228- 12500	500- 7500
Number Stat- ing Amount	225	107	111	87	134	111	137	306	443	36

*Data derived from Appendix E, question 3g.

degree group, \$2278 to \$5188; for the less than Doctor's degree group, \$1380 to \$3267. In other words, the upper twenty-five per cent of 137 teachers with the Doctor's degree had a total income of \$5188 or more during sabbatical leave and the lower twenty-five per cent an income of \$2278 or less.

Teachers of the Doctor's degree group, in the main, had a con-

siderably larger income than those with less than the Doctor's degree; and the pay group had a larger total income than the non-pay group.

It seems reasonable to assume that the total amount of finances required to enable a teacher to take sabbatical leave would approximate the total amount of income received during the leave period as revealed in these data. If this assumption is correct, it is observed by comparing Tables LXXIV and LXXX that the teacher on sabbatical leave received from his institution approximately 60 per cent of the total amount needed for the leave period, the remainder being made up from some other source.

Summary of Data on Income During Leave.--- The findings relative to the income of teachers while on leave are:

1. More than one-third (37.3 per cent) of the teachers on sabbatical leave had a private source of income. Very few teachers (approximately 6 per cent) received an income from a scholarship, an assistantship, or a foundation.
2. The teachers of the Doctor's degree group made more extensive use of foundations as a source of income, while the teachers of the less than Doctor's degree group emphasized the use of scholarship and assistantships.
3. The three "other sources" of income mentioned most frequently are employment, savings, and borrowed money.
4. The median salary of the teachers of the Doctor's degree group is approximately one-third more than the median salary of the teachers with less training.
5. The public college and university group, in the main, received one-third more salary than the teachers-college and normal-school

group. The same relation is revealed for the non-sectarian and sectarian groups, and the graduate and undergraduate institutions.

6. In general, the teachers of the Doctor's degree group had a larger private income than the less than Doctor's degree group.

7. Indications are that, if the teachers received an income from a scholarship, those of the pay group received a slightly larger amount than the teachers of the non-pay group. The typical or median scholarship of the pay group is only \$379.

8. Indications are that teachers of the non-pay group who had an income from a teaching assistantship during sabbatical leave received a relatively larger stipend than the teachers of the pay group.

9. Six per cent of the teachers of the pay group received an income from an assistantship, and, even then, the amount was generally small (median, \$820).

10. Of the teachers on sabbatical leave, only six of a sample of one hundred received an income from a foundation. The median award amounts to \$2,450.

11. The list of foundations and boards granting awards to teachers on sabbatical leave reveals a general policy of the better known organizations to give preference to teachers with the Doctor's degree.

12. The three foundations of the most frequent assistance to teachers on sabbatical leave are the Guggenheim Foundation, the Social Science Research Council, and the Carnegie Endowment.

13. Although 18.8 per cent of the teachers on sabbatical leave indicated "other sources" of income, few gave the actual amount. The median salary of total reporting is \$1188.

14. The typical teacher of the pay group, relative to the total income received a median salary of \$2371. Teachers of the Doctor's degree group had a considerably larger total income, in the main, than the teachers of the less than Doctor's degree group.

Status of Courses and Work During Teacher's Absence

The status of the teacher's regular work at the institution during his absence deals with: (1) the arrangements made for his courses to be taught; (2) the extent to which elective courses were omitted; and (3) an evaluation by the teacher as to whether his courses were adequately cared for during his absence.

Arrangement for Courses to be Taught.-- According to the rank and frequency mentioned, the courses of the teachers of the pay group were taught: (1) by regular members of the faculty, 393; (2) by a newly appointed substitute, 321; and (3) by a student assistant, 53. These three arrangements for carrying on the teachers' work during their absence maintain their respective ranks for the several classifications, with the exception of the non-pay group which has the newly employed substitute ranking first and regular faculty member, second.

Other arrangements for courses during the absence of the teacher are given in the supplement to Table LXXXI. Thirty-one of the teachers on sabbatical leave reported that all their courses were omitted for the period. Other less frequent arrangements for the work are observed.

In conclusion, the courses of the absent teacher, if not omitted entirely for the period, were taught either by regular members of the faculty or by a newly appointed substitute.

Omission of Elective Courses.-- The extent to which elective

courses were omitted is revealed in Table LXXXII. The percentage of teachers omitting elective courses during their leave of absence is: for the non-pay group, 42.5; for the pay group, 53.9; for the Doctor's-degree group, 63.3; and for the less than Doctor's degree group, 49.3. Elective courses of teachers of the sectarian and teachers-college and normal-school groups

TABLE LXXXI

ARRANGEMENT FOR COURSES TO BE TAUGHT DURING TEACHER'S
LEAVE OF ABSENCE

By Whom Taught*	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
a	217	69	94	72	120	107	137	256	393	39
b	29	11	11	10	19	13	12	41	53	7
c	143	80	82	61	80	98	88	233	321	66
d†	39	9	13	12	23	7	21	34	55	4

*By whom were your courses taught while you were on leave? (a) By regular members of the faculty; (b) By a student assistant; (c) By a newly employed substitute; (d) Any other way.#

#Other arrangements for courses during leave as reported by the teachers of the pay group:

All Classifications Combined.--	Doctor's Degree Group	Less than Doctor's Degree Group	Total
All courses were omitted during leave	12	19	31
Duty performed by administration	1	4	5
Omitted for semester, doubled up on return	0	5	5
Staff taught the courses, substitute put in to free them to do this	2	3	5
Field was administrative	2	2	4
Arrangement of course schedule	3	1	4
We have an instructor in department whose duty is mainly to fill in for members on leave	1	0	1

were omitted by, respectively, 62.7 and 36.6 per cent of the teachers. It may be concluded that fifty-four of one hundred teachers of the pay group omitted their elective courses during sabbatical leave. The practice of omitting elective courses seems to be a generally accepted policy with the teachers of the several groups, excepting the teachers-college and normal-

TABLE LXXXII

EXTENT TO WHICH ELECTIVE COURSES WERE OMITTED DURING TEACHER'S
LEAVE OF ABSENCE, 722 TEACHERS REPORTING*

Elective Courses Omitted	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad-uate	Under Grad-uate	Private		Public		Doc-tor's	Less than Doc-tor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal				
Number										
Yes	202	76	96	79	103	64	131	211	342	37
No	127	55	66	47	69	111	76	217	293	50
Total	329	131	162	126	172	175	207	428	635	87
Percentage										
Yes	61.4	58.0	59.3	62.7	59.9	36.6	63.3	49.3	53.9	42.5
No	38.6	42.0	40.7	37.3	40.1	63.4	36.7	50.7	46.1	57.5
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix E, question 5.

school group.

Courses Adequately Cared for During Absence.--- The extent to which the teachers felt that the courses were adequately cared for during their absence is revealed by the data of Table LXXXIII. Of the 706 teachers reporting, 602 indicate that courses were adequately cared for in their absence. The percentage of teachers who reported that the courses were adequately cared for in their absence is: for the pay group, 85.9; and for

the non-pay group, 86.7. No significant differences are revealed by the data of the several classifications.

Although these data are based on the subjective opinion of the respondents, they represent a significant point of view. It is concluded that from eighty to ninety per cent of the teachers were satisfied with

TABLE LXXXIII

EXTENT TO WHICH TEACHER FELT COURSES WERE ADEQUATELY CARED FOR DURING HIS LEAVE OF ABSENCE, 706 TEACHERS REPORTING*

Courses Adequately Cared For	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad-uate	Under Grad-uate	Private		Public		Doc-tor's	Less than Doc-tor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal				
Number										
Yes	272	104	126	103	147	148	164	360	524	78
No	36	25	23	17	21	31	27	65	92	12
Total	308	129	149	120	168	179	191	425	616	90
Percentage										
Yes	88.3	80.6	84.6	85.8	87.5	82.7	85.9	84.7	85.1	86.7
No	11.7	19.4	15.4	14.2	12.5	17.3	14.1	15.3	14.9	13.3
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix E, question 6.

the manner in which their courses were provided for in their absence.

Summary of Status of Courses and Work During Teacher's Absence.--

These findings are summarized thus:

1. If the courses regularly offered by the teacher were continued in his absence, they were taught, in the main, either by regular members of the faculty or by a newly employed substitute. They were taught less frequently by a student assistant.

2. Few teachers (31) reported that all the courses offered by them were omitted during the period of leave.

3. Slightly more than one-half (53.9 per cent) of the teachers on sabbatical leave omitted their elective courses. The practice of omitting elective courses is a generally accepted policy of teachers of the several classifications, with the exception of teachers colleges and normal schools where approximately one-third of the teachers (36.6 per cent) omit such courses.

4. From eight- to nine-tenths of the teachers on sabbatical leave from institutions of the several classifications indicate that their courses were adequately cared for during their absence.

Evaluation of Sabbatical Leave by Teachers

The respondents were asked to evaluate sabbatical leave from the standpoint of: (1) advantages to college teachers, (2) disadvantages experienced while on leave, (3) if the plan could have been improved in their institution, and (4) ways of improving the plan.

This section of the chapter is primarily a matter of opinion of the respondents and to that extent subjective. However, an objective element was introduced by supplying a list of favorable and unfavorable criticisms of sabbatical leave which were frequently found in periodical literature on the topic. The teachers were asked to check those factors which they considered the most important and to add others.

Advantages of Sabbatical Leave for College Teachers.--- The data of Table LXXXIV reveal the frequency with which the respondents indicated the advantages of leave of absence for a college teacher. The rank of the three most frequently mentioned advantages, according to the opinions of

the teachers of the pay group, are: (1) it increases teaching efficiency, 564; (2) it renews professional outlook, 539; and (3) it renews one's life and vigor, 509. These data perhaps would have been more valuable if the teachers had been requested to rate or evaluate the suggested advantages instead of checking those desired and adding others.

TABLE LXXXIV

ADVANTAGES OF LEAVE OF ABSENCE FOR COLLEGE TEACHERS
ACCORDING TO TEACHERS' OPINIONS

Advantages*	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad-uate	Under Grad-uate	Private		Public		Doc-tor's	Less than Doc-tor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal				
a	268	101	137	89	143	140	170	339	509	62
b	285	117	139	104	159	162	174	390	564	83
c	91	50	40	43	58	63	46	158	204	47
d	225	89	103	88	123	126	132	308	440	61
e	267	113	129	103	148	159	156	383	539	77
f	191	60	114	53	84	73	129	195	324	28
g [#]	129	40	57	32	80	41	88	122	210	31

*What in your opinion are the advantages of a leave of absence for a college teacher? (a) It renews one's life and vigor; (b) It increases teaching efficiency; (c) Helps one to a better position; (d) One gains a larger social view; (e) Renews professional outlook; (f) Chance for rest and recuperation; (g) Other advantages.[#]

[#]Other advantages of sabbatical leave for college teachers, which were reported by 241 teachers, have been grouped under three main heads according to whether they are primarily advantages of a personal, professional, or institutional character.

Pay and Non-pay Groups Combined.--	Doctor's Degree Group	Less than Doctor's Degree Group	Total
Emphasized personal advantages	24	41	65
Emphasized professional improvement	68	92	160
Primarily of advantage to institution	6	10	16

Two hundred forty-one teachers gave other advantages. These advantages are classified in the supplement to Table LXXXIV under three main heads, according to whether they are, in the main, advantages of a personal, professional, or institutional character. The frequency distribution of these advantages for all classifications are: personal, 65; professional, 160; and institutional, 16.

General representative summary statements of the various points of view as expressed by teachers of the Doctor's and less than Doctor's degree groups are as follows:

Doctor's Degree Group.-- A few representative professional advantages of sabbatical leave given by teachers of this group are: It provides for work and research pursuit uninterrupted, impossible under teaching load; makes possible the completion of research and work on a considerable scale, which without it would scarcely have been possible; original work is almost impracticable if carried on with the teaching burden of the average conscientious college teacher; provides an opportunity for research away from university; enables one to do constructive work in the field of his scholarship; gives a chance for both scholarly research and social service. It is a strong stimulus to increased research; provides an opportunity for satisfaction of impulse to productive scholarship; offers an acquaintance with foreign laboratories, institutions, research methods, and men; offers an access to materials not locally available and provides opportunity for research not readily found at home; gives a chance and time to go where materials are to be found. It gives one a chance to do unhurried and uninterrupted work in a changed atmosphere; makes possible a closer contact with workers in one's own field both at home and abroad; rejuvenates and prepares one for another era in his professional career; deepens and enlarges intellectual enthusiasm.

Representative personal advantages: Travel for mature persons is the best post-graduate course; travel for teachers on sabbatical leave is very helpful and enlightening; best thing of all is travel for us American teachers; one's family benefits greatly from travel abroad. Sabbatical leave enlarges one's knowledge and appreciation of the world; revives one's enthusiasm to know what others are doing; offers an opportunity for writing and travel; gives opportunity for new personal contacts and friendships at home and abroad which otherwise are impossible; gives one a greater personal satisfaction in the service he is rendering. One is released from the academic atmosphere and routine; gives one prestige in school and community on return; rests nerves and gives a chance for reading and change of environment; gives one more self respect and confidence; makes an individual more tolerant; is a saving in nerves.

Representative institutional advantages: It brings new ideas and interests to the institution; helps to knit the bonds of friendship between institutions as well as between nations; advertises universities and colleges; represents institution before national and international meetings.

Less Than Doctor's Degree Group.-- A few representative professional advantages of sabbatical leave as given by the teachers of this group are: Sabbatical leave gives an opportunity for study, research, and travel which otherwise is impossible; increases one's professional knowledge; is the only means of really keeping up and growing in the profession; provides opportunity for various types of teaching; enables one to enlarge or deepen his knowledge of his own field; enriches one's experience in specific fields; gives one a chance and time for individual study; provides an opportunity for further work in one's chosen field, frequently in foreign countries; and provides an opportunity to study without interruption. It widens one's acquaintance in special fields of work; enables one to come into contact with people, places, and things that he has known only through study and reading; provides a chance to learn through conversations with people of one's own group and subject; gives a better grasp of his special field as well as breadth of culture; in technical subjects, teachers have a chance to get in touch again with industry; in language teaching, leave for study and travel is imperative. Sabbatical leave gives a chance for an intensive program, for travel, and for widening professional contacts; provides a chance to do original investigation on own initiative; permits certain types of research otherwise unavailable; gives opportunity and time for more careful study and research in one's chosen field; makes for a closer contact with research and with foreign students in same field; gives opportunity for development in profession which is not possible during a teaching program. It provides a means of getting general and professional points of view; enables one to see his work at long distance; brings one in touch with new professional movements and methods; tends to dispel pedagogical provincialism; and keeps one out of the rut and from stagnation.

Representative personal advantages: Traveling is much better and more broadening than a semester of study in one's own country, also more invigorating; by travel one adds immensely to his information and usefulness; great advantage comes from travel in seeing sections of the country not previously visited. Leave gives one information and experience which improves his service and personal satisfaction in that service; gives one a bigger background and greater assurance in teaching; stimulates one mentally; increases one's self-respect and confidence; enlarges personal information and knowledge in new fields and ideals; makes for stronger individuality and confidence in teaching. It gives a teacher a broader view of his field and a chance for more contacts; permits fresh contacts with other instructors and scholars of distinction; provides an opportunity to compare one's work with that of others similarly engaged; gives personal knowledge of world relations and conditions; such varied experiences are very broadening. Leave of absence is an eye opener in general; restores one's perspective and breaks up old habits; prevents one from getting into a possible mental rut; results in more recognition from rest of faculty; and lends authority to one's statements.

Representative institutional advantages: Sabbatical leave enables one to see the problems of his institution in a clearer way; provides a chance to visit other institutions that do the same type of work as yours. It is a stimulant to the faculty due to the knowledge that it is available; contributes a vicarious experience and larger social outlook to those with whom one works and is associated; and makes for personal enrichment to the advantage of students and institution.

It is obvious that no definite line of cleavage exists relative to these groupings of representative statements of the advantages of sabbatical leave. Indications are that the 241 teachers who gave advantages, other than those suggested in the data sheet, seem to emphasize sabbatical leave as an opportunity to study, carry on research, and travel.

Disadvantages Experienced while on Leave.-- The data of Table LXXXV reveal the types of disadvantages which teachers experienced while on leave of absence. It is observed that 417 teachers indicated that they took a financial loss as a result of taking sabbatical leave, 42 did not have a well formulated plan, and 31 found it difficult to get a substitute.

It is obvious that the greatest difficulty to overcome in administering sabbatical leave is to make adequate provision for the teacher on such leave so that he will not be required to take a financial loss in order to profit most. A leave spent in a professional improvement program probably involves a greater expense than the same length of period in regular employment.

The "other disadvantages" which were given by 128 teachers are classified in the supplement to Table LXXXV according to the Doctor's and less than Doctor's degree groups and to whether they were primarily personal, professional, institutional, or financial in character. General representative summary statements of the several types of disadvantages experienced are:

Doctor's Degree Group.-- A few representative professional disadvantages experienced by teachers on sabbatical leave: My courses were not adequately cared for; courses all abandoned; work goes back while away and takes a year to get it up again; chiefly interruption of projects on foot; put back one year on my home research writing; difficult to get back into work again. In France it is difficult to obtain the same results as in our institutions; had only one-half year, which was too short for a research problem abroad.

Representative personal disadvantages: Irregularity of life and hardships; living away from home; difficulty in securing proper food in

TABLE LXXXV

DISADVANTAGES OF LEAVE OF ABSENCE EXPERIENCED BY COLLEGE TEACHERS

Disadvan- tages*	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad- uate	Under Grad- uate	Private		Public		Doc- tor's	Less than Doc- tor's	Total	
			Non- sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal				
a	210	91	75	89	137	116	127	290	417	77
b	21	10	8	12	11	11	9	33	42	4
c	15	6	9	8	4	10	12	19	31	4
d#	59	19	31	18	29	30	45	63	108	20
None	64	10	45	8	21	20	33	61	94	6

*What are the disadvantages which you experienced from your leave of absence? (a) Took a financial loss; (b) Did not have a well formulated program while on leave; (c) Was difficult to get a substitute; (d) Other disadvantages.#

#Other disadvantages experienced by college teachers on leave are grouped under four main heads, according to whether they are primarily disadvantages of a personal, professional, institutional, or financial character.

Pay and Non-pay Groups Combined.--		Doctor's Degree Group	Less than Doctor's Degree Group	Total
Disadvantages of:				
Personal adjustments	13	22		35
Professional difficulties	11	21		32
Institutional relations	20	30		50
Financial difficulties	7	4		11

European hotels; eternal discomfort of living under foreign conditions; heat and health risks of the Orient; seven months travel is too long; renting my home and moving my family; think universities are not over sympathetic with visits from men on leave; much harder work than usual.

Representative disadvantages relative to institutional relations: A year's leave breaks one's contact with students, and so lessens one's power to develop them for some time; gets one a little out of tune with university affairs; lost touch with institution's activities; interruption with my research students; certain discontinuity in relation to one's work. A number of changes were made in the department rather to my prejudice; moderate disorganization of department - particularly laboratory supplies; laboratories and apparatus disarranged; laboratory not kept up to par; a few breaks in administrative continuity; accumulation of administrative work.

Representative financial disadvantages: One who has no independent means is likely not to be able to finance a wholly profitable leave; did not get full benefit of full year's leave on account of lack of finances to meet expenses; insufficient funds to carry out full program; more money needed for the most profitable leave; on half pay I could not give all my time to my research problem; did not have enough money to buy books which I needed for my work and which can not be found in this country; had to lecture and teach in order to provide adequate funds.

Less than Doctor's-degree Group.-- A few representative professional disadvantages experienced by teachers of this group on sabbatical leave are: I worked for a degree when I needed travel more; work did not apply to my teaching; graduate courses are frequently not given as described; work toward Doctor's degree is not of practical aid to teaching. There is seldom any advantage if the leave is spent in hard study; the institution at which I studied did not give me the opportunities I hoped for; little special scholastic advantage due to requirements and formalities of graduate school; the status quo of the goose-step method of graduate work; the emphasis placed on the advanced degree is often a distinct handicap if it takes precedence over experience and helpful work; summer school courses not as well taught as winter courses; work for degree did not adapt itself to professional improvement; six months too brief for writing Doctor's thesis; had to carry too heavy work in order to hold my scholarship; required to study for degree rather than choice in selection of things and experiences my teaching needed; took required work; came in contact with too few real teachers; delayed academic advancement.

Representative personal disadvantages: Worked beyond my limit; did not find sabbatical leave restful at all; change of climate and living conditions were disastrous to my health; personal inconveniences of foreign life, and the readjustment upon return; deterioration of home and department equipment; had to break up my home for a year; some hardship on family; separation from family; lost some private engineering practice; difficult to find congenial companion in travels; coffee all over Europe is wretched, says an astronomer of Lick Observatory.

Representative disadvantages relative to institutional relations: Omitting all my courses had a bad effect on the subsequent enrollment; omitting my courses made a break in the work here; my department was neglected, lost prestige with students of advanced classes; loss of contact with student body and school affairs; considerable disarrangement of my program of work; away for a year one gets out of touch with things and loses contact with students; grew out of touch with school affairs and policies; study especially required at selected places for definite length of time; Leave granted unexpectedly - had I known could have planned much better; did not receive usual increase in salary for next year; institution did not live up to its promise of raise in rank; my work and chance of promotion were not protected in my absence; loss in equipment in laboratories.

Representative financial disadvantages: My leave would have been impossible without outside aid; had to put up with poorer living conditions on account of cost.

Sabbatical-Leave Plan Could Be Improved.--- The indications are that, in general, it is the opinion of teachers that the sabbatical-leave plan of their institution could have been improved. (See Table LXXXVI). The percentage distribution of teachers expressing opinions that the leave plan could be improved is: for the non-pay group, 84.6; for the pay group, 60.7; for the Doctor's degree group, 61.6; and for the less than Doctor's degree group, 60.3.

According to these data, teachers of the teachers college and normal school, sectarian, and undergraduate groups seem to be slightly more dissatisfied with the sabbatical-leave plan of their institutions than the teachers of the public college and university, non-sectarian, and graduate institutions. Teachers of the several classifications, in the main, are of the opinion that the sabbatical-leave plans of their institutions could be improved.

Ways of Improving Sabbatical-Leave Plan.--- The data of Table LXXXVII reveal ways of improving sabbatical-leave plans, according to the opinions of teachers who have been on such leave. The rank of the three

ways of improving the plan and the number of teachers of the pay group reporting are: (1) by providing substantial financial support, 178; (2) by having a more systematic plan, 112; and (3) by requiring a program of activities while on leave, 62. These three ways of improving the sabbatical-leave plans retain the same rank for each of the several classifications,

TABLE LXXXVI

EXTENT TO WHICH SABBATICAL-LEAVE PLAN IN INSTITUTION
COULD BE IMPROVED, 607 TEACHERS REPORTING*

Improve Plan	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- -ers and Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
Number										
Yes	153	80	74	64	95	96	101	228	329	55
No	132	33	57	36	72	48	63	150	213	10
Total	285	113	131	100	167	144	164	378	542	65
Percentage										
Yes	53.7	70.8	58.5	64.0	56.9	66.7	61.6	60.3	60.7	84.6
No	46.3	29.2	43.5	36.0	43.1	33.3	38.4	39.7	39.3	15.4
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix E, question 13.

with the exception of the undergraduate institutions in which a more systematic plan is given first place.

Other suggestions for the improvement of sabbatical-leave plans are given by 153 teachers. These suggestions for the improvement of leave plans are presented in tabular form in the supplement to Table LXXXVII and represent the Doctor's and less than Doctor's degree groups according to institutional control.

An analysis of these findings reveals that a financial readjustment relative to granting stipends of larger amounts during leave receives the greatest emphasis. Less stress is given to such phases of the leave problem as flexibility in the length of the period and in the program of activities, and a more general application of the practice to younger pro-

TABLE LXXXVII

WAYS OF IMPROVING SABBATICAL-LEAVE PLAN ACCORDING TO REPORT OF TEACHERS
ON LEAVE FROM INSTITUTIONS GRANTING SABBATICAL LEAVE

Ways of Improving Plan*	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- -an	Sec- tari- -an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
a	34	45	21	32	26	33	19	93	112	31
b	92	36	38	34	56	50	53	125	178	46
c	35	13	11	18	19	14	28	34	62	6
d [#]	75	26	41	19	41	46	57	90	147	6

*Could the plan of "sabbatical leave" in your institution have been improved? If so, how? (a) Have a more systematic plan; (b) Substantial financial support; (c) Require a program of activities while on leave; (d) Other suggestions for improvement of plan.#

Other suggestions for improving sabbatical-leave plan, as reported by teachers who have been on such leave, according to cross-classifications, are:

I. Doctor's Degree Group.--

1. Non-Sectarian:

Full salary for the year instead of half salary	6
Full pay on leave	2
Full pay or more under conditions that will admit of easy adjustment	1
One half year on full pay rather than full year on half pay	1
Two-thirds salary instead of half	1
Grant leave oftener and enforce them	1
So faculty can do exactly what they choose	1

fessors and to teachers of lower ranks.

Summary of Teacher's Evaluation of Sabbatical Leave.— The evaluation of sabbatical leave by teachers who have experienced such leave is summarized as follows:

Expect some definite intellectual result	1
Professors on leave should be required to accomplish some definite professional objective	1
It could be extended more generously to instructors and associate professors	1
Residence credit should be cumulative so teacher can take leave on full pay	1
More adequately handling of work during absence	1
Provide for better teaching during absence	1
Required program of activities is villainous tyranny	1

2. Sectarian:

Full pay for one year	2
Better provision for substitute teacher	2
A better method of providing for classes while on leave	1
Institution should furnish the substitute teacher	1
Leave for full year instead of semester	1
Leave should be granted only to professor who may reasonably be expected to spend the year in serious work	1
Since travel is required, the leave is a distinct financial obligation, and full salary should be paid	1
Prevent a professor from going to another institution to teach what he taught in his own school, because of added financial emolument and coming back staler than when he left	1

3. Public College and University:

Full pay while on sabbatical leave	8
A well planned leave on full pay at less frequent intervals than seven years might be a welcomed addition	4
Require all professors to take it when earned	2
Should be made a regular required institution	1
Reduction of salary hard on men who have no private income	1
By granting full salary instead of two-thirds even if leave had to be granted less often and less generally	1
Full pay with traveling allowance is very essential	1
Lower professional ranks need change and stimulus as well as heads of departments	1
Leave after six years instead of seven years of service	1
Increased salary for young men while on leave	1
Give bonus of one-fourth regular salary if serious research is actually accomplished	1
Grant it more frequent than every ten years	1

1. The four most significant advantages of leave of absence for a college teacher are: (a) increases one's teaching efficiency; (b) renews a teacher's professional outlook; (c) renews his life and vigor; and (d) one gains a larger social view.

4. Teachers College and Normal Schools:

Full pay instead of half	1
Three months is too short a period - longer period is needed	1
Require persons on leave to engage in activities designed primarily to increase their value to the institution	1
Should have at least a year's notice of leave ahead of time	1

II. Less than Doctor's Degree Group.--

1. Non-Sectarian:

Full pay during leave	5
Full year's leave every seventh year on full pay instead of half year on full pay	2
Make it possible for younger men to have sabbatical leave so college may benefit	3
Have a plan of rotation in departments to prevent too many taking sabbatical leave at the same time	2
By paying all the salary in advance	2
Sufficient remuneration to meet increased expenses	2
Younger members with small salary should have a better plan of financing	1
Teacher should be permitted to take another position without loss . . .	1
Sabbatical leave should apply to all departments in the college, not only engineering	1
Provide opportunity and time to make proper plans for year's leave . .	1
By providing for better teaching during leave	1

2. Sectarian:

Full salary instead of half	4
More pressure to secure more teachers to take advantage of opportunity	1
Program or plan of activities should be flexible	1
Let teacher pursue work in line with his department's needs	1
Leave of absence should be for one year	1
Give leave after seven years of service instead of ten	1

3. Public College and University:

Full pay for one year	3
Sixty to seventy-five per cent of regular salary should be paid instead of fifty per cent	2
Give half year every three or four years - often more satisfactory than one whole year in seven	2
Two-thirds instead of half salary during whole year's absence	1
By making the leave definite - one year out of seven	1

2. In the main, teachers recognize sabbatical leave as a highly desirable professional advantage which is expected to result in an accelerated efficiency from a personal and institutional point of view. Teachers emphasize sabbatical leave as an opportunity to study, carry on research, travel, or a combination of these activities.

3. The outstanding disadvantage experienced by teachers on sabbatical leave, according to those reporting, is the financial loss result-

Leave should have the greatest possible freedom - treat a professor like an adult	1
General encouragement for leave of travel rather than discouragement.	1
Require some report of activities to institution	1
Extend leave to full professors not heads of departments	1
Exact promise of teacher to remain in service at least three years . .	1
Years served as instructor should count as service rendered even though leave is limited to full professors	1
By being more active in trying to get desirable positions for men about to go on leave	1
Three months is too short - give more time on full pay	1
Force every one to go	1

4. Teachers College and Normal School:

Full salary instead of half	8
Leave should not be for less than a semester	6
Have a better system for providing for substitute	3
By allowing full pay for a term or semester	3
Get competent trained men for substitutes, capable and up-to-date . .	2
Full salary for year, and free to work out own improvement problems .	2
Give the desired and promised recognition upon return	1
Teacher on leave should receive the regular increase in salary the first year of his return (State comptroller rules contrary)	1
Give half salary instead of difference between one's full salary and cost of substitute	1
A special appropriation should be allowed to pay full salary and extra expense of leave	1
Better financial backing by the state than what is left over after paying substitute	1
Pay no salary to any one who fills a position on salary in another school	1
Two faculty members to have leave each semester instead of two each year	1
Determine legality of sabbatical leave	1
A recognized plan of leave of absence would permit teachers to plan accordingly	1

ing from a reduction of salary for the period of absence.

4. The types of disadvantages relative to personal, professional, and institutional adjustment, experienced by teachers during leave, seem to lack a general application, with the exception of the necessary break in home, institution, or student contacts.

5. Teachers of the several cross-classifications, in the main, are of the opinion that the sabbatical-leave plan of their institution could have been improved. Approximately three-fifths (60.7 per cent) of the teachers, who have been on sabbatical leave, indicate that the institution's plan could have been improved.

6. Indications are that the two ways of improving the plan of sabbatical leave, according to the emphasis revealed in the reports of teachers, are: (a) by making provision for more adequate financial support, and (b) by having a more systematic plan for administering leave.

7. Some stress is given to the desirability of having greater flexibility in the selection of program of activities and in the length of the leave period. It is thought desirable by a few teachers to extend the privilege to younger professors and to teachers of lower ranks.

Allow for other program than study or travel - as writing, research, etc.	1
Assurance of leave should be given further in advance to provide for better planning	1
Give leave only to teachers who have independence enough to plan and execute good work	1
Require that time be spent in a way that will increase teaching efficiency	1
Permit travel, recreation, or employment in other institutions . . .	1
Leave should be awarded for past effort	1
Leave should not be bound by so many conditions	1
Opportunity to travel in interest of particular field taught	1
By offering some recognition for effort and sacrifice	1

8. It may be concluded that teachers, who have had the experience of taking sabbatical leave, endorse the continuation and extension of the practice as a highly desirable stimulus to and opportunity for creative effort and professional growth for the hard-working conscientious college teachers. Indications are that the leave periods, in the main, have been used to the advantage and benefit of both the individual and the institution.

CHAPTER VIII

POLICY AND ATTITUDE OF EDUCATIONAL ORGANIZATIONS

Introduction

In the preceding chapters, consideration has been given to administrative problems of sabbatical leave, the legal status of the practice, and the problems of the teacher on such leave. A study is reported in this chapter relative to: (1) the policy and means of encouraging the application of sabbatical-leave principles to more institutions and teachers by educational organizations more or less interested in problems of higher education; and (2) the attitude or personal opinions of officers of these same organizations relative to the problems of sabbatical leave and possible measures their organization could undertake to encourage the extension of the practice. The data are based on the returns from a data sheet which was sent to three hundred educational organizations. (See Table III).

Policy of Organization

The policy of educational associations, boards, foundations, and accrediting agencies toward the problems of extension of sabbatical-leave advantages and opportunities to more institutions and to a larger number of teachers in institutions now granting leave deals with such factors as: (1) the extent to which organizations have formulated policies relative to sabbatical leave for college teachers; (2) the extent to which organizations encourage institutions and teachers to take advantage of sabbatical leave as

a means of improving instruction; (3) extent to which the organizations have given official recognition to the problem; and (4) the function of educational organizations in encouraging this type of professional improvement.

A Formulated Policy.-- Only thirteen (7.5 per cent) of 173 organizations reporting have a formulated policy relative to sabbatical leave

TABLE LXXXVIII

EXTENT OF ORGANIZATION'S POLICY RELATIVE TO SABBATICAL LEAVE
FOR COLLEGE TEACHERS, 173 OFFICERS REPORTING*

Policy	Non-Sec- tarian Educa- tional Boards and Founda- tions	Secta- rian Educa- tional Boards	National and Re- gional Subject Matter Associa- tions	National and Re- gional Learned and Ex- ecutive Associa- tions	State Ed- ucation and Col- lege As- socia- tions	National and Re- gional Accred- iting Agencies	Total
Number							
Yes	3	1	1	5	3	0	13
No	7	11	55	45	37	5	160
Total	10	12	56	50	40	5	173
Percentage							
Yes	30.0	8.3	1.8	10.0	7.5	0.0	7.5
No	70.0	91.7	98.2	90.0	92.5	100	92.5
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix G, Part A, question 1.

for college teachers. (See Table LXXXVIII). These data indicate that a relatively few educational organizations have become definitely connected with a sabbatical-leave program. However, in view of the rather recent development of interest in this progressive educational movement such findings are to be construed as very significant.

Summarized statements from a few of the organizations concerning the nature of their formulated policies on the problem of sabbatical leave are given in the following paragraphs.

The Guggenheim Memorial Foundation has a policy whereby members of the teaching profession who have received sabbatical leave on full or part salary are eligible for appointment to fellowships for advanced study abroad during 1931. An announcement of this organization in 1925 relative to the policy of awards indicates that fellowships are intended for students somewhat older than those to whom the Rhodes Scholarships are open, including young professors on sabbatical leave. (See Appendix G). The Commission for Relief in Belgium Education Foundation encourages applications for their fellowships for study in Belgium by candidates on sabbatical leave.

The Societe des Professeurs Francais and Amerique encourages and facilitates visits to France by teachers on leave. The organization has asked and obtained for its members a reduction of 30 per cent on passage on French boats. The American Association of Teachers of French has gone on record as approving sabbatical leave every six years to facilitate study abroad.

The American Federation of Teachers endorses the principles of sabbatical leave for teachers and seeks to promote the extension of same. The only resolution of the National Education Association on sabbatical leave, according to a report received from the National Advisory Council on Education, is the last paragraph of the resolution headed "The Status of the Teacher," passed in 1926. ". . . We believe that the policy of allowing sabbatical leave for study, recreation, and recuperation should be encouraged in the various states and localities. The efficiency of our schools depends upon the health and intellectual vigor of teachers, and the public can make no better investment which will insure the maximum fitness of all members of the profession." (See Appendix G).

The Iowa State Federation of Teachers Clubs reports: "Our organization is working on a policy at the present time, which will be presented at the sate meeting in Des Moines." The California Council of Education and the Pennsylvania State Education Association each sponsored a bill in 1929 on sabbatical leave in their respective legislatures.

Indications are that sabbatical-leave policies, which are beneficial to the movement from the standpoint of financial assistance, travel aid, and general encouragement of the extension of the practice, are being formulated by educational organization.

Encouragement by Organization.-- The data of Table LXXIX reveal the extent to which educational organizations encourage sabbatical-leave practice for college teachers. It is observed that forty-nine (34.3 per cent) of 143 organizations reporting have given some form of encouragement to this new movement. Perhaps it is not best to make general comparisons of the percentage distributions for the respective types of organizations due to so few cases represented in some of the groups. However, it is obvious that a greater percentage of the organizations have given some encouragement (34.3 per cent) to the extension of sabbatical-leave practice than those having a formulated policy (7.5 per cent).

The several ways of encouraging institutions and teachers to take advantage of sabbatical leave, according to the reports of forty-nine organizations, are grouped and tabulated in the supplement to Table LXXXIX. It is observed that encouragement is being given through: (1) personal suggestion and advice of officers in close contact and cooperation with institutions and teachers; (2) discussions and papers at meetings, published articles, and reports of studies; and (3) financial assistance, as scholar-

ships, fellowships, etc. It is not necessary to give a statement of each report.

Official Recognition of Leave Problems.--- Of 169 organizations reporting only twenty-five (14.8 per cent) have given some recognition to the problems of sabbatical leave. (See Table XC). In the main, official

TABLE LXXXIX

EXTENT TO WHICH ORGANIZATIONS ENCOURAGE SABBATICAL-LEAVE PRACTICE
FOR COLLEGE TEACHERS, 143 OFFICERS REPORTING*

Encourage Leave Practice	Non-Sec- tarian Educa- tional Boards and Founda- tions	Secta- rian Educa- tional Boards	National and Re- gional Subject Matter Associa- tions	National and Re- gional Learned and Ex- ecutive Associa- tions	State Ed -ucation and Col- lege As- socia- tions	National and Re- gional Accred- iting Agencies	Total
Number							
Yes#	5	6	16	12	10	0	49
No	4	5	24	33	24	4	94
Total	9	11	40	45	34	4	143
Percentage							
Yes#	55.6	54.5	40.0	26.7	29.4	0.0	34.3
No	44.4	45.5	60.0	73.3	70.6	100	65.7
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix G, Part A, question 3.

#The distribution of the forty-nine educational organizations reporting, which have encouraged institutions and teachers to take advantage of sabbatical-leave privileges as a means of improving instruction, is:

Ways of Giving Encouragement.--

Personal suggestion and advice to institution and teacher	12
Through discussion and papers at meetings	12
Through published articles and resolutions	9
Assistance through financial aid, as scholarships, fellowships, etc.	8
Through close cooperation and contact with institutions at home and abroad	5
Through sabbatical-leave studies and reports	3

recognition is in the form of resolutions adopted or approved at meetings of the respective organizations. Reports from two organizations are given below.

The American Association of University Women reports that the Committee on Maintaining Standards in the Colleges and Universities of the

TABLE XC

EXTENT TO WHICH ORGANIZATIONS HAVE GIVEN OFFICIAL RECOGNITION TO THE PROBLEM OF SABBATICAL LEAVE, 169 OFFICERS REPORTING*

Official Recognition Given	Non-Sectarian Educational Boards and Foundations	Sectarian Educational Boards	National and Regional Subject Matter Associations	National and Regional Learned and Executive Associations	State Educational and College Associations	National and Regional Accrediting Agencies	Total
Number							
Yes	3	1	3	10	8	0	25
No	6	11	51	40	31	5	144
Total	9	12	54	50	39	5	169
Percentage							
Yes	33.3	8.3	5.6	20.0	20.5	0.0	14.8
No	66.7	91.7	94.4	80.0	79.5	100	85.2
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix G, Part A, question 4.

Association has interested itself in the problem of sabbatical leave and made recommendations to the Board of Directors in favor of the principle of such leave. The Committee on Membership considered and approved the principle in the general considerations of institutions applying for membership in the Association.

The Department of Deans of Women of the National Education Association in 1928 adopted the following resolution, "Be it resolved: That

the members of the Association of Deans of Women shall in any way possible promote the project of securing sabbatical leave, with whole or part salary, for teachers as is proposed by the Committee on Public Instruction of the National Federation of Women's Clubs." (Appendix G).

So far as this study reveals, resolutions, such as the above, have been made as a form of official recognition of the problem by relative few organizations.

Organizations and Professional Improvement.--- The primary purpose of granting sabbatical leave is for professional improvement through study, research, travel, and writing. It is probably safe to assume that teachers on leave of absence have worthwhile plans; what they need seems to be, in most cases, more substantial financial assistance.

A general program probably is needed whereby organizations and higher institutions cooperate in financing a greater number of teachers on sabbatical leave. Wilbur (57:60-70), in the Proceedings of the Association of American Universities in 1923, points out the advantages of the distribution of research funds to universities rather than to independent research institutions. If these funds could be given to teachers going on sabbatical leave, the proposal perhaps would be of double value. Relative to foreign travel and study, Marks and others (32:57-65), in a report to the Association of American Colleges in 1924, give a general statement of what is taking place in developing opportunities for foreign travel and study for American college students and teachers.

The associations which are active in international education and offer fellowships, as reported by Robertson in the Educational Record of April, 1925, are:

American Child Health Association.
 The American Council on Education.
 American-Scandinavian Foundation.
 British Federation of University Women.
 Carnegie Endowment for International Peace.
 The Commonwealth Fund.
 Czechoslovak Fellowships.
 Franco-American Exchange.
 General Education Board.
 The Institute of International Education.
 International Education Board.
 National Research Council.
 Phelps Stokes Fund.
 Polish-American Scholarship Committee.
 Rockefeller Foundation.
 Walter Hines Page School of International Relations.
 Willard Straight Research Fellowship for Study in China.
 The John Simon Guggenheim Memorial Foundation. (69:292)

The various national and international organizations probably are in position to be of considerable help to teachers in planning their program for sabbatical leave.

Summary of Policy of Organizations.--- These findings are summarized as follows:

1. Relatively few educational organizations have definitely formulated policies with regard to the problem of sabbatical leave for college teachers.
2. Indications are that formulated policies of organizations relative to sabbatical leave are, in the main, concerned with financial assistance, travel advice and aid, and general encouragement of extension of the practice.
3. A greater percentage of organizations reporting have given some form of encouragement (34.3 per cent) to the extension of sabbatical-leave practice than have formulated a policy (7.5 per cent) concerning the practice.

4. Encouragement is being given through (a) officers of organizations, (b) discussions at meetings and published reports, and (c) financial assistance to teachers on leave.

5. If the organization has given any official recognition to the problem of sabbatical leave, it is, in the main, in the form of resolutions adopted or approved at its meetings.

6. There are indications that definite cooperation between institutions, teachers, and associations with regard to the sabbatical-leave movement is, in the main, limited.

Opinions of Officers Relative to Sabbatical-Leave Practice

The attitude and personal opinion of officers of educational organizations relative to the problems of sabbatical leave deal with: (1) the extent to which the officers approve of sabbatical-leave systems; (2) if they approve a policy for encouragement of the practice for college teachers by their organization; (3) if it is possible for their organization to encourage the practice in higher institutions; and (3) if they are in favor of accrediting agencies giving recognition to institutions providing for sabbatical leave.

Personally Favor Sabbatical-Leave Practice.--- The extent to which officers personally favor sabbatical leave is revealed in Table XCI. Only four (2.5 per cent) of 162 officers reporting were opposed to the practice. The statements of these objections are summarized thus:

- (1) I oppose it merely as a vacation. A teacher who teaches about 180 days a year does not need a year's rest every seven years.
- (2) A term of 36 weeks leaves the entire summer for study or travel. Work in college is not as heavy and exhausting as it once was.
- (3) I oppose it

if it were made so systematic as to be compulsory. (4) Such years are not needed. From professional standpoint vacations are long and teaching hours usually limited. Such years increase financial demands on college funds and will naturally increase cost of education to students. Such costs are becoming prohibitive to parents and students.

It is observed that sabbatical leave as a means of accelerating professional growth and efficiency is not questioned by either of these

TABLE XCI

EXTENT TO WHICH OFFICERS PERSONALLY APPROVE A SYSTEMATIC PLAN OF SABBATICAL LEAVE FOR COLLEGE TEACHERS, 162 OFFICERS REPORTING*

Officer Approves Plan	Non-Sectarian Educational Boards and Foundations	Sectarian Educational Boards	National and Regional Subject Matter Associations	National and Regional Learned and Executive Associations	State Education and College Associations	National and Regional Accrediting Agencies	Total
Number							
Yes [#]	7	10	53	46	37	5	158
No	0	0	1	2	1	0	4
Total	7	10	54	48	38	5	162
Percentage							
Yes	100.0	100.0	98.1	95.8	97.4	100.0	97.5
No	0.0	0.0	1.9	4.2	2.6	0.0	2.5
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix G, Part B, question 1.

[#]Distribution of reasons for favoring sabbatical-leave practice in higher institutions as reported by 158 officers, according to whether the reasons were primarily personal, professional, or institutional in purpose:

Organizations.--	Personal	Professional	Institutional	Total
Non-Sectarian Educational Boards and Foundations	2	3	2	7
Sectarian Educational Boards	3	5	2	10
National and Regional Subject-Matter Associations	8	37	8	53
National and Regional Learned and Executive Associations	13	28	5	46
State Education and College Associations	13	18	6	37
National and Regional Accrediting Agencies	0	4	1	5
Total	39	95	24	158

four officers who oppose such practice. As compared with the statements of 158 officers who endorse the principles involved, the four objections appear to be insignificant. The reasons for favoring sabbatical leave are given in the supplement to Table XCI in three classes, according to whether they are primarily personal, professional, or institutional in purpose. It is observed that the distribution of this general grouping of reasons given by officers favoring sabbatical leave is: (1) for personal advantage to the teacher, 39; (2) for professional purposes, 95; and (3) for advantages to the institution, 24.

A summary of representative statements of reasons for favoring sabbatical leave as reported by officers of the different types of organizations are:

Non-Sectarian Educational Boards and Foundations.-- Sabbatical leave gives the teacher a fair opportunity to keep abreast of the times by study and travel, preferably both; broadens the teacher's mind through contacts with realities of life; in some fields it should be much more frequent; gives time for general stock-taking; advances research; breaks routine; broadens contacts. It provides a fund which is essential for research and writing; improves service; provides regular opportunity for mental rest and stimulus; gives time to review the work of previous years and adequately investigate tendencies, the adoption of which might enlarge future horizons and service.

Sectarian Educational Boards.-- Sabbatical leave gives opportunity for study and travel; develops a broader outlook; gives time for mental refreshment; enlarges vision; increases knowledge; gives numerous contacts. It keeps one from growing 'stale'; continues the growth of the teacher; gives teachers opportunity to make constructive, unhampered studies along their line; results in greater efficiency; and improves the quality of college teaching.

National and Regional Subject-Matter Associations.-- It is important that instructors be encouraged to keep up to date through sabbatical leave and study; time needed for improving one's self for further work. Leave spent in study and travel should rest and stimulate one; it is an excellent experience to get actual business practice for commercial teachers; affords a chance to make beneficial contacts with men and women of other nationalities; gives opportunity for research upon which individual growth and growth of profession depend; gives opportunity for a broadening of training and background only to be secured by foreign travel and study; increases teaching efficiency; gives opportunity for study; enlarges vision;

maintains academic growth; cultivates breadth of view and attitude; gives opportunity for scholarly research and professional growth; flattens out the rut all teachers tend to get in. Sabbatical leave helps both teacher and college; improves teaching; and improves the staff. Some teachers otherwise might not be able to take leave of absence. By standardizing practice the teacher is allowed to plan ahead.

National and Regional Learned and Executive Associations.-- Sabbatical leave gives opportunity for study; makes more efficient teaching; is a means of possible professional advancement, particularly in research; enriches teacher's background; gives time for writing and research; provides opportunity for systematic study; enriches experience; gives teachers with heavy teaching schedules a period of freedom for research pursuits and general improvement; gives time for research which requires consecutive hours; winter months only time for certain types of study or contacts; gives opportunity for professional advancement both in quality of service rendered and in the increased value to the college, as well as for professional satisfaction in improved techniques gained; broadens teacher's viewpoint; brings new life to institution. It improves health, breadth of view; enlightens through world contacts, travel, and real study; encourages growth and preserves health; enables teachers to keep abreast of the times; improves morale and instruction; broadens point of view with a consequent enhancing of value as a teacher; prevents staleness; promotes interchange of ideas, especially internationally; gives opportunity to make contacts other than with his immediate college work. It improves instruction and educational standards; enables growth in professional power of staff; otherwise students become dissatisfied because of antiquated methods.

State Education and College Associations.-- It is the only way for a hard worked professor to keep up; gives opportunity to recreate one's self and gather new materials; is a means of bringing the teacher into new and stimulating relationships without too great a personal sacrifice financially; gives opportunity for study and travel; permits a revival of enthusiasm and additional culture. Leave improves the teacher professionally, and the college profits by this improvement; provides a means for overcoming the evils of routine; enables professional growth by means of study or travel; makes possible fresh contacts and experiences which renew enthusiasm and teaching power. It encourages teachers to increase their efficiency; enables administration to provide leave without the hardships of irregularity; encourages long tenure; improves work done by faculty and thus benefits the commonwealth which should bear part of expense.

National and Regional Accrediting Agencies.-- Sabbatical leave gives an opportunity for growth in creative work; is essential to the professional growth of the individual; helps in avoiding stagnation; improves the teacher; and encourages professional growth.

Approve a Policy of Encouragement of Practice by Organization.--

It is observed that 138 (87.9 per cent) of 157 officers reporting favor a policy of encouragement of sabbatical leave by their respective organizations (See Table XCII), as compared with 49 (34.3 per cent) of 143 organizations actually giving some form of encouragement to the practice (See

TABLE XCII

EXTENT TO WHICH OFFICERS FAVOR A POLICY OF ENCOURAGEMENT OF
SABBATICAL LEAVE BY ORGANIZATION, 157 OFFICERS REPORTING*

Favors Encourage- ment of Leave	Non-Sec- tarian Educa- tional Boards and Founda- tions	Secta- rian Educa- tional Boards	National and Re- gional Subject Matter Associa- tions	National and Re- gional Learned and Ex- ecutive Associa- tions	State Ed -ucation and Col- lege As- socia- tions	National and Re- gional Accred- iting Agencies	Total
Number							
Yes	5	10	42	40	36	5	138
No	2	0	9	6	2	0	19
Total	7	10	51	46	38	5	157
Percentage							
Yes	71.4	100.0	82.4	87.0	94.7	100.0	87.9
No	28.6	0.0	17.6	13.0	5.3	0.0	12.1
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix G, Part B, question 2.

Table LXXXIX). This favorable attitude of such a large representation of officers of educational associations toward the problem of sabbatical leave is significant in a general program of encouraging the extension of the practice to more institutions and teachers.

Possible Encouragement of Practice by Organization.-- The extent to which a systematic plan of sabbatical leave for college teachers could be encouraged by educational organizations, according to the opinion of 129

officers, is revealed by the data of Table XCIII. It is observed that ninety (69.9 per cent) of the officers reporting indicate the possibility of their organization encouraging a systematic plan of sabbatical leave. Officers of the four accrediting agencies reporting indicate that a plan of sabbatical leave could be encouraged. On the other hand, officers of

TABLE XCIII

EXTENT TO WHICH A SYSTEMATIC PLAN OF SABBATICAL LEAVE FOR COLLEGE TEACHERS COULD BE ENCOURAGED BY ORGANIZATION, 129 OFFICERS REPORTING*.

A Plan Could Be Encouraged	Non-Sectarian Educational Boards and Foundations	Sectarian Educational Boards	National and Regional Subject Matter Associations	National and Regional Learned and Executive Associations	State Educational and College Associations	National and Regional Accrediting Agencies	Total
Number							
Yes	0	7	24	28	27	4	90
No	5	2	16	9	7	0	39
Total	5	9	40	37	34	4	129
Percentage							
Yes	0.0	77.8	60.0	75.7	79.4	100.0	69.8
No	100.0	22.2	40.0	24.3	20.6	0.0	30.2
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix G, Part B, question 3.

five non-sectarian boards and foundations reporting indicate that such a plan could not be encouraged by their organization.

The following paragraphs are summarized statements of opinions expressed by officers relative to how their organizations could encourage a more general use of sabbatical leave by college teachers.

Sectarian Education Boards.-- We could advise and urge our colleges to adopt and follow such a policy. I hope we may be able to extend our present policy. A sabbatical-leave plan could be encouraged by

financial grants; by continuing to educate the constituency as to the values of sabbatical leave; and by personal influence through the college-work department.

National and Regional Subject-Matter Associations.-- Sabbatical leave could be encouraged: through discussion at our annual meeting; by resolution; by recommendations; by appointment of committee to study the problem and report a plan; by means of a special study through a committee; by editorials, announcements, publications of research work, and especially by committee findings and reports; through our journal; through group approval and publicity. A paper on the topic could very well be given on one of our programs and printed in the official journal. Older teachers when called to other institutions could have it as a part of contract.

National and Regional Learned and Executive Associations.-- Encouragement of sabbatical leave could be given: by presenting all advantages of such leave to professors and instructors; by creating favorable sentiment; by making studies and publishing results; through presentation of plan to members; and through research and resolutions. The organization could aid by opening up and organizing opportunities for instructors to get the most out of their leave; and as a research organization.

State Education and College Associations.-- Sabbatical leave could be encouraged: by assigning a place to it on the program of our annual meeting; by endorsing such a plan; by passing resolutions and giving publicity in the magazine; by planning to execute resolution; by encouraging legislative action, resolutions, and general publicity; by educating administrative officers as to advantages and ways and means of establishing the system. A program could be worked out by our department of higher education; and by having a chairman of any session appoint a committee to bring in recommendations on the subject.

National and Regional Accrediting Agencies.-- Sabbatical leave could be encouraged through discussions at our meetings and reported in the annual bulletin; and could be given largely by suggestion.

Recognition of Sabbatical Leave by Accrediting Agencies.-- Of 137 officers of educational organizations reporting, 107 (78.1 per cent) indicate a preference favoring college accrediting agencies officially recognizing institutions which regularly grant sabbatical leave on a systematic basis. (See Table XCIV). Indications are that, in the main, officers of educational organizations are willing to have accrediting agencies recognize higher institutions which have initiated regular sabbatical-leave provisions.

The following paragraphs are summaries of representative statements given by officers of the respective groups of organizations relative to accrediting agencies officially recognizing institutions granting sabbatical leave. The reasons for favoring or opposing such recognition of the practice are given as nearly as possible in the language of the respondent.

TABLE XCIV

PREFERENCE OF 137 OFFICERS RELATIVE TO OFFICIAL RECOGNITION BY ACCREDITING AGENCIES OF HIGHER INSTITUTIONS GRANTING SABBATICAL LEAVE*

Favors Leave Recognition by Agencies	Non-Sectarian Educational Boards and Foundations	Sectarian Educational Boards	National and Regional Subject Matter Associations	National and Regional Learned and Executive Associations	State Educational and College Associations	National and Regional Accrediting Agencies	Total
Number							
Yes	4	6	35	33	26	3	107
No	1	3	10	9	7	0	30
Total	5	9	45	42	33	3	137
Percentage							
Yes	80.0	66.7	77.8	78.6	78.8	100.0	78.1
No	20.0	33.3	22.2	21.4	21.2	0.0	21.9
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %

*Data derived from Appendix G, Part B, question 4.

1. Main Reasons for Favoring a Form of Recognition:

Non-Sectarian Educational Boards and Foundations.-- Such recognition would make for improvement of sabbatical-leave practice and professional service.

Sectarian Educational Boards.-- It would aid in introducing the system more rapidly and more effectively; would greatly influence colleges in adopting policy; would assist institutions in attaining the maximum of their potentiality; would lend impetus to the movement; would tend to point out a live institution and faculty; would improve teaching and hence the standard of the institution.

National and Regional Subject-Matter Associations.-- Probably both institutions and faculty members need more urging in order to establish and to take advantage of such a system; a most effective mode of calling the attention of colleges to the importance of sabbatical leave; gives publicity to the progressive spirit of the institution. Institutions should be recognized for such a point of progressiveness as much as for high salaries, pension systems, adequate libraries, and similar criteria. Such institutions are entitled to the credit of encouraging research. It would show a symptom of the college attitude on professional quality and status; would indicate that the institution is attempting to raise its standard of instruction; another way in which to prevent the college from getting into a rut. Colleges should be accredited as much for their investments in their faculty as in buildings and equipment. Such recognition would put added pressure on college administrators to establish a system of leave; would be apt to bring all colleges to same level in granting leave; list of institutions granting leave would serve as a sample to others and practice would spread. Such a practice would tend to standardize the granting of such leave, thus giving definite information to one contemplating a position in a school; would encourage greater recognition of the value of leave for study; would increase attractiveness of teaching as a profession and elevate standards of the profession. Institutions granting such leave should have a faculty with less narrow viewpoint; makes for uniformity and gives all teachers same advantages; should mean better prepared and more efficient teachers. If the value is admitted it should be officially recognized; would provide another objective means of judging a college as a place to teach or learn; would tend to standardize sabbatical leave; puts the whole matter on a higher plane; the word "association" works wonders at times.

National and Regional Learned and Executive Associations.-- If the plan is desirable, it should be recognized; would tend to raise standards of teaching by forcing on colleges the idea that this is necessary and important to standards and standardizing of their schools; would tend to enforce a much needed development among colleges; helps officers to deal with governing bodies; would stimulate all institutions to include it as an administrative practice. This form of recognition should be a part of the general recognition given the institution, since sabbatical leaves are only a phase of higher standards that should be encouraged. Recognition would be valuable not so much as a reward for institutional merit but as setting up a goal toward which other institutions might direct their efforts; as one element in a sound institutional policy; would tend to increase the awareness on the part of colleges of the advantages of sabbatical leave; one of the best things such agencies can do to promote scholarship; means a higher level of teaching. Teachers who profit from sabbatical leave will certainly give better service; would be recognition for "inspirational" purposes; gives clarity of understanding in accepting teaching positions; would encourage practice and thereby tend to strengthen profession. The official stamp of approval would encourage right use of the leave; it is a progressive educational provision in need of commendation; simply an encouragement in the right direction, probably not highly effective. In time it might make sabbatical leave a natural part of the instructor's term of service; would stabilize the practice. I would condition membership in the American Association of Universities upon an operating plan for leave; at least by advertising the colleges which do grant such leave;

desirable propaganda.

State Education and College Associations.-- Institutions granting sabbatical leave should have recognition as a mark of approval. Sabbatical leave might be included in the inspection; would be a stimulus to laggard institutions; better grade of work will be done, other things being equal, in sabbatical-leave schools; would stimulate the sabbatical custom in all institutions; would strengthen the profession's position. They demand improved scholarship, therefore they should recognize the means for obtaining it; would encourage a plan of improvement of work done; on the basis of offering unusual opportunities for high standards of instruction. Recognition is one means of securing public attention to the problem; one other means of encouraging leaves; and will tend to encourage universal acceptance of the idea.

National and Regional Accrediting Agencies.-- It would be an added incentive for institutions to establish such a policy; and would show larger concept of service.

2. Main Reasons for Opposing a Form of Recognition:

Non-Sectarian Educational Boards and Foundations.-- There should be no such compulsion behind the plan which has not reached the stage of being a matter of obligation or official concern.

Sectarian Educational Boards.-- Do not favor this as an additional requirement, funds do not justify in many instances; because of the general attitude too often assumed by accrediting agencies.

National and Regional Subject-Matter Associations.-- Such recognition would militate against some of our most worthy institutions which from financial reasons are unable to meet the cost of sabbatical years to their instructors. I am abbit fearful of accrediting agencies attempting to standardize all college procedure, and yet leave is a good thing; it is financially impossible for some institutions to adopt the policy; too many agencies and bureaus already dictating what colleges should do; not important enough to constitute an element of accrediting; impracticable; danger of favoritism in an undue fashion. We are opposed to "labor union" for teachers.

National and Regional Learned and Executive Associations.-- The problem is largely financial for the individual institution. Schools of low standard might grant sabbatical leave. Colleges can attend to this themselves. The matter is not of sufficient importance to become normative in accrediting colleges. While the plan might be economically and educationally desirable in some institutions, there are others in which it would be wasteful and educationally unnecessary; element of coercion undesirable; none of their business.

State Education and College Associations.-- This is of less importance than a rating based on salaries paid and had better wait until the other is attended to; do not see how sabbatical leave is an impor-

tant criterion in rating a college; do not favor recognition as a reward of this kind. Systematic leave should be rather generally established, in fact, before using semblance of coercion; would not want institutions discounted because they could not provide sabbatical leave; no business of accrediting agencies; too despotic already.

These summaries of reasons given by officers for favoring a form of recognition of sabbatical leave by accrediting agencies seem to emphasize the fact that institutions which are able and progressive enough to grant sabbatical leave should have some form of recognition. On the other hand, those opposing such recognition seem to take the attitude that the smaller institutions might be subjected to coercion and, consequently, hard pressed adequately to finance and maintain a regular sabbatical-leave plan.

Summary of Opinions of Officers.--- A summary of the opinions of officers of educational associations relative to sabbatical leave for college teachers follows:

1. Officers of organizations reporting are practically unanimously (97.5 per cent) in favor of the practice of sabbatical leave for college teachers. The four objections offered indicate a lack of understanding of sabbatical leave as a period for accelerating professional growth.

2. Reasons given for favoring sabbatical leave seem to emphasize the professional purposes and advantages, with considerably less emphasis given to personal and institutional advantages. However, professional improvement reacts on both the institution and the teacher.

3. A wide range of specific advantages or reasons for favoring the practice, given by officers of organizations, is revealed. The activities which seem to be emphasized most involve an opportunity for study, to carry on research, and to travel or make new contacts.

4. The favorable attitude of 87.9 per cent of the officers of educational associations toward a policy of encouragement of sabbatical leave by their organization is revealed by the data. This is very significant in a general program of encouraging a wider use of sabbatical leave.

5. Of a sample distribution of one hundred officers, seventy are of the opinion that their organization could encourage a systematic plan of sabbatical leave for college teachers.

6. A wide range of suggestions is given by officers as to how their organization could encourage a more general use of sabbatical leave by college teachers. In general, such encouragement is recommended through discussions, papers, and resolutions at meetings; and through committee reports and publicity.

7. Of a sample distribution of one hundred officers of organizations, seventy-eight are in favor of having accrediting agencies recognize higher institutions which grant sabbatical leave.

CHAPTER IX

GENERAL SUMMARY

The several sections of this investigation have been summarized separately. Therefore, it is designed in this chapter to draw together the summaries made thus far. In the following chapter, recommendations relative to possible solutions of the major problems of sabbatical leave are attempted. The reader who does not have time for a careful reading of this investigation may obtain a general overview of the set-up, findings, and outcomes of the study by reading these two concluding chapters.

The Set-Up of the Study

1. The three major problems of the investigation relate to:
 - (a) the several essentials and techniques of administering sabbatical leave;
 - (b) the status of the teacher on such leave; and (c) the work of agencies seeking to extend the practice to more institutions and teachers.
2. The importance and timeliness of the study are revealed through an analysis of educational literature on the topic and through expressions of interest by officers of a select group of educational organizations.
3. Sabbatical leave is defined as an arrangement whereby teachers employed on the full-time teaching or administrative staff of a college or university are granted leave of absence at regular intervals for a term or more of the college year with full or part pay during such leave.

4. The purpose of the study involves: (a) collecting, organizing, and summarizing significant data including both facts and collective opinions concerning sabbatical-leave practice; (b) suggesting recommendations for administering sabbatical leave; (c) suggesting ways teachers may use such leave; and (d) suggesting a plan of extending and encouraging the practice.

5. The technique of the investigation includes the historical survey, the questionnaire, and the legal survey, all of which were made as objective as possible and treated statistically.

6. The method of cross-classifying the data was used after delimiting the study to those groups of institutions having more significant and constructive data to offer in the solution of the several problems.

7. In view of the extent of the study (four data sheets totaling 2,792 copies), the generous response accorded each data sheet (ranging from 78.5 to 95.8 per cent), and the method of cross-classifying types of institutions and related data, the investigation is considered very reliable.

Historical Setting and Development

1. The concept of the sabbatical year originated with the biblical injunction of the ancient Hebrew. The three points of view setting forth reasons for these early laws are: (a) the sacredness of the number seven, (b) the physical-economic and socialistic theories, and (c) the rabbinical view.

2. Within the past fifty years sabbatical leave has been given a new setting in the field of education and has rapidly come to be interpreted as an administrative arrangement whereby the professional growth of the educator is accelerated.

3. Harvard College was the first higher institution officially to provide a plan of sabbatical leave. This plan was voted by the corporation in 1880. The movement before 1900 was pioneered, in the main, by non-sectarian and graduate institutions.

4. The publicly supported and sectarian colleges and universities have had, in general, a more recent development of the practice, as compared with a more gradual development of sabbatical-leave plans by graduate and non-sectarian institutions.

5. Twenty-five per cent of the institutions reporting the number of years the plan has been in operation began the practice within the past four or five years.

6. According to regional divisions, sabbatical-leave practice has been accepted by approximately two-thirds of the institutions reporting in the Middle States and Maryland divisions, by one-half of the North Central and Northwestern regions, and by slightly more than one-third of the institutions of the Southern States.

7. Sabbatical leave in higher institutions abroad is limited, primarily, to Australia, Canada, and England. Higher institutions in Germany, France, Mexico, and Switzerland thus far seem to exhibit little or no interest in sabbatical leave.

8. A distribution of one hundred references in educational literature on the problem indicates an accelerated development of interest in sabbatical leave within the past decade, and a shift from the philosophical or descriptive discussions to investigational techniques in attempted solutions of definite problems.

Leave of Absence with Full or Part Pay

1. Slightly more than three-fifths (64.3 per cent) of the three hundred reporting institutions which grant sabbatical leave make it a regular practice. Indications are that the practice is, in the main, more regular in the publicly controlled than in the privately controlled institutions.

2. There is a wide variation in the size of the faculties representing the different groups of institutions. The median sized faculty is 55.2 for all of the institutions combined, with 4.8 per cent actually on sabbatical leave during 1929-30.

3. Relatively few (27.2 per cent) of the institutions have found it necessary to set up a definite limitation to the number of teachers who may be on sabbatical leave during any one year. Where there is such a limitation, the data reveal that a median of 5.7 per cent of the faculty may be absent at one time.

4. As a rule, the teacher is expected to be in service six years before making application for sabbatical leave and is entitled to another such leave upon the completion of six additional years of service.

5. The plan of selecting the teacher who is to take sabbatical leave is, in the main, flexible, i.e., neither automatic nor highly centralized, but probably is initiated by the teacher. The principles of selection generally involve an application by the teacher for some professional purpose upon the completion of a definite length of continuous service.

6. The length of the period for which sabbatical leave is granted is usually twelve months, frequently with an optional provision for a six months period. Indications are that the teacher is paid full or half

salary for the duration of the leave. The optional method of full pay for a half year or half pay for a whole year is frequently employed.

7. Although the teacher generally is not required to spend the sabbatical-leave period in study, he is granted such leave primarily for the purpose of accelerating professional improvement through study, research, and travel.

8. Indications are that teachers on sabbatical leave are, in the main, neither permitted to teach elsewhere and receive two stipends nor expected to accept a better position immediately after taking such leave.

9. The teacher is obliged to return to service in his own institution, in most cases, for one year, and failure to do so is frequently penalized by requiring that he refund a part or all of the salary received from the institution while on leave.

10. The tendency in institutions with regular sabbatical-leave practice seems to be to require the teacher to submit a program of his proposed activities during leave and to make some kind of a report of those actually engaged in while on leave. The report following the leave is not so generally required as the one before going on leave.

11. Indications are that institutions having an annual salary increment tend to grant the increase for the period of absence as in regular service. In the main, the teacher receives credit on his retirement status for the period of absence.

12. Official recognition of the sabbatical-leave system is more general in publicly controlled and graduate institutions than in the privately controlled and undergraduate groups.

13. Very few adverse criticisms of the practice are made by governing boards. Generally, boards are said to consider the granting of sabbatical leave as an obligation. This tendency is augmented with the regular-practice group.

14. Regulations governing sabbatical leave tend to become formulated with institutions which grant such leave as a regular practice. Regulations of privately controlled institutions, in general, omit many fundamental principles which are formulated in the regulations of the publicly controlled institutions.

15. Ninety per cent of the administrators reporting are of the opinion that 100 per cent of the teachers were more valuable to the institution after sabbatical leave than before. Only 5 per cent indicate that any teachers were less valuable, and the cause seems to be some administrative maladjustment.

16. According to administrators, the advantages of sabbatical leave are primarily professional and secondarily individual and institutional in character. The disadvantages, in the main, are problems of adequately financing a sabbatical-leave plan and providing for the continuation of the work of the teacher while absent.

Leave of Absence without Pay and Summer Leave

1. Probably two or three institutions out of one hundred fail to grant leave of absence without pay. Arrangements for such leave are usually made through personal conference and understanding; encouragement is given principally by promise of advancement in salary or rank and by retaining the position until leave expires.

2. The typical or median institution of 205 reporting had two or three teachers on leave without pay during 1929-30. Approximately five-sixths of the institutions indicate that there has been no limitation set as to the number of teachers who may be away on leave without pay at any one time.

3. A total of 128 administrators whose institutions do not have a regular sabbatical-leave system express a desire to initiate such a practice.

4. The typical or median number of weeks that teachers were required to teach during the year of 1929-30 was thirty-six for the different groups of institutions, with the exception of the teachers colleges which required forty-two weeks.

5. In the main, teachers have an opportunity to go on leave during the summer, and are encouraged to do so by four-fifths of the sabbatical-leave group and by 97.5 per cent of the non-sabbatical-leave group.

6. Approximately one-fourth of the teachers-college group require teachers to teach every summer. Other groups of institutions practically have no such requirement.

7. The typical or median institution which grants sabbatical leave had 28.8 teachers on leave or vacation during the summer of 1930, while the typical non-sabbatical-leave institutions had 14.6 teachers away for the summer.

Administrative and Financial Comparisons of Institutions

1. The typical or median institution of the sabbatical-leave group is recognized or approved by five accrediting agencies as compared

with four for the non-sabbatical-leave group.

2. A larger percentage of institutions for men have initiated sabbatical-leave practice than of the institutions for women.

3. Approximately four-fifths of the 399 institutions reported have a two-term college year. This is a more general practice with the privately controlled than with the publicly controlled institutions.

4. A greater percentage of institutions with regular sabbatical-leave practice operate a summer school than the irregular and non-sabbatical-leave groups.

5. The tenure of the president of the typical or median sabbatical-leave institution is approximately one year more than the tenure of the president of the typical non-sabbatical-leave institution.

6. Considerable use is being made of the practice of awarding scholarships to students according to the several groups of institutions, and especially is this practice being emphasized in the non-sectarian institutions as compared with the sectarian and public college and university groups.

7. The typical non-sectarian institution has an endowment approximately five times as large as the typical sectarian institution and more than three times that of the typical public college and university.

8. The median institution of the sabbatical-leave group has more than twice the endowment of the non-sabbatical-leave group, has approximately twice the enrollment, and awards more than twice as many scholarships.

9. If the enrollment of the typical institution of the sabbatical-leave and the non-sabbatical-leave groups is considered the basis for financial comparisons, practically no difference in the endowment status

and the practice of awarding scholarships is observed for the two groups.

Legal Status of Sabbatical-Leave Practice

1. Between one-half and three-fifths of 246 publicly supported higher institutions have begun sabbatical-leave practice. Only ten states fail to have a publicly controlled college or university reporting such a system. Teacher-training institutions in 62 per cent of the forty-two states which have such institutions have begun the practice.

2. The states of New York and Massachusetts have enacted sabbatical-leave laws which permit and regulate the practice in state teachers colleges and normal schools. The New York Law was enacted in 1927, and the Massachusetts Act was passed in 1930.

3. The attorney generals of New York, Ohio, and New Jersey have rendered opinions on the sabbatical-leave practice. The New York opinion was favorable to the practice principally on the ground of the benefit to the institution through accelerated professional growth. Opinions for the other two states were unfavorable primarily on the basis of such a practice being a period of rest or vacation time for the teacher.

4. The matter of granting sabbatical leave has become involved in very few court decisions. The Supreme Court of South Dakota in the case of Johnson vs. Jones in 1927 decided that the board of regents has power to grant sabbatical leave, that such act does not constitute gratuity or donation, and sustained the action of the board on the ground of the beneficial effect on public service.

5. Sabbatical leave probably is considered legal if, during the period of leave, a program of professional improvement is pursued which

results in increased teaching efficiency upon return to the institution granting leave; it tends to be considered illegal or unconstitutional if considered a period of rest from labor during which the salary becomes a gift or donation for past service rendered.

6. Relative to private institutions of higher education, it is concluded that the practice of granting sabbatical leave is merely a matter of contract or agreement between the teacher and governing boards within the rights and powers of the charter and bylaws of the institution, and that within these bounds the granting of sabbatical leave is legal.

Teachers on Leave from Institutions Granting Sabbatical Leave

1. Indications are that teachers who have gone on sabbatical leave were selected, in the main, on the bases of length of service, for probable advantage to the institution, and for the purpose of professional improvement of the individual through such activities as study, research, travel, etc.

2. In general, teachers were obliged to submit a program of proposed activities; such a requirement seems to have been rather flexible, probably in order to meet the needs of the respective institutions and individuals.

3. The three highest ranking or most frequently mentioned activities engaged in by teachers of the Doctor's degree group were traveling, research, and writing; for the less than Doctor's degree group, studying for degree, traveling, and research.

4. A wide range of special activities, both abroad and in the United States, covered many educational interests and extended into

practically every part of the world.

5. Indications are that sabbatical leave was, in the main, a planned activity period for professional improvement rather than a period for loafing or for the individual's personal or financial gain.

6. A percentage distribution of kinds of degrees held before going on leave is: the Doctor's, 32; the Master's, 41; the Bachelor's, 21; and teachers with no degree, 6. Percentage distribution of kind of degrees worked for while on leave is: the Doctor's, 61; the Master's, 32; and the Bachelor's 7. A similar distribution according to the kind of degree received at the close of the leave is: the Doctor's 36; the Master's, 48; the Bachelor's, 14; and other degrees, 2.

7. Approximately one-half of the teachers who studied for a degree while on leave received one at the close of the period, and one-third of all the teachers on leave without the Doctor's degree received a degree of some kind. More than one-half of the teachers of the several groups who were granted a degree on expiration of leave received the Doctor's degree, with the exception of the teachers-college and normal-school group.

8. Indications are that sabbatical leave was primarily an opportunity open to teachers of the higher ranks, as revealed by the fact that three-fourths to four-fifths of the teachers on such leave from institutions of the several groups held the rank of associate or full professor.

9. Approximately one-fourth of the teachers on sabbatical leave were promised a raise in salary or rank upon their return; and quite frequently such recognition was given without any promise beforehand. A promise of raise in salary and rank was a more general practice with the teachers of the non-pay group than with those of the pay group.

10. Approximately one-third of the teachers on sabbatical leave had a private income in addition to their full or part salary from the institution. Relatively few teachers received an income from a scholarship, assistantship, or a foundation.

11. Teachers of the less than Doctor's degree group seem to have made use of assistantships and scholarships, while the teachers of the Doctor's degree group had more frequent recourse to foundations as a source of income. The three foundations of most frequent assistance to teachers on sabbatical leave were the Guggenheim Foundation, the Social Science Research Council, and the Carnegie Endowment.

12. There is a wide range in the amount of income of teachers within the respective groups, and even between groups, relative to the several sources of income. If the total income from all sources during leave is considered, the typical or median teacher of the respective groups probably received an income which practically amounted to his regular salary.

13. Slightly more than one-half of the teachers on sabbatical leave omitted their elective courses from the teaching schedule. If the courses were continued during their absence, they were taught, in the main, by regular members of the faculty or by newly employed substitutes. From eight- to nine-tenths of the teachers of the several groups indicate that their courses were adequately cared for during their absence.

14. Teachers who have been on sabbatical leave emphasize the practice as an important opportunity to study, carry on research, travel, or engage in a combination of these activities. In their opinion, sabbatical leave is considered, in the main, an important professional advantage cal-

culated to result in greater efficiency from both the personal and institutional point of view.

15. The outstanding disadvantage which the teacher experienced while on sabbatical leave was the financial loss resulting from a reduction in salary during the period. Less frequently mentioned disadvantages were difficulties in getting a substitute, failure to have a well-planned leave, and breaks in contacts with the institution and the home.

16. Approximately three-fifths (60.7 per cent) of the teachers of the sabbatical-leave group indicate that the plan of sabbatical leave at their institution could have been improved. Methods of improvement suggested seem to stress the desirability of providing more adequate financial support; initiating a more systematic plan for administering leave; and allowing greater flexibility in the method of selection, program of activities permitted, and length of the period of leave. A few teachers are of the opinion that the privilege should be extended to younger teachers and to those of the lower ranks.

Policy and Attitude of Educational Organizations

1. A greater percentage of educational organizations reporting have given some form of encouragement (34.3 per cent) to the extension of sabbatical leave for college teachers than have a formulated policy (7.5 per cent) concerning such a practice.

2. Encouragement of the practice is usually given through the officers of the organization, discussions at meetings and published reports, and financial assistance to teachers on such leave. Official recognition is, in the main, in the form of resolutions adopted at regular meetings of the

organization.

3. The officers reporting are practically unanimous in their approval of sabbatical leave for college teachers. They emphasize the professional purposes and advantages of such a practice. Although there is a wide range of specific reasons given for favoring sabbatical leave, they generally involve an opportunity for study, to carry on research, and to travel and make new contacts.

4. Approximately nine-tenths (87.9 per cent) of the officers are in favor of a policy of encouragement of sabbatical leave by their organization, while only seven-tenths (69.8 per cent) report that it is their opinion that the organization could encourage a more general use of such leave.

5. Approximately eight-tenths (78.1 per cent) of the officers of educational organizations personally approve a policy of having accrediting agencies recognize higher institutions which grant regular sabbatical leave.

A Partial Summary of Data

The following summary of data is designed to bring together certain facts which have been expressed in terms of the percentage or the median of the distribution. Since many of the data of this study are not subject to such a general summarization, this statistical summary is only partially complete. Furthermore, it fails to represent several of the cross-classifications observed in the original tables. Persons who desire to review all the facts and relationships revealed in this investigation will need to go into a fuller analysis of the data of the several tables.

SUMMARY TABLE 1

PARTIAL SUMMARY OF DATA ACCORDING TO INSTITUTIONS
WHICH GRANT SABBATICAL LEAVE

Administration of Leave of Absence with Pay	Sabbatical Leave	
	Reg- ular	Irreg- ular
Median of Distribution:		
Total number on faculty.	62.8	42.9
Per cent of faculty on leave during 1929-30.	4.9	3.9
Number on sabbatical leave during past three years . . .	9.5	3.9
Per cent of faculty that may be away at any one time . .	5.6	7.5
Number of years in service before applying for leave . .	6.6	6.8
Number of years in service prior to repeating leave. . .	6.7	7.1
Percentage (affirmative replies):		
President on sabbatical leave as professor	25.5%	25.0%
President has been on sabbatical leave as president. . .	15.1	16.1
Limitation to number that may be on leave at one time. .	31.8	13.8
Required to spend the leave period in study.	38.2	52.6
May teach in another institution during leave.	19.1	31.1
May accept a better position immediately after leave . .	38.2	56.5
If fails to return, must refund part or all of salary. .	62.3	54.5
May engage in other occupations than teaching.	25.3	48.8
Teacher is obliged to return to service.	77.2	59.2
A program of proposed activities required.	60.0	52.8
A report of leave activities required upon return. . . .	40.6	28.3
Annual salary increment for year during leave.	62.1	34.8
Leave officially recognized by board	95.2	27.5
Adverse criticism of practice by governing board	7.2	18.4
Granting leave considered an obligation by the board . .	70.7	44.7
Have regulation governing sabbatical leave	74.8	1.7
Had some teachers who were less valuable after leave . .	3.9	5.5
One hundred per cent of teachers more valuable on return	89.0	93.2

SUMMARY TABLE 2

PARTIAL SUMMARY OF DATA RELATIVE TO THE PRACTICE OF
GRANTING LEAVE OF ABSENCE WITHOUT PAY

Administration of Leave of Absence without Pay	Sabbatical		Non- Sabbat- ical
	Reg- ular	Irreg- ular	
Median of Distribution:			
Number of teachers on leave without pay during 1929-30.	2.6	1.9	2.4
Percentage (affirmative replies):			
Institution grants leave without pay.	97.5%	97.2%	96.2%
Teacher encouraged to go on leave without pay . .	75.0	78.3	83.6

(Continued on next page)

SUMMARY TABLE 2 (continued)

PARTIAL SUMMARY OF DATA RELATIVE TO THE PRACTICE OF
GRANTING LEAVE OF ABSENCE WITHOUT PAY

Administration of Leave of Absence without Pay	Sabbatical		Non- Sabbat -ical
	Reg- ular	Irreg -ular	
Percentage (affirmative replies):			
Position guaranteed to teacher on return	84.6%	81.1%	87.2%
Restriction to number on such leave.	15.2	12.5	17.5
Desire to begin regular sabbatical-leave practice.	...	93.8	86.7

SUMMARY TABLE 3

PARTIAL SUMMARY OF DATA CONCERNING SUMMER-LEAVE PRACTICE

Administration of Summer Leave	Sabbatical		Non- Sabbat -ical
	Reg- ular	Irreg -ular	
Median of Distribution:			
Number of faculty away during summer of 1930	23.9	28.8	14.6
Number of weeks taught during the year of 1929-30.	37.9	37.2	37.6
Percentage (affirmative replies):			
Institution operates a summer school	67.5%	52.2%	50.8%
Opportunity to go on leave during summer	95.4	100.0	100.0
Summer leave without pay	37.5	73.0	80.0
Encourage teachers to take summer leave.	79.8	100.0	97.6
Teachers required to teach every summer.	20.9	5.0	7.5

SUMMARY TABLE 4

PARTIAL SUMMARY OF DATA RELATIVE TO ADMINISTRATIVE AND
FINANCIAL COMPARISONS

Administrative and Financial Comparisons	Sabbatical		Non- Sabbat -ical
	Reg- ular	Irreg -ular	
Median of Distribution:			
Number of accrediting agencies approving	5.1	5.3	4.0
Tenure as president of the institution	12.8	14.3	13.0
Number of scholarships awarded to students	55.5	32.5	19.2
Endowment of institutions (in thousands)	\$1750	\$ 825	\$ 508
Endowment per student enrollment	\$1125	\$1219	\$1097
Percentage (affirmative replies):			
Institutions for men	20.5%	13.2%	12.6%
Institutions for women	13.7	14.3	19.4
Coeducational institutions	65.8	72.5	68.0
A two-term college year.	83.8	81.3	80.6

SUMMARY TABLE 5

PARTIAL SUMMARY OF DATA RELATIVE TO TEACHERS WHO HAVE
BEEN ON SABBATICAL LEAVE

Teacher Who Has : Been on Sabbatical Leave	Doc- tor's	Less than Doc- tor's
Median of Distribution:		
Salary received from institution during leave.	\$2129	\$1471
Amount of private income during leave.	1200	1091
Income from scholarship (very few cases involved).	2005	343
Income from assistantship (few cases involved)	1100	800
Income from foundation (few cases involved).	2500	1300
Income from other sources while on leave	1167	1200
Total income of teacher while on leave	3525	2012
Percentage (affirmative replies):		
Held Master's degree prior to going on leave	%	60.1%
Worked for Doctor's degree (if any) during leave		60.9
Degree was received if sought during leave		32.7
Doctor's degree received (if any) during leave		36.4
Ranked as full professor prior to leave.	76.2	44.4
Ranked as associate professor prior to leave	13.6	19.2
Any other rank prior to leave.	10.2	46.4
Raise in rank promised upon return	2.4	19.6
Raise in salary promised upon return	9.0	32.2
Had private income during leave.	40.3	36.0
Received income from scholarship and assistantship	5.6	16.6
Received income from foundation.	13.0	2.8
Elective courses were omitted during leave.	63.3	49.3
Courses adequately cared for during leave.	85.9	84.7
Sabbatical leave plan could be improved.	61.6	60.3

SUMMARY TABLE 6

PARTIAL DATA CONCERNING THE POLICY AND ATTITUDE OF EDUCATIONAL
ORGANIZATIONS TOWARD SABBATICAL LEAVE

Policy and Attitude of Educational Organizations toward Sabbatical Leave for College Teachers	Organizations	
	Yes	No
Percentage:		
Organization has a policy relative to sabbatical leave	7.5%	92.5%
Organization gives encouragement to practice	34.3	65.7
Official recognition has been taken of leave problems.	14.8	85.2
Officer favors sabbatical-leave practice	97.5	2.5
Favors a policy of encouragement by their organization	87.9	12.1
Possible encouragement of practice in higher education by organization.	69.8	30.2
Approve of accrediting agencies giving recognition to institutions granting sabbatical leave	78.1	21.9

CHAPTER X

RECOMMENDATIONS

The four purposes of this investigation were stated in Chapter I. The first purpose was a proposal to collect, organize, and present a summary of all significant data from a survey of literature on, and the present practice of, sabbatical leave for college teachers. This purpose has been accomplished through the analysis of facts and opinions presented in Chapters II to IX, inclusive. Recommendations offered in this chapter are designed to fulfill the three remaining purposes which were proposed in the beginning of this investigation, namely, recommendations for administering sabbatical-leave principles, suggestions to teachers relative to the practice, and suggestions concerning ways of extending sabbatical-leave practice to more institutions and teachers.

In the main, uniform recommendations are suggested for all higher institutions, since the differences found tend to reflect differing standards and levels of attainment in the several classifications, rather than to point to differential recommendations. The following recommendations are offered as a result of the best thinking the writer has been able to do in the light of the apparent trends in the present practice and the judgment of persons with experience and opinions regarding leave practice.

For Administering Sabbatical Leave

Administrative Principles and Recommendations.--- It is recommended that the fundamental or essential principles of administering sabbatical leave be provided for as follows:

1. Length of Service: (a) that six years of continuous service at any rank in the school be required prior to taking the first leave; (b) that six additional years of continuous service be required before such leave may be repeated; (c) that provision for leave for one semester during every fourth year of service is a desirable option; and (d) that service should be non-cumulative if leave is not taken on time.

2. Method of Selecting Persons to Take Leave: (a) that the teacher make application for leave; (b) this application be approved by the head of department; (c) the teacher be recommended by the dean of the school; (d) nominated by the president; and (e) leave be granted by the governing board.

3. Bases of Selection: (a) that the teacher be selected on the basis of a definite length of continuous service; (b) for professional improvement; (c) that applications for leave be considered in order of date; and (d) that the number of teachers on leave at one time be limited in order to preserve departmental or school efficiency.

4. Purpose of Leave: (a) that purposes for which leave is granted be flexible in order to provide for the specific needs of individuals, departments, and schools; (b) that the main purposes be for study, research, or travel, probably a combination of these; and (c) that unusual cases be given special consideration by the president and the board.

5. Employment Status During Leave: (a) that no remuneration be received from regular employment in teaching elsewhere or from other gainful employment primarily for monetary reasons; (b) that academic awards or gifts from higher institutions, boards, foundations, educational organizations, etc., be encouraged by the administration.

6. Agreement to Return to Service: (a) that the teacher on

leave be under contract to return to service immediately upon the expiration of leave, usually for one year or for a period double the length of the leave; (b) that for failure to fulfill the terms of this agreement the teacher be penalized by refunding the salary received during leave (See Massachusetts' Law in Appendix F).

7. Length of Leave: (a) that leave be for a half or whole year; (b) that institutions having a three-term college year may grant a three months' leave, although a longer leave is the preferred and most desirable practice.

8. Salary Schedule: (a) that half to full pay for a year's leave every seventh year be given; (b) that full pay for a half year's leave during every seventh year be provided; and (c) that one-half to two-thirds pay for a half year's leave every fourth year be paid.

9. Salary and Retirement Protection: (a) that institutions having a regular annual salary increment grant the increase for the period of absence; and (b) that credit toward the retirement of the teacher be granted the same as for teaching service.

10. Program of Activities: (a) that teachers applying for leave be required to submit a program of proposed activities; and (b) that it probably is advisable to require a report of activities actually engaged in during leave.

11. Arrangement for Continuation of the Teacher's Work: (a) that, if leave is for less than a year, elective courses be omitted and a substitute or another member of the faculty teach courses which cannot be omitted or postponed; and (b) that, if leave is for a year, some arrangement be made for offering as many courses as possible, probably by aid of a newly employed substitute teacher, with the exception of special courses which, of course,

are to be omitted.

Other Administrative Recommendations.-- Other suggestions for administering sabbatical leave are:

1. In general, make greater effort to provide better financial support and, in some cases, a more systematic sabbatical-leave plan.
2. Have sabbatical-leave regulations officially approved and printed as a part of the institution's regulations. Provide printed forms of improvement contract for all sabbatical-leave applicants.
3. Require applications for leave approximately a year in advance, so that a definite arrangement can be made relative to the continuation of the teacher's work during his absence; such arrangements could then be entered in the bulletin announcing the course of study.
4. Provide an announcement of the list of teachers on leave and give the principal features of their plans for the purpose of desired publicity.
5. Actively assist teachers, who desire to carry on an important research or study, to secure an academic award or financial assistance from boards, foundations, graduate institutions, or from other educational organizations in order to supplement their income during leave.
6. Discourage teachers from burying themselves in hard study or research if they regularly spend all their spare time in this type of work.
7. Extend sabbatical-leave privileges to younger teachers and to teachers of lower ranks so that the institution may get more benefit from the sabbatical-leave practice.
8. Pay salary for the period of leave according to the regular schedule, with the possible exception of teachers traveling abroad or en-

gaging in special research. In such cases it might become necessary to pay the salary in larger amounts.

9. Pay the teacher the difference between his regular salary and the cost of the substitute only as a special case for a teacher who desires leave for a particular reason and is not entitled to it under the regular sabbatical-leave plan.

10. Consider service in another institution in which sabbatical leave is provided in granting such leave.

For Teachers Planning to Take Sabbatical Leave

Recommendations for Teachers.-- It is suggested that teachers who contemplate taking sabbatical leave consider the following recommendations:

1. Teachers should consider sabbatical leave as a professional privilege and in no sense an award for past service rendered.

2. The improvement of one's professional and personal efficiency and value to the institution should be held constant in planning for and carrying out activities during the period of absence.

3. The teacher with the Doctor's degree should arrange a flexible program of activities involving research, travel, and important primary contacts with men and departments of his own field.

4. The teacher who regularly studies and carries on important research work needs to broaden his interests rather than to bury them in similar activities during his sabbatical leave.

5. If a teacher contemplates a worthwhile research study of an extensive nature, he should make an appeal to some foundation, board, or

organization which is likely to be interested in the proposed undertaking and generally gives financial assistance in important research projects.

6. Unless a thorough investigation or study is contemplated, a teacher should take a semester's leave on full pay in preference to a longer leave with less pay, especially if the main purpose is travel and if larger primary contacts in one's own field are desired.

7. If a teacher takes a half-year leave for travel and broadened contacts, he should seek all information obtainable by communicating with officers of educational associations and other organizations which are interested in his own field.

8. If study toward a higher degree is the purpose of the leave, a teacher should seek some academic award in the form of an assistantship, scholarship, etc., from the graduate institution in which he desires to study.

9. If a teacher does not intend to return to the institution, he should not apply for sabbatical leave and should sever his connections with the school.

10. The teacher planning to take leave should make sure that his income from all sources at least approximates his regular salary.

11. The teacher should not consider the sabbatical-leave period an opportunity to accept employment elsewhere during leave and thus make a financial profit from the two stipends received.

12. Careful plans for courses and work to be continued during the absence should be made by the teacher by announcing the omission of certain courses, changes in schedule, and definite understanding with the faculty member or newly employed substitute who is to handle the work.

13. Omit elective courses, especially if leave is for one semester or less. To omit all of one's courses probably is an undesirable policy.

14. Teachers past forty or forty-five years of age probably should engage in activities, other than pursuit of an advanced degree, designed to increase their teaching efficiency upon return.

Extension of Practice

Recommendations whereby educational organizations may encourage the extension of sabbatical-leave practice and privilege to a larger number of institutions and teachers are:

Legal Considerations Relative to the Practice.--- Where legislation is necessary to legalize the practice of granting sabbatical leave in publicly controlled higher institutions, the active support of state educational organizations is necessary.

Back of all publicity and information concerning the problem, there should be a definite understanding of the idea that sabbatical leave is a professional activity program of teachers for the benefit and welfare of the institution and the public in general.

A state law which seeks to permit and regulate sabbatical leave probably should involve the administrative principles and recommendations given on pages 242 to 244 relative to the following: (1) a definite length of period of service; (2) purpose for which leave is granted; (3) a clause guaranteeing return to service; (4) penalty for failure to return upon expiration of leave; (5) flexible length of period of leave; (6) salary schedule during leave; (7) salary and retirement protection for service during leave; (8) a definite method of selection of teacher to take leave;

and (9) some financial provision for taking care of the work of the teacher during his absence.

If legal opinion is sought, care should be taken to be specific relative to the plan and the professional purpose of sabbatical leave. Review Chapter VI of this investigation prior to requesting an opinion. In all probability the governing board has the power to enter into an improvement contract with the teacher whereby he may take sabbatical leave.

For Foundations and Boards.--- It is recommended that foundations and boards, which are interested in educational problems, give more attention to the possibility of awarding financial aid to teachers on sabbatical leave, especially to those who are interested in significant research or study programs.

It is further recommended that such boards and foundations organize a regular plan for the purpose of encouraging sabbatical leave. Such a plan would provide for study, research, or travel, or a combination of these. The following is a suggested plan for encouraging graduate study as well as for stimulating development of a more general sabbatical-leave practice:

The graduate institution attended and some foundation or board each should grant one-fourth of the amount of the teacher's salary received from his institution during the year of absence. Such a cooperative plan may be illustrated by the following example. If the teacher's half salary from his institution were \$2400.00 for a full year's leave, the institution to which he went to study would grant an award of 25 per cent (\$600.00) of that amount and the foundation would grant another 25 per cent. These two awards plus the teacher's salary would make a total income of \$3600.00.

His total income from these three sources would amount to three-fourths of his regular annual salary. A teacher who received only \$1600.00 from his institution during the leave would receive 25 per cent of this amount from each award (from the graduate school and the foundation), thus making a total salary of \$2400.00 for the leave period.

Since such awards would be available only to teachers from institutions providing for a regular or standard sabbatical-leave plan, they probably would serve as a highly desirable stimulus to the extension of the benefits of such leave to a larger number of institutions and teachers. Graduate schools cooperating with foundations and boards probably would have to limit the number of awards granted to teachers of any one institution.

A plan to encourage research would apply primarily to teachers who have the Doctor's degree. Research organizations could announce and grant awards involving a certain per cent of the teacher's salary received during leave, depending, of course, upon the significance of the proposed investigation. The major research organizations would need to cooperate so that there would be no duplication of awards and effort.

This study revealed that a few foundations have already begun to encourage teachers on sabbatical leave to apply for their awards. It is the writer's opinion that this source of fostering creative research among the Doctors in higher education should receive greater emphasis by the leading organizations.

For Subject-Matter, Learned, and Executive Organizations.-- It is recommended:

1. That resolutions be adopted by various higher educational

organizations; committees be appointed to study the problems of sabbatical leave; publicity be given through reports at regular meetings and the publication of same in bulletins of the association.

2. That officers take an active part in shaping the policy of their organization with regard to sabbatical leave for college teachers; that they give their efforts, for the next few years at least, to the extension of the practice to more institutions and teachers in the field of higher education rather than to the lower schools.

3. That officers of organizations keep informed on problems which may be of particular interest to teachers who are members of their organization and desire advice relative to problems to be studied, and as the most desirable places to study, travel, carry on research, etc.

4. That employment as a teacher or administrator in an institution which grants sabbatical leave may become a standard for membership in a few of the organizations.

For Accrediting Agencies.--- Since sabbatical leave is becoming a widely used practice in the larger higher institutions and since the practice has begun to receive legal recognition, it is recommended:

1. That accrediting agencies recognize and approve the sabbatical leave movement in higher education.

2. That accrediting agencies not only endorse but give due recognition to institutions which regularly grant sabbatical leave.

3. That a list of such institutions and statistical data relative to the extent and growth of the practice should be included in the regular annual proceedings or bulletin of the association.

4. That an institution be not barred from membership because of a lack of ability or desire to provide for sabbatical leave; this would avoid coercion.

For Further Study.-- In view of problems growing out of this investigation, it is recommended:

1. That a further study of teachers who have been on leave be made from the standpoint of their age, sex, departmental interests, where they studied, status of research at close of leave, etc.

2. That the status and activities of teachers on sabbatical leave from higher institutions of Australia, Canada, and England be made, including a thorough investigation of administering sabbatical leave in these countries.

3. That the relation between summer leave and summer vacation be studied.

4. That a cooperative arrangement be worked out between undergraduate sabbatical-leave institutions and graduate schools in an effort to solve the problem of the substitute teacher.

5. That a thorough study be made of the possibility of arranging a cooperative method of providing financial aid by graduate schools and educational organizations to teachers who desire to continue graduate study while on sabbatical leave.

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APPENDICES

TABLE OF CONTENTS

Appendix	Page
A. Preliminary Correspondence.	260
B. Administration of Leave of Absence	266
Letter of Introduction and Data Sheet	
Part	
A. Leave of Absence with Part or Full Pay	
B. Leave of Absence without Pay	
C. Summer Leave	
D. Administrative Comparisons	
C. Regulations and Forms Governing Sabbatical Leave.	309
Part	
A. Non-Sectarian	
B. Sectarian	
C. Public College and University	
D. Public Teachers College and Normal School	
E. Foreign Universities	
D. Sabbatical Leave Abroad, Letters and Data.	351
Part	
A. Australia	
B. Canada	
C. England	
D. France	
E. Germany	
E. Teachers Who Have Been on Sabbatical Leave.	372
Letters of Introduction and Data Sheet	
Part	
A. Summary of Data from Data Sheet No. II	
B. Letters and Comments from Teachers	
F. Legal Status of Sabbatical Leave.	404
Letters of Introduction and Data Sheet	
Summary of Data on Legal Status	
Part	
A. State Laws on Sabbatical Leave for College Teachers	
B. Opinions of Attorney Generals	
C. Other Correspondence on Legality	
G. Educational Associations and Organizations.	428
Letter of Introduction and Data Sheet	
Part	
A. Summary of Data from Data Sheet No. III	
B. Statements of Official Policy of Organizations	

APPENDIX A

PRELIMINARY CORRESPONDENCE

Letters

Letter Sent to Officers of a Select Group of Organizations

Reply Received from:

The Carnegie Foundation for the Advancement of
Teaching

The National Society for the Study of Education

Northwest Association of Secondary and Higher Schools

The American Association of Teachers Colleges

The American Association of Junior Colleges

The Research Committee of American Association of
Junior Colleges

American Association of University Professors

2210 Ohio Avenue,
Cincinnati, Ohio,
July 8, 1930.

Letter Addressed to a Select Group
of Organizations which are
Interested in Higher Education

Dear Sir:

I am planning to make a thorough study of "Sabbatical Leave for College Teachers." So far as I have been able to find out, only a few investigations of a limited nature have been made in this particular field.

The research which I shall make will be presented as a Ph. D. thesis at the University of Cincinnati during the year 1930-31. I would like to make this investigation with your full cooperation and approval.

The study is designed (1) to collect, organize, and present all significant data obtainable from a survey of the practice in sabbatical leave for college teachers; (2) to make some constructive recommendations for administering leaves; (3) to make constructive suggestions as to how teachers on leave could use the time to the greatest possible advantage to the institution and to themselves; (4) to suggest a workable plan which may be sponsored by college organizations interested in extending sabbatical leave to more institutions and teachers.

It has been suggested that I write you relative to this topic. If you feel an interest in the problem and would like to approve or make any suggestions relative to it, I shall be very grateful to you.

Sincerely yours,

L. B. Cooper,
Assistant in Education,
University of Cincinnati

The Carnegie Foundation
for the Advancement of Teaching

July 10, 1930

My dear Mr. Cooper:

A careful study of sabbatical leave should undoubtedly be of general value.

This Foundation has made no study of the subject. It would be well for you to communicate with the secretary of the American Association of University Professors, Mr. Joseph Mayer, at 26 Jackson Place, Washington, D. C., since that organization may have publications or a committee on the subject. Similarly it would be important to go through the publications of the Association of American Universities, the Association of American Colleges, and the regional bodies like the North Central Association for references of importance. The matter has been the subject of considerable discussion but, so far as I am aware, of no comprehensive study.

We shall be glad to learn of any particular problems that you may encounter in case we may be of service in connection with them.

Very truly yours,

Clyde Furst,
Secretary

The National Society for the Study
of Education

August 5, 1930

My dear Mr. Cooper:

Although no longer officially connected with university work on regular appointment, I believe that your proposed study on "Sabbatic Leave for College Teachers" is timely and should be of assistance to all concerned. On the few occasions when the matter has been of personal concern to me, I was greatly surprised to discover how uncertain and also varied were the arrangements pertaining to sabbatic leave in different institutions. I believe it would be well worth while to get the facts together and perhaps to make suggestions for stabilizing this aspect of collegiate administration.

Very truly yours,

Guy M. Whipple,
Secretary

The Northwest Association of Secondary
and Higher Schools

August 3, 1930

Dear Sir:

You have my approval and endorsement in the matter of research work on "Sabbatic Leave for College Teachers."

Very truly,

Ph. Soulen,
Secretary

The American Association
of Teachers Colleges

July 30, 1930

My dear Mr. Cooper:

I am glad to endorse your study on sabbatical leave. It will be very helpful.

Yours very truly,

Charles W. Hunt,
Secretary-Treasurer

The American Association
of Junior Colleges

August 1, 1930

Dear Mr. Cooper:

I have your letter giving an outline of your proposed dissertation study. It seems that you have a study in which there is merit. Personally, I shall be glad to see you make it.

The Association approves such studies only when they have been submitted to our Research Committee. I am, therefore, forwarding your letter to the chairman who can speak for the Association and thereby give the weight that might come with such approval.

I shall look forward with interest to the completion of your study.

Cordially yours,

D. S. Campbell

Research Committee of the American
Association of Junior Colleges
Berkeley Public Schools

August 7, 1930

My dear Mr. Cooper:

I have your letter of July 28th, addressed to Mr. Doak S. Campbell, Secretary of the American Association of Junior Colleges, and referred to me for reply.

I think the study which you propose will be a real contribution to our educational knowledge. We are very glad to approve it so far as the Association is concerned. Undoubtedly you will find the practice of granting sabbatical leave for junior college teachers not very widely prevalent, particularly in the public junior colleges. However, it would be a good thing if we should know the facts in the case.

Yours very truly,

L. W. Smith,
Supt. of Schools

University of Michigan
Department of English

July 18, 1930

My dear Mr. Cooper:

According to your request of July 17, I am enclosing herewith a copy of the questionnaire sent out by the American Association of University Professors. This letter was sent out from the Washington Office, by Joseph Mayer, Executive Secretary, 26 Jackson Place, and a list of the colleges and universities could be secured from him. Professor Campbell desired information from the larger schools only, but through some misunderstanding, the smaller colleges of the country were also included.

Very sincerely yours,

Lulu V. Custance,
Secretary

A Questionnaire sent out in 1930 by Campbell,
Chairman of Committee K, American Association
of University Professors

Dear Sir:

A committee of the American Association of University Professors has been appointed to study the systems of sabbatical leave in force in the various colleges and universities of this country. We should like very much to have you send us such information as you conveniently can on the following questions:

1. What is the system, if any, of sabbatical leave which is established in your institution?
2. Approximately what percentage of those eligible for the leave of absence avail themselves of the privilege?
3. What is the average yearly cost of the operation of the system to your institution?
4. Are you contemplating any changes in your present system to be made in the near future?

We shall be very much obliged for your cooperation in our effort to ascertain the facts on these phases of our problem, and we shall be happy to send you a copy of the report in which the information received will be incorporated.

Very truly yours,

(Signed) Oscar James Campbell

APPENDIX B

ADMINISTRATION OF LEAVE OF ABSENCE

TABLE OF CONTENTS

Copies of Forms

Letter of Intercession to Presidents of Institutions

Data Sheet No. 1 to Presidents of Higher Institutions

Follow-up Letter to Presidents

LIST OF TABLES

- XCV. Leave of Absence with Full or Part Pay in Higher Institutions, According to the Several Cross-Classifications.
- XCVI. Leave of Absence without Pay in Higher Institutions, According to the Several Cross-Classifications.
- XCVII. Leave of Absence During the Summer in Higher Institutions, According to the Several Cross-Classifications.
- XCVIII. Administrative and Financial Comparisons by Groups of Higher Institutions, According to Leave of Absence Practice.
- XCIV. Distribution of 575 Higher Institutions by States, According to Leave of Absence Practice and Types of Institutions.
- C. Distribution of Returns from 575 Higher Institutions by States, According to the Several Cross-Classifications.
- CI. Divisions, According to Leave of Absence Practice and Type of Institution.

UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

August 21, 1930

To Presidents of Higher Institutions:

The dissertation committee of Mr. L. B. Cooper feels that his study of sabbatical leave for college teachers deals with an issue of fundamental importance in the improvement of instruction in higher institutions. In reply to a recent inquiry Mr. Cooper has already received personal or informal expressions of interest and statements of the importance of the problem from such national and regional organizations as: Carnegie Foundation for the Advancement of Teaching, National Society for the Study of Education, American Association of Teachers Colleges, American Association of Junior Colleges, Association of Colleges of the Middle States and Maryland, and Northwest Association of Secondary and Higher Schools. Mr. Cooper's statement of the problem follows.

Very truly yours,

W. A. Cook, Professor of Education
Carter V. Good, Professor of Education
L. A. Pechstein, Dean, College of Education

* * *

* * *

* * *

* * *

Since the practice of granting SABBATICAL LEAVE FOR COLLEGE TEACHERS is a movement of rapidly increasing significance, a study of all phases of the problem will undoubtedly be of interest and general value to the college executives of the nation. The cooperation of presidents of higher institutions like yourself is necessary for making this a worthwhile and helpful study. You will require only a short time to check the enclosed data sheet.

If your institution has a system of leave of absence either with or without pay, whether strictly sabbatical or not, please check all questions in each of the three parts of the data sheet and return it in the self-addressed stamped envelope. If your institution does not grant a leave of absence, please answer the questions according to your best judgment or opinion.

My advisory committee authorizes me to say that an abstract of the findings of the study will be made available to those who indicate their desire for such. Permit me to thank you for your aid in this cooperative investigation.

Yours truly,

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

FROM: L. B. Cooper, 2210 Ohio Avenue, Cincinnati, Ohio.
(College of Education, University of Cincinnati)

Would you like to have without cost a mimeographed abstract or magazine report of the results of this study? Yes No Do you prefer a copy of complete report if demand justifies publication? Yes No

1. Does your institution grant a leave of absence to faculty members with either full or part pay? Yes No Is this a regular systematic practice? Yes No

3. How many years must a teacher be in service before he may apply for sabbatical leave? years.

4. Does a definite limitation exist as to the number of teachers who may take sabbatical leave in any one year? Yes No If so, what is the limitation? number, %

5. Who selects those to whom leave is to be granted? President
Committee of faculty Governing board President with the
approval of the board Any other method (specify) _____

6. On what basis, or bases, are teachers selected for sabbatical leave?
 Length of service Applications considered in order of date
 Distribution by departments or schools For professional study
 Any other basis (specify)

7. How long a period may be granted as a sabbatical leave? For 12
9 6 $4\frac{1}{2}$ or 3 months Maximum, _____ years;
Minimum, _____ years.

8. After how many years may the leave be repeated? _____ years.

9. For what purpose, or purposes, may sabbatical leave be granted? Study
 Travel Rest or recreation To restore health
 Write for publication Any other purpose (specify)

(over)

10. Must a person who is granted a leave spend his time in study?
Yes No
11. May he teach in another institution during his leave of absence, receiving pay from that institution, and also receiving pay from your institution? Yes No
12. What part of salary is paid to teacher during sabbatical leave? No salary Full pay Half pay Other fraction _____ Per cent of salary _____% Any other method (specify) _____
13. For how many months is the teacher paid while on leave? _____ months.
14. May he leave his position with your institution for another one that is considered better or more desirable immediately after the leave of absence is expired? Yes No
15. In case he does this must he refund any part of the money paid during the leave of absence? Yes No If so, state the per cent _____%
16. May the teacher on sabbatical leave engage in gainful occupations other than teaching? Yes No
17. Is the teacher obliged to return to service in your institution after sabbatical leave? Yes No For how many years? _____ years
18. Is the teacher required to submit a program of his activities for approval before entering upon sabbatical leave? Yes No
19. Is the teacher required to submit a program of his activities upon the completion of the leave? Yes No
20. In case your institution has an annual salary increment, is it given for the year in which sabbatical leave is taken? Yes No Per cent _____%
21. How does the taking of sabbatical leave affect the teacher's retirement status? _____
22. For how many years has a system of sabbatical leave been in operation in your institution? _____ years.
23. Is a sabbatical leave plan officially recognized by your governing board? Yes No
24. Is there any objection or adverse criticism on the part of your governing board to the policy of granting leave of absence with pay? Yes No If so, state briefly upon what ground this objection is based. _____

25. Does your institution have a ruling providing for sabbatical leave? Yes No If so, please send me a copy of it, or tell me where I can get a copy. _____
26. Does your governing board look upon the practice of granting leave to members of the teaching staff as in any sense an obligation on their part? Yes No
27. Approximately what per cent of those who have been on leave during any one year have been more valuable to your institution after their return? _____%
28. Were there any teachers actually less valuable after their leave than before? Yes No If so, to what do you attribute this condition? _____
29. What are the outstanding benefits or advantages of granting leave of absence, as you see it?
 (a) Increased teaching efficiency (b) Broader professional view (c) Higher scholarship and culture (d) Inspiration to other teachers (e) Rest and fresh outlook (f) Helps in attracting new teachers (g) Other advantages _____
30. What are the outstanding disadvantages of granting leave of absence, as you see it?
 (a) Lack of finances (b) No well formulated plan (c) Teacher fails to return (d) Teacher fails to use time profitably (e) Other disadvantages _____
31. What is the total number of those who have been on leave of absence during the past three years? _____ number.
32. Have you ever had sabbatical leave as a president? Yes No As a professor? Yes No
33. Give below the names and addresses of teachers in your institution who have taken advantage of the sabbatical leave within the last three years.

	NAME	ADDRESS	YEAR
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

Include additional names on a separate sheet.

(over)

B. LEAVE OF ABSENCE WITHOUT PAY:

1. Will your institution grant a leave without pay? Yes No
2. Do you encourage your teachers to go on such a leave? Yes No
If so, how is this encouragement given? _____
3. Is the position always guaranteed to teacher on return from leave?
Yes No If not, why? _____
4. How many of your teachers were away on leave without pay during 1929-30?
_____ number.
5. Is there a restriction on the number or per cent of the teachers who may
be away on this type of leave during any one year? Yes No
If so, what is it (specify) _____
6. If not granting sabbatical leave with pay, do you desire that your
institution begin the practice? Yes No

C. LEAVE DURING THE SUMMER TERM:

1. How many weeks did your teachers teach during the entire year of 1929-
30? _____ weeks.
2. Do your teachers have an opportunity to go on leave of absence during
the summer terms? Yes No If so, is it with pay or
without pay
3. Do you encourage them to take a leave during the summer? Yes
No
4. If so, how is this encouragement given? (specify) _____
5. If your teachers are required to teach during the summer terms, does
this mean that they must teach every summer? Yes No
6. If you have some arrangement whereby faculty members may teach some
summer terms, but are at liberty during other summer terms, please state
it. _____
7. How many of your faculty were away from your institution this summer
(1930)? _____ number.

REMARKS:

UNIVERSITY OF CINCINNATI
TEACHERS COLLEGE

October 1, 1930

President

My dear President

More than a month ago a questionnaire on Sabbatical Leave for College Teachers was mailed to 1229 presidents of higher institutions. A majority of the returns have been received, but at the present writing the data on the practice of granting leave at your institution have not been secured.

In order to give you an idea of the scope of the study, permit me to say that a data sheet has been sent to 300 educational organizations and foundations, and approximately 1000 questionnaires are to be mailed to college teachers who have been on leave within the last three years. The study will report the practice of granting leave in five foreign countries. The legal status of granting leave in this country is being determined through the attorney general's department of each state.

If you have a copy of the questionnaire on SABBATICAL LEAVE FOR COLLEGE TEACHERS and desire more time in which to supply the data requested, please check the following questions and return this letter to me in the meantime:

1. Can I expect the return of the questionnaire within 10 days? Yes No
2. If you have not kept the copy of the questionnaire, would you like to have another copy? Yes No
3. Does your institution grant any kind of leave to faculty members? Yes No
4. If so, is it with pay? Yes No
Is it without pay? Yes No

I shall be happy to receive the former questionnaire as soon as you have time to fill it out, since I am counting on the aid of every college president in this cooperative investigation.

Cordially yours,

L. B. Cooper
2210 Ohio Avenue
Cincinnati, Ohio

TABLE XCV

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				
	Grad- uate	Under- Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
1 Does your institution grant a leave of absence to faculty members with either full or part pay?									
Number Yes	103	117	72	92	56	80	193	107	300
Is this a regular systematic practice?									
Number Yes	71	51	44	38	40	71	193		193
No	32	66	28	54	16	9		107	107
Number Incomplete returns	24	33	20	24	13	14	24	47	71

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave		
	Grad- uate	Under Grad- uate	Private		Public		Practice		Total
			Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
2 a What was the total number of your full time regular teaching and administrative faculty for 1929-30?									
Teachers									
250 +	24	1	12	1	12		21	4	25
240	1	1	1	0	1		1	1	2
230	0	0	0	0	0		0	0	0
220	3	0	0	1	2		1	2	3
210	0	0	0	0	0		0	0	0
200	2	0	0	0	2	2	3	1	4
190	2	1	1	0	2	0	3	0	3
180	0	0	0	0	0	0	0	0	0
170	4	0	1	1	2	0	4	0	4
160	2	3	1	1	3	0	5	0	5
150	3	0	1	0	2	0	3	0	3
140	1	0	0	0	1	0	1	0	1
130	2	0	1	0	1	0	2	0	2
120	0	1	0	1	0	0	1	0	1
110	3	1	1	1	2	1	4	1	5
100	1	0	0	0	1	1	1	1	2
90	6	0	1	4	1	3	7	2	9
80	3	5	5	0	3	4	8	4	12
70	6	2	2	5	1	4	10	2	12
60	6	6	3	5	4	8	15	5	20
50	4	7	7	2	2	9	16	4	20
40	5	15	8	10	2	15	23	12	35
30	5	16	7	14	0	8	16	13	29
20	2	21	1	21	1	11	22	12	34
10	0	10	1	9	0	2	5	7	12
0-9.9	0	0	0	0	0	2	2	0	2
Total Schools	85	90	54	76	45	70	174	71	245
Total Teachers	18855	4901	8160	3831	11765	3795	21522	6029	27551
Mean	221.8	54.5	151.1	50.4	261.4	54.2	123.7	84.9	112.5
Range	20- 2139	15- 250	17- 730	16- 275	20- 2139	7- 204	7- 2139	15- 896	7- 2139

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
2 b How many members of your faculty were on leave with full or part pay during 1929-30?									
Teachers									
20	3		2		1		3		3
18	1	1	0		2		2		2
16	0	0	0		0	2	2		2
14	5	0	3	1	1	1	5	1	6
12	3	1	1	0	3	0	4	0	4
10	4	0	3	0	1	1	3	2	5
8	8	1	4	3	2	3	12	0	12
6	11	2	6	1	6	4	15	2	17
4	13	5	6	7	5	11	25	4	29
2	15	23	10	16	12	15	40	13	53
0-1.9	10	32	11	23	8	9	25	26	51
Total									
Schools	73	65	46	51	41	46	136	48	184
Total Teachers	490	155	262	133	250	202	727	120	847
Mean	6.7	2.4	5.7	2.6	6.1	4.4	5.3	2.5	4.6
Range	1-	1-	1-	1-	1-	1-	1-	1-	1-
	39	18	22	15	39	17	39	15	39

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular	
2 c What per cent of your faculty were on leave with full or part pay during 1929-30?									
11%	6	5	4	6	1	9	17	3	20
10	3	4	4	2	1	2	8	1	9
9	1	0	1	0	0	2	3	0	3
8	5	2	3	4	0	2	7	2	9
7	3	6	1	6	2	6	10	5	15
6	4	2	5	0	1	5	10	1	11
5	3	12	4	6	5	5	12	8	20
4	9	9	4	8	6	5	21	2	23
3	10	12	6	12	4	4	16	10	26
2	24	9	11	6	16	6	29	10	39
1	5	3	3	0	5	0	3	5	8
Total Schools	73	64	46	50	41	46	136	47	183
Range	1-23	1-14	1-15	2-16	1-23	2-21	1-23	1-16	1-23

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
3 How many years must a teacher be in service before he may apply for sabbatical leave?									
11 years									
10	2	4	3	2	1	1	6	1	7
9	0	0	0	0	0	0	0	0	0
8	1	1	2	0	0	0	2	0	2
7	19	16	10	14	11	19	43	11	54
6	44	21	25	20	20	19	76	8	84
5	1	10	4	5	2	6	15	2	17
4	0	1	0	0	1	2	3	0	3
3	2	2	1	1	2	16	18	2	20
2	2	0	0	0	2	4	4	2	6
1	1	0	0	1	0	1	1	1	2
Total Schools Range	72 1-10	55 3-10	45 3-10	43 1-10	39 2-10	68 1-10	168 1-10	27 1-10	195 1-10

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total

- 4 Does a definite limitation exist as to the number of teachers who may take sabbatical leave in any one year? Yes... No.....
(b) Number; (c) Per cent.

a	Yes	12	22	10	14	10	28	54	8	62
	No	66	61	38	56	33	39	116	50	166
c	11 %		3		3		5	7	1	8
	10	2	5	4	3		1	6	2	8
	9	0	1	0	1		0	1	0	1
	8	0	0	0	0		1	1	0	1
	7	0	1	0	1		1	1	1	2
	6	1	0	0	0	1	1	2	0	2
	5	0	2	0	1	1	3	5	0	5
	4	1	4	1	2	2	11	15	1	16
	3	0	1	1	0	0	0	0	1	1
	2	3	0	0	0	3	0	2	1	3
	1	0	0	0	0	0	0	0	0	0
Total Schools		7	17	6	11	7	23	40	7	47
Range		2-10	3-13	3-10	4-13	2-6	4-33	2-33	3-10	2-33

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public		Practice		Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	

- 5 Who selects those to whom leave is to be granted? (a) President; (b) Committee of faculty; (c) Governing board; (d) President with approval of the board; (e) Any other method.

Number									
a	19	21	8	22	10	44	66	18	84
b	4	1	3	1	1	0	5	0	5
c	4	4	3	2	3	5	12	1	13
d	49	55	33	46	25	38	96	46	142
e	27	18	17	14	14	5	38	12	50

- 6 On what basis, or bases, are teachers selected for sabbatical leave? (a) Length of service; (b) Applications considered in order of date; (c) Distribution by departments or schools; (d) For professionally study; (e) Any other basis.

Number									
a	57	42	33	37	29	46	121	24	145
b	18	17	16	14	5	23	48	10	58
c	9	3	5	1	6	5	15	2	17
d	28	49	27	34	16	32	69	40	109
e	13	17	7	14	9	9	18	21	39

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution:		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				
	Grad-uate	Under Grad-uate	Non-Secta-rian	Secta-rian	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Reg-ular	Irreg-ular	Total
7 How long a period may be granted as a sabbatical leave? (a) Length of period; (b) Maximum length; (c) Minimum length									
12 months	65	62	41	51	35	34	118	43	161
9	7	20	8	14	5	14	28	13	41
6	33	17	26	13	11	10	43	17	60
4½	4	10	4	6	4	4	15	3	18
3	7	10	6	5	6	29	35	11	46
above 12	4	5	1	7	1	2	9	2	11
12 months	41	29	25	22	23	26	76	20	96
9	0	3	1	2	0	3	3	3	6
6	1	0	0	0	1	1	1	1	2
4½	0	0	0	0	0	0	0	0	0
3	1	0	0	1	0	4	4	1	5
Total Schools Range	47 3-24	37 9-25	27 3-24	32 6-15	25 3-24	36 3-24	93 3-24	27 3-24	120 3-24
12 months	2	0	0	0	2	0	2	0	2
9	0	0	0	0	0	0	0	0	0
6	20	11	16	10	5	4	26	9	35
4½	0	6	1	4	1	2	6	2	8
3	5	6	5	3	3	6	9	8	17
Less than 3	0	0	0	0	0	3	3	0	3
Total Schools Range	27 3-12	23 3-6	22 3-6	17 3-6	11 3-12	15 1½-6	46 1½-12	19 3-6	65 1½-12

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular	
8 After how many years may the leave be repeated?									
10 / years	2	4	2	3	1	1	7	0	7
9	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
7	26	19	18	14	13	14	49	10	59
6	32	19	23	15	13	18	63	6	69
5	2	4	2	3	1	1	6	1	7
4	0	1	0	0	1	3	4	0	4
3	2	1	2	0	1	14	17	0	17
2	0	1	0	1	0	3	3	1	4
1	1	0	0	1	0	1	1	1	2
Total Schools	65	49	47	37	30	55	150	19	169
Range	1-10	2-13	3-10	1-13	3-10	1-10	1-13	1-7	1-13

- 9 For what purpose, or purposes, may sabbatical leave be granted? (a) Study; (b) Travel; (c) Rest or recreation; (d) To restore health; (e) Write for publication; (f) Any other purpose.

Number									
a	81	93	52	75	47	71	174	71	245
b	45	46	32	35	24	42	110	23	133
c	40	18	27	18	13	13	59	12	71
d	48	37	34	31	20	22	73	34	107
e	42	25	29	17	21	10	61	16	77
f	23	6	11	4	14	2	23	8	31

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public		Reg- ular	Irreg- ular	Total
	Grad- uate	Under- Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal			
10 Must a person who is granted a leave spend his time in study?									
Number									
Yes	22	36	8	30	20	37	65	30	95
No	55	47	43	37	22	30	105	27	132
11 May he teach in another institution during his leave of absence, receiving pay from that institution, and also receiving pay from your institution?									
Number									
Yes	19	15	11	13	10	9	29	14	43
No	51	53	31	47	26	50	123	31	154
12 What part of salary is paid to teacher during sabbatical leave? (a) No salary; (b) Full pay; (c) Half pay; (d) Other fraction; (e) Per cent of salary; (f) Any other method.									
Number									
a	0	0	0	0	0	0	0	0	0
b	11	10	8	5	8	22	36	7	43
c	30	32	14	27	21	37	72	27	99
d	5	5	2	5	3	0	4	6	10
e	0	0	0	0	0	1	1	0	1
f	49	57	40	46	20	15	79	42	121

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total

13 For how many months is the teacher paid while on leave?

Months									
12	49	34	30	28	25	16	74	25	99
11	0	0	0	0	0	3	3	0	3
10	5	7	2	8	2	6	15	3	18
9	8	15	4	13	6	13	25	11	36
8	0	2	0	2	0	0	1	1	2
7	0	0	0	0	0	0	0	0	0
6	5	3	2	4	2	1	7	2	9
5	0	0	0	0	0	2	2	0	2
4	1	0	0	1	0	2	2	1	3
3	3	3	1	1	4	19	22	3	25
2	0	0	0	0	0	1	1	0	1
1	0	0	0	0	0	1	1	0	1
Total									
Schools	71	64	39	57	39	64	153	46	199
Range	3-12	3-12	3-12	3-12	3-12	1 $\frac{1}{2}$ -12	1 $\frac{1}{2}$ -12	3-12	1 $\frac{1}{2}$ -12
Paid all months	62	54	38	44	34	51	124	43	167

14 May he leave his position with your institution for another one that is considered better or more desirable immediately after the leave of absence is expired? Yes... No...

Number									
Yes	37	24	21	28	12	25	60	26	86
No	34	44	19	31	28	39	97	20	117

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total

15 In case he does this must he refund any part of the money paid during the leave of absence? Yes... No... If so, state the per cent.

Number									
Yes	29	30	9	23	27	35	76	18	94
No	28	15	16	20	7	18	46	15	61
100%	21	18	4	13	22	26	54	11	65
75	0	0	0	0	0	0	0	0	0
50	2	2	1	3	0	1	4	1	5
25	0	1	0	1	0	0	0	1	1
Total									
Schools	23	21	5	17	22	27	58	13	71
Range	50- 100	25- 100	50- 100	25- 100		50- 100	50- 100	25- 100	25- 100

16 May the teacher on sabbatical leave engage in gainful occupations other than teaching? Yes... No...

Number									
Yes	27	21	19	16	13	9	37	20	57
No	38	44	23	41	18	48	109	21	130

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total

17 Is the teacher obliged to return to service in your institution after sabbatical leave? Yes... No... For how many years?

Number									
Yes	52	54	28	40	38	48	125	29	154
No	23	18	14	22	5	16	37	20	57
4 plus	0	1	0	1	0	0	1	0	1
3 years	6	3	1	2	6	5	13	1	14
2	7	6	3	4	6	17	27	3	30
1	20	22	11	12	19	11	43	10	53
Total									
Schools	33	32	15	19	31	33	84	14	98
Range	1-3	1-4	1-3	1-4	1-3	1-3	1-4	1-3	1-4

18 Is the teacher required to submit a program of his activities for approval before entering upon sabbatical leave? Yes... No...

Number									
Yes	50	41	25	35	31	39	102	28	130
No	30	36	22	31	13	27	68	25	93

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave		
			Private		Public		Practice		Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
19 Is the teacher required to submit a program of his activities upon the completion of the leave? Yes... No...									
Number									
Yes	24	24	10	20	18	34	67	15	82
No	54	50	35	45	24	32	98	38	136
20 In case your institution has an annual salary increment, is it given for the year in which sabbatical leave is taken? Yes... No...									
Number									
Yes	20	14	11	12	11	33	59	8	67
No	21	20	14	16	11	10	36	15	51

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
	Grad- uate	Under Grad- uate	Private		Public		Reg- ular	Irreg- ular	Total
			Non Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal			
22 For how many years has a system of sabbatical leave been in operation in your institution?									
26 /	8	1	5	2	2	2	11	0	11
25 years	7	2	6	3	0	0	8	1	9
24	0	1	0	1	0	0	1	0	1
23	2	0	2	0	0	1	3	0	3
22	0	0	0	0	0	0	0	0	0
21	0	1	0	1	0	0	0	1	1
20	6	3	4	0	5	1	10	0	10
19	0	0	0	0	0	1	1	0	1
18	0	1	1	0	0	0	1	0	1
17	0	0	0	0	0	0	0	0	0
16	2	2	1	0	3	1	4	1	5
15	1	1	0	1	1	2	4	0	4
14	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	1	1	0	1
12	0	1	0	1	0	2	2	1	3
11	0	1	0	0	1	1	2	0	2
10	5	10	2	8	5	7	17	5	22
9	1	1	0	2	0	1	3	0	3
8	5	3	1	3	4	2	6	4	10
7	3	3	1	4	1	2	7	1	8
6	2	3	1	4	0	3	5	3	8
5	3	4	3	3	1	10	16	1	17
4	7	6	2	6	5	4	15	2	17
3	2	6	3	4	1	5	10	3	13
2	4	5	2	2	5	3	11	1	12
1	3	1	1	1	2	3	6	1	7
1930-31	1	2	3	0	0	6	9	0	9
Total Schools	62	58	38	46	36	58	153	25	178
Range	0-50	0-26	0-50	1-30	1-35	0-30	1-50	1-25	0-50

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				Total
	Grad-uate	Under Grad-uate	Non Secta-rian	Secta-rian	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Reg-ular	Irreg-ular	
23 Is a sabbatical leave plan officially recognized by your governing board? Yes... No...									
Number									
Yes	63	51	38	40	36	59	159	14	173
No	10	29	12	23	4	6	8	37	45
24 Is there any objection or adverse criticism on the part of your governing board to the policy of granting leave of absence with pay? Yes... No...									
Number									
Yes	1	11	5	5	2	9	12	9	21
No	75	65	44	55	41	54	154	40	194
25 Does your institution have a ruling providing for sabbatical leave? Yes ... No ...									
Number									
Yes	45	29	23	22	29	40	113	1	114
No	27	51	27	43	8	19	38	59	97
26 Does your governing board look upon the practice of granting leave to members of the teaching staff as in any sense an obligation on their part? Yes... No...									
Number									
Yes	50	40	28	35	27	35	104	21	125
No	17	30	16	23	8	22	43	26	69

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- vor- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
27 Approximately what per cent of those who have been on leave during any one year have been more valuable to your institution after their return?									
100%	34	57	23	47	21	36	86	41	127
90	1	0	0	1	0	2	2	1	3
75	4	1	2	1	2	4	8	1	9
50	0	1	0	1	0	1	1	1	2
Total									
Schools	39	59	25	50	23	43	97	44	141
Range	75- 100	50- 100	75- 100	50- 100	75- 100	50- 100	50- 100	50- 100	50- 100
28 Were there any teachers actually less valuable after their leave than before? Yes... No...									
Number									
Yes	1	4	0	4	1	3	5	3	8
No	60	66	35	61	30	48	122	52	174

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave		Total
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular	

- 29 What are the outstanding benefits or advantages of granting leave of absence, as you see it? (a) Increased teaching efficiency; (b) Broader professional view; (c) Higher scholarship and culture; (d) Inspiration to other teachers; (e) Rest and fresh outlook; (f) Helps in attracting new teachers; (g) Other advantages.

Number									
a	58	68	36	56	34	46	121	51	172
b	60	69	35	58	36	60	138	51	189
c	62	69	35	61	35	60	137	54	191
d	37	46	17	39	27	44	90	37	127
e	69	53	40	43	39	46	116	52	168
f	24	19	14	14	15	23	51	15	66
g	8	7	4	7	4	9	14	10	24

- 30 What are the outstanding disadvantages of granting leave of absence, as you see it? (a) Lack of finances; (b) No well formulated plan; (c) Teacher fails to return; (d) Teacher fails to use time profitably; (e) Other disadvantages.

Number									
a	32	57	18	48	23	29	69	49	118
b	8	16	3	15	6	11	10	25	35
c	2	9	1	7	3	13	16	8	24
d	8	5	3	4	6	3	14	2	16
e	6	7	7	3	3	4	9	8	17
None	38	24	30	20	12	29	77	14	91

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical-Leave Practice		
			Private		Public				Total
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	
31 What is the total number of those who have been on leave of absence during the past three years?									
35 /	8		3	1	4	3	10	1	11
33	2		1	0	1	0	2	0	2
31	0		0	0	0	0	0	0	0
29	1		0	0	1	3	4	0	4
27	3		1	1	1	1	4	0	4
25	2		0	1	1	0	2	0	2
23	1		0	0	1	1	2	0	2
21	2	2	2	0	2	2	5	1	6
19	2	1	2	1	0	0	3	0	3
17	4	1	3	2	0	1	4	2	6
15	5	1	3	0	3	1	7	0	7
13	2	2	1	0	3	3	7	0	7
11	4	4	3	2	3	3	9	2	11
9	7	5	3	5	4	7	18	1	19
7	6	4	3	2	5	2	8	4	12
5	8	16	4	15	5	11	25	10	35
3	7	19	9	16	1	4	16	14	30
1-2	5	27	8	19	5	9	19	22	41
Total Schools	69	82	46	65	40	51	145	57	202
Total Teachers	1220	445	575	415	675	591	1940	316	2256
Range	1-107	1-22	1-66	1-55	1-107	1-48	1-107	1-55	1-107

(continued on next page)

TABLE XCV (Continued)

LEAVE OF ABSENCE WITH FULL OR PART PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part A	Cross-Classification of Institutions Granting Leave with Pay								
	Program of Institution		Institutional Control				Sabbatical Leave		
			Private		Public		Practice		
	Grad- uate	Under Grad- uate	Non- Secta- rian	Secta- rian	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total
32 Have you ever had sabbatical leave? (a) As a president; Yes... No... (b) As a professor. Yes... No...									
Number									
a Yes	9	12	9	8	4	12	24	9	33
No	60	68	38	56	34	54	135	47	182
Number									
b Yes	13	15	6	14	8	8	26	10	36
No	28	42	19	32	19	36	76	30	106
33 Number of institutions giving names and addresses of teachers who have been on leave within the last three years.									
Number giving names	48	72	37	54	29	43	116	47	163

TABLE XCVI

LEAVE OF ABSENCE WITHOUT PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part B	Sabbatical Leave Group									Non- Sabbat- ical Leave Group Total
	Program of		Institutional Control				Practice			
	Institution		Private		Public		Reg- ular	Irreg- ular	Total	
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal				
1 Will your institution grant a leave without pay? Yes... No...										
Number										
Yes	77	83	47	68	45	62	153	69	222	179
No	0	4	1	2	1	2	4	2	6	7
2 Do you encourage your teachers to go on such a leave? Yes... No...										
Number										
Yes	31	50	16	41	24	48	93	36	129	92
No	16	16	14	12	6	9	31	10	41	18
3 Is the position always guaranteed to teacher on return from leave? Yes... No...										
Number										
Yes	50	54	25	45	34	54	115	43	158	95
No	8	16	8	12	4	7	21	10	31	14

(continued on next page)

TABLE XCVI (Continued)

LEAVE OF ABSENCE WITHOUT PAY IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part B	Sabbatical Leave Group								Non- Sabbat- ical Leave Group Total
	Program of Institution		Institutional Control				Practice		
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total

4 How many of your teachers were away on leave without pay during 1929-30?

Number										
10 /	4		1		3	1	4	1	5	5
9	1	1	2		0	0	1	1	2	0
8	2	0	2		0	1	3	0	3	3
7	2	2	0		4	0	4	0	4	0
6	4	1	2	1	2	1	6	0	6	0
5	1	3	1	0	3	1	3	2	5	5
4	2	1	2	1	0	4	6	1	7	5
3	8	1	2	2	5	5	11	3	14	10
2	7	9	2	6	8	16	28	4	32	19
1	15	18	7	19	7	17	35	15	50	30
Total Schools	46	36	21	29	32	46	101	27	128	77
Total Teachers	182	87	86	47	136	112	313	68	381	248
Range	1-15	1-9	1-10	1-6	1-15	1-13	1-15	1-13	1-15	1-21

5 Is there a restriction on the number or per cent of the teachers who may be away on this type of leave during any one year? Yes... No...

Number										
Yes	6	12	5	7	6	7	19	6	25	17
No	55	46	28	41	32	47	106	42	148	89

6 If not granting sabbatical leave with pay, do you desire that your institution begin the practice? Yes... No...

Number										
Yes	4	20	3	18	3	6	0	30	30	98
No	0	2	1	0	1	0	0	2	2	15

TABLE XCVII

LEAVE OF ABSENCE DURING THE SUMMER IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part C	Sabbatical Leave Group									Non- Sabbat- ical Leave Group Total
	Program of Institution		Institutional Control				Practice			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total	
1 How many weeks did your teachers teach during the entire year of 1929-30?										
48 weeks		3	1	2	12	10	5	15	16	
46	2	1	0	1	2	7	9	10	7	
44	2	0	0	2	0	13	14	1	4	
42	1	7	0	3	5	15	18	5	12	
40	1	0	0	1	0	3	3	1	3	
38	2	1	2	0	1	5	8	0	5	
36	30	50	22	42	16	8	55	33	60	
34	8	2	5	3	2	0	7	3	6	
32-33	4	5	5	1	3	0	7	2	3	
Total Schools	50	69	35	55	29	63	131	51	116	
Range	32- 46	32- 48	32- 48	33- 48	32- 46	36- 48	32- 48	33- 48	32- 48	

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TABLE XCVII (Continued)

LEAVE OF ABSENCE DURING THE SUMMER IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part C	Sabbatical Leave Group								Non-Sabbatical Leave Group Total	
	Program of Institution		Institutional Control				Practice			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Reg- ular	Irreg- ular		Total

2 Do your teachers have an opportunity to go on leave of absence during the summer term? Yes... No... If so, is it (a) with pay or (b) without pay?

Number										
Yes	45	52	21	48	28	53	104	46	150	106
No	1	0	0	0	1	4	5	0	5	0
a	20	16	7	17	12	29	55	10	65	20
b	13	27	6	25	9	20	33	27	60	80

3 Do you encourage them to take a leave during the summer? Yes... No...

Number										
Yes	24	39	12	32	19	40	67	36	103	82
No	5	1	0	2	4	11	17	0	17	2

5 If your teachers are required to teach during the summer terms, does this mean that they must teach every summer? Yes... No...

Number										
Yes	0	3	0	1	2	12	14	1	15	5
No	16	21	5	17	15	35	53	19	72	62

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TABLE XCVII (Continued)

LEAVE OF ABSENCE DURING THE SUMMER IN HIGHER INSTITUTIONS,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

Questions and Answers on Data Sheet No. 1 Part C	Sabbatical Leave Group									Non- Sabbat- ical Leave Group Total
	Program of Institution		Institutional Control				Practice			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Reg- ular	Irreg- ular	Total	
7 How many of your faculty were away from your institution this summer (1930)?										
Teachers										
100 /	12	1	7	2	4		13		13	3
95	1	0	1	0	0		1		1	0
90	1	1	0	1	1		2		2	0
85	0	2	2	0	0	1	2	1	3	0
80	3	0	3	0	0	0	2	1	3	0
75	2	1	0	2	1	0	2	1	3	0
70	2	0	2	0	0	1	2	1	3	2
65	1	2	0	2	1	0	3	0	3	1
60	2	0	1	0	1	0	1	1	2	1
55	0	1	1	0	0	2	3	0	3	1
50	1	0	0	1	0	0	1	0	1	1
45	0	4	2	2	0	2	5	1	6	1
40	2	5	3	3	1	2	3	6	9	3
35	1	3	1	1	2	2	4	2	6	4
30	2	9	7	2	2	4	7	8	15	4
25	3	5	0	7	1	2	6	4	10	7
20	1	3	0	4	0	4	7	1	8	9
15	3	7	0	10	0	5	9	6	15	11
10	0	7	1	5	1	2	5	4	9	14
5-9	2	9	2	6	3	13	19	5	24	24
Below 5	0	2	0	1	1	22	20	4	24	12
Total Schools	39	62	33	49	19	62	117	46	163	98
Total Teachers	5257	1914	3058	1647	2476	1035	6899	1307	8206	2171
Range	5- 1450	3- 131	5- 720	3- 197	3- 1450	1- 87	1- 1450	2- 88	1- 1450	1- 161

TABLE XCVIII

ADMINISTRATIVE AND FINANCIAL COMPARISONS BY GROUPS OF HIGHER
INSTITUTIONS, ACCORDING TO LEAVE OF ABSENCE PRACTICE

Questions and Answers on Data Sheet No. 1 Part D	Sabbatical Leave Group								Non- Sabbat- ical Leave Group Total
	Program of Institution		Institutional Control		Practice				
			Private						
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	College and Univer- sity	Reg- ular	Irreg- ular	Total	
10 /									
9	2	0	1	0	1	1	1	2	
8	4	2	4	0	2	3	3	6	
7	10	7	5	8	4	8	9	17	6
6	26	14	9	14	17	25	15	40	17
5	24	22	15	19	12	23	23	46	28
4	23	20	24	13	6	27	16	43	41
3	9	17	8	11	7	17	9	26	35
2	4	13	0	14	3	8	9	17	36
1	0	9	1	6	2	5	4	9	19
Total Schools Range	102 2-9	104 1-8	67 1-9	85 1-7	54 1-9	117 1-9	89 1-9	206 1-9	182 1-7

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TABLE XCVIII (Continued)

ADMINISTRATIVE AND FINANCIAL COMPARISONS BY GROUPS OF HIGHER INSTITUTIONS, ACCORDING TO LEAVE OF ABSENCE PRACTICE

Questions and Answers on Data Sheet No. 1 Part D	Sabbatical Leave Group								Non-Sabbatical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public				
	Graduate	Under Graduate	Non-Secretarian	Secretarian	College and University	Regular	Irregular	Total	

2 Kind of institution, (a) Men; (b) Women; (c) Co-educational.									
Kind									
a	22	14	20	11	5	24	12	36	24
b	8	21	16	11	2	16	13	29	37
c	73	70	31	65	47	77	66	143	130
Schools Reported	103	105	67	87	54	117	91	208	191

3 Number of terms in college year.									
Terms									
4	1	4	1	2	2	4	1	5	7
3	18	13	7	6	18	15	16	31	30
2	84	88	59	79	34	98	74	172	154
Schools Reported	103	105	67	87	54	117	91	208	191

4 Does the institution operate a summer school? Yes... No...									
Number									
Yes	73	51	32	43	49	77	47	124	97
No	30	50	35	40	5	37	43	80	94

(continued on next page)

TABLE XCVIII (Continued)

ADMINISTRATIVE AND FINANCIAL COMPARISONS BY GROUPS OF HIGHER
INSTITUTIONS, ACCORDING TO LEAVE OF ABSENCE PRACTICE

Questions and Answers on Data Sheet No. 1 Part D	Sabbatical Leave Group								Non- Sabbat- ical Leave Group Total
	Program of Institution		Institutional		Control	Practice			
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	College and Univer- sity	Reg- ular	Irreg- ular	Total	
5 Number of scholarships awarded to students.									
Scholar- ships									
200 /	15	3	9	3	6	16	2	18	
190	0	0	0	0	0	0	0	0	
180	2	0	2	0	0	2	0	2	3
170	3	0	1	1	1	1	2	3	0
160	3	0	1	1	1	1	2	3	0
150	1	2	3	0	0	2	1	3	5
140	1	1	1	0	1	2	0	2	0
130	0	0	0	0	0	0	0	0	1
120	2	0	2	0	0	2	0	2	2
110	1	1	0	1	1	1	1	2	0
100	6	3	6	2	1	6	3	9	4
90	1	0	1	0	0	1	0	1	1
80	2	1	2	1	0	1	2	3	1
70	5	3	3	5	0	6	2	8	4
60	4	5	4	3	2	5	4	9	5
50	6	4	5	4	1	4	6	10	8
40	5	7	3	5	4	5	7	12	5
30	7	9	5	6	5	10	6	16	14
20	7	16	5	13	5	9	14	23	15
10-19	9	11	8	7	5	9	11	20	39
Below 10	7	16	0	15	8	13	10	23	35
Total Schools	87	82	61	67	41	96	73	169	142
Total Scholar- ships	10596	4746	6809	4281	4252	11636	3706	15342	3030
Mean	122	58	112	64	104	121	51	91	21
Range	1- 1239	1- 733	10- 767	3- 733	1- 1239	1- 1239	3- 325	1- 1239	1- 185

(continued on next page)

TABLE XCVIII (Continued)

ADMINISTRATIVE AND FINANCIAL COMPARISONS BY GROUPS OF HIGHER INSTITUTIONS, ACCORDING TO LEAVE OF ABSENCE PRACTICE

Questions and Answers on Data Sheet No. 1 Part D	Sabbatical Leave Group								Non-Sabbatical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public	Regular	Irregular	Total	
	Graduate	Under Graduate	Non-Secretarian	Secretarian	College and University				
6 Endowment in 1928 (three ciphers omitted) in thousands.									
\$5000	24	4	23	3	2	20	8	28	4
4750	1	1	2	0	0	2	0	2	0
4500	1	0	1	0	0	0	1	1	1
4250	1	0	1	0	0	1	0	1	0
4000	3	1	3	1	0	3	1	4	3
3750	2	0	2	0	0	2	0	2	0
3500	1	0	1	0	0	1	0	1	0
3250	5	0	3	0	2	5	0	5	1
3000	2	0	0	2	0	1	1	2	1
2750	3	1	3	1	0	2	2	4	0
2500	0	4	2	2	0	3	1	4	1
2250	2	0	2	0	0	2	0	2	1
2000	5	1	2	2	2	5	1	6	0
1750	4	2	1	4	1	2	4	6	0
1500	7	4	3	4	4	5	6	11	3
1250	5	5	5	5	0	4	6	10	1
1000	6	9	3	7	5	9	6	15	8
750	4	5	3	5	1	4	5	9	17
500	4	21	4	19	2	7	18	25	33
250	7	15	2	14	6	10	12	22	30
Below 250	4	15	1	12	6	10	9	19	42
Total Schools	91	88	67	81	31	98	81	179	146
Total Endowment	521432	458302			45486		154563		194801
Mean	101431		119075		468300		622863		
Range	5730	1153	6840	1470	1467	4779	1908	3480	1334
	75-	150-	150-	30-	75-	30-	44-	30-	15-
	76000	8185	76000	27500	11799	76000	22451	76000	39935

(continued on next page)

TABLE XCVIII (Continued)

ADMINISTRATIVE AND FINANCIAL COMPARISONS BY GROUPS OF HIGHER
INSTITUTIONS, ACCORDING TO LEAVE OF ABSENCE PRACTICE

Questions and Answers on Data Sheet No. 1 Part D	Sabbatical Leave Group								Non- Sabbat- ical Leave Group Total
	Program of Institution		Institutional Control		Practice				
			Private	Public					
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	College and Univer- sity	Reg- ular	Irreg- ular	Total	
7 Endowment per student enrollment.									
\$5000 /	17	5	19	3		14	8	22	7
4750	1	1	2	0		1	1	2	0
4500	0	0	0	0		0	0	0	0
4250	2	1	1	2		3	0	3	0
4000	2	1	2	1		1	2	3	0
3750	1	3	4	0		3	1	4	3
3500	2	1	3	0		2	1	3	1
3250	2	1	2	1		3	0	3	1
3000	1	1	1	1		2	0	2	2
2750	2	5	3	4		2	5	7	5
2500	1	1	2	0		1	1	2	5
2250	4	3	2	5		4	3	7	4
2000	3	4	4	3		3	4	7	7
1750	2	6	2	6		2	6	8	11
1500	3	2	2	3		2	3	5	10
1250	1	3	2	1	1	0	4	4	9
1000	6	11	3	12	2	9	8	17	9
750	6	10	4	11	1	10	6	16	14
500	6	13	1	12	6	8	11	19	15
250-499	14	7	3	9	9	12	9	21	19
Below 250	14	6	4	4	12	13	7	20	19
Total Schools	90	85	66	78	31	95	80	175	141
Total Endowment	281641	142218	276484	134595	12780	264026	159833	423859	124435
Mean	3129	1673	4189	1726	412	2779	1998	2422	883
Range	25- 23365	95- 9190	129- 23365	95- 17871	25- 1463	25- 23365	53- 15872	25- 23365	54- 12469

(continued on next page)

TABLE XCVIII (Continued)

ADMINISTRATIVE AND FINANCIAL COMPARISONS BY GROUPS OF HIGHER
INSTITUTIONS, ACCORDING TO LEAVE OF ABSENCE PRACTICE

Questions and Answers on Data Sheet No. 1 Part D	Sabbatical Leave Group								Non- Sabbat- ical Leave Group Total
	Program of Institution		Institutional Control			Practice			
			Private		Public				
	Grad- uate	Under Grad- uate	Non- Sec- tari- an	Sec- tari- an	College and Univer- sity	Reg- ular	Irreg- ular	Total	
8 Number of years since appointed president of institution.									
Years									
31 /	2	3	2	3	0	1	4	5	6
29	2	1	2	0	1	3	0	3	1
27	2	1	2	1	0	2	1	3	4
25	0	2	0	2	0	1	1	2	2
23	1	2	0	2	1	2	1	3	0
21	2	4	3	2	1	4	2	6	3
19	3	1	2	2	0	2	2	4	6
17	2	2	2	1	1	1	3	4	8
15	4	6	5	5	0	4	6	10	4
13	5	4	4	2	3	5	4	9	5
11	6	12	5	10	3	12	6	18	14
9	14	11	6	14	5	16	9	25	11
7	13	6	7	9	3	13	6	19	18
5	10	12	8	8	6	8	14	22	13
3	13	9	6	6	10	12	10	22	21
1-2	14	22	8	14	14	19	17	36	40
Total Schools Range	93 1-39	98 1-43	62 1-39	81 1-43	48 1-30	105 1-35	86 1-43	191 1-43	156 1-39

TABLE XCIX

DISTRIBUTION OF 575 HIGHER INSTITUTIONS BY STATES, ACCORDING
TO LEAVE OF ABSENCE PRACTICE AND TYPE OF INSTITUTION

State	Non-Sectarian		Sectarian				Public College and University				Pub. Teachers College and Normal				Total	
	Grad-uate		Under Grad-uate		Grad-uate		Under Grad-uate		Grad-uate		Under Grad-uate		Four Year		Two Year	
	Pay		Pay		Pay		Pay		Pay		Pay		Pay		Pay	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Alabama					2		2	1		1			4		8	2
Arizona								1				2			3	0
Arkansas						2	4		1			1		1	3	6
California	4			2	1	1	4	1	1	1		7			11	11
Colorado		1			1			1		1	1	2			5	2
Connecticut	3			1							1				3	5
Delaware										2					2	0
Florida			1	1			1		1		1				1	4
Georgia			1	1	1	1	2	1	1	1	2	2		1	8	6
Idaho							3	1						2	3	3
Illinois		2	3	3	1		4	6	1			3	2		12	13
Indiana		1	1		1	1	4	7	1	1			4		7	14
Iowa					2		5	6			1		1		7	8
Kansas							3	5	1		1	3			7	6
Kentucky			2				1	3	1		1	2	1		7	4
Louisiana	1		1					1		2		1			6	0
Maine			1	1				1				1		1	3	2
Maryland	1		2	1		1	1				1				4	6
Massachusetts	9	2	2				1	1	1		1	4		3	20	4
Michigan			1				2	3	1		1	4	1		9	5
Minnesota	1			1			4	1	1			4		1	7	6
Mississippi							1	5		1		2	1	1	2	9
Missouri	1		2			1	2	1	2			5	1		12	3
Montana									1		2			2	5	0
Nebraska				1		1	1	6					4		1	12
Nevada							1			1					2	0
New Hampshire	1								1				2		2	2
New Jersey	1		1	2					1		2	1		1	5	4
New Mexico									1		2	2			2	3
New York	9	2	5	4	1		2	1			3	2		7	29	7

(continued on next page)

TABLE XCIX (Continued)

DISTRIBUTION OF 575 HIGHER INSTITUTIONS BY STATES, ACCORDING
TO LEAVE OF ABSENCE PRACTICE AND TYPE OF INSTITUTION

State	Non-Sectarian				Sectarian				Public College and University				Pub. Teachers College and Normal				Total	
	Graduate		Under Graduate		Graduate		Under Graduate		Graduate		Under Graduate		Four Year		Two Year			
	Pay		Pay		Pay		Pay		Pay		Pay		Pay		Pay			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
North Carolina					1			10	2					1		1	3	12
North Dakota				1				2	1			1	1	1			4	4
Ohio	2	1	4	2	3		7	6	1	1	1	1		2			18	13
Oklahoma							1	2	1		1	2	6				9	4
Oregon				2	1		1	2	1							3	3	7
Pennsylvania	4		1	4	5	3	5	7	1		1		8	1	2		27	15
Rhode Island	1											1					1	1
South Carolina							3	3	2	1		1					5	5
South Dakota				1				3		1		1		2			1	8
Tennessee	1			3			1	5						2			2	10
Texas					1	3	3	2		3		1		7			4	16
Utah					1				1		1						3	0
Vermont									1							1	1	1
Virginia	1		1	1	1		1	6		2		2		3			4	14
Washington							2	1	2							1	1	5
West Virginia								4	1					2	1	1	2	7
Wisconsin		1	2		1		1	3	1				3	2			8	6
Wyoming																	0	0
Alaska												1					0	1
District of Columbia	1				1							1					2	1
Hawaii																1	0	1
Philippine Islands															1		1	0
Porto Rico											1						1	0
Total	41	10	31	30	27	12	65	113	35	14	21	27	54	52	26	17	300	275

TABLE C

DISTRIBUTION OF 575 RETURNS FROM INSTITUTIONS BY STATES;
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

State	Cross-Classification of Institution								
	Program of Institution		Institutional Control				Grant Leave with Full or Part Pay		
	Grad-uate	Under Grad-uate	Private		Public		Yes	No	Total
			Non-Sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal			
Alabama	3	3	0	4	2	4	8	2	10
Arizona	1	0	0	0	1	2	3	0	3
Arkansas	1	6	0	6	1	2	3	6	9
California	7	8	6	7	2	7	11	11	22
Colorado	3	2	1	1	3	2	5	2	7
Connecticut	3	2	4	0	1	3	3	5	8
Delaware	0	2	0	0	2	0	2	0	2
Florida	1	4	2	1	2	0	1	4	5
Georgia	4	7	2	5	4	3	8	6	14
Idaho	1	3	0	3	1	2	3	3	6
Illinois	4	16	8	11	1	5	12	13	25
Indiana	5	12	2	13	2	4	7	14	21
Iowa	2	12	0	13	1	1	7	8	15
Kansas	1	9	0	8	2	3	7	6	13
Kentucky	1	6	2	4	2	3	7	4	11
Louisiana	2	3	2	0	3	1	6	0	6
Maine	2	1	1	1	1	2	3	2	5
Maryland	2	5	4	2	1	3	4	6	10
Massachusetts	12	5	13	2	2	7	20	4	24
Michigan	1	8	1	5	3	5	9	5	14
Minnesota	3	5	1	6	1	5	7	6	13
Mississippi	1	8	0	6	3	2	2	9	11
Missouri	4	5	3	4	2	6	12	3	15
Montana	1	2	0	0	3	2	5	0	5
Nebraska	1	8	1	8	0	4	1	12	13
Nevada	0	2	0	1	1	0	2	0	2
New Hampshire	2	0	1	0	1	2	2	2	4
New Jersey	2	5	4	0	3	2	5	4	9
New Mexico	1	2	0	0	3	2	2	3	5
New York	12	15	20	4	3	9	29	7	36

(continued on next page)

TABLE C (Continued)

DISTRIBUTION OF 575 RETURNS FROM INSTITUTIONS BY STATES,
ACCORDING TO THE SEVERAL CROSS-CLASSIFICATIONS

State	Cross-Classification of Institution								
	Program of Institution		Institutional Control				Grant Leave with Full or Part Pay		
	Grad-uate	Under Grad-uate	Private		Public		Yes	No	Total
			Non-Sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal			
North Carolina	3	10	0	11	2	2	3	12	15
North Dakota	1	4	1	2	2	3	4	4	8
Ohio	8	21	9	16	4	2	18	13	31
Oklahoma	1	6	0	3	4	6	9	4	13
Oregon	2	5	2	4	1	3	3	7	10
Pennsylvania	13	18	9	20	2	11	27	15	42
Rhode Island	1	1	1	0	1	0	1	1	2
South Carolina	3	7	0	6	4	0	5	5	10
South Dakota	1	5	1	3	2	3	1	8	9
Tennessee	1	9	4	6	0	2	2	10	12
Texas	7	6	0	9	4	7	4	16	20
Utah	2	1	0	1	2	0	3	0	3
Vermont	1	0	0	0	1	1	1	1	2
Virginia	4	11	3	8	4	3	4	14	18
Washington	2	3	0	3	2	2	5	2	7
West Virginia	1	4	0	4	1	4	2	7	9
Wisconsin	3	6	3	5	1	5	8	6	14
Wyoming	0	0	0	0	0	0	0	0	0
Alaska	0	0	0	0	1	0	0	1	1
District of Columbia	2	1	1	1	1	0	2	1	3
Hawaii	0	0	0	0	0	1	0	1	1
Philippine Islands	0	0	0	0	0	1	1	0	1
Porto Rico	0	0	0	0	1	0	1	0	1
Total	139	287	112	217	97	149	300	275	575

TABLE CI

DISTRIBUTION OF 575 HIGHER INSTITUTIONS BY REGIONAL DIVISIONS,
 ACCORDING TO LEAVE OF ABSENCE PRACTICE AND TYPES OF INSTRUCTION
 (Data Sheet No. 1)

Regions	Non Sectarian				Sectarian				Public Col- lege and University				Public Teachers College				Total	
	Grad- uate		Under Grad- uate		Grad- uate		Under Grad- uate		Grad- uate		Under Grad- uate		Grad- uate		Under Grad- uate			
	Pay		Pay		Pay		Pay		Pay		Pay		Pay		Pay		Pay	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Middle States and Maryland	16	2	9	11	7	4	8	8	2	0	6	4	11	1	10	3	69	33
New England	14	2	3	1	1	0	1	1	4	0	0	3	4	3	3	5	30	15
North Central	4	6	13	8	10	3	36	59	15	5	7	10	33	26	4	3	122	120
North- western	4	0	0	4	3	1	8	7	6	0	3	0	0	7	3	4	27	23
Southern	3	0	6	6	6	4	12	38	8	9	4	9	6	15	5	1	50	82
Possessions	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	2	2
Total	41	10	31	30	27	12	65	113	35	14	21	27	54	52	26	17	300	275
Percentage of Yes-No Total	80	20	51	49	69	31	36	64	71	29	44	56	51	49	60	40	54	46

APPENDIX C

REGULATIONS AND FORMS GOVERNING SABBATICAL LEAVE

TABLE OF CONTENTS
(by States and Institutions)

Part

A. Non-Sectarian:

State	Institution
Connecticut	Yale University
Maine	Bowdoin College
Kentucky	Berea College
Massachusetts	Harvard University
Massachusetts	Simmons College
Massachusetts	Williams College
New York	Columbia University
New York	Cornell University
New York	New York University
New York	Syracuse University
New York	Wells College
Pennsylvania	Bryn Mawr College
Virginia	Sweet Briar College

B. Sectarian:

California	University of Redlands
California	University of Southern California
Indiana	De Pauw University
North Carolina	Duke University
Texas	Southern Methodist University
Virginia	Randolph-Macon Woman's College

C. Public College and University:

Arizona	University of Arizona
California	University of California
Colorado	University of Colorado
Illinois	University of Illinois
Indiana	Purdue University
Massachusetts	Massachusetts Agricultural College
Michigan	University of Michigan
Minnesota	University of Minnesota
Montana	University of Montana
New Hampshire	University of New Hampshire
New Jersey	Rutgers University
New York	College of the City of New York
North Carolina	North Carolina State College
North Dakota	University of North Dakota

Oregon	Oregon State Agricultural College
Pennsylvania	Pennsylvania State College
Porto Rico	University of Porto Rico
South Carolina	Clemson Agricultural College
Utah	Agricultural College of Utah
Utah	University of Utah

D. Public Teachers College and Normal Schools:

Colorado	Colorado State Teachers College
Illinois	Normal schools of Illinois
Kansas	Kansas State Schools
Kentucky	Eastern Kentucky Teachers College
Massachusetts	State Teachers College Law (Quoted in Chapter VI)
Missouri	Northwest Missouri Teachers College
New York	State Teachers College Law (Quoted in Chapter VI)
Wisconsin	Teachers State College

E. Canada	University of Alberta
England	University of Cambridge
New Zealand	Aukland University College

PART A

Yale University

Connecticut

Leaves of Absence

The following are the votes of the Corporation regarding leaves of absence revised to February, 1923:

"That every Professor in the University shall be entitled once in seven years to a year's leave of absence, the year in question to count as a year of service to the University for which he shall be entitled to one-half of his annual salary.

"That Assistant Professors who have entered upon a second appointment as Assistant Professor in the University, and who desire opportunity for consecutive study or investigation, either at home or abroad, may be granted a leave of absence for one year on recommendation of the Faculty or Governing Board of the School in which they serve, during which time they shall be paid their full salary, but must provide, at their own expense, a substitute satisfactory to the Faculty or Governing Board of the School to fulfill their duties."

"It shall be at the option of the Professor or Assistant Professor to take a whole year's leave of absence under the above conditions, or a half year's leave of absence with full salary for the year, it being understood that in the latter case he shall, in conjunction with the officers of his Department, and with the approval of the Dean concerned, make proper provision for his work during his absence, and shall defray any expense which may be necessary for this purpose."

"Voted, that hereafter all Professors or others granted leave of absence at full salary, with the proviso that they shall make arrangements with substitutes to carry on their work, shall file with the Treasurer before leaving the names and addresses of such substitutes and the amount to be paid to each: and that the said payments shall be made through the Treasurer's Office and deducted from the absentee's salary."

Bowdoin College

Maine

Section 49 of the By-Laws of Bowdoin College:

"Each Professor in the College shall be entitled once in seven years to a year's leave of absence, the year in question to count as a year of service to the College, for which he shall be entitled to one-half of his annual salary.

"It shall be at the option of each Professor to take a whole year's leave of absence under the above conditions, or a half year's leave of absence with the full salary for the year."

Berea College

Kentucky

To members of the faculties of Berea College, who are to avail themselves of the privileges of leave of absence with some provision for salary:

Attention is called to the following paragraphs from the action of Trustees, at their meeting March 1928.

Members of the faculties of the different schools, engaged in instructional work, that constitute Berea College, may be granted leave of absence for two semesters on half pay or one semester on full pay on

the recommendation of the President and approval of the Board of Trustees, provided:

1. That such leave shall be granted only for study or travel or for other reasons that will make the individual more efficient in rendering service to Berea College.

2. That such leave shall be granted after ten years of actual consecutive service.

3. That persons accepting such leave of absence shall agree to serve Berea College as directed by the President for at least two years following such leave.

4. That leave of absence may be granted under other conditions on the recommendation of the President and the approval of the Board of Trustees.

Date _____

Accepted with reference
to Leave of Absence of
----- semester (date)

Harvard University

Massachusetts

Rules for Governing Sabbatical Leave of Absence

At a meeting of the President and Fellows of Harvard College in Boston, December 10, 1923, it was

Voted, to amend the vote of the Corporation, passed at a meeting on May 31, 1880, adopting rules for granting leave of absence on half pay, by adding, as an alternative to a year's leave of absence on half pay, leave of absence on full pay for a half-year, so as to make the rules read as follows:-

That the President and Fellows are disposed to grant occasional leave of absence for one year on half pay or for half a year on full pay to professors and assistant professors, under the following rules:-

1. That no professor or assistant professor have sabbatical leave of absence oftener than once in seven years, unless by way of exception.

2. That the whole number of applications for leave of absence in any one year be not, in the judgment of the President and Fellows, excessive.

3. That the applications for the same year be properly distributed among the different departments.

4. That the object of the professor or assistant professor in asking leave of absence be health, rest, study, or the prosecution of original work in literature and science.

Simmons College

Massachusetts

Vote of the Corporation, May 10, 1909:

Voted: that officers of the College who have already served the College six years as Assistant Professors, Associate Professors, or Professors shall be entitled to a leave of absence on the seventh year and on each succeeding seventh year. Upon application and by special vote of the Corporation any such year of leave may be subdivided or postponed. During every such year of leave, the officer shall be entitled to receive one-half of the salary which for such year would be payable to him if on duty, and his work shall be performed by a substitute, to be appointed by the Executive Committee on terms to be approved by the Corporation.

Williams College

Massachusetts

(Copy of College Law)

65. Professors, Associate Professors, and Assistant Professors shall be entitled once in each seven years to a leave of absence for one year. Upon application and by special vote of the Trustees, any such year of leave may be subdivided or postponed.

66. During every such year of his leave the Professor or Associate Professor shall be entitled to receive full salary and during every such year of his leave the Assistant Professor one-half of the salary which for such year would be payable to him if on duty.

67. During the absence of any officer of instruction his duties shall be performed by a substitute, to be designated by the Trustees, or, in case of emergency, by the Committee on Instruction or the President, upon terms to be approved by the Trustees.

Columbia University

New York

LEAVE OF ABSENCE. Each professor, associate professor, and assistant professor who has been appointed to serve during the pleasure of the Trustees, and each assistant professor not so appointed having first had three years of service as such, shall be entitled once in every seven years to a leave of absence of one year on half pay, or to a leave of absence of one-half year on full pay; such period to count as service to the University; and the President shall adjust such leaves of absence.

Cornell University

New York

Article XVI. Leave of Absence.

Whenever any professor, acting professor, or assistant professor has continuously served the University in one or more of such grades for at least seven years he may, subject to the approval of the Board of Trustees, have leave of absence for not more than one year upon half pay or for one term upon full pay upon the following limitations and conditions:

1. Application for such absence must be made through the President prior to the term preceding the term during which absence is desired.
2. Not more than one absence from any department of instruction will be ordinarily granted in any one year, and where more than one application from any department is made, precedence will be given in the order of seniority of service.
3. Arrangements for continuing the work of instruction in case of such application must be made without expense to the University beyond the full salary of the absentee.
4. Such a professor while remaining in Ithaca under a leave of absence as above provided shall not exercise the rights and duties of a professor in residence.

New York University

Regulations Relating to Sabbatical Absences

It is the sense of the Council (governing board) that sabbatical leave of absence with compensation should not be granted to University officers except under conditions promising reciprocal advantages to the institution and to the individual; that rest from accustomed labors, or for scholarly pursuits tending to equip the individual for more useful service in his field, shall be regarded as proper ground for sabbatical absence, subject to such interpretation of the Council as individual cases may require; but that absence for the purpose of assuming a regular salaried position involving responsibility of a character similar to that of customary University duties shall not be so regarded, nor approved with provision for University compensation.

Syracuse University

New York

Action of Executive Committee of the Board of Trustees of Syracuse University, December 30th, 1929:

RESOLVED, That effective July 1st, 1930, after six years of continuous service in connection with Syracuse University in any one or in any combination of the following ranks - Assistant Professor, Associate Professor, Professor - an appointee of the University may apply for leave of absence for one semester at full salary or for an academic year at half salary, which will be granted so far as the care of the work of the various departments and so far as the total number of such applications in any one year will permit.

With each application will be submitted by the applicant a proposed program of activities covering the period of absence. Unless otherwise specifically arranged with the administration, it is understood that the petitioner will return to the University for at least one year of service.

This provision will not apply to Instructors, Lecturers, Assistants, or others not holding professorial rank, and years of service under these classifications (other than professorial) will not be included in the specified six years, in the case of any afterwards appointed to professorial rank.

This regulation is not retroactive.

Wells College

New York

(Manual of 1928)

Section 9

Sabbatical Leave

Sabbatical leave may be granted to members of the teaching staff above the rank of instructor and to the Librarian, after six years of continuous service, provided that the period of such leave be utilized for the purpose of recuperation or advanced study, and that satisfactory arrangements can be made to carry on the work of the absentee. Members of the Faculty absent on sabbatical leave may receive one-half of their salary if absent for a whole year, or the whole of their salary if absent for one-half year. Not more than one member of a department may be absent on sabbatical leave at the same time. Professors doing special research during their Sabbatical year may be granted full salary for the year, provided the research be approved by the Trustees.

Bryn Mawr College

Pennsylvania

From the Rules of the Faculty of Bryn Mawr College

"In February 1910, the Board of Directors adopted a rule that full professors and associate professors, after six years of teaching at the college, shall receive, on application, a year's leave of absence, during which they shall receive one-half the salary paid them during the year in which the application is made, provided such leave of absence can be arranged by the Executive Committee without detriment to the academic work of the college, and provided further that they shall agree to return to Bryn Mawr College for at least one year after the expiration of such leave of absence.

Leaves of absence shall be granted to associates, readers, and other instructors, after six years of teaching, at the pleasure of the Board of Directors, each case being considered on its own merits."

Sweet Briar College

Virginia

Statement concerning sabbatical leaves as approved by the Board
Overseers at its meeting on October 24, 1929.

"That the general principle of the sabbatical leave of absence be approved beginning with the academic year 1930-31, and that the leaves be granted upon recommendation of the department concerned and of the president of the college, to members of the Sweet Briar Faculty of the rank of full professor who have taught at the college at least six years. Such leave shall not exceed in length one year in every seven, and if absent for a full year the beneficiary shall be entitled to half regular salary. If preferred by the beneficiary, such leave may be reduced to half year with full pay, and may upon approval, when requested, be supplemented by another half year without pay. In the event that one who is eligible for sabbatical leave shall not take or be granted such leave at the end of the sixth year, such leave, whether with or without pay, in accordance with the foregoing, may be made cumulative, provided however that no single leave in excess of one academic year shall at any time be granted. In every case in which sabbatical leave is granted, it shall be understood that the greater part of such leave shall be spent in study - in research - in investigation - and in writing or in travel of such a nature as to be conducive to the progress and efficiency of the beneficiary. The regulation and assignment of leave under these provisions shall be subject to the control of the president of the college, and will not be granted automatically but with due concern for the interests of the college."

PART B

University of Redlands

California

Leave of Absence (Action taken June 19, 1923)

The Trustees will receive applications for leave of absence from the members of the faculty and, if conditions seem to warrant, such leave will be granted to two members of the faculty during the next year, 1923-24. The conditions being as follows:

If leave of absence is granted for the full academic year the teacher will receive fifty per cent of his regular salary during that period. If leave of absence is granted for one semester only, the teacher will receive seventy-five per cent of his salary during the period of absence.

The applicant must have been in the service of the University of Redlands for at least six years.

If leave of absence is granted the member of the faculty will be expected to spend the time in study, research or travel or in some other way which will increase his value to the University of Redlands.

If for any reason the member of the faculty should decide to sever his connection with the University of Redlands during, or at the close of, the period of absence, he will be expected to reimburse the University of Redlands to the extent of fifty per cent of the salary received while on leave of absence.

Summer Study Privilege

1. If the teacher studies for credit in one of the leading universities, he shall receive an amount which is such a part of his leave-of-absence salary for one year, as the number of weeks in the period of study in part of thirty-six. Provided, however, that the amount thus paid any one teacher during seven consecutive years shall not exceed what would be the salary of said teacher were he absent on leave for one year.

2. This privilege shall be available to members of the Faculty who are under appointment for an indefinite period, when they have served the University for a period of at least three years.

Each six weeks of summer study shall postpone the leave of absence by one year. At no time shall the number of weeks of summer study be a greater integral or fractional part of 36 than the number of years of service is of 7. In making this computation, a year's or semester's leave of absence shall be reckoned as equivalent to 36 weeks of summer study.

3. If for any reason the teacher should not return to continue his services in the University of Redlands, the year following the summer of study, he shall refund to the University the entire amount paid him under these agreements during said summer.

4. This privilege shall be granted only by vote of the Board of Trustees or the Executive Committee of said Board.

University of Southern California

California

Office of the President

Bulletin 2.

Series 8.

At a recent meeting of the Board of Trustees a resolution was adopted to the effect that, effective July 1, 1929, the granting of sabbatical leave will apply to such members of the faculty as will have maintained connection with the University through six years of service in any one of the following academic ranks:- Assistant Professor, Associate Professor, Professor. That is, the policy of sabbatical leave will not apply to Assistants, Instructors, Lecturers, or Administrative Officers not holding professorial rank as well, and that years of service under any one of these classifications are not granted toward the sabbatical year in the case of any afterwards appointed to professorial rank.

This regulation, of course, is not retroactive.

The policy of the sabbatical leave was reaffirmed: After six years of service an appointee of the University within the above approved classifications may absent himself from the campus for one semester on full salary or for an academic year on half salary. In each case the applicant should submit to the President of the University a proposed program of activities somewhat in detail covering his period of absence. Unless otherwise specifically arranged with the administration it is understood that the petitioner will return to the University for at least one year of service.

March 4, 1929.

De Pauw University

Indiana

Rule Regarding Sabbatical Leave

"In the case of instructors wishing to complete work for their advanced degrees or for any other sufficient reason, a leave of absence may be granted at any time that the head of the department can make suitable arrangements and when in the opinion of the president of the University the general interest of the University will not suffer. Such leaves of absence are to be without salary and involve no obligations on the part of the instructor to return.

"A Sabbatical Leave of Absence for a year or less may be granted to any professor, associate professor or assistant professor who has served at least seven years continuously if in the judgment of the President of the University it can be done without injury or inconvenience to the University. In the application made to the President the professor is to state the purpose or reason for leave, where it is to be spent, and what he expects to accomplish. Such leaves of absence are on half salary and obligate the professor to return."

Duke University

North Carolina

Sabbatical Leave

Sabbatical leave of absence to members of the Faculty is granted on the following conditions:

1. Every member of the general faculty shall be entitled to sabbatical leave after six years in the service of the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. In order to obtain a sabbatical leave written notice of the intention to take such a leave must be filed with the President of the University by November fifteenth of the academic year preceding the one in which the leave is to take effect.

3. If in exceptional cases it should develop that the granting of leave to an applicant during the year for which application was made would raise very serious difficulties detrimental to the best interests of the applicant's department or school, or to the interests of the institution as a whole; or because of questions concerning the applicant's period of service prior to the leave, the President shall appoint a committee which shall have power to decide the question of granting the sabbatical leave for the particular year under consideration. This committee shall consist of five members as follows: two members of the general faculty appointed yearly by the President, the Secretary of the University, the Dean of the school or college of which the applicant is a member, the chairman of the applicant's department, or should no such chairman exist another member of the applicant's department.

4. If this committee should decide against the granting of a sabbatical leave for the year for which the applicant applied, the applicant would be eligible for a sabbatical leave the following year or any year thereafter upon making application in due form as above.

5. After September 1, 1928, if a member of the faculty on becoming eligible for sabbatical leave does not for personal reasons apply for such

leave, he does not forfeit the right to such leave, and he may count the additional years of service prior to his leave toward the six years of service necessary before he can apply for a subsequent leave. If in an exceptional case an applicant for personal reasons applies for a sabbatical leave to be effective in advance of his regular year and such leave is granted, he shall not be eligible for a subsequent leave until he has served six years plus the number of years by which this leave is advanced.

6. On recommendation of the committee after leave of absence has been granted it may be postponed for urgent reasons and under conditions to be determined by the committee.

7. All those cases which have occurred in the past or which may occur in the future in which leave of absence is granted under conditions where the absentee receives full pay for a half year or half pay or more for a full year's leave of absence shall be considered as regular sabbatical leave under these regulations.

8. These regulations shall become effective as of September 1, 1928. Sabbatical leaves under these regulations shall begin with the academic year 1929-30. The present regulations applying to the sabbatical leave shall be effective for such leaves through August 31, 1929.

Southern Methodist University

Texas

Action of the Executive Committee of the Board of Trustees of Southern Methodist University in a meeting held on February 19, 1925.

Upon motion duly made and seconded, the following recommendation of the President was adopted:

1. Any faculty member above the rank of instructor, in the College of Arts and Sciences, who has taught at least six years in Southern Methodist University, may be granted a leave of absence for study with pay to the amount of one-third of his salary for the regular session.

2. Not more than two persons may benefit by this plan in any one year, these two persons to be selected by the President upon recommendation of the College Council.

It is understood that the administration will strive to save all or part of the amount paid to the professor on leave by a less expensive teacher as a substitute, provided that the standard of work will not be materially lowered.

Randolph-Macon Woman's College

Virginia

Excerpt from the Plan of Organization of Randolph-Macon Woman's College:

"Each Professor, Associate or Adjunct Professor shall be entitled to one year's leave of absence in each seven years of service since 1903, the leave to be taken in turn and as may be best arranged between the Professor and the President. The year is to be devoted only to recuperation, or to special study in the lines of his subject. And the Professor accepting the leave thereby engages to return to his position in the College at the expiration of the year. During the year of absence, he shall be entitled to one-half the regular salary of his professorship."

PART C

University of Arizona

Arizona

Members of the faculty of the rank of Assistant Professor, or above, who have served six consecutive years may, upon request, be granted sabbatical leave of six months with full pay or one year with three-fifths pay, under the following general regulations:

1. That sabbatical leave should be recognized as an educational opportunity and privilege which is granted with the understanding that it will ultimately result in the strengthening of the work of the University.
2. That such leave be granted only upon recommendation of the President who shall determine when leave shall be taken so as not to hamper the work of the University.
3. That a Professor requesting such leave shall submit an outline of the proposed work, shall pledge himself to remain at the University for one year after his return and to make a report of work done during his absence.
4. That only under exceptional conditions will leave of less than one year be granted to those who have not completed their academic training and even when approved it will ordinarily be considered as part of a year on the three-fifths basis.

University of California

California

Professors, associate professors, and assitant professors in the faculties of the Academic Colleges shall be entitled to leaves of absence of one year after six years of continuous service, upon recommendation of the President of the University, with the approval of the Board, with pay at the rate of two-thirds of the salary paid them during the year next preceding such leave of absence; provided, that in the cases of those who, on December 12, 1899, were professors in the University and had not yet enjoyed the privilege of a year's absence on full pay, the first leave of absence granted may be with full pay.

When the Board of Regents grant a Sabbatical leave of absence on two-thirds salary, it shall be understood that the purpose for which this is done is to give the professors opportunity for study and recreation, in order that the value of his future services to the University may be enhanced. Such leave of absence is to be considered, therefore, as the beginning of a new period of service and not as the ending of one, unless otherwise specifically provided by the Board.

On March 8, 1921 the President of the University recommended, and the Regents approved, that the basis of salary to persons on Sabbatical leaves of absence be two-thirds of the salary for the year during which the leave is taken rather than two-thirds of the salary for the preceding year.

University of Colorado

Colorado

(Statutes of the University of Colorado)

6. Upon application in writing to the Board of Regents any professor, associate professor, or assistant professor may, at the close of six years of teaching in the University of Colorado, be granted leave of absence for one year on half pay, the basis of the grant being that the professor shall spend his time in such a manner as to make his services more valuable to the University. The Regents reserve the right to decide each case upon its own merits.

The Professor shall agree in writing to serve the University for at least one year after the completion of his Sabbatical year. In case the Board of Regents should agree to waive this requirement, the professor shall return to the University all salary paid him while on leave.

Requests for the grant of a Sabbatical year may be made at the end of every six years of continuous service, but, if the absence of the professor at that time would be seriously inconvenient and his leave is post-

poned at the request of the University, he may, during the ensuing year, apply for leave without prejudice to a similar request at the recurrence of the next regular Sabbatical year. No professor may, however, claim a proportionate extension of his leave by continuous service for more than six years.

University of Illinois

Illinois

Leave of Absence for Professors Rule Revised March 8, 1927

Leave of absence under this rule is granted primarily in the interest of the University by giving the members of the staff opportunities to improve themselves for the better discharge of their University duties. Therefore, leave of absence is a privilege granted by the Board of Trustees.

A professor, associate professor, or assistant professor who has served six consecutive years, and requests it, may be given a leave for the purpose of study for one year on half pay; provided, that these permits shall be given only on the advice of the President. A professor requesting such leave of absence shall submit to the President with his application an outline of his plan of work, shall pledge himself to remain at the University for one year after his return, and shall make a report to the President of his work during his absence; and the University in return shall agree to retain him in its service during his leave of absence and for one year thereafter.

Amendment to Leave of Absence Rule Adopted June 10, 1927

A member of the staff of the rank of full professor who has served as full professor for at least four years, and has been in the service of the University continuously for at least eight years without having had a leave of absence, may be given a leave of absence on three-fourths pay for one year, or full pay for one-half year, for the purpose of study and research in the line of his University work, provided he agrees, on accepting the leave of absence, to remain in the service of the University three years after his return, during which period the University agrees to retain him, subject, of course, to the usual requirement of efficiency and good behavior. Such leave of absence shall be granted to a member of the faculty who has distinguished himself in his professional work and submits a definite program of work, to be approved by the Dean and the President. Not more than two such leaves for each period shall be granted in any one academic year, and nominations for such leaves shall originate by recommendation to the President of the University by such officer, committee, or board as he may select to recommend to him a member of the faculty deserving this distinction.

Purdue University

Indiana

Sabbatical Leave of Absence

In so far as the available resources of the University and the conditions of service permit, the Board of Trustees, upon the recommendation of the President of the University, may grant an annual leave of absence for the purpose of further professional study to any member of the instructional or scientific staff of the University (including Experiment Stations and Extension Services) who shall have held for six years or more, the rank of assistant professor, associate professor, or professor, or the equivalent thereof, and whose record is clearly indicative of abilities of an order worthy of improvement for greater service to the University.

During such leave of absence, not to exceed one year in seven of connection with the institution under the above named titles, the number of the staff shall receive, in the regular manner, not to exceed one-half his stipulated annual salary. No application for such leave of absence may be granted until arrangements satisfactory to the President shall have been made for caring for the work of the individual concerned, and until the detailed plan of work during the period of the leave of absence shall have been approved by the President.

Any member of the University staff accepting such leave of absence thereby obligates himself to return to the institution for at least one complete year of service.

Approved by Board of Trustees, June 12, 1923

Massachusetts Agricultural College

Massachusetts

Memorandum

The following plan for professional improvement has been approved by the Board of Trustees and is now official:

A system of leaves of absence for professional improvement by staff members is established at this College. Following are the plans under which it will operate:

1. This opportunity is a privilege to be applied for in each individual case, and in no sense an earned perquisite; and is to be granted in each case only by vote of the Board of Trustees after consideration of a specific application approved by the President and accompanied by a

satisfactory statement of how the leave is to be used by the applicant for professional improvement.

2. This privilege is open to all staff members ranking as assistant professors or above who have been in the continuous service of the institution for at least six years, with at least three years in the rank of assistant professor or above and thereafter not more frequently than once in seven years.

3. The leave is for a maximum period of one-half year on full pay.

4. For members of the staff employed in Extension work and the Experiment Station, the leave may be granted for any time of the year, while absences on the part of members of the teaching staff will usually be limited to the half year composed of either the spring and summer term, or the summer and fall term.

5. There is to be a fairly uniform distribution of permits for leave among the several divisions in the institution in proportion to the number of members eligible on the basis that a maximum of one permit may be granted annually for each eight cases of eligibility.

6. All applications for leave are to be made to the President by the Division Head after consideration with either the Dean of the College, the Director of Extension, or the Director of the Experiment Station as the case may be.

7. All applications shall be made in writing at least one year prior to date leave is to begin.

8. Members of administration groups are in a separate classification, and shall make their application directly to the President.

9. It will be understood that to make this plan operative it will be necessary for such cooperation within divisions as is required to redistribute the service load carried by the member on leave.

University of Michigan

Michigan

March 31, 1922, Regents' Proceedings, pages 434-5.

1. Resolved, That in recognition of scholarly work accomplished, sabbatical furloughs for study and research be granted by the Board of Regents upon application by professors, associate professors, and assistant professors who have been in service in professorial rank for not less than six years, upon approval of such application by the President and the Dean of the college or school concerned.

2. Resolved, further, That as a general policy sabbatical furloughs be granted for one year at half pay or for one-half year at full pay.

3. Resolved, further, That arrangements for continuing the work of instruction of those to whom sabbatical furloughs have been granted must be made without expense to the University beyond the full salary of the absentee.

4. Resolved, further, That a sabbatical furlough may be granted to the same professor once in every seven years, but the number of professors on sabbatical furlough shall be so restricted as not to interfere with the regular work of the University, and members of the faculty who have been granted such privileges will be expected to return to their University duties for at least one year.

5. Resolved, further, That the rules now in force concerning leaves of absence in consideration of service in the Summer Session in lieu of salary be rescinded (Regents' Proceedings, 1901-1906, page 314).

March 24, 1926, Regents' Proceedings

The following resolutions were adopted:

"Whereas, This Board in March, 1922, by resolution adopted a policy to govern the granting of sabbatical furloughs to professors, associate professors, and assistant professors all in accordance with the recommendation and request of a duly-authorized committee of the Faculty which had made a study of the matter, and, further at the January meeting, 1923, the Board interpreted certain points in this policy, as requested by the Deans, and

Whereas, The plan thus adopted and interpreted is believed to be not merely just and equitable, but as generous and liberal as the resources and responsibilities of the Regents will allow as a policy for sabbatical leave, and

Whereas, Requests are being received from members of the Faculty, through the Deans, in increasing numbers for sabbatical leaves on terms more liberal than those provided,

Therefore Be It Resolved, That Deans and other members of the Faculty be requested to familiarize themselves with the terms of the University's policy governing sabbatical leaves, and that they be specially requested not to embarrass the Regents in the future by requests for departure from the terms of the policy governing such leaves as outlined in the above-cited references to the minutes of the Regents.

Nothing in these resolutions should be regarded as prejudicial to special requests for leave under special emergency conditions such as those of illness, or to leaves asked without salary.

Instructions: Send in triplicate to the President's Office. See reverse side for regulations.

Name

Age

Department

College

Subjects taught by applicant

Date-From

To

Successive changes in rank and salary since coming to the University of Minnesota

Dates of previous furloughs or leaves

Reason for furlough

Outline of program including place where furlough is to be spent

Requested in accordance with the rules of the Board of Regents
and in compliance with the provisions of paragraph 2-f.

RECOMMENDED

DEAN

APPROVED

APPLICANT

PRESIDENT

RECOMMENDED

APPROVED

HEAD OF DEPARTMENT

BOARD OF REGENTS

SABBATICAL FURLOUGH

The purpose of the sabbatical furlough is to encourage special studies, investigations and research on the part of members of the faculty and thereby to increase their scholarship and capacity for service to the University.

1. Application for sabbatical furlough may be made by any member of the faculty who has served the University for six consecutive years, of which at least two years must have been with a rank not lower than that of Assistant Professor. The application may be for furlough for a year or for a shorter period at the option of the applicant.

2. The application shall be made upon a blank to be provided, containing:

- a. Name, age rank, department, college, and subjects taught.
- b. Date of leaving and of returning.
- c. Statement of successive changes in rank and salary.
- d. Reason for wishing furlough, place where furlough would be spent, and an outline of the program of studies or other activities which he proposes to follow.
- e. Statement of any previous furlough or leave granted.
- f. A definite statement of intention to devote his sabbatical furlough to the program outlined, and to continue his service to this University, after his furlough, for at least one year on the same pay, though with no prejudice to his receiving any advance which he would have received had he not been absent on leave.

3. Such application will be granted by the Board of Regents subject to the following conditions:

- a. The Board shall be satisfied that the applicant's ability and aptitudes are such that the University is likely to benefit from the increased efficiency acquired during his absence.
- b. The Board shall be satisfied that, by securing assistants with the other half of the applicant's pay, distributing his work among other members of his department or by other adjustment, arrangements can be made so that the work of the department can be carried on satisfactorily during his absence.
- c. The application must have the approval of the Dean of the applicant's college, and, unless he himself be the head of a department, of the head of his department.

4. Service in another institution in which sabbatical furloughs are granted may be taken into account in granting the sabbatical furlough.

5. For the period of the furlough, the University will pay the absentee one-half of his regular salary.

6. It is understood that the half salary paid to the absentee is not to be regarded as additional compensation for services rendered during the preceding six years, but as contemporaneous compensation for services rendered to the University during his furlough, in acquiring greater efficiency for subsequent service to be rendered to the University.

Board of Regents, May 7, 1918.

7. A member of the faculty on sabbatical furlough is not privileged to accept remunerative employment or to engage in professional practice during the period of the furlough. This restriction, however, shall not apply to the acceptance of a grant made for purposes of study and research, the results of which are to become public property but the acceptance of such a grant should not carry with it duties or obligations which hinder the pursuit of the purpose for which the leave is granted. It was understood that each case would be submitted to the Board for consideration and action.

Board of Regents, May 3, 1926.

University of Montana

Montana

Regulations With Regard to Sabbatical Leaves

Authorization and Procedure:

Upon recommendation by the presidents of the State University at Missoula, the State College at Bozeman, the State Normal College, and the State School of Mines, the State Board of Education may grant leave of absence for further study or travel (the plan for which shall be subject to the approval of the president of the institution concerned) to such members of the faculties of the respective institutions as shall have held for six or more years the rank of assistant professor or professor; and during such absence, not to exceed one year in seven of his connection with the institution under the above named titles, the absent teacher shall receive one-half of the salary which he would receive if he were teaching in the institution. The time and manner of the payments shall be at the convenience of the institution named. (State Board of Education, June 1, 1914, page 57.) (Note: As the rank of associate professor, which was not in use at the time of the adoption of this regulation, is higher than the rank of assistant professor, it is understood that service in such rank counts in this connection the same as service in the rank of assistant professor.)

In a particular instance, it was unanimously agreed that a waiving of any of the specific conditions of the sabbatical leave would be likely to imperil the whole project. (Minutes, Executive Council, March 26, 1927.)

The existing regulation governing leave of absence, with one-half salary, shall be considered to apply to members of the scientific departments of the Agricultural Experiment Station. (Univ. Act. 354, Dec. 22, 1916.)

The provision for sabbatical leaves was held to apply to administrative officers by the action of the State Board of Education, April 4, 1927. (Univ. Act 4150)

Eligibility:

It is to be observed that sabbatical leaves are not granted automatically upon the completion of six years of service with the rank of assistant professor or above. The plan for study or travel during the sabbatical leave must be approved by the president of the institution concerned, and the Executive Council has gone on record to the effect that great caution should be observed in recommending such leaves except to persons of superior merit. (Minutes, Executive Council, June 23, 1922.)

Time of Filing Application:

Normally applications for sabbatical leave should be filed not later than March 1, and should regularly extend from September 1 to September 1. (Minutes, Executive Council, August 14, 1922.)

Conditions upon which Sabbatical Leave may be Taken:

It is understood that in applying for sabbatical leave the applicant agrees to all conditions hereinafter mentioned and will, after the leave has been granted by the State Board of Education, sign a contract in the form stated below.

Substitute Teacher while on Leave:

No application for such leave of absence shall be granted until arrangements satisfactory to the President shall have been made for taking care of the classes of the absent teacher. Each institution included in the provisions of this rule may expend a sum not to exceed \$2,500 in any one year in caring for the class work of teachers absent under the provisions of this rule. The cost to the institution of caring for the classes of the absent teacher may be reduced by the temporary promotion of subordinates in the same department, by the postponement or omission for one year of a part of the course offered by the absent teacher, or in some cases by the assignment of class work or some part thereof to some allied department. (State Board of Education, June 1, 1914, p. 57.)

Purpose of the Sabbatical Leave:

From the regulations of the State Board of Education stated above, it is provided that sabbatical leave is granted for further study or travel. In this connection, the question has arisen as to how much, if any, teaching may be done on the sabbatical leave. On one occasion an application was granted because the applicant, although he proposed to teach at an institution, intended at the same time to pursue his studies, and the facilities of the institution at which he proposed to teach and study were unexcelled in his particular field; he also intended to continue his study through the summer for a time sufficient to offset the time devoted to teaching. (Minutes, Executive Council, July 9, 1921.)

Salary while on Leave:

While on sabbatical leave of absence half the regular salary is paid. (State Board of Education, June 1, 1914, p. 57.)

The Obligation to Return:

Any teacher accepting his salary during such leave of absence thereby binds himself to return to the institution which granted him the leave of absence and to serve it as teacher at least one year after his return. (State Board of Education, June 1, 1914, p. 57.)

If, after taking sabbatical leave including the salary, the teacher refuses to return to the institution, he must refund to the institution, not later than one year after the expiration of the leave of absence, the pay received for the year of absence; provided, that only two-thirds of such pay shall be repayable if the teacher serves for one full quarter, or one-third if the teacher serves two full quarters next succeeding the expiration of the year's leave of absence.

Obligation to Report while on Leave:

In applying for sabbatical leave the applicant agrees to submit a monthly report to the president of the institution for each month of the sabbatical leave. This report should cover the work and study done each month of the sabbatical leave, and where the teacher is traveling, the report should cover the itinerary for the month. It is advisable at all times for the president of the institution to know the place of residence of the teacher on leave, or at least how he may be reached.

The executive council unanimously agreed that staff members to whom leaves of absence may be granted should be asked on their return to make a definite report of the character of the administration and teaching in the universities in which they studied during their sabbatical leaves, in order that such reports might be available for discussion by the executive council and the several faculties. (Minutes, Executive Council, January 11, 1928.)

Form of the Sabbatical Leave Contract:

"In applying for a year's leave of absence on half pay, I agree to return to the institution at the expiration of the leave, and to serve in my present position at my present rate of salary for at least one college year of three regular teaching quarters thereafter. In the event of my subsequent refusal to perform such service, I agree to refund to the institution, not later than one year after the expiration of the leave of absence, the half pay received for the year of absence; provided, that only two-thirds of such half pay shall be repayable if I serve for one full quarter, or one-third if I serve two full quarters next succeeding the expiration of the year's leave of absence. I furthermore agree that during my leave of absence, I will submit to the President a monthly report on the work being carried on by me."

(Signed - by the applicant)

(Minutes, Executive Council, November 13, 1922.)

University of New Hampshire

New Hampshire

Absences for Professional Improvement

The Trustees have established a system of leaves of absences for professional improvement upon the following conditions:

1. The maximum leave of absence on full pay is for a period not exceeding one-half year. Members of the Experiment Station and Extension Service staff may be granted leave during any period of the year. Leaves of absence for members of the instructional staff may be granted for one term of an academic year and for such additional time as the plans of the individual and the demands of the University will permit. In no case shall the leave of absence exceed six months. The President shall give careful consideration to a reasonable distribution of the number of leaves of absence granted for any one year among the several departments and colleges of the University; he will not recommend such a number as will endanger the quality of service the institution is obligated to render.

2. This privilege is open to all staff members ranking as assistant, associate, and full professors, or a rank equivalent thereof, who have been in the continuous service of the institution for at least seven years, provided that a minimum period of three years has been spent in said rank. Staff members will not be eligible for leaves of absence under these regulations more frequently than once in seven years. (The length of an individual's term of service is not construed as interrupted if he has been previously granted a leave of absence to prosecute advanced study without financial aid from the University.)

3. Each application will be decided upon its individual merits, due consideration being given to the quality and character of the institutional service previously rendered by the applicant; to the type of project and the program for professional improvement for which the absence is sought; and to satisfactory departmental adjustments which can be arranged to carry the applicant's work during the period of absence. It shall be granted in each case by specific vote of the Board of Trustees, upon the approval and recommendation of the President.

4. All applications for leave of absence are to be made to the President by the deans of the colleges and the Director of the Experiment Station and the Extension Service upon previous recommendation by the head of the department involved unless otherwise provided. Members of the administrative staff are in a separate classification and shall make their applications directly to the President. All applications shall be filed at least one year in advance of the date the leave is to begin.

It is understood that the adoption of the foregoing plan requires the utmost cooperation of the departments and the acceptance of policies that will secure a satisfactory re-distribution of the teaching or service load carried by the individual on leave, or the temporary discontinuance of certain class sections, courses and services.

THIS OPPORTUNITY IS A PRIVILEGE AND IN NO SENSE TO BE CONSIDERED AN EARNED PERQUISITE.

It is granted upon the assumption that the service to the University will both in amount and quality be increased and improved.

Approved by Board of Trustees June, 1930.

Rutgers University

New Jersey

Resolutions Concerning Leave of Absence (Adopted by Trustees, January, 1930)

1. Resolved, That when financial conditions warrant such expenditure, there be included in the annual budgets of the University, including those of the New Jersey Agricultural Experiment Station, New Jersey College for Women, and the New Jersey College of Pharmacy, an amount equivalent to the median salary of a full Professor to meet expenses incurred through leaves of absence.

2. Resolved, That leaves of absence not involving a total expense exceeding the amount mentioned above may be granted as follows:

A. For a full academic year at half pay or a semester at full pay to a Professor or an Associate Professor who has rendered not less than ten years service immediately preceding without leave, who has evidenced capacity for research or literary production and who proposes to engage in a definite project of research or literary work during the leave of absence.

B. For a full academic year at half pay to any member of the teaching staff who receives an appointment to a Guggenheim Fellowship or another research fellowship approved by the Trustees.

C. For a full academic year or a semester without pay to any member of the teaching staff to complete the requirements for a higher degree.

3. Resolved, That application for leave of absence for research such as mentioned in resolution two shall be made to the Dean of the College concerned not less than three months before the beginning of the period for which leave is desired and that the Dean shall present the application with his recommendation to the President for the consideration of the Trustees as soon as possible thereafter.

4. Resolved, That application for leaves of absence because of illness or other cause different from those mentioned above may be made to the Dean and be submitted with his recommendation to the President for the consideration of the Trustees at any time.

5. Resolved, That the expense due to leave of absence on account of illness shall not be taken from the funds mentioned in resolution one, and that nothing in these resolutions shall be interpreted to prevent special action in particular cases, such as exchange professorships and other exchange arrangements.

6. Resolved, That in case a teacher who has taken leave of absence with stipend shall leave the service of the University within three years of the termination of such leave, he shall return the amount paid during his absence.

College of the City of New York

New York

First - Application for sabbatical leave may be made by a member of the staff of any pedagogical division of the College after any period of seven years of service.

Second - The applicant must state:

- (a) Precisely how he will use the time of his leave if granted;
- (b) That the leave will not be used for his financial advantage but rather to improve himself as a servant of the College.
- (c) That he will return to the College and serve it for at least a year after the expiration of the term of his leave, unless this provision is expressly waived by the Board of Trustees.

Third - The head of the department affected must approve the application and state:

- (a) The applicant has been a valuable and devoted member of the staff.
- (b) That the purpose of the leave is well calculated to benefit the applicant in a broad cultural way or through the satisfactory prosecution of some specific scholarly, pedagogical or scientific project, and through him, benefit the College.
- (c) That the department can secure a satisfactory substitute to carry the work of the applicant, during the period of the leave, at a salary not to exceed half that of the applicant.

Fourth - The President of the College must recommend that the leave be granted. In each case where the Board grants such leaves of absence, the salary allowed shall not exceed half pay and the time of the leave may, in the discretion of the Board, be credited for service in the retirement system.

North Carolina State College

North Carolina

Excerpt from Minutes of a Meeting of the Executive Committee
of the Board of Trustees of North Carolina State College,
May 26, 1927

President Brooks submitted the following memorandum regarding leave of absence for faculty members:

We have adopted no plan of sabbatical leave for members of the faculty who desire to equip themselves better for work in this institution. Therefore, I recommend the following plan for your consideration:

1. That leaves of absence be granted by the President in his discretion under this arrangement only to those members of the faculty who purpose to attend regularly accepted graduate schools for credit toward advanced degrees.
2. That such members of the faculty receive during their absence, in several equal payments, the difference, if any, between their regular salaries and the amounts paid to their substitutes.
3. That any member of the faculty accepting a leave of absence under the terms of this arrangement will do so with the understanding that he will return to the College for at least the one year of service immediately following the expiration of his leave; and that if he does not return for that year, he will repay the College within two years the entire amount advanced during his leave.
4. That leaves of absence be granted under this arrangement only after at least three years of continuous service to the College.
5. That no leave be granted for more than one year at a time.
6. This arrangement can apply only to a limited number of the faculty, since it has as its principal object the purpose of raising the academic standing of those who have not yet secured advanced degrees, without increasing the cost to the College as a result of such leave of absence.
7. That not more than three professors from the College and not more than one professor from any one school shall be granted leave of absence in any one year.

On motion, these were adopted.

University of North Dakota

North Dakota

The following article, quoted from the Constitution of the University of North Dakota, explains the plan on which leaves of absence are granted here:

"XIII. Leave of Absence. A professor, associate professor, or assistant professor who has served for four consecutive years and requests it, is entitled to a leave of absence for the purpose of travel and study, for one semester on one-half pay. If the service has been for seven consecutive years, a leave of absence may be granted upon request for one year on one-half pay. These permits, however, shall be given only to persons permanently appointed to positions. They shall not be given so as to conflict with each other in any way, or to hamper the work of the institution. Service in the summer session without pay, for three summers, entitles a professor to leave of absence on full pay for one semester."

This regulation was adopted by the University more than fifteen years ago.

University of Porto Rico

Porto Rico

REGULATIONS GOVERNING SABBATICAL LEAVES

From the minutes of the meeting of the Board of Trustees held June 6, 1926.

In general, sabbatical leaves will be granted (a) for a full year with half salary, or (b) for a half year with full salary, after six university years of service to full time faculty members who at the time of the granting of the leave hold the rank of assistant professor or higher. The term "university year" shall be considered to mean 36 weeks of actual teaching. Summer sessions shall be counted as that fraction of a year to be determined by their duration.

Under exceptional circumstances and on the recommendation of the Chancellor the Board may grant sabbatical leaves to faculty members not meeting these requirements.

In all cases of sabbatical leave the faculty member to whom such leave is granted shall sign a contract to return to the University for at least one year of service at a salary not less than that received at the time of granting the leave.

OREGON STATE AGRICULTURAL COLLEGE
OFFICE OF THE PRESIDENT

March 15, 1927.

TO MEMBERS OF THE COLLEGE STAFF:

1. The Board of Regents, at a meeting on March 5, approved a plan for sabbatical leaves of absence. The conditions and regulations governing such sabbatical leaves are covered in the statement attached, marked "D-10. Sabbatical Leave," which we suggest that you securely fasten in your office copy of "Business Regulations, 1926," between pages 14 and 15. There are special forms of application and contract for sabbatical leaves. A supply of these forms will be placed with each dean and heads of departments not within school organizations or they may be obtained at this office.

Respectfully,

W. A. JENSEN,
Executive Secretary.

D-10. Sabbatical Leave.

After six years of continuous service as a regular full-time member of the College staff and every seventh year thereafter, an employee of the rank of assistant professor or above may be granted leave of absence for one year for the purpose of better fitting himself for the work he is pursuing, on the following conditions:

(a) Whenever any employee with the rank of assistant professor or above, has served the College continuously for at least six years, he may, subject to the approval of the Board of Regents, be granted a leave of absence for not more than one year on half pay, provided, however, that the granting of such leave shall not result in any additional cost to the College. In the case of instructors who have risen to professorial rank, or its equivalent, in this institution, three years of service on regular salary, in a position below professorial rank, are considered the equivalent of two years' service in a position of professorial rank.

(b) The application for such absence is made to the Board of Regents through the President of the College, and carries the endorsement of the head of the department, the dean of the school, and the President of the College.

(c) Leave of absence with pay is granted for purposes of research, writing, advanced study, or travel undertaken for observation and study of conditions in our own or in other countries affecting the applicant's field. Such leave is granted only when the President and the Board of Regents are convinced that the applicant is capable of using his year of sabbatical leave in a manner which will make him of greater service to the College and the State, except that upon the recommendation of the Health Department of the College or other responsible medical authority, sabbatical leave may be allowed in special cases for such period as may be deemed necessary, not to exceed one year, for purposes of rest and recuperation or for the undergoing of treatment for physical disability.

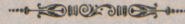
(d) As a general rule, only one absence from any department is granted in any one year, and when more than one application from any department is made, precedence is given in the order of seniority of service and merit of application.

(e) Each member of the staff, upon being granted a year of sabbatical leave, signs a contract to return to Oregon State Agricultural College, upon the completion of his year of sabbatical leave, for a period of at least one year's service at the same salary received for the year previous to leave.

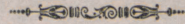
(f) During his year of sabbatical leave, each member of the staff renders to the President of the College in writing a report at the end of each quarter, setting forth the manner in which the previous three months have been spent. Failure to render such a report and to show satisfactory progress is sufficient ground for terminating a leave of absence.

Application and Contract for Sabbatical Leave

OREGON STATE AGRICULTURAL COLLEGE



This form is prepared in triplicate. When signed by the applicant and approved by the department head and dean concerned, the application is filed with the President. When approved by the President and the Board of Regents, copies are distributed as follows: One to the applicant, one to the dean, and one retained on file in the President's office.



Corvallis, Oregon....., 19.....

To the President,
Oregon State Agricultural College,
Corvallis, Oregon.

Dear Sir:

I hereby apply for leave of absence from....., 19....., to....., 19.....,
for the purpose of:

.....
.....
.....
.....

in accordance with the regulations of the College covering leaves of absence.

I have been a member of the College faculty for.....years, holding positions as follows for the
years indicated:

.....
.....
.....

and have not been granted similar leave of absence within the last six years.

If granted sabbatical leave, I hereby agree to abide by the terms of the regulations in accordance with which
such leave is granted, said regulations being as fully set forth in paragraph D-10 (a) to (f), inclusive, of College
bulletin on "Business Regulations."

I hereby further agree to remain in the service of Oregon State Agricultural College at my present salary for
at least one year after the expiration of the year of sabbatical leave herein applied for. In case I am responsible
for terminating my connection with the College within the period of one year after the expiration of the year
of sabbatical leave, I agree to refund to the College within three months the amount paid me during my year of
sabbatical leave; provided, however, that in case of death or permanent disability due to ill health or accident,
neither my heirs nor I shall be obligated to refund any part of the amount paid me as salary while on sabbatical
leave.

Approved:

Signature of Applicant.

Approved:

Head of Department.

President.

Approved:

Presented to the Board of Regents and application
{ granted
{ denied

....., 19.....

Dean, School of.....

Pennsylvania State College

Pennsylvania

Regulations Governing Leaves of Absence

By action of the Executive Committee of the Board of Trustees, upon recommendation of the Council of Administration, the following regulations governing leaves of absence from College duties for graduate study and sabbatical leave are now in effect:

1. Leaves of absence be granted for graduate work.
2. These leaves of absences be nominated by the head of a department, recommended by the Dean of the School, approved by the President of the College, and granted by the Board of Trustees under the following conditions:
 - a. Two years of service at the Pennsylvania State College are first required.
 - b. The leave is to be for at least one semester but not more than one (1) year, except that it may be extended for a second year under unusual circumstances.
 - c. Salary to the absentee is to be determined on recommendation by the Dean, and is to be, so far as possible, one-third of the absentee's regular salary, provided the amount paid to him during his absence is not less than \$500 nor more than \$1,000 per year. If the leave is to be extended beyond one year, the absentee is to receive no salary the second year.
 - d. The absentee is to return to the college at the salary he was receiving when he left and must stay for two years or refund the money received by him during his leave. This does not mean that his salary may not be increased during the two year period, if it seems desirable to do so.
3. Sabbatical leaves for purposes of study, travel, or research, on full pay for one-half year or on half-pay for a full year, be granted by the Trustees on recommendation by the Dean and the approval of the President to those members of the faculty of full Professorial rank, who have served the College efficiently for six years. In the case of administrative officers the leave is to be granted on recommendation by the President for efficient service for six years, the pay to be on the same basis as above indicated.

The same terms of salary refund which apply to the leave of absence for graduate study are effective for sabbatical leave of absence.

Clemson Agricultural College

South Carolina

In order to encourage the faculty to go on for further study, Sabbatical leaves of absence are granted under the following terms:

- (a) That the individual be paid his full salary, but supply a substitute teacher whose services are acceptable to the President.
- (b) That he is to return to the College for at least one year upon completion of leave.
- (c) That in case he does not return he is to reimburse the College for the difference between his salary and that of the substitute.
- (d) That such an agreement be in writing.

Agricultural College of Utah

Utah

Terms of Sabbatical Leave

Purpose - Leave of Absence on Sabbatical privileges is to give faculty members opportunity for study, to better qualify themselves to carry on their activities with the Institution.

Eligibility - Members of the faculty with the rank of Assistant Professor or above, and who have been in the service of the Institution for at least six years, are entitled to this privilege.

Remuneration - One half of the regular annual salary shall be paid to faculty members, in twelve monthly installments.

Return - Faculty members accepting sabbatical privileges are obligated to return to the Institution for at least one year, under the same salary arrangement in existence when he left, unless otherwise approved by the Board of Trustees.

Privileges - To register in a recognized Institution for the purpose of full time study.

To accept traveling fellowship for the purpose of carrying on research work.

To accept scholarship with an Institution, registered for at least one-half of regular required course of study for fully matriculated students.

Obligation - Failure to abide by these regulations will obligate the person who has accepted Sabbatical Leave, to reimburse the College to the extent of salary received when on leave.

Any cases not covered by these regulations must receive special consideration and official approval of the Board of Trustees.

I hereby accept the Terms of Sabbatical Leave as listed above.

University of Utah

Utah

Laws and Regulations of the University of Utah Regarding
Leaves of Absence

Chapter 10

Section 3. After six years of service on the University staff and every seventh year thereafter, a professor, associate professor, or assistant professor may receive leave of absence for one year on sixty per cent of his regular salary.

An instructor who has served the University six years may receive leave of absence for one year and receive an allowance of six hundred dollars for that year.

These leaves and allowances are granted for the purpose of better fitting the recipients for their work and the sabbatical year must be devoted to study. The program of work to be pursued during such leave of absence must be submitted in writing to the President and receive his approval before the Secretary may make payments on the salary or the allowance.

*60%. The present rate is 50%, and the increased allowance does not take effect until July 1, 1932.

PART D

Colorado State Teachers College

Colorado

Sabbatical Leave

"That hereafter a leave of absence for one year may be on the recommendation of the President, granted to members of the faculty after six years of continuous service, on one-half pay, provided that a suitable substitute can be secured on one-half of the regular salary in question, and further provided that the leave of absence is to be used for study or travel, and provided further, that the member of the faculty granted the leave of absence, pledges to return and serve the college for at least three years, and if this three years' service is not rendered, this half year's salary shall be refunded pro-rata."

Amendment to Provision for Sabbatical Leave

"When a Sabbatical Leave of Absence has been granted to any Faculty member the leave shall be for either three-quarters on half-pay or for one-quarter on full pay at the option of the person receiving said leave."

Normal Schools of Illinois

Illinois

(Proceedings of Normal School Board, 1928)

13. Leave of Absence to Continue Education: One teacher from the faculty of each Teachers College for every twenty-five members or major fraction thereof, may be granted a year's leave of absence on half pay for the purpose of attending some institution of higher learning, provided that teacher shall have already taught five years in the Teachers College and that the amount of the allowance shall not exceed \$1500. Said teacher, however, shall agree to teach at least two more years in the same faculty, and give a note for this amount with proper security, same to be cancelled at the end of the two years of service required. The leave of absence must be applied for at the April meeting of the Board.

Kansas State Schools

Kansas

Board of Regents Resolution

It is ordered that, in strictly meritorious cases, a faculty member at any of the five state schools who has served continuously for six years or longer at the institution with which he is connected, may, upon the recommendation of the president, be granted leave of absence with part pay for a period not exceeding one year for the purpose of pursuing advanced study; provided that the amount paid during the period of leave shall not exceed fifty per cent of the absentee's regular salary, and that it shall not exceed the difference between the absentee's regular salary and the salary of the person employed as substitute during the period of leave; provided further that the number of faculty members to whom leave of absence with part pay is granted in any fiscal year shall not exceed four per cent of the number of persons on the faculty payroll of the institution concerned, on July 1 of the fiscal year for which the leave of absence is granted; and provided further that no faculty member will be granted leave of absence at part pay who does not agree to return to the service of the institution for a period of at least two years following the expiration of the period of leave, or, on failing to return to the institution or to remain in its service for the time specified, to refund to the institution a proportion of the amount paid to him while on leave that equals the proportion of the time which he failed to serve the institution in accordance with his agreement.

Eastern Kentucky State Teachers College

Kentucky

Ruling in Regard to Sabbatic Leaves (Adopted by the Board of Regents April 30, 1927)

"A teacher who has been with the school three full years of forty-eight weeks each may have the semester following off to attend school on half pay or he may have the last summer term off on full pay; or a teacher who has been with the school six full years of forty-eight weeks each may have two semesters off to attend school on half pay, provided the Board of Regents wishes to retain him and provided he agrees to return to the school and remain with it three full years or refund to the school the amount he received while on such leave of absence. In the event he desires to resign from the school at any time, he may do so provided he refunds to the school the proportion of money that yet remains of the three years necessary to liquidate the full sum allowed him."

Northeast Missouri
State Teachers College

Missouri

I further recommend that no one be elected to the department of instruction in other than vocational work unless he holds a Master of Arts degree from a standard college; and that to the holder of a Master of Arts or Ph. D. degree we will apportion each quarter 5% of his yearly salary, which amount may be paid to the individual whenever he wishes to attend graduate school or do foreign travel, provided that it does not exceed 80% of one quarter's salary; and that under no circumstances will the individual be granted leave of absence for study or foreign travel except by permission of the President and the work pursued or the travel contemplated be with his approval, and then only when there is a definite understanding that the individual will return to this school for further service, and that failure to return will mean that he will not receive the amount that has accrued. It is recommended that faculty members take advantage of this provision as fast as the finances of the school will permit.

I further recommend that all faculty members who do not hold the Master of Arts degree take leave of absence until such time as they have a Master's degree; and that in such case they will be paid not to exceed 60% of one quarter's salary, and then only in case the work counts definitely towards a degree.

Leave Regulations

The Board of Regents, recognizing the value of additional preparation of the members of the faculty, states the following to be its policy:

1. To grant such leaves of absences to members of the faculty as from time to time may seem wise to the Board, acting on the recommendation of the President of the college. Such leaves shall be for not less than six weeks nor more than one year.

2. The place and the manner of spending the time covered by leaves, granted under this section, shall be approved by the Board of Regents on recommendation of the President of the College.

3. Faculty members taking advantage of leaves of absence granted may be paid 50% of their salary per month, in addition to base salary, for as many months after their return to active duty as they have spent in work approved under this statement of policy.

4. It is to be mutually understood that faculty members taking advantage of this provision regarding leave are to remain with the college at least two years after their return from such leave, provided their services are satisfactory to the college. Should a member of the faculty voluntarily resign within the two year period a proportionate part of the

amount paid in addition to the base salary should be returned to the college. This regulation shall not operate to prevent a consideration of an increase in base salary at the beginning of the college year following the expiration of the period during which the "bonus" is paid.

5. No faculty member shall be granted a leave under the provision of this section who has not been in the service of the institution for two years or more. It shall be granted to each member of the faculty at least one term in eight or at least one year in seven, subject to the provision of No. 6. Preference shall be given to persons who have served longest in the faculty.

6. The Board reserves the right to limit the number of faculty members on leave to such as in the judgment of the Board can be spared from the college in any one time.

7. The amount of bonus paid monthly shall not exceed one-twenty-fourth of the total annual salary.

8. If leave is taken during the summer term, salary at a summer rate will be paid for time not on leave, provided that the total amount received from the colleges shall not exceed three-fourths of the summer term salary.

Revised April 23, 1930.

Teachers State College

Wisconsin

Resolution 77, Feb. 6, 1929. Resolved, That Rule 17 of the schedule rules be amended to read as follows:

17. Each year at each of the nine Teachers Colleges one teacher for every twenty or major fraction thereof may be granted permission by the Board to attend some college or university of high standing for advanced study in the special line of teaching of such teachers on part-time pay as hereinafter provided, but not exceed one-half regular salary and not to exceed \$1,500 for two semesters.

No teacher shall be eligible unless such teacher has taught successfully for at least five years in the system, has during such service done the equivalent of two summer sessions of advanced work in a school of recognized standing, and will contract to remain in the system at least two years after returning. Applications must be made to the Board at least two months prior to the date when leave is to commence. The application must designate the institution which the teacher desires to attend, the line of study to be pursued, must state to what extent the foregoing requirements have been fulfilled, and must be supported by the written

recommendation of the President of the school based upon inspection of the teacher's work in the school. In lieu of spending an entire school year in advance study, as herein provided, arrangements may be made for a half year of such study, and in such cases the teacher shall be entitled to part time pay as specified but not to exceed \$750. In all other respects, the provisions relating to attendance for an entire school year shall control. However, no more than the quota of teachers heretofore fixed shall be entitled to exercise the privilege at the same time.

The rate of pay as recommended by the President and approved by the Board shall be such that the total amount of salary forfeited shall be sufficient to employ a satisfactory temporary substitute for the period covered by the leave of absence granted, but in no case shall other funds be appropriated for this purpose.

PART E

University of Alberta

Canada

The following decision with reference to sabbatical leave was reached by the Board of Governors of the University at a recent meeting:

That the principle of the sabbatical year be established in the University of Alberta on the following basis:

1. That the year be granted by the Board of Governors only in cases where it is clearly demonstrated that the time will be used to the advantage of the University in research, in library work, or in investigational work in any sphere which will be of definite value to the department concerned.

2. That the basis of remuneration be as follows: after seven years of service as professor or associate professor in the University of Alberta the year be granted on half salary; after ten years of similar service on two-thirds salary; after fourteen years or more of similar salary on four-fifths salary, the year to include the full academic University year.

That in the event of the half year after January 1st being granted the same basis of remuneration be adopted.

3. That leave be granted only where the work of the department can be carried on satisfactorily at no increased financial burden to the University for the year.

4. That for the five years from 1929 onwards leave be granted to not more than two members of the staff each year for 1929-30, 1930-31, 1931-32 and to not more than three members of the staff each year for 1932-33, 1933-34.

University of Cambridge

England

Statute D, XII, 5

Every University teaching officer shall be entitled to be excused from discharging the duties of his office during one term for every six terms during which he has discharged the duties of a teaching officer: provided always that:

1. He shall obtain the consent of the General Board, which consent shall not be unreasonably withheld.

2. In estimating the amount of leave of absence due under this section at any time account shall not be taken of any service done by him more than six years before.

3. He shall not necessarily receive any stipend in respect of any period of absence under this section, but the General Board may fix the amount (if any) of the stipend payable to him in respect of that period.

Leave of Absence to University Teaching Officers
Notice by the General Board (Reporter, 1927-28, p. 918)

The rules which for the present the Board propose to follow in granting stipend in respect of absence from duty under Statute D, XII, 5 are as follows:

1. Leave with stipend will be granted in respect of two terms' absence under the section in every period of seven years. If a third term of absence is taken under the section during any such period the Officer's leave for that term will be without stipend, that is to say, the Officer will lose one third of his stipend for the academical year in question.

For the purpose of this rule stipend means pensionable stipend. Allowances in lieu of Fellowship and University contributions to pensions will be paid in full in respect of any absence under the section; also, at the discretion of the General Board, the Teaching Officer's contribution if the Officer is on leave without stipend. This contribution must in any case be paid.

2. Officers will be required to inform the Board of any remuneration received by them for work done during absence, and the Board may modify the application of the foregoing rule in view of any earnings from new work undertaken during absence.

3. The Board will require as a condition of receiving stipend during absence that the Officer concerned effectively gives up all teaching and administrative duties in Cambridge during the period.

4. Applications for leave of absence should be made to the General Board and at the same time to the Faculty Board concerned. The Faculty Board should report to the General Board on the application. Applications for leave in any term should be made to the General Board not later than the first week of Full Term in the preceding term.

Auckland University College

New Zealand

Regulations - Sabbatical Leave

1. The Council may, if practicable, grant to each Professor, and to each Lecturer who is in charge of a Department, one year's leave of absence in every seven years of his service.

2. During such leave of absence, the said Professor or Lecturer shall be entitled to receive the full salary that would otherwise have been payable to him.

3. Prior to the granting of such leave the Professor or Lecturer shall submit for the consideration of the Council the arrangements proposed by him for the carrying on of the work in his department during his absence. The Council will pay to any substitute that may be necessary, such sum as it may think fit not exceeding £350.

4. For the purpose of giving effect to these regulations, the Registrar shall prepare and keep a list of the names of professors and lecturers affected thereby: such list shall to begin with show the names of the professors and lecturers arranged in seniority in accordance with length of service.

5. In the first term of each year the Registrar shall state to the Professorial Board whether any applications for leave will be granted by the Council as from the end of the then current year.

6. Applications for such leave shall be made by the Professors and Lecturers to the Council and a copy of such application thereof forwarded to the Professorial Board for its consideration and report to the Council.

7. Leave of absence shall be granted to the applicant or applicants whose name, or names, stand highest on the list hereinbefore referred to. When such leave shall have been granted the name of such applicant or applicants shall be transferred to the foot of such list so as to preserve the order of rotation contemplated by these regulations.

8. Not more than two professors and not more than two lecturers shall be absent in any one year.

9. A written report, giving a precis of the work carried out during the leave of absence, must be made to the Council on the return of the professor (or lecturer).

APPENDIX D

SABBATICAL LEAVE ABROAD

TABLE OF CONTENTS

Letter sent to thirty-two universities in foreign countries.

Table of universities abroad included in the study.

Correspondence and data from:

Part

A. Australia:

University of Adelaide
University of Melbourne
University of Sidney

New Zeland:

Aukland University College (See Appendix C, Part E)

B. Canada:

University of Alberta (See Appendix C, Part E)
University of British Columbia
University of King's College
University of Toronto

C. England:

University of Cambridge (See Appedix C, Part E)

Scotland:

University od Edinburgh

D. France:

L'Université de Bordeaux
Université de Montpellier

E. Germany:

Der Universität Tübingen
Friederichs Universität
Universität Bonn

October 23, 1930

Letter Addressed to Thirty-two
Universities Abroad, Representing
Australia, Canada, England, France,
Germany, Mexico, and Switzerland

Dear Sir;-

We are making a thorough investigation of the problem of SABBATICAL LEAVE FOR COLLEGE TEACHERS in 1229 colleges and universities in the United States. In order to check on the practice of granting sabbatical leave in higher institutions abroad, we have selected a few universities in your country as a part of our study.

Sabbatical leave is to be defined as a system whereby a professor is paid part or full salary while being relieved of his regular teaching duties for a number of months, primarily for the purpose of professional improvement. He may repeat the leave after a certain number of years of service (not necessarily seven in number).

If your institution has a system of sabbatical leave or furlough, I shall be happy to receive the particulars and any printed rules or regulations concerning the practice. If you know of any important study of this problem which has been made in your country, kindly send me a copy of it or inform me where it may be obtained.

Permit me to thank you for your aid in this cooperative investigation.

Very truly,

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

TABLE CII

LIST OF FOREIGN UNIVERSITIES FROM WHICH INFORMATION
ON SABBATICAL LEAVE WAS SOUGHT

City	Institution	Leave?	
		Yes	No
Australia			
Adelaide,	*University of Adelaide,	1	
Brisbane,	University of Queensland,	1	
Hobart,	University of Tasmania,		1
Melbourne,	*University of Melbourne,	1	
Sidney,	*University of Sidney,	1	
Wellington,	#University of New Zealand,		
(Auckland, N. Z.,	*Auckland University College)	1	
(Wellington, N. Z.,	Victoria University College)		1
Canada			
Edmonton,	*University of Alberta,	1	
London,	Western University,	1	
Montreal,	University of Montreal,		
Toronto,	University of Toronto,	1	
Windsor,	University of King's College	1	
Vancouver,	University of British Columbia,	1	
Great Britain			
Cambridge,	*University of Cambridge,	1	
Dublin,	*University of Dublin,	1	
Edinburgh,	University of Edinburgh,	1	
London,	University of London,		
Oxford,	University of Oxford,		
Wales,	University of Wales,		1
France			
Bordeaux,	Universite de Bordeaux,		1
Montpellier,	Universite de Montpellier,		1
Lyon,	Universite de Lyon,		
Nancy,	Universite de Nancy,		
Paris,	Universite de Paris,		
Toulouse,	Universite de Toulouse,		
Germany			
Berlin,	Friederich-Wilhelms-Universitat,		
Bonn,	Rheinische-Frederichs-Universitat		1
Frankfort am Main,	Preussische Staats Universitat		1
Halle,	Vereinigte Friederichs Universitat		1
Koln,	Koln, Universitat,		
Tubinger,	Eberhard-Karls Universitat,		1
Switzerland			
Geneva,	Universite de Geneve,		1
Mexico			
Guadalajara,	University of Guadalajara,		1
Total	Y	13	11

*These institutions have a regular sabbatical leave system.

#This University copied the Data Sheet and sent it to associated colleges.

The University of Adelaide

Adelaide

19th January, 1931.

Dear Sir,

I enclose your questionnaire relating to sabbatical leave for members of the University staff. It is difficult to supply full answers as we had no well-formulated plan before 1929, when a scheme was drawn up definitely prescribing the proportion of salary that would be granted to members of the professorial staff when on leave. The same proportion would also be applied to lecturers. The University bears the expense of providing substitutes.

Before the adoption of this plan members of the staff applied for leave and nominated substitutes with whom they made their own financial arrangements. This was not satisfactory. The Council had no objection to members of the staff having long leave from time to time but was not able to assist them financially until recently, and even now no more can be done than is set out in the schedule as the Council desires to devote any available funds to a superannuation scheme which is under discussion.

Yours faithfully,

F. W. Eardley
Registrar

L. B. Cooper, Esq.,
2210 Ohio Avenue,
Cincinnati, Ohio.

University of Adelaide

Adelaide, Australia

Summary of Data Sheet No. 1

Leave of absence with full or part pay is granted as a regular practice by the University of Adelaide. Nine teachers (18 per cent) of the faculty were away during 1929-30. The length of service before one may apply for leave is flexible (see the schedule below). Leave is granted upon application for some desirable professional purpose. The teacher is not expected to teach elsewhere during leave, but may go to a more desirable position in another institution without making a refund of salary received during leave. Leave as a regular system began in 1929, and is officially recognized in accordance with the schedule. The governing board has made no criticism of the plan and looks upon the practice as an obligation on their part. The outstanding advantage of sabbatical leave is professional growth and efficiency; and the disadvantage is the difficulty of financing the plan. Thirteen teachers have been on leave of absence during the past three years.

Under special circumstances, the institution grants a leave of absence without pay. Such leave is not generally encouraged. Teachers taught twenty-eight weeks in 1930. They are free from all their teaching obligations during their vacation.

LEAVE OF ABSENCE TO STAFF*

(University of Adelaide)

	Class I	Class II	Class III
Proposed pay for professors on leave for:	When leave has not been taken during preceding		When leave is granted under six years' service
	<u>9 years</u>	<u>6 years</u>	
Whole year	2/3 £733	1/2 L550	1/5 L220
2 terms	3/4 825	2/3 733	1/2 550
1 term	4/5 880	3/4 825	2/3 733

*Schedule adopted November, 1929.

University of Melbourne

Melbourne, Australia

Summary of Data Sheet No. 1

Leave of Absence with Full or Part Pay. -- The University of Melbourne grants leave of absence with pay as a regular practice to professors. Three of twenty-four professors on the faculty were on such leave for 1929-30. The teacher serves the institution for ten years before he may apply for sabbatical leave. The number of professors who may take sabbatical leave in any one year is limited to three or four. The applicant applies for leave to the council which is the governing board. Professors are not selected for sabbatical leave; they select themselves; it has not been necessary to make choice because too many wanted to be away at one time. Leave may be repeated after ten years of service, however, some professors desire to go abroad (not necessarily for a year) at shorter intervals -- in these cases the cost of their substitute is deducted from their salary. The principal object in granting sabbatical leave is to permit the professor to see what is being done elsewhere in addition to study, travel, rest or recreation, restoration to health, and to write for publication. The person on leave is not required to spend his time in study. Leave every ten years is given with full pay; if at shorter intervals the salary of the substitute is deducted from the regular salary. The professor is paid for the number of months he is on leave. If a person applies for leave the implication is that he will return to duty and this has always been done. They are not required to submit a program of proposed activities before entering upon sabbatical leave, or required to make a report on same when leave is completed. The annual salary increment is given for the year in which sabbatical leave is taken. Leave of absence does not affect the teacher's retirement status.

Sabbatical leave has been in operation at the University of Melbourne for seven years. The plan is officially recognized by the governing board. No adverse criticism by the board has been heard, since they look upon the practice as an obligation on their part. No teachers were actually less valuable after their leave than before. Provided the plan can be financed there is no disadvantage.

Leave of absence without pay is granted. The position is always guaranteed to the teacher on return from such leave. One teacher was on this kind of leave during 1929-30. The teachers taught from 26 to 30 weeks during the entire year of 1929-30. Opportunity and encouragement for leave with pay during the summer is made. They are not required to teach every summer. In fact, practically everyone is away during part of December, January, and part of February; and this period can be extended to three months without difficulty, and to four without much difficulty.

University of Sidney

Sidney, Australia

Summary of Data Sheet No. 1

Leave of Absence is granted with full or part pay as a regular practice by the University of Sidney. Fourteen teachers of a faculty of 250 were on leave with full or part pay during 1929-30. No definite limit to the number on leave at one time exists. The teacher must be in service seven years before applying for leave. The governing board selects the teacher to take leave on the basis of length of service for professional study, for a period of twelve months. The leave may be repeated after seven years. Leave may be granted for study, rest or recreation, to restore health, or write for publication. One is not required to spend the time in study, and may teach elsewhere receiving two stipends. Sometimes full and sometimes fractional salary is paid for a period of twelve months. Teacher may accept a more desirable position immediately after leave expires without refunding the money paid during leave. He is not permitted to engage in gainful occupations other than teaching and is not required to return to the institution. No program of activities is required before going upon leave or report made upon return. His annual salary increment is given during the leave. The teacher's retirement status is not affected in any way. A leave plan is neither officially recognized by the governing board nor have they given any adverse criticism of the practice. There is definite ruling providing for sabbatical leave, however, the board considers sabbatical leave as an obligation on their part. Approximately 100 per cent of the teachers on leave were more valuable to the institution upon return. Outstanding advantages are: increased teaching efficiency, broader professional view, higher scholarship and culture, inspiration to other teachers, rest and fresh outlook, and helps in attracting new teachers. Lack of finances is the outstanding disadvantage. Thirty teachers have been on leave during the past three years.

Leave of absence without pay is granted by the institution. Teachers are encouraged to go on such leave by guaranteeing their position upon return. No teachers were on such leave during 1929-30.

Teachers taught thirty weeks during the entire year of 1929-30. Teachers go on leave with pay during the summer. They are encouraged to take such leave. Teachers required to teach during the summer term must teach every summer.

Aukland University College

Aukland, New Zealand

Summary of Data Sheet No. 1

Leave of absence with full or part pay is granted as a regular practice by the University of Aukland. Two (4 per cent) of the faculty of fifty were on such leave during 1929-30. A definite limit of two teachers or 4 per cent of the faculty may be away in any one year. The teacher must be in service seven years before he may apply for sabbatical leave. The governing board selects those to whom leave is granted on the basis of the length of service. Leave is granted for twelve months for the purpose of study and may be repeated after seven years. In general, the person on leave must spend the time in study -- it all depends upon the individual. Full pay is given for the period of leave. The teacher may accept a better position immediately after his leave expires "if he has the hide to do so." If he does go elsewhere immediately after the leave expires, he is not required to refund a part of the money paid. The teacher may engage in gainful occupations other than teaching, however, "he must go over seas." The teacher is obliged to return to service after sabbatical leave. He is required to submit a program of proposed activities for approval before entering upon sabbatical leave; and a report of these activities is submitted upon the completion of leave. The salary increment is given for the period of leave. Sabbatical leave does not affect the teacher's retirement status.

A system of sabbatical leave has been in operation at Aukland University College for five years. It is officially recognized by the board; no criticism of the plan has been made by the board. However, they do not look upon the practice of granting sabbatical leave as an obligation on their part. A copy of the regulations providing for sabbatical leave follows this summary. No teachers have been less valuable to the institution after their leave than before. On the other hand, 100 per cent have been more valuable to their institution upon return. The outstanding benefits checked are: increased teaching efficiency, broader professional view, higher scholarship and culture, and rest and fresh outlook. The disadvantage is a lack of finances.

The institution grants leave without pay and encourages taking same by always guaranteeing the position to the teacher upon return. Teachers taught twenty-five weeks plus three weeks term examining during the entire year of 1929-30. Teachers have opportunity and are encouraged to go on leave of absence with pay during the summer. They are not required to teach during the summer since there is no summer session.

University of Alberta

Edmonton, Alberta, Canada

Summary of Data Sheet No. 1

The University of Alberta grants sabbatical leave as a regular practice. Two members of the faculty were on such leave during 1929-30, and the number which may be on sabbatical leave is limited to three. The teacher must be in service seven years before applying for sabbatical leave. He is selected by the president with the approval of the board on the basis of length of service and for professional study. The leave may be granted for a period of twelve or six months and may be repeated after seven years of service. Teachers on leave are required to study, and are not permitted to teach in another institution and receive two stipends. The teacher receives four-fifths of the regular salary as a maximum, and less depending on length of service. Pay is received for twelve months or the duration of the leave. The teacher is permitted to accept a more desirable position elsewhere immediately after leave expires. He is not expected to engage in gainful occupations while on leave. A program of proposed activities is required to be submitted before entering upon sabbatical leave, and a report of activities submitted upon return. Sabbatical leave does not affect the teachers retirement status, and the annual salary increase is given for the period of leave.

Sabbatical leave has been in operation at the University of Alberta for two years. The plan is officially recognized by the governing board which considers the granting of such leave as an obligation on their part. No criticism or objections to the policy of granting leave with pay has been made by the board. The copy of the sabbatical-leave regulations follow this summary. The outstanding advantage of granting such leave is for higher scholarship and culture.

The institution grants leave of absence without pay, but does not encourage those entitled to sabbatical leave and teachers who need no further academic training to take such leave. The position is guaranteed to the teacher on return if leave for only one year is granted. Two teachers were away on such leave during 1929-30. There is a restriction on the number who may be away at one time on such leave. The teachers taught thirty weeks during the entire year of 1929-30. The teacher has an opportunity to go on leave with pay during the summer term. They are not required to teach during the summer. Teaching in the summer term is by arrangement and with additional pay.

The University of British Columbia

Vancouver, Canada

November 5th-1930.

L. B. Cooper, Esq.,
2210 Ohio Avenue,
Cincinnati, Ohio.

Dear Sir:

I acknowledge the receipt of your letter of October 3rd and the questionnaire re Sabbatical Leave for College Teachers.

The University of British Columbia does not have a system of Sabbatical Leave. Applications for leave are dealt with by the President and the Board of Governors as they arise. The maximum period of leave is for twelve months, usually on half salary. This period may be exclusive of the regular summer vacation of four months, for which the professor receives full pay.

A teacher does not necessarily have to be connected with the University for seven years before being eligible for leave.

The total number of full time regular teaching and administrative faculty for 1929-30 was 106. Of this number 7 were on leave on half pay.

I regret that many of the questions asked do not apply to this institution since we have not established the policy of a Sabbatical year. The copy of the questionnaire has been retained.

I shall be glad to receive a copy of the results of your study.

Yours very truly,

L. C. Keinck

University of King's College

Halifax, N. S. Canada

Summary of Data Sheet No. 1

The University of King's College grants a leave of absence with pay, but not as a regular practice. One member of the faculty was on such leave during 1929-30, and no limitation exists as to the number of teachers who may be on sabbatical leave in any one year. The member of the faculty having opportunity applies for leave, and applications are considered in order of date. Leave may be granted for twelve months for study or to restore health. Professor is expected to make use of the leave period to improve his value to the school upon return. He may teach in another institution while on leave and draw two salaries. The teacher securing leave provides satisfactory substitute and receives the difference between the permanent salary and the substitute's salary, and is paid for twelve months. The teacher may accept a more desirable position elsewhere immediately after leave of absence expires on condition that he refunds to the institution whatever sum he has received during leave. He may engage in gainful occupations other than teaching; and is obliged to return to service in the institution for one year. The teacher is not required to submit a program of proposed activities before going on leave and is not required to report upon completion of leave.

No official plan is adopted. The governing board does not look upon the practice of granting leave as an obligation on their part. Approximately 100 per cent of the teachers on leave were more valuable after their return; no teacher was reported as being less valuable. The benefits or advantages of sabbatical leave are: increased teaching efficiency, higher scholarship and culture, inspiration to other teachers, rest and fresh outlook, helps in attracting new teachers, and makes teachers more contented and appreciative. The disadvantages are a lack of finances and no well-formulated plan. Two teachers have been on sabbatical leave during the past three years.

The University of King's College does not grant a leave of absence without pay. The position is guaranteed to the teacher upon return if he furnishes a substitute qualified for the post. The teachers taught thirty-one weeks during the entire year of 1929-30. They have an opportunity to go on leave of absence with pay during the summer, since they are virtually free agents and make their own summer arrangements. No teaching is required during the summer.

University of Toronto

November 8, 1930

Mr. L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

Dear Sir:

I am directed by the President to send you the answers to the questions asked regarding sabbatical leave. We have no printed rules nor regular practice, but do grant leave to our staff with salary for varying periods.

Yours sincerely,

A. W. Patterson
President's Secretary

University of Toronto

Toronto, Ontario, Canada

Summary of Data Sheet No. 1

The University of Toronto grants a leave of absence with pay if the teacher asks for it. The full-time regular faculty of 404 had seven teachers on sabbatical leave during 1929-30: five on full pay; one on two-thirds pay; and one on half pay. No limit exists as to the number of teachers who may be granted such leave in any one year. As a rule not less than seven years of service is required before the teacher may apply for sabbatical leave. The teacher is selected by the president with the approval of the board for the purpose of study, travel, restoration of health, or to write for publication. Leave is granted for twelve months and frequently for one term with long summer vacation. The teacher receives two-thirds salary for a full year; full salary for a term. The annual salary increment is given for the year in which leave is taken. Sabbatical leave does not prejudice the teacher's retirement status. Eighteen teachers have been on sabbatical leave during the last three years.

Many questions of Part A and all of Parts B and C were omitted by the respondent.

University of Cambridge

Cambridge, England

(Leave of Absence)

STATUTE D, XXI, 5.

Every University teaching officer shall be entitled to be excused from discharging the duties of his office during one term for every six terms during which he has discharged the duties of a teaching officer: provided always that

(1) he shall obtain the consent of the General Board, which consent shall not be unreasonably withheld,

(2) in estimating the amount of leave of absence due under this section at any time account shall not be taken of any service done by him more than six years before,

(3) he shall not necessarily receive any stipend in respect of any period of absence under this section, but the General Board may fix the amount (if any) of the stipend payable to him in respect of that period.

Leave of absence to University teaching officers.

Notice by the General Board (Reporter, 1927-28, p. 918).

The rules which for the present the Board propose to follow in granting stipend in respect of absence from duty under Statute D, XII, 5 are as follows:

(1) Leave with stipend will be granted in respect of two terms' absence under the section in every period of seven years. If a third term of absence is taken under the section during any such period the Officer's leave for that term will be without stipend, that is to say, the Officer will lose one-third of his stipend for the academical year in question.

For the purpose of this rule stipend means pensionable stipend. Allowances in lieu of Fellowship and University contributions to pensions will be paid in full in respect of any absence under the section; also, at the discretion of the General Board, the Teaching Officer's contribution if the Officer is on leave without stipend. This contribution must in any case be paid.

(2) Officers will be required to inform the Board of any remuneration received by them for work done during absence, and the Board may modify the application of the foregoing rule in view of any earnings from new work undertaken during absence.

(3) The Board will require as a condition of receiving stipend during absence that the Officer concerned effectively gives up all teaching and administrative duties in Cambridge during the period.

(4) Applications for leave of absence should be made to the General Board and at the same time to the Faculty Board concerned. The Faculty Board should report to the General Board on the application. Applications for leave in any term should be made to the General Board not later than the first week of Full Term in the preceding term.

University of Edinburgh

Edinburgh, Scotland

18th December, 1930.

Dear Sir,

Referring to your circular letter received some time ago, I have to state that in this University a scheme of leave of absence was adopted in 1927.

All full-time Professors, Readers and Lecturers who have served in the University as such for not less than six years, and who have each year a three-term schedule of formal lectures or laboratory instruction, shall be recognized as having a claim to periodic leave of absence on full pay. Such leave of absence shall be normally leave for one term in respect of each period of five years.

All applications for leave of absence under the foregoing regulation shall be submitted to the University Court through the Dean of the Faculty concerned, the concurrence of the Head of the Department having first been obtained.

I am,

Yours faithfully,

W. A. Fleming
Secretary

L. B. Cooper, Esq.,
2210 Ohio Avenue,
Cincinnati, Ohio.

L'Université de Bordeaux

Bordeaux, France

November 18, 1930.

Dear Sir,

I have received your list of questions about Sabbatical Leave for College Teachers. The answer is very simple: There is no such thing in France and no likelihood of there being any, unless things change very much.

You know that all our universities, colleges and even elementary schools belong to the State. The teachers are officials, civil servants. They have their regular holidays and vacations and are never allowed one day's leave more. If they want any leave of absence beyond the regular vacations, they may obtain it, but (unless it is just for one or two days with a good reason, like their wedding, or a death in the family) their salary is practically completely stopped during that time. They receive merely then a nominal salary so that they may still be considered as belonging to the staff of teachers. They may remain thus five years at the most (with a very few exceptions, for instance teachers who are elected députés at the Chamber, or who are sent as official professors in foreign countries), after which time they must either resume their work or give up their situations altogether.

The only leaves of absence admitted are those in case of sickness. The teacher duly recognized sick is paid his full salary during three months, and half of it the three next. Here also there are a few exceptions (tuberculous or nervous diseases) when the full salary is paid during the whole time of sickness.

This is the law of the State and it won't be changed. A few professors have timidly hinted that there should be a kind of sabbatical leave, but they know very well that this will fall into deaf ears. The State cannot grant that. Public opinion would not admit it and the ministry of finance would be dead against it also.

As for the colleges and schools which are independent from the State, they are mostly poorer than the State. They require more from their teachers and pay them less. For them, or many of them, the sabbatical system would be suicidal and nobody has ever thought of proposing it.

I don't know any case in France when a teacher has been paid while relieved of his duties (except cases of illness). I know of no study of that problem made in the country. If by chance - a most improbable chance - I come across any, I will let you know. Meanwhile we, French professors in the University, envy you your Sabbatical system - but we know we shall never get it.

Yours very sincerely,

P. Berger
professeur à la Faculté de Lettre
de l'Université de Bordeaux

Faculte des Lettres,
Universite de Montpellier,
14 November, 1930.

Mr. L. B. Cooper,
Cincinnati.

Dear Sir,

Re. yours of the 23rd ult.

There are so many differences between universities in America and in France that answering your questions would convey a wrong idea of the state of things in our country.

Here a University Professor or Lecturer is appointed for life by the Government. He is a State Official, a kind of Civil Servant. We have two sorts of leaves: "Sickness" and "personal convenience." In the first case we get full salary during three months, then half salary for another three months. The "congé pour convenance personnelle" is granted for a whole year, but without pay. I must say that this is quite exceptional. In each case a post is always guaranteed on return.

We know no such thing as sabbatical leave. But the following facts must be taken into account:

Our scholastic year lasts from the first week in November till the second week in June (hardly more than seven months). Of course there are summer examinations, but things are arranged in such a way that everyone enjoys a full three-and-a-half months' entire freedom.

We do not "teach" and know no class drudgery. We are all strictly specialized; the standard of our studies is very high, as we are only concerned with the training of Lycée professors. In term time our work consists in giving three lectures of an hour each week. This leaves us plenty of time for personal work. As a matter of fact we are more or less expected to devote half of our time to the preparation of our lectures, and the rest to research, publication, etc. In many cases the two coincide.

Yours truly,

R. Martin

Der Universität Tübingen

Tübingen, Germany

2 November, 1930

Dear Sir,

In reply to your inquiry concerning SABBATICAL LEAVE I beg to inform you that to my knowledge no system of Sabbatical Leave is actually practiced in German Universities. On the other hand, though there is no system, 'semester-urlaub' is frequently granted. Semester-urlaub is to be defined as furlough granted for the duration of a German term (i.e. half a year) for purpose of study. Full salary will be paid during that time. I dare say that it was owing to the American example that the demands for semester-urlaub grew more frequent in this country. But we are yet far from a regular grant of the said furlough. Generally speaking one might say that a professor gets a grant of that kind when he gets a 'call' from another University. He must apply for it and as a rule it is granted once only.

Yours truly,

W. F. Shireur

Friederichs Universität

Halle, Germany

November 4, 1930

Dear Sir,

There is no sabbatical leave, as defined by you, in the universities of Prussia nor, as far as I know, of any other German state. Occasionally and on special application, leave of absence is granted by the Minister of Education, for one term and with full pay. I think I remember no more than three or four cases in my faculty during the last ten years, the purpose being invariably to write for publication and at the same time, in two cases, to make up for the years lost in service during the war. But this is by no means a regular institution; the professor has no claim to such a leave, let alone to a regular recurrence after a certain number of years.

I can think of only one case corresponding to your enviable institution in the States, and I am not sure that it is true: there is a rumour that one professor of high standing and wide reputation, before accepting a professorship, made it a condition to have leave of absence every seventh term, in order to have time for study and archaeological investigation.

Yours truly,

Hans Weyhe

Universität Bonn

Bonn, Germany

4 November 1930

Dear Sir,

We have no regular system of sabbatical leave at German universities, but we have long vacations after our two terms, at Easter and in the summer, together nearly half a year. Sometimes a Professor is granted a leave (with full pay) for scientific purposes for instance archaeologists, who have to work in far away countries. But it is not regular and happens perhaps once or twice in a life-time.

Yours truly,

Hubener
Director of the English Seminary

APPENDIX E

TEACHERS WHO HAVE BEEN ON SABBATICAL LEAVE

TABLE OF CONTENTS

Letter of Introduction to Teachers.

Questionnaire to Teachers Who Have Been on Leave of Absence.

Follow-up Letter to Teachers.

Table CIII. Teachers on Leave During Past Three Years from Higher Institutions Granting Sabbatical Leave.

Letters and Remarks from Teachers:

PS G or S represents a teacher from a public college or university.

NS G or S represents a teacher from a non-sectarian institution.

PP G or S represents a teacher from a sectarian institution.

TC I or II represents a teacher from a teachers college or normal.

UNIVERSITY OF CINCINNATI
TEACHERS COLLEGE

October 3, 1930.

To Teachers Who Have Been on Leave of Absence:

The Ph.D. dissertation committee of Mr. L. B. Cooper feels that his study of sabbatical leave for college teachers deals with an issue of fundamental importance in the improvement of instruction in higher institutions. Questionnaires have been mailed to 1229 presidents of higher institutions, to the state departments of education, and to 300 educational organizations and foundations. The study will report the practice in granting leave of absence in foreign countries. The legal status of sabbatical leave in this country is being determined through the attorney general's department of each of the states. We bespeak your cooperation in providing the data which he requests. A statement from Mr. Cooper follows.

Very truly yours,

W. A. Cook, Professor of Education
Carter V. Good, Professor of Education
L. A. Pochstein, Dean, Teachers College

* * *

* * *

* * *

* * *

Since the practice of granting SABBATICAL LEAVE FOR COLLEGE TEACHERS is a movement of rapidly increasing significance, a study of all phases of the problem will undoubtedly be of interest and general value to college teachers of the nation. The cooperation of teachers like yourself who have been on leave is necessary for making this a worthwhile and helpful study.

Your name was secured from the president of the institution which granted you leave. You will require only a short time to check the enclosed data sheet. Please answer all questions according to your best judgment or opinion. In some instances you will need to check more than one item in the question. Permit me to thank you for your aid in this cooperative investigation.

Yours truly,

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

SABBATICAL LEAVE FOR COLLEGE TEACHERS
(Data Sheet No. II)

374

TO: Teachers Who Have Been on Leave of Absence:

Signature of person filling in blank _____
(Your name will not be used in this study)

FROM: L. B. Cooper, 2210 Ohio Avenue, Cincinnati, Ohio.

DIRECTIONS: Check (✓) each question in the proper place and write words in the blanks. Some questions may involve more than one check mark and additional words.

* * *

* * *

* * *

* * *

1. What things did you do while on leave of absence? (Check)

- (a) Traveled
- (b) Taught elsewhere
- (c) Worked toward A.B., or M.A., or Ph.D.
- (d) Worked on special research
- (e) Wrote for publication
- (f) Attempted restoration of health
- (g) Took rest or recreation
- (h) Other gainful employment
- (i) Add here anything else you did while on leave of absence.
(Be specific) _____

2. How were you selected from other members of the faculty for taking leave?
(Check those which apply to you)

- (a) For length of service
- (b) Probable advantage to the institution
- (c) In order of date of application for leave
- (d) For merit or satisfactory service
- (e) For some specific purpose
- (f) By distribution of teachers by departments
- (g) For advanced study already begun
- (h) Selected by lot
- (i) Other methods (specify). _____

3. Source of your income while on leave. (Check answers and give amounts of income, not including savings.)

- (a) Private income? Yes ... No ... \$ _____
- (b) Salary from your institution? Yes ... No ... \$ _____
- (c) From a scholarship? Yes ... No ... \$ _____
- (d) Teaching assistantship? Yes ... No ... \$ _____
- (e) From some foundation? Yes ... No ... \$ _____
- (f) Name of foundation _____
- (f) Other income source _____

4. By whom were your courses taught while you were on leave?

- (a) By regular members of the faculty? Yes ... No ...
- (b) By a student assistant? Yes ... No ...
- (c) By a newly employed substitute? Yes ... No ...
- (d) Any other way _____

To Teachers Who Have Been on Leave:

Recently, a questionnaire on SABBATICAL LEAVE FOR COLLEGE TEACHERS was sent to you. Great interest is being shown in the study. Permit me to ask you to return the Data Sheet within the next five days if at all possible. If you have not received a copy, please let me know. When you write be sure to give your identification number as follows, _____

Yours very truly,

October 22, 1930.

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

5. Were any elective courses which you offered the year before you went on leave omitted during the year you were on leave? Yes ... No ...
6. Did you feel that your courses were adequately cared for during your absence? Yes ... No ...
7. Before going on leave what degree did you hold? No degree ... a bachelor's ... or a master's ... or a Ph.D. ...
8. Did you receive a degree at the close of your leave? Yes ... No ...
If so, what degree? _____
9. What rank did you hold just before taking leave?
(a) Student assistant (b) Instructor
(c) Assistant professor (d) Associate professor
(e) Adjunct professor (f) Full professor
(g) Any other rank _____
10. What recognition were you promised by your institution on returning from leave?
(a) Raise in salary? Yes ... No ...
(b) Raise in professional rank? Yes ... No ...
(c) State any other recognition you received. _____
-
11. What in your opinion are the advantages of a leave of absence for a college teacher? (Check those you desire; add others)
(a) It renews one's life and vigor
(b) It increases teaching efficiency
(c) Helps one to a better position
(d) One gains a larger social view
(e) Renews professional outlook
(f) Chance for rest and recuperation
(g) Other advantages (Specify) _____
-
12. What are the disadvantages which you experienced from your leave of absence? (Check those you desire; add others)
(a) Took a financial loss
(b) Did not have a well formulated program while on leave
(c) Was difficult to get a substitute
(d) Other disadvantages. (Specify) _____
-
13. Could the plan of "Sabbatical Leave" in your institution have been improved? Yes ... No ... If so, How? (Check or list)
(a) Have a more systematic plan
(b) Substantial financial support
(c) Require a program of activities while on leave
(d) Other suggestions for improvement of plan. (Specify) _____
-
14. Give any additional information on the back of this page.

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- ter's	Less than Doc- ter's	Total	

- 2 How were you selected from the other members of the faculty for taking leave? (Check those which apply to you). (a) For length of service; (b) Probable advantage to the institution; (c) In order of date of application for leave; (d) For merit or satisfactory service; (e) For some specific purpose; (f) By distribution of teachers by departments; (g) For advanced study already begun; (h) Selected by lot; (i) Other methods.

a	261	89	133	77	140	137	169	318	487	13
b	89	62	43	53	55	42	45	184	193	37
c	45	16	18	17	26	37	20	78	98	5
d	58	18	21	25	30	15	26	65	91	4
e	70	21	16	21	54	8	38	61	99	16
f	12	2	9	2	3	7	5	16	21	3
g	58	33	17	33	41	36	26	101	127	41
h	0	0	0	0	0	1	0	1	1	0
i	35	7	17	7	18	9	26	25	51	37

(continued on next page)

TABLE CIII

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-ter's	Less than Doc-ter's	Total	
Number of Replies Used	352	142	170	130	194	191	216	469	685	99

What things did you do while on leave of absence? (Check). (a) Traveled; (b) Taught elsewhere; (c) Worked toward bachelor's, Master's, or Doctor's degree; (d) Worked on special research; (e) Wrote for publication; (f) Attempted restoration of health; (g) Took rest or recreation; (h) Other gainful employment; (i) Other specific things.

a	238	65	125	68	110	70	171	202	373	30
b	45	10	22	11	22	8	28	35	63	16
Bachelor's	2	2	2	1	1	18	0	22	22	4
c Master's	8	17	4	7	14	69	0	94	94	23
Doctor's	58	59	17	55	45	64	0	181	181	37
d	203	59	93	55	114	36	149	149	298	28
e	119	28	53	26	68	15	96	66	162	15
f	32	8	17	12	11	16	18	38	56	3
g	114	28	70	22	50	21	80	83	163	5
h	13	7	7	3	10	2	8	14	22	5
i	141	41	74	42	66	49	88	143	231	26

(continued on next page)

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave with out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-ter's	Less than Doc-ter's	Total	
3 Source of your income while on leave. (Check answers and give amounts of income, not including savings). (a) private income.										
a Yes	135	52	72	35	80	69	87	169	256	37
\$4200 /	4	2	1	1	4	2	4	4	8	1
4000	3	0	0	0	3	0	3	0	3	0
3800	0	0	0	0	0	0	0	0	0	0
3600	0	0	0	0	0	0	0	0	0	0
3400	1	0	1	0	0	0	0	1	1	0
3200	0	1	0	0	1	0	0	1	1	0
3000	3	2	2	1	2	1	4	2	6	0
2800	0	0	0	0	0	0	0	0	0	0
2600	0	0	0	0	0	0	0	0	0	0
2400	3	0	2	0	1	0	2	1	3	0
2200	0	0	0	0	0	0	0	0	0	1
2000	8	2	3	1	6	3	5	8	13	1
1800	1	1	0	2	0	0	0	2	2	1
1600	0	1	1	0	0	0	0	1	1	0
1400	9	2	3	3	5	2	4	9	13	0
1200	6	0	3	0	3	4	3	7	10	2
1000	15	13	11	5	12	4	12	20	32	1
800	4	1	2	1	2	4	3	6	9	1
600	5	5	5	4	1	4	3	11	14	1
400	6	4	2	0	8	3	6	7	13	4
200	4	2	5	1	0	9	1	14	15	1
1-199	0	0	0	0	0	0	0	0	0	0
Number Reported	72	36	41	19	48	36	50	194	144	14
Mean	1701	1360	1311	1398	1898	1187	1879	1279	1487	1400
Range	200-8000	300-5000	200-5000	300-4500	450-8000	200-7000	200-8000	200-7000	200-8000	250-6500

(continued on next page)

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tor's	Total	
3 Source of your income while on leave. (Check answers and give amounts of income, not including savings); (b) salary from your institution.										
Yes	352	142	170	130	194	191	216	469	685	no data
\$4200	22	1	14	1	8	0	9	14	23	
4000	8	1	3	0	6	0	7	2	9	
3800	1	1	1	1	0	1	0	3	3	
3600	4	0	1	0	3	0	1	3	4	
3400	3	2	2	0	3	1	2	4	6	
3200	2	1	1	0	2	0	2	1	3	
3000	9	10	8	5	6	0	10	9	19	
2800	1	0	0	0	1	0	0	1	1	
2600	8	1	3	1	5	0	5	4	9	
2400	14	3	6	1	10	1	9	9	18	
2200	21	2	12	2	9	2	17	8	25	
2000	23	7	11	7	12	7	17	20	37	
1800	20	7	10	6	11	9	16	20	36	
1600	20	8	11	9	8	9	11	26	37	
1400	25	11	8	17	11	17	11	42	53	
1200	19	11	8	6	16	15	9	36	45	
1000	6	15	3	15	3	14	4	31	35	
800	6	4	2	3	5	7	2	15	17	
600	3	5	2	2	4	13	2	19	21	
400	7	10	2	8	7	8	2	23	25	
200	1	5	2	3	1	6	0	12	12	
1-199	0	0	0	0	0	0	0	0	0	
Number Reported	223	105	110	87	131	110	136	302	438	
Mean	2247	1550	2375	1485	2087	1275	2314	1621	1836	
Range	300-6000	300-5000	300-5700	300-4200	300-6000	228-3800	500-6000	228-5700	228-6000	

(continued on next page)

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
3 Source of your income while on leave. (Check answers and give amounts of income, not including savings); (c) from a scholarship.										
Yes	21	16	6	13	18	10	6	41	47	14
\$1100 /	4	1	1	1	3	0	3	2	5	2
1000	3	0	1	1	1	1	1	3	4	0
900	0	0	0	0	0	0	0	0	0	0
800	1	0	0	0	1	0	1	0	1	0
700	1	1	0	1	1	0	0	2	2	0
600	0	0	0	0	0	0	0	0	0	0
500	3	2	0	0	5	1	0	6	6	2
400	1	0	0	0	1	0	0	1	1	0
300	1	4	1	2	2	2	0	7	7	1
200	3	3	2	2	2	4	0	10	10	2
100	1	3	1	2	1	1	0	5	5	2
1-99	0	0	0	0	0	0	0	0	0	0
Number Reported	18	14	6	9	17	9	5	36	41	9
Mean	988	373	643	781	714	318	1880	458	631	591
Range	200- 4000	140- 1200	156- 2000	140- 4000	180- 2500	200- 1000	800- 4000	140- 2500	140- 4000	125- 1800

(continued on next page)

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total	
	Program of Institution		Institutional Control				Degree Held by Teacher				
			Private		Public						
	Grad- uate	Under Grad- uate	Non- sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers and Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total		
3 Source of your income while on leave. (Check answers and give amounts of income, not including savings); (d) from teaching assistantship.											
d	Yes	17	16	7	12	14	10	36	37	43	10
	\$2000 /	5	0	2	0	3	1	2	4	6	3
	1800	0	0	0	0	0	0	0	0	0	0
	1600	0	0	0	0	0	1	0	1	1	0
	1400	2	1	1	1	1	0	0	3	3	0
	1200	0	0	0	0	0	0	0	0	0	2
	1000	1	2	2	0	1	2	1	4	5	2
	800	3	2	0	3	2	0	0	5	5	0
	600	2	5	0	2	5	2	1	8	9	1
	400	0	4	2	2	0	0	0	4	4	0
	200-399	2	1	0	2	1	3	1	5	6	0
Number Reported		15	15	7	10	13	9	5	34	39	8
Mean		1538	765	1171	682	1178	886	1905	970	1090	1829
Range		265- 4000	350- 1500	500- 4000	265- 1500	300- 3000	350- 2200	300- 4000	265- 3000	265- 4000	700- 2800

(continued on next page)

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
			Private		Public		Doc-tor's	Less than Doc-tor's	Total	
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal				
3 Source of your income while on leave. (Check answers and give amounts of income, not including savings); (e) from some foundation.										
Yes	34	5	15	7	17	2	28	13	41	13
\$3600 /	4		2	1	1		3	1	4	2
3400	2		0	0	2		2	0	2	0
3200	0		0	0	0		0	0	0	1
3000	2		0	0	2		2	0	2	0
2800	0		0	0	0		0	0	0	0
2600	1		1	0	0		1	0	1	0
2400	4	2	2	1	3		6	0	6	1
2200	0	0	0	0	0		0	0	0	0
2000	1	1	2	0	0		1	1	2	0
1800	0	0	0	0	0		0	0	0	0
1600	0	0	0	0	0		0	0	0	0
1400	0	0	0	0	0		0	0	0	1
1200	0	1	0	1	0		0	1	1	0
1000	5	0	3	0	2		4	1	5	0
800	0	0	0	0	0		0	0	0	0
600	0	0	0	0	0		0	0	0	0
400	2	0	0	1	1		1	1	2	1
200	2	0	1	0	1		2	0	2	1
1-199	0	0	0	0	0		0	0	0	0
Number Reported	23	4	11	4	12		22	5	27	7
Mean	2445	2075	2312	2075	2567		2403	2332	2390	2718
Range	300-7500	1300-2500	300-3600	500-4000	300-7500		300-7500	500-6861	300-7500	200-7500

(continued on next page)

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total	
	Program of Institution		Institutional Control				Degree Held by Teacher				
			Private		Public						
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tor's	Total		
3 Source of your income while on leave. (Check answers and give amounts of income, not including savings); (f) other source of income.											
f	Yes	75	35	39	33	38	19	51	78	129	53
\$3600	6	2	2	1	5		5	3	8	2	
3400	2	0	1	0	1		2	0	2	1	
3200	0	0	0	0	0		0	0	0	0	
3000	3	3	3	1	2		2	4	6	0	
2800	1	0	0	0	1		1	0	1	0	
2600	0	1	0	0	1		0	1	1	0	
2400	0	0	0	0	0		0	0	0	0	
2200	0	0	0	0	0		0	0	0	1	
2000	0	0	0	0	0		0	0	0	1	
1800	1	1	0	1	1		0	2	2	0	
1600	1	0	0	0	1		0	1	1	0	
1400	4	2	2	1	3	1	1	6	7	0	
1200	2	3	2	2	1	0	1	4	5	0	
1000	7	1	3	4	1	0	3	5	8	4	
800	1	0	0	0	1	0	1	0	1	0	
600	3	2	1	1	3	3	1	7	8	1	
400	6	3	4	2	3	1	6	4	10	1	
200	1	3	1	2	1	1	1	4	5	0	
1-199	0	1	0	0	1	1	1	1	2	0	
Number Reporting	38	22	19	15	26	7	25	42	67	11	
Mean	1939	1640	1826	1286	2145	639	2074	1485	1705	2302	
Range	375-5500	180-6000	300-5500	300-4200	180-6000	150-1500	180-5400	150-6000	150-6000	500-7500	

(continued on next page)

TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave with- out Pay Total
	Program of Institution		Institutional Control				Degree Held by Teachers			
			Private		Public					
	Grad- uate	Under Grad- uate	Non- sec- tari- an	Sec- tari- an	Col- lege and Uni- ver- sity	Teach- ers Col- lege and Nor- mal	Doc- tor's	Less than Doc- tor's	Total	
3 Source of your income while on leave. (Check answers and give amounts of income, not including savings); (g) total amount of income.										
\$10000	4		2		2		2	2	4	
9500	0		0		0		0	0	0	
9000	0	1	0		1	1	0	2	2	
8500	3	0	2		1	0	3	0	3	
8000	4	2	1		5	0	4	2	6	
7500	2	0	1		1	0	1	1	2	2
7000	4	0	1		3	1	2	3	5	0
6500	3	2	3		2	0	4	1	5	1
6000	3	2	2	2	1	0	4	1	5	0
5500	10	0	4	2	4	0	8	2	10	0
5000	15	3	7	0	11	1	10	9	19	2
4500	20	3	11	3	9	2	11	14	25	0
4000	11	2	5	3	5	0	10	3	13	1
3500	21	6	11	3	13	6	10	23	33	1
3000	23	13	13	8	15	5	12	29	41	1
2500	18	9	9	5	13	5	12	20	32	4
2000	34	19	17	18	18	11	22	42	64	6
1500	38	19	17	25	15	26	19	64	83	4
1000	10	13	3	12	8	28	3	48	51	5
500	1	9	2	4	4	20	0	30	30	9
1-499	1	4	0	2	3	5	0	10	10	0
Number Reporting	225	107	111	187	134	111	137	306	443	36
Mean	3490	2572	3479	2263	3561	1848	3811	2429	2857	2330
Range	400-12500	300-9250	500-12500	300-6000	350-12000	228-9150	1000-12000	228-12500	228-12500	500-7500

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TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teachers			
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tor's	Total	
4 By whom were your courses taught while you were on leave? (a) By regular members of the faculty? (b) By a student assistant? (c) By a newly employed substitute? (d) Any other way.										
a	217	69	94	72	120	107	137	256	393	39
b	29	11	11	10	19	13	12	41	53	7
c	143	80	82	61	80	98	88	233	321	66
d	39	9	13	12	23	7	21	34	55	4
5 Were any elective courses which you offered the year before you went on leave omitted during the year you were on leave?										
Yes	202	76	96	79	103	64	131	211	342	37
No	127	55	66	47	69	111	76	217	293	50
6 Did you feel that your courses were adequately cared for during your absence?										
Yes	272	104	126	103	147	148	164	360	524	78
No	36	25	23	17	21	31	27	65	92	12

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TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teachers			
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tor's	Total	
7 Before going on leave what degree did you hold?										
No degree	11	4	6	2	7	24	0	39	39	5
Bachelor's	47	19	26	17	23	76	0	142	142	30
Master's	114	81	51	71	73	82	0	277	277	40
Doctor's	176	31	85	37	85	9	216	0	216	22
Others	2	1	2	1	0	0	0	3	3	2
8 Did you receive a degree at the close of your leave? If so, what degree?										
Yes	32	38	10	33	27	81	0	151	151	37
No	291	98	149	93	147	110	188	311	499	59
Bachelor's	2	1	1	1	1	18	0	21	21	4
Master's	6	15	3	9	9	52	0	73	73	19
Doctor's	22	22	5	22	17	11	0	55	55	14
Others	2	0	1	1	0	0	0	2	2	0

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TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher		Total	
			Private		Public					
	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tor's		
9 What rank did you hold just before taking leave? (a) Student assistant? (b) Instructor? (c) Assistant professor? (d) Associate professor? (e) Adjunct professor? (f) Full professor? (g) Any other rank?										
a	0	1	0	1	0	1	0	2	2	0
b	7	8	3	5	7	34	2	47	49	22
c	59	14	21	13	39	21	17	77	94	20
d	76	14	32	12	46	28	29	89	118	13
e	0	2	0	2	0	0	0	2	2	2
f	209	98	113	94	100	62	163	206	369	33
g	0	4	0	2	2	40½	3	41	44	7
10 What recognition were you promised by your institution on returning from leave? (a) Raise in salary? (b) Raise in rank? (c) Other recognition?										
a Yes	36	38	15	37	22	53	12	115	127	36
No	194	65	95	49	115	84	122	221	343	36
b Yes	20	20	6	16	18	17	3	54	57	21
No	196	64	94	51	115	85	123	222	345	33
c Yes	58	23	23	23	35	16	36	61	97	27

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TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
	Grad-uate	Under Grad-uate	Private		Public		Doc-tor's	Less than Doc-tor's	Total	
			Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers and Col-lege and Nor-mal				
11 What in your opinion are the advantages of a leave of absence for a college teacher? (Check those you desire; add others). (a) It renews one's life and vigor; (b) It increases teaching efficiency; (c) Helps one to a better position; (d) One gains a larger social view; (e) Renews professional outlook; (f) Chance for rest and recuperation; (g) Other advantages.										
a	268	101	137	89	143	140	170	339	509	62
b	285	117	139	104	159	162	174	390	564	83
c	91	50	40	43	58	63	46	158	204	47
d	225	89	103	88	123	126	132	308	440	61
e	267	113	129	103	148	159	156	383	539	77
f	191	60	114	53	84	73	129	195	324	28
g	129	40	57	32	80	41	88	122	210	31
12 What are the disadvantages which you experienced from your leave of absence? (Check those you desire; add others). (a) Took a financial loss; (b) Did not have a well formulated program while on leave; (c) Was difficult to get a substitute; (d) Other disadvantages.										
a	210	91	75	89	137	116	127	290	417	77
b	21	10	8	12	11	11	9	33	42	4
c	15	6	9	8	4	10	12	19	31	4
d	59	19	31	18	29	30	45	63	108	20
None	64	10	45	8	21	20	33	61	94	6

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TABLE CIII (Continued)

TEACHERS ON LEAVE DURING PAST THREE YEARS FROM HIGHER
INSTITUTIONS GRANTING SABBATICAL LEAVE

Questions and Answers on Data Sheet No. II	Group Receiving Full or Part Pay from Institution									Group on Leave without Pay Total
	Program of Institution		Institutional Control				Degree Held by Teacher			
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	Grad-uate	Under Grad-uate	Non-sec-tari-an	Sec-tari-an	Col-lege and Uni-ver-sity	Teach-ers Col-lege and Nor-mal	Doc-tor's	Less than Doc-tors	Total	
13 Could the plan of "Sabbatical Leave" in your institution have been improved? Yes... No... If so, how? (Check or list) (a) Have a more systematic plan; (b) Substantial financial support; (c) Require a program of activities while on leave; (d) Other suggestions for improvement of plan. (Specify.)										
Yes	153	80	74	64	95	96	101	228	329	55
No	132	33	57	36	72	48	63	150	213	10
a	34	45	21	32	26	33	19	93	112	31
b	92	36	38	34	56	50	53	125	178	46
c-	35	13	11	18	19	14	28	34	62	6
d	75	26	41	19	41	46	57	190	147	6
14 Gave additional information.										
Yes	34	8	19	11	12	16	18	40	58	6

The following are letters and remarks from teachers
who have been on sabbatical leave and replied
to the questionnaire

My dear Mr. Cooper,

The problem which you are attacking in your dissertation seems to me of such vital importance that I venture to write you a personal letter instead of making a few comments on the back of the sheets furnished for the purpose. If anything I may say should prove of value to you, you are at liberty to use it as you wish.

The University of California grants one year's sabbatical leave after the completion of six years of continuous service in residence; or it will grant one semester's leave after three years and a half of continuous service in residence. During sabbatical leave the instructor receives two-thirds the salary which he would have earned in residence. These provisions are definitely more liberal than those obtaining in many universities.

Although it is assumed that the accomplishment of six years continuous service entitles an instructor to a year's leave on two-thirds pay, yet this leave is granted only after the instructor has submitted to the President a detailed study of a plan of research, which supposedly will absorb most of his time and energy during his period of leave. That is, sabbatical leave is granted for the good of the university as much as for the good of the instructor. The same principle applies to the semi-sabbatical. It is true that a considerable number of instructors do not regard themselves bound to carry out the research which they have proposed, and actually use their leave for purposes of recreation; yet the principle is recognized that the period of leave is granted for a specific research task; and most men live up to their obligations. There can hardly be said to be any method of selection: once a man has served his six years, he almost automatically receives his sabbatical if he wishes it, and if he proposes an acceptable plan of research. Now and then, however, if too many men from the same department apply for leave at the same time, one of them may be asked to wait a year, in order that the teaching power of the department may not be too seriously depleted. So far as I know, this consideration is largely theoretical: it seldom happens that more than two men from the same department apply for leave at the same time.

My answers to your specific questions apply to the second of the two sabbatical leaves which I have enjoyed: the first was too complicated by unusual elements to furnish information of value. I should like to expand and explain some of my answers, so that they may be more useful to you.

I used both my periods of leave for research; I stayed in one place almost all the time, traveled scarcely at all, took no rest; and my sole recreation consisted of such social contacts as the nature of my work rendered desirable and inevitable with men eminent in my field and in related fields. As a result, I accomplished an immense amount of work and acquired materials which it will take me at least five years to exhaust. Naturally this work, done under the guidance and with the help of the foremost scholars of Europe in my field, increased my teaching efficiency and renewed my professional outlook, as well as contributing to my facilities for publishing the fruits of my research. The really vital results, however, seem to me not provided for in your questionnaire; and I venture to suggest them here.

First, on the negative side: Although any man who takes his research obligations so seriously is bound to gain in knowledge of his field and in prestige, he is bound to lose in other ways. He goes abroad exhausted with the cumulative strain of six years spent in teaching and in administrative work; needing rest, he at once plunges into intensive study, and returns at the end of his year mentally weary and jaded, only to take up the strain of academic work again. In this way what he has gained in teaching efficiency and professional outlook may be seriously impaired or even wholly cancelled. Moreover, in denying himself what Europe has to offer in art, in music and drama, in the revivifying effects of travel and the study of different manners and customs, he cripples himself spiritually and wastes a priceless opportunity.

Now on the positive side: During my first sabbatical leave I made personal contacts of the utmost value among my colleagues in Europe -- specifically, in Sweden, where I studied. This was not only useful directly to me; it has proved valuable to my university as well. As a result of these contacts, I have been able to stimulate in marked degree the intellectual exchange between Sweden and California. Swedish professors have become interested in California: one of the most eminent among them has been obtained, by my personal mediation, for our Summer Session Faculty for next year. It is in some part my doing that other Swedish scholars have come here to teach, although other elements have played an even larger part in that result. I have assisted several of our graduate students to obtain scholarships for study in Sweden, and have furnished them with valuable introductions. Generally speaking, my two years in Sweden have contributed largely to a lively scholarly interchange between Swedish universities and the University of California. This I consider far more important than any personal gain I have made from the experience. The more trained students can be assisted to go back and forth between our country and European countries, the more exchange professorships can be instituted, the richer will be the scholarly resources on both sides, and the deeper will be the friendship between the United States and other lands.

Every instructor who goes abroad on sabbatical leave has the opportunity to serve his country and his university in this way; and in my belief it is a duty and a privilege to use one's sabbatical leave in this way.

You ask certain financial questions which seem to me very significant. On both my leaves I took a heavy financial loss. It may seem strange that this should have been the case on my second leave, when I had a total budget of \$5,100. Ordinarily this sum would have been ample for my needs; I can only say that my personal circumstances were unusually difficult. But the point I would make is this: ordinarily an instructor going abroad on sabbatical leave from this university can count only on two-thirds of his salary, plus whatever he may have saved before leaving. His savings are usually small; or he needs them for a reserve. Expenses in Europe are not small: the cost of living in Sweden is higher than in California. It costs more to reach New York from here than to reach Europe from New York; and then, after an expensive year, one must get back home. If one goes alone, one must count on about a thousand dollars for traveling expenses alone. In my opinion, an instructor who has served for six years should have full salary while on sabbatical.

The point is this: if a man is to get the utmost out of his year, he should not be obliged to deny himself needed articles of clothing, food, etc.; and he should have enough money to indulge in a little travel, to go to the theatre, to enjoy music, etc. -- and to buy books essential to his own study. Even if I had been able to spare more time from my research, I should have lacked the money for these things. European scholars expect their American colleagues to keep pace with them in such things as academic celebrations, and to have a large enough wardrobe to be properly clad at such celebrations; they expect us to go with them to professional conventions both within the country visited and in neighboring countries. I was not able to do these things, and suffered both in prestige and in direct professional advantage. Moreover, food of the quality to which Americans are accustomed at home costs much more in most European countries. Finally, a year in Europe offers splendid opportunities for increasing one's professional library; but I could not afford to buy books. I conclude, therefore, that sabbatical leave should be more effectively subsidized than it is at present.

I hope these comments may be of some use to you. I warmly welcome such an investigation as yours into a subject of so immense importance.

Signed, Teacher #234 PS G

Dear Mr. Cooper:

Unless one has other sources of income the fifty or sixty per cent of one's salary is insufficient and necessitates borrowing.

more I think the sabbatical leave is a blessing. No one is to be pitied than a teacher who has lost her drive to push up. I feel, however, that the income should be increased to two-thirds or even full salary. Where the candidate has almost completed requirements for the Ph. D. her sabbatical leave should be extended.

Signed, Teacher #201 PS G

Dear Mr. Cooper:

During the six months that I was in Mexico I felt that I gained considerably in my work which is drawing and painting. I spent five months in one place so that my work would not be disturbed by travel. I spent one month traveling. I saw not only the work of the moderns in Mexico but much that had historic value. I saw a great deal of the native crafts.

I visited pottery manufactories, glass factories, and saw toys being made and weaving being done. I visited homes, churches, and schools.

My exhibition was well attended when I returned. The greatest gain was in the mental stimulus that I received.

Signed, Teacher #117g PS G

Remark:

I can say this for my leave of absence: Every leave spent abroad has meant a definite, measurable advance in my mental development and outlook. I am sure it has done for me what nothing else has done. I know of nothing more important for a successful teacher.

But I should add that my field has been that field of political science which included European governments, International Law and Relations, etc.

Signed, Teacher #582 NS G

Dear Mr. Cooper:

Sabbatical leave on the whole is extremely desirable for the individual and the school if he returns to it. This was my own experience.

Some teachers need a leave for further study or recuperation. In my own case I felt I needed actual contact with the practical phases of my field -- such as can never be obtained from the University campus or halls. Many times the experience a teacher needs can only be obtained by taking employment in that field. If this is frowned upon, the school actually narrows the man. In many subjects and for many individuals the drive for a Ph. D. would have a narrowing influence and the teacher would return after the leave with nothing but a Ph. D., a thesis and perhaps a very excellent knowledge of a narrow or limited phase of his field. My feeling toward a sabbatical leave is that it should be broadening.

Signed, Teacher #261 PS G

Dear Mr. Cooper:

The chief "kick" I received from my leave was in the research work done for the War Department at Watertown Arsenal (Boston, Mass.). For this I was ordered to active duty as a reserve officer for three months. Actually I devoted much more than this time to the problem but was only paid for three months.

I do not believe in teaching during sabbatical leave. Neither do I believe in graduate work toward a graduate degree for the older men (say over 40). The mental strain of keeping pace with the younger, and more alert men in such classes wears them all out instead of refreshing them, as the leave should.

For myself I prefer research. As another activity during my leave, I wrote several chapters of a text "Heart Power" which has since been published.

Signed, Teacher #320 PS G

Remarks:

The advantages of a leave of absence depend entirely upon the past history and present conditions of the individual and upon the manner in which he spends his leave of absence. The University of California a few years ago inaugurated the policy of requiring every applicant for sabbatical leave to submit a plan for research to be carried out during his leave of absence. On the face of it this would seem a desirable policy. In my own case I consider it most unfortunate. During the twenty-three years in which I have been doing university teaching, I have worked most of the time, twelve months in the year, seven days in the week. During the last three years my work day has ended between one and three o'clock, a. m. Nevertheless, I felt that in order to have my request approved, it was necessary for me to present a plan of work to be followed while in Europe. Undoubtedly I extended my professional knowledge. On the other hand, I continued in my rut. My time was spent in assembling statistics, poring over official documents, and interviewing various educators. I should have preferred to have spent my time in attempting to renew my health and to broaden my outlook through intellectual and social contacts remote from my beaten path.

- My year in Europe was exceedingly difficult, and is one which, while undoubtedly professionally successful, is surrounded with regrets and not a small amount of bitterness. It is a marked contrast with the year 1911 to 1912, which I spent when on leave from the University of Minnesota which made no attempt to dictate how I should dispose of my time. Members of our profession who spent their hours outside of classrooms playing bridge, billiards, and golf, mowing the lawn, selling real estate, painting the porch screens, and damning the administration because they do not get raises in professional status or salary should, undoubtedly, be required to present a plan for serious work when asking for a leave of absence, and should be required to make a report on this work upon their return. Men who are overworking in intellectual activities, including research, should, in my opinion, be discouraged from undertaking research during their sabbatical year. No general plan should be adopted.

The man who is taking sabbatical leave, instead of being put on the basis of partial salary should be given his full salary and a bonus.

Signed, Teacher #136g PS G

Dear Mr. Cooper:

It gives me great pleasure to send you herewith copy of your inquiry checked as far as possible. Perhaps I should add that Swarthmore College has established informally a system of leaves of absence for Honors instructors which permits them a half year off after three and one-half years of teaching, with full pay. At present I am enjoying my second leave of this sort and have decided to put it to use in what may be a somewhat exceptional manner. At any rate I am going to sea during the greater part of the time, partly for recreation, partly "strange countries for to see," partly to get as much done as possible on my new book. I have just returned from three weeks spent on a banana freighter going to St. John's, New Brunswick, Havana, Cuba, and the coast of Honduras. It proved a complete success in every way. I got a tremendous amount of work done thanks to the absence of interruptions, particularly the damned telephone calls which one can never escape at home, and am starting again on the 30th with a United States Steel Corporation freighter for the Panama Canal, Honolulu, and the Philippines. Would go round the world with them if time permitted, but expect to drop off in the Pacific and return. The latter cruise is costing me nothing having been arranged by one of the influential alumni of the college. I do not know whether other professors absent on leave would care for this sort of travel but I never enjoyed anything better in my life and may put in my summers in the future at the same sort of thing.

Signed, Teacher #568 NS G

Remarks:

I was absent one-half year on full pay. This is a generous arrangement and certainly no more can be expected of a college at present. It goes without saying that to complete any important piece of work in research more time is desirable, and not available under this arrangement. From the point of view of rest and change for a man and his family, a half year is adequate, but if a full benefit of the sabbatical is to be realized for our colleges, provision should be made everywhere for a full year at full pay.

Signed, Teacher #528 NS G

Remarks:

The principle of granting a sabbatical leave with pay to teachers after a certain period of teaching service seems to me most admirable, and calculated to improve the ability and morale of the teaching force of any school able to put it into operation.

Signed, Teacher #585 NS G

Remarks:

I was absent a half year with the preceding summer vacation. My impression is that the half year absence is much less strain on the institution in proportion to its value to the professor than the full year and also the loss of continuity of contact with his institution is much less serious to the absentee.

Signed, Teacher #500 NS G

Remarks:

In my opinion college professors should be allowed either a year or a half year leave of absence every seven years. This time should not be spent entirely in work, either research or toward a degree, but in some form of recreation such as travel. Because by so doing one gets a real rest and diversion and a broader outlook on life in general and is better fitted to cope with the problems encountered in the routine of teaching.

Signed, Teacher #464 NS G

Remarks:

It should be made possible for younger men to have sabbatical leave. I should have been a better teacher and department head if I had been able to leave college earlier, say ten or fifteen years ago, and the college would have gained by giving me such leave.

I feel that my standing among my associates and in the community at large was materially improved by the year of travel and investigation, and I wish that the benefits might have come to me

sooner. I was sixty when I had my leave, and my greatest regret is that I did not travel earlier in my teaching career.

Signed, Teacher #550 NS G

Remarks:

My year's leave, the first in twenty years, was a great experience to me. It opened up new fields of thought, brought me in contact with men from other institutions, made possible a study of methods and procedures of other teachers. Many other benefits accrued too numerous to mention.

Signed, Teacher #870 PP S

Remarks:

It seems to me that there is some waste motion that requires a man with seventeen years of college teaching experience and three years of public school work, with several years of graduate work to his credit, to retire to a university and waste a year's work for the technicality of a degree when he could take work which might give him information and contacts beneficial to his job.

It is to be assumed that a man who successfully works up a department and proves that he can do research work does not use these powers of mind during a long period of experience?

I spent five times as much time studying the problems of education on the field as I did inside the university walls. Is it reasonable to assume that this work has an exact zero value?

My experience indicated that the conditions in the field are more ideal for study than the laboratory and should be recognized. The greatest single improvement in our system of advanced work, in my mind, is to reorganize our conception of the values of experience (successful of course) and scholarly attainments; as against standardized degrees.

Signed, Teacher #916 PP S

Remarks:

I came to this college because it has genuine sabbatical leave. In general, the experienced teacher should be trusted to develop a suitable program for his own needs. If he is really liable to grave errors in this respect, it is doubtful that he is quite competent while at home.

Several of the benefits of sabbatical leave for teachers are incidentally on tap for administrative officers whose duties require them to travel, to meet people outside, to broaden social views, and otherwise to grow. This aspect is often overlooked by administrators.

Signed, Teacher #724 PP G

Remarks:

So far as my own case was concerned, I had my entire seventh year on leave, with full salary. I had to finance my research expenses out of the salary, in addition to house expenses (taxes, insurance, etc.) which had to be met here, just as if I had been home. Of course, it would have been better for me if my expenses away from home on field work (part of the year) and at Cornell had been paid by the University. Maybe, however, that is too much to expect of a small college (1000 students).

My program of work was well planned, I believe, in advance -- except it was too big a project to finish in the year. Others have had and are now having full year leaves for "further study." Leaves for travel, pleasure, etc., but not for work, are half year leaves, with full pay. In general, but with exceptions, leaves are granted for every seventh year.

Signed, Teacher #778 PP G

Remarks:

My particular plan was to do some creative writing. In order to satisfy the University, I proposed a year at Yale Drama School. My university was willing to let me go there, but not all the committee were willing to approve creative work. The idea seems to be that critical studies are the only possible activities for educated people. As it was, Yale Drama School set up formal requirements which I had

to satisfy before I could do the writing I had planned to do. The fault was perhaps more with me in selecting an institution with which I was not familiar.

Signed, Teacher #734 PP G

Remarks:

This school grants leave on half pay for a year, or a semester on full pay, to two teachers each year in order of appointment. At first no provisions were made assuring the return of the professor on leave. Now satisfactory assurance must be given. Since the selection is automatic, not all have made good use of their leave; it was largely a rest period. The school gives a bonus of 10 per cent to every member of the faculty with seven or more years of service who secures the doctorate.

Signed, Teacher #1016 TC I

Remarks:

I have observed marked changes in associates after they have taken a leave of absence and for the better of their institution. They go at work with renewed vigor and are easier to get along with in every way. They show more interest in the affairs of other institutions and of the world generally. They are out of the old rut for a while anyway. It seems to give ambition for bigger and better teaching accomplishments even in old people. I believe the continued salary during a leave of absence is a good investment for a college.

Signed, Teacher #1096 TC I

Remarks:

It is considered that the arrangement for sabbaticals is one of the strong features of Michigan Teachers Colleges. It holds desirable and ambitious faculty members. They begin to plan almost immediately for their first sabbatical.

It results in a faculty of broad experiences. Some teachers have taken positions for the year in other schools, giving a basis

for comparisons and new contacts. Some do research work or creative work that is a professional contribution.

Signed, Teacher #1130 TC I

Remarks:

Usually a professor gives an account of himself to the faculty, and often to the school in assembly, especially if the leave was used in travel.

In accordance with State policy, teachers in the Teachers Colleges, at least, where twelve months service prevails, are expected to go off every third year for study or travel. I do not know if the same regularity prevails in other State institutions. The outcome in this institution has been a continuous, hard working set of instructors, contented with their work. The expectation of realizing long-nurtured desires is a powerful incentive to sustained labor.

Signed, Teacher #1262 TC II

Remarks:

I consider our plan of sabbaticals excellent as far as teachers who are working for higher degrees or who are interested in various problems of research are concerned, or even those who use their sabbaticals for travel in unfamiliar places. I have my doubts about its value in case of those teachers who spend their year off in Florida.

Signed, Teacher #1134 TC I

Remarks:

As the faculty grew larger it became more difficult to secure sabbatical leave. The state appropriations not providing large enough sums for the salary of the substitute and the half-pay schedule of one on leave. Members of the faculty who availed themselves of the opportunity were the leaders in the school and community.

Signed, Teacher #1126 TC I

Remarks:

I think if I had known what I do now I should have secured a position near the institution and carried a lighter program and spent two years instead of one. When one uses so much of their savings and at the same time under contract to return to their school and from a standpoint of professional integrity and honesty turn down positions which offer a good advance in salary, there is not quite the true feeling of contentment upon returning. If I go back to continue my study I shall sever all connections that exist unless some change is made.

Signed, Teacher #1058 TC I

Remarks:

The type of sabbatical leave which is granted at Western State Teachers College (Kalamazoo, Mich.) is good in every respect in my opinion. There was a financial loss, but the advantages so much overbalanced this slight inconvenience that I am almost willing to count this as no real disadvantage.

Signed, Teacher #1121 TC I

Remarks:

In this institution a teacher is required to return after leave for a stipulated number of years. He is paid half of his regular salary for each month that he is away, leaving him to make up any deficiencies in living expenses in whatever way possible. In my opinion a teacher should be paid his total regular salary, or the stipulation to return be dropped. This opinion is based on the assumption that the teacher has already earned his salary for the sabbatical year in the years previous to leave, and that the institution is as much a gainer from studies made as is the teacher. Raise in salary and position is not calculated to make up the deficiency in pay while away, since presumably the responsibilities of the teacher are raised accordingly.

Signed, Teacher #1007 TC I

APPENDIX F

LEGAL STATUS OF SABBATICAL LEAVE

TABLE OF CONTENTS

Letter of Introduction and Data Sheet to Attorney General

Tables CIV and CV on Legal Status.

Part:

A. State Laws on Sabbatical Leave for College Teachers:

1. Massachusetts Normal School Law
2. New York State Teachers College Law

B. Opinions of Attorney General on Sabbatical Leave:

1. New Jersey
2. New York
3. Ohio

C. Other Correspondence on Legality from:

1. California, Attorney General
2. Illinois, Attorney General
3. New Jersey, R. L. West
4. Philippine Islands, Civil Service
5. Texas, State Department of Education

UNIVERSITY OF CINCINNATI
TEACHERS COLLEGE

September 1, 1930

To Attorney Generals:

The Ph.D. dissertation committee of Mr. L. B. Cooper feels that his study of sabbatical leave for college teachers deals with an issue of fundamental importance in the improvement of instruction in higher institutions. Officials of national and regional educational organizations have expressed a personal interest in the problem. A four-page questionnaire has already been mailed to 1229 presidents of higher institutions. Data are being secured from college teachers who have been on leave of absence and from 300 educational organizations and foundations. The study will report the practice in granting leaves of absence in foreign countries and will seek to determine the legal status of sabbatical leave in this country. We bespeak your cooperation in providing the data which he requests. A statement from Mr. Cooper follows.

Very truly yours,

W. A. Cook, Professor of Education
Carter V. Good, Professor of Education
L. A. Pechstein, Dean, Teachers College

* * * * *

Since the practice of granting SABBATICAL LEAVE TO COLLEGE TEACHERS is a movement of rapidly increasing significance, a study of all phases of the problem will undoubtedly be of interest and general value to the higher institutions of the nation. The cooperation of attorney generals like yourself in the various states is necessary for making this a worthwhile and helpful study. You will require only a short time to check the four questions on the enclosed data sheet. Please answer all questions according to your best judgment or opinion.

My advisory committee authorizes me to say that an abstract of the findings of the study will be made available to those who indicate their desire for such. Permit me to thank you for your aid in this cooperative investigation.

Yours truly,

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio

SABBATICAL LEAVE FOR COLLEGE TEACHERS
(Data Sheet No. IV)

TO: Attorney General, State of _____

Signature of person filling in blank _____

FROM: L. B. Cooper, 2210 Ohio Avenue, Cincinnati, Ohio

It is desired to know the legal status of the practice of granting leave of absence with full or part pay to college teachers in your state. If you cannot furnish the information desired in fairly complete form without unreasonable expenditure of time or clerical service, please give references as to where it may be found.

DIRECTIONS: Check (✓...) each of the four questions in the proper place and write in the blank space below each question if necessary.

* * *

* * *

* * *

* * *

* * *

FIRST: Is there a law in your state concerning leave of absence with full or part pay for college teachers? Yes ... No ... If so, what are the provisions and when were they enacted? (Specify)

SECOND: Are there any administrative rulings by the Attorney General's Department or other state authorities relative to leave of absence with full or part pay for college teachers in your state? Yes ... No ... If so, what are their provisions and when were they promulgated? (Specify)

THIRD: Have there been any court decisions in your state relative to leave of absence with full or part pay for college teachers? Yes ... No ... If so, please cite the cases and give the main points.

FOURTH: If no legal action has been taken in your state relative to sabbatical leave for college teachers, in your opinion, is the practice of granting such leave of absence with pay legal? Yes ... No ...

Follow-up Letter to Attorney Generals

Dear Sir:

More than a month ago a data sheet on Sabbatical Leave for College Teachers was mailed to the attorney general's department of each of the forty-eight states. A great majority of the returns have been received, but at the present writing the data on the legal status for granting leave to college teachers in your state have not been secured.

I am enclosing a second copy of the data sheet and shall be glad to receive it as soon as you have time to check, since I am counting on the aid of every attorney general in this cooperative investigation.

Cordially yours,

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

TABLE CIV

LEGAL STATUS OF SABBATICAL LEAVE FOR COLLEGE TEACHERS
 BY STATES, ACCORDING TO ATTORNEY GENERAL'S
 DEPARTMENT OR STATE SUPERINTENDENT
 (Data Sheet No. IV)

State	Questions					
	1 State Law		2 Administra- tive Rulings		3 Court Decisions	
	Yes	No	Yes	No	Yes	No
Alabama	--	1	--	1	--	1
Arizona	--	1	--	1	--	1
Arkansas	--	1	--	1	--	1
California	--	1	--	1	--	1
Colorado	--	1	--	1	--	1
Connecticut	--	1	--	1	--	1
Delaware	--	1	--	1	--	1
Florida	--	1	--	1	--	1
Georgia	--	1	--	1	--	1
Idaho	--	1	--	1	--	1
Illinois	--	1	--	1	--	1
Indiana	--	1	--	1	--	1
Iowa	--	1	--	1	--	1
Kansas	--	1	--	1	--	1
Kentucky	--	1	--	1	--	1
Louisiana						
Maine	--	1	--	1	--	1
Maryland	--	1	--	1	--	1
Massachusetts	1	--	--	1	--	1
Michigan	--	1	--	1	--	1
Minnesota	--	1	--	1	--	1
Mississippi	--	1	--	1	--	1
Missouri	--	1	--	1	--	1
Montana	--	1	--	1	--	1
Nebraska	--	1	--	1	--	1
Nevada	--	1	--	1	--	1
New Hampshire	--	1	--	1	--	1
New Jersey	--	1	1	--	--	1
New Mexico	--	1	--	1	--	1
New York	1	--	1	--	--	1

(continued on next page)

TABLE CIV (Continued)

LEGAL STATUS OF SABBATICAL LEAVE FOR COLLEGE TEACHERS
 BY STATES, ACCORDING TO ATTORNEY GENERAL'S
 DEPARTMENT OR STATE SUPERINTENDENT
 (Data Sheet No. IV)

State	Questions					
	1 State Law		2 Administra- tive Rulings		3 Court Decisions	
	Yes	No	Yes	No	Yes	No
North Carolina	--	1	--	1	--	1
North Dakota	--	1	--	1	--	1
Ohio	--	1	1	--	--	1
Oklahoma	--	1	--	1	--	1
Oregon	--	1	--	1	--	1
Pennsylvania	--	1	--	1	--	1
Rhode Island	--	1	--	1	--	1
South Carolina	--	1	--	1	--	1
South Dakota	1	--	--	--	1	--
Tennessee	--	1	--	1	--	1
Texas	--	1	--	1	--	1
Utah	--	1	--	1	--	1
Vermont	--	1	--	1	--	1
Virginia	--	1	--	1	--	1
Washington	--	1	--	1	--	1
West Virginia	--	1	--	1	--	1
Wisconsin	--	1	--	1	--	1
Wyoming	--	1	--	1	--	1
Alaska	--	1	--	1	--	1
Philippine Islands	1	--	--	1	--	--

TABLE CIV (Continued)

LEGAL STATUS OF SABBATICAL LEAVE FOR COLLEGE TEACHERS BY
STATES, ACCORDING TO ATTORNEY GENERAL'S DEPARTMENT OR
STATE SUPERINTENDENT
(Data Sheet No. IV)

State	4		Question
	Personal Opinion		Comment on Question 4
	Yes	No	
Alabama	1	-	If provided for in improvement contract.
Arizona	-	1	Matter of contract between teacher and board.
Arkansas	-	-	This is purely a matter of contract to be expressed in contract of employment. No law prohibits it; no law expressly authorizes or directs it.
California	1	-	Document in Appendix, pp.
Colorado	-	1	Matter of contract between teacher and board.
Connecticut	-	1	
Delaware	1	-	A question of contract.
Florida	-	1	It would be controlled entirely by contract. Board of control would have power to so contract with teachers as to grant leaves of absence with pay.
Georgia	1	-	By contract.
Idaho	-	1	
Illinois	-	1	Contract between board and teacher.
Indiana	-	1	
Iowa	-	1	
Kansas	1	-	So far as private colleges are concerned.
Kentucky	1	-	By contract between teacher and board.
Louisiana			
Maine	-	-	By contract. Charter rules this.
Maryland	-	1	Matter of contract between teacher and board.
Massachusetts	1	-	By contract between teacher and board.
Michigan	-	-	
Minnesota	-	-	
Mississippi	-	1	
Missouri	-	-	Boards have decided this and it has not been questioned. Matter of contract.
Montana	-	1	
Nebraska	-	-	Depends upon the contract between the teacher and the school board.
Nevada	-	-	

(continued on next page)

TABLE CIV(Continued)

LEGAL STATUS OF SABBATICAL LEAVE FOR COLLEGE TEACHERS BY
STATES, ACCORDING TO ATTORNEY GENERAL'S DEPARTMENT OR
STATE SUPERINTENDENT
(Data Sheet No. IV)

State	Question		
	4		Comment on Question 4
	Personal Opinion		
	Yes	No	
New Hampshire	-	-	As a matter of contract with the private institution it would probably be legal.
New Jersey	-	-	
New Mexico	-	-	Boards of Regents probably have power to include such provisions in contracts of employment.
New York	1	-	Opinion quoted in Appendix, pp.
North Carolina	-	-	
North Dakota	-	-	Matter of contract between teacher and board.
Ohio	-	1	See syllabus and opinion in Appendix
Oklahoma	-	1	
Oregon	-	-	
Pennsylvania	-	-	Whether the practice is legal depends on the charter and bylaws of the particular institution.
Rhode Island	-	-	Governed by boards.
South Carolina	-	-	The matter of employment and leaves of professors are to be decided by the board of trustees.
South Dakota	-	-	Board of regents is authorized to provide for sabbatical leave on part pay.
Tennessee	-	-	Only by contract.
Texas	-	1	Leave of absence with full or part pay is one of the implied powers of the governing boards of these institutions.
Utah	-	-	
Vermont	-	1	
Virginia	1	-	
Washington	1	-	Matter of contract between teacher and board.
West Virginia	-	1	This matter is settled by governing boards. Teachers may have leaves of absence but no pay.
Wisconsin	-	-	I think this is a matter of contract.
Wyoming	1	-	By teacher's contract.

PART A

Chapter 158

The Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Thirty AN ACT providing for the Granting to Certain Teachers in the State Normal Schools of Leave of Absence for Study or Research:

Be it enacted by the Senate and House of Representatives in GENERAL Court assembled, and by the authority of the same, as follows:

Chapter seventy-three of the General Laws is hereby amended by inserting after section four the following new section:- Section 4A. A teacher in a state normal school who has served as such in the state normal schools for at least seven years after entering such service or, if a leave of absence has previously been granted to him hereunder, after the termination of the last such leave may, upon written recommendation of the principal of the school wherein he is employed, be granted by the commissioner of education a leave of absence, for study and research, for a period of one year at half pay or for a period of a half year at full pay for such period; provided, that prior to the granting of such leave said teacher shall enter into a written agreement with the department that upon termination of such leave he will return to the state normal school service and serve as a teacher in the same or another state normal school for a period equal to twice the length of such leave and that, in default of completing such service, he will refund to the commonwealth, unless excused therefrom by the department for reasons satisfactory to it, and amount equal to such proportion of the salary received by him while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered.

House of Representatives, March 24, 1930

Passed to be enacted, LEVERETT SALTONSTALL Speaker.

In Senate, March 25, 1930

Passed to be enacted, GASPAR G. BACON President.

March 29, 1930.

Approved, FRANK G. ALLEN, Governor

THE COMMONWEALTH OF MASSACHUSETTS

Office of the Secretary

Boston, March 31, 1930.

Witness the Great Seal of the Commonwealth
/s/ F. W. COOK, Secretary

A True Copy

New York State Law
on Sabbatical Leave

Subdivision 7, Section 817 of Education Law

The regents of the University shall determine the procedure by which a member of the faculty of one of the institutions herein specified who has reached the maximum salary in his classification may be promoted to the next higher grade on evidence of continued meritorious services; provided, however, that in the State College for Teachers the total number of professors shall not be increased beyond one such professor for each fifty full-time matriculated students; but nothing herein shall be construed to affect the number of such professors and assistant professors employed in such State College for Teachers at the time this act shall take effect. The Regents may determine by rule as to whether special departments shall be established in any of the normal schools. The number of heads of departments and other positions shall be determined by the rules adopted by the Board of Regents, in accordance with the number of students enrolled and the necessities of the school. The members of the faculty, teachers and other employees of such college and of each of such schools shall be appointed by the Board of Regents on the recommendation of the Commissioner of Education.

With the approval of the Commissioner of Education and principal, a teacher may be granted a leave of absence for travel or for study, not to exceed one year in seven at the rate of not to exceed one-half of the regular salary pay, provided such teacher agrees to remain in the service of the State not less than two years immediately following the expiration of such leave. The balance of the salaries appropriated for such teachers, or so much thereof as may be necessary, may be applied by the Commissioner of Education during the period of such absence, for the payment of the salaries of substitute teachers employed in such State College for Teachers and state normal schools to take the places of the teachers to whom leaves of absence have been granted as provided herein.

Subdivision 7 new. Added by L. 1918, ch. 558, 1. Amended to read as above by L. 1920, ch. 499, 1, L. 1923, ch. 719, 1; L. 1925, ch. 685; L. 1927, ch. 153, 7; L. 1928, ch. 165, in effect Feb. 27, 1928.

Section 2 of the 1928 amending act provided as follows: "The provisions of this act in relation to the payment of the salaries of substitute teachers in such State College for Teachers and state normal schools to take the places of the teachers to whom leaves of absence have been granted as provided in this subdivision shall apply to the appropriations made for such State College for Teachers and state normal schools by chapter 55 of the laws of 1927 and such appropriations shall be available for the payment of the salaries of such substitute teachers as provided herein during the fiscal year commencing July 1, 1927."

Conditional approval by commissioner of Education. -- Inasmuch as the effect of this section is that both the engagement and removal of teachers is to be done by the concurrent act of the commissioner of education and the local school board, conditions attached by the commissioner to his approval of a teacher are inoperative in so far as they attempt to enlarge his powers with respect to removal. *People v. Hyde* (1882) 89 N.Y. 11.

Discharge of teachers. -- When the commissioner's approval is once given, the contract of employment is complete, and the teacher can only be discharged by the authority in whom the power to employ is vested, i.e., by the concurrent act of the local board and the commissioner. A writ of mandamus to compel the recognition of a teacher appointed by the commissioner without the sanction of the local board in place of one whom he had removed also without the board's sanction should not therefore be sustained. *People v. Hyde* (1882) 89 N.Y. 11.

Attorney General
State of New York

PART B

Opinion of Attorney General
State of New Jersey

Trenton, New Jersey
October 8, 1925

Mr. John H. Logan, Secretary
State Board of Education
State Office Building
Trenton, New Jersey

My dear Mr. Logan:

I have your letter of the 6th instant, advising me that the State Board of Education, at a meeting held October 3, 1925, adopted the following resolution:

"RESOLVED: That the Attorney-General be requested to render an opinion as to the legality of granting a sabbatical year to State normal school teachers."

While I am aware that under the provisions of Article I of the School Law, the general supervision and control of public instruction is vested in the State Board of Education, and that said board has the control and management of the State Normal Schools, I find nothing in the

School Law which specifically authorizes the State Board of Education to grant vacations with pay or part pay.

Under these circumstances, if it is the desire of the State Board to grant such leave of absence to teachers, with pay for the full year or part thereof, I suggest that legislation be procured for that purpose. In the absence of a statute warranting the granting of such leave of absence, I conclude that there is no power in the State Board, under existing law, to grant a sabbatical year to State Normal School teachers.

I have only considered the question presented, and nothing herein contained is to be construed as determining the right of the Board to grant a leave of absence to a teacher in any specific instance where the judgment of the Board indicates that such leave of absence is necessary and desirable.

Very truly yours,

Edward L. Katzenbach,
Attorney General

Opinion of Attorney General
State of New York

Inquiry

A rule has been adopted by the governing board of Cornell University which, in effect, provides that after a professor has faithfully and continuously served the University for a period of seven years he is then entitled, subject to the approval of the board of trustees, to a year's leave of absence on half pay. This leave of absence is given in order that the professor may employ the time in travel or research work or study to the end that he may be better qualified to resume his work in the University after his leave of absence has expired.

An opinion is requested as to whether the board of trustees is authorized to extend this rule to the professors in the New York State College of Agriculture.

Opinion

I am not aware of any statutory provision withholding or limiting the right of the University to make provision for such a leave of absence to the professors employed in the Agricultural College, and accordingly it would seem that the only question presented is as to whether the rule in question is a reasonable one. It may well be regarded merely as an item of the salary or compensation attached to the employment. If it is

to be withheld the salaries will doubtless be correspondingly greater than if it is allowed. The board of trustees is invested with power to fix salaries and I am of the opinion that as an incident thereto it is authorized to make all reasonable rules and regulations with respect to granting leaves of absence.

As I understand it, a similar rule prevails in most, if not all of our great educational institutions. It would seem to be fairly in accord with the objects of this College of Agriculture, as set forth in Section 1039 of the Education Law, and reasonable in its provisions. I therefore advise that the University is authorized to apply it to this State College.

Dated, May 7, 1912.

Thomas Carmody
Attorney General

Opinion #1287
Rendered by Attorney General of Ohio
December 13, 1929

Syllabus:

The Kent State Normal College has no authority to grant an extended leave of absence to an instructor, and pay him for such period, when such leave is for the purpose of rest, recreation and education of the instructor. Such a procedure would result in expending the public funds for the benefit of the individual.

Hon. J. O. Engleman,
President, Kent State Normal College,
Kent, Ohio.

Dear Sir:--

Acknowledgment is made of your communication which reads:

"Many colleges and universities and some public schools in various parts of the country, grant sabbatical leave for a year at a time and usually on half pay, to members of their faculty or teaching staff who have been in continuous service for a period of at least six or seven years, and who are willing to use the year of leave for further study to increase their teaching efficiency when they return to the system or college granting them leave. My judgment is that action of the Board of Trustees here

granting sabbatical leave to one or two members of the faculty for study next year, would be to the best interests of the college. Before asking such recommendation of the Board, I wish to be advised as to whether there is anything in the laws of Ohio to prevent payment of salary to a faculty member on such leave.

Inasmuch as I noted in the annual report of the President of Miami University, that sabbatical leave on half pay had been enjoyed by one or two members of his faculty recently, I assume that there are no legal obstacles, but still thought it best to have an opinion from you before recommending it to the Board."

Webster's New International Dictionary defines the term "sabbatical", among other things, as:

"Part, to or like the Sabbath; enjoying or bringing an intermission of labor."

In ancient times the term "sabbatical year" referred to the commandment to the Israelites to suffer their fields and vineyards to lie without tillage every seventh year. "Sabbatical leave" in connection with college management, has reference to a period allowed for rest, travel or research, which originally occurred every seventh year. However, in modern times "sabbatical leave" has reference to any period allowed for rest, travel or research, and probably any other leave granted to such person could be said to be included within the term.

In connection with your inquiry, you are referred to an opinion found in the Opinions of the Attorney General for 1926, page 386, wherein it was held, as disclosed by the syllabus:

"A board of education of a city school district has no authority to establish a rule permitting teachers leave of absence for a semester upon half salary where during such period said teachers render no service whatsoever."

The facts presented to the Attorney General, and upon which the opinion was based, disclosed that the rule authorized leaves of absence to be granted upon half pay for one semester by the superintendent, with the approval of the board of education, for, upon the following conditions, among others:

"(1) A teacher must have taught in the Cleveland public schools for at least seven years and shall not have had more than 33 years teaching experience.

(2) * * * *

(3) * * * *

(4) Leave may be granted for study in approved courses to be taken in approved institutions of higher learning.

(5) Leave may be granted for travel in foreign countries, or for restoration to health on the recommendation of a physician acceptable to the Superintendent of Schools and the Board of Education."

The following is quoted from the body of said opinion:

"Examination of the above rule clearly reveals that under certain conditions therein outlined, a teacher may receive half salary during a full semester without rendering any service whatsoever.

It is a general rule of law that money cannot be expended from the public treasury without proper authorization of statute; that is to say, a board of education in expending any of the public funds in its treasury should make such expenditures in compliance with some specific statute covering same, or wherein such expenditure is clearly implied."

The conclusions above reached by the then Attorney General were made, after a consideration, among others, of Section 7620, General Code, which authorizes boards of education to make all provisions necessary for the convenience and prosperity of the schools, and Section 7690, General Code, which authorizes boards of education to establish rules and regulations, etc. The conclusion of the Attorney General undoubtedly might have been different if a case had been presented wherein at the time of the employment of a superintendent, as a part of the consideration of said contract of employment, certain leaves were to be granted to such a superintendent. However, when no such arrangements are made at the time of entering into such contract, it would then appear that any leave of absence granted thereafter would be a mere gratuity on the part of the board of education, for the benefit of the employe, and would amount to an abrogation of a contract entered into with the superintendent and the salary of said superintendent may not be increased during his term. It is doubtful, however, whether the reason last expressed would apply in the case of a teacher in the public schools, because of the express provisions of the statute which authorizes the salary of a teacher to be increased during the term of the contract.

The Kent State Normal School was established in pursuance of an act of the 78th General Assembly, 101 v. 330, which authorizes "two additional State normal schools, one in northeastern Ohio and one in northwestern Ohio." The act further disclosed its purpose to extend to the people the benefits and advantages to be derived from teacher training both theoretical and practical. Section 3 of said act authorized the Governor to appoint, with the advice and consent of the Senate, five competent persons to constitute a board of trustees as soon as the General Assembly appropriated sufficient money for the purchase of sites

and the erection of buildings. Section 4 of the act provided for the organization of the board and further provided:

"The boards of trustees in connection with the presidents of the normal schools shall select and appoint an able and efficient corps of instructors for the said schools, provide a suitable course of study for the theoretical and practical training of students who desire to prepare themselves for the work of teaching, fix rates of tuition and provide proper equipment.

* * * *

An said board of trustees shall do any and all things necessary for the proper maintenance and successful and continuous operation of said normal schools and may receive donations of lands and moneys for the purpose of said normal schools."

Section 6 of said act provided:

"The said normal schools shall be supported by such sums and in such manner as the general assembly may from time to time provide."

In this connection, it may be noted that amended Senate Bill No. 70, as enacted by the 88th General Assembly, expressly provided for the changing of the names of "Bowling Green State Normal School" and "Kent State Normal School" established under the act hereinbefore referred to, to "Bowling Green State Normal College" and "Kent State Normal College" and said act was designated by the Attorney General as Section 7924 of the General Code. It may further be noted in this connection, that the original act was not given a General Code designation at the time of its passage, either by the Legislature or the Attorney General.

From the foregoing, it will be observed that the Legislature in defining the powers and duties of the board of trustees of your institution, confined itself to general expressions rather than setting forth a detailed method of procedure as it has done with reference to the procedure of boards of education generally, although in the main, the general powers are the same. While it may be said that the strict construction with reference to the powers of boards of education does not necessarily apply to your board of trustees, inasmuch as the expenditures for the benefit of your institution are made from funds appropriated by the Legislature, the rules of law governing expenditures from the public treasury will apply. That is to say, no money may be drawn from the public treasury except in pursuance of lawful authority, and any doubt with reference to the authority to make such expenditures must be resolved in favor of such treasury. If a contract is entered into to employ an instructor for a definite term, at a definite salary, and later it is decided to permit such an employe to have a leave of absence at which time he will render no service to your institution, it will readily be seen that such action is an abrogation of the contract, the result of which is a distinct loss to the State. In other words, such action, deprives the institution of the services of the employe and is nothing

more than a gratuity to him whereby he is permitted to travel and enjoy any other activities or to educate himself at the expense of the public treasury. While as above stated, your board would have power to enter into such an agreement at the time of the employment, if leave of absence was regarded as a part of the consideration for the services of such employe to be performed under such contract, the granting of such leave after such a contract of employment was made would in all probability constitute an abuse of the power. As hereinbefore stated, the statutes relative to the governing of your institution are rather broad, and in general terms, yet every institution granted such power is subject to the rule that in the exercise thereof its acts must be reasonable. In all probability the practice of granting sabbatical leave to professors in colleges is more extensive in those institutions which are not supported wholly by the public treasury, and of course in so far as such procedure would not deplete the public treasury, a different question would be presented.

It appears that the board of trustees of the Kent State Normal College has power to enter into a contract when a teacher is employed, the terms of which would permit said teacher to have a leave of absence for such period of time as was mutually agreed upon between your board and the teacher, provided that such leave is a part consideration for the services to be performed. However, it is further my opinion that if a contract has been entered into fixing a definite salary for a definite period the granting of an extended leave of absence would be nothing further than a gratuity flowing from your institution to said teacher, and inasmuch as his salary is paid from the public treasury, such an authorization would amount to an abuse of discretion.

It may be possible, of course, that a university may have such an interest in the development of some particular source of knowledge which would be a public benefit which would justify the designation of an instructor to make a research relative to a particular subject which of course would result in such instructor performing services in that line for the benefit of the university. However, such instances will be rare, and such a practice would not be a precedent for granting a leave for the benefit and accommodation of the instructor.

In conclusion, it is my opinion that the Kent State Normal College has no authority to grant an extended leave of absence to an instructor and pay him for such period when such leave is for the purpose of rest, recreation and education of the instructor. Such a procedure would result in expending the public funds for the benefit of the individual.

Respectfully,

Dec. 3, 1929.

Attorney General.

PART C

Attorney General
State of California

October 22, 1930

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

Dear Sir:-

Supplementing the enclosed questionnaire which we have filled out in accordance with your instructions, the practice at the University of California is to give a sabbatical leave of absence of one year to those professors having a status known as permanent status. This does not mean that they must be employed permanently. They are reemployed annually, but when they reach a certain state, such as professor or associate professor, the general understanding is that so long as they render satisfactory service their employment will be continued indefinitely. Such persons are granted sabbatical leave for one year on a two-thirds salary.

The first general authority for the Board of Regents of the University of California to so govern their institution as to accomplish this result in the matter of sabbatical leave was contained in Section 13 of the act creating and establishing the University of California (Statutes of California 1867-8, at page 253). However, in 1872 certain Code sections were adopted in the Political Code of this state dealing with the general subject matter of the powers of the Regents of the University of California. The section particularly having to do with powers of the Regents in the matter of fixing of salaries, etc., was Section 1432.

A Code Commissioner's note is to the effect that all of the said sections so adopted in 1872 referring to the University probably repealed the earlier act of 1868, but that the adoption of the State Constitution in 1879 ratified and made irrepealable the 1868 act. This refers to Section 9 of Article IX of the Constitution of this state. This section of the Constitution referred to the earlier 1868 organic act of the legislature.

However, in 1918 the said constitutional section was amended and the language referring to the earlier organic act was eliminated. This 1918 constitutional amendment provided that the University of California shall constitute a public trust "with full powers of organization and government, subject only to such legislative control as may be necessary to insure a compliance with the terms of the endowments of the university and the security of its funds." It also provided that the

University should be administered by the Regents of the University of California.

It is the opinion of John U. Calkins, Jr., who is the attorney for the University of California Regents, that under this 1918 amendment to the Constitution, the practical effect of this last constitutional amendment is to wipe out all of the earlier legislative provisions. He refers to the case of Estate of Royer, 123 California Reports, 614, at pages 619 and following, where the Supreme Court of this state refers to the University as being a governmental agency.

The above discussion is not pertinent with reference to your question as to whether there is any particular statute dealing with the subject of sabbatical leaves in this state. I merely give you this history because it may be of assistance to you in connection with the above on the general subject matter of the powers of the Regents of the University of California.

The office address of Mr. Calkins is Crocker Building, San Francisco, California.

Yours very truly,

U. S. Webb, Attorney General,
By Frank English, Deputy

Attorney General

State of Illinois

September 18, 1930.

SCHOOLS AND SCHOOL DISTRICTS:
Sabbatical leave to college
teachers.

Mr. L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

Dear Sir:-

I am in receipt of your letter of recent date in which you ask the legal status in the state of Illinois with reference to the practice of granting leave of absence with full or part pay to college teachers.

In reply I beg to advise that neither our constitution nor our statute specifically authorizes the granting of leave of absence with full or part pay to any teacher in any college or school supported by public funds. Of course, where the college is not supported by public funds this is a matter of contract between the Board of Trustees or regent, as the case may be, and the teacher in question and such contract is to be construed under the general principles relating to contracts. Our constitution prohibits the making of any donation to any private corporation or person.

The only manner, in my opinion, by which a teacher of a state teachers' college or a state university could obtain leave of absence is for the school in question to enter into a contract with the teacher by which the teacher agrees to teach a number of years and as a part of the consideration to be given by him he is to take advanced training in his profession during leave of absence granted by the college and that such teacher shall, at the expiration of such leave, return to the school and continue to instruct with such advanced ability.

The Attorney General has not been called upon to pass upon this question; neither has our Supreme Court ruled upon the same. The only question relating to teachers' salaries as paid by our state university was passed upon by our Supreme Court in the case of Trustees of the University of Illinois v. Bruner, 175 Ill. 307. Here the teacher had contracted with the University of Illinois to teach for one year, beginning the first day of September and ending on the first day of September following. During the term of his contract he accepted employment in the University of Chicago, during his vacation through the months of July and August and received pay for such employment in the University of Chicago. The court held that he was entitled to his pay for the full year's work, even though he did accept work during his vacation.

I know of no court actions having been instituted in our state in regard to the question asked by you.

Very truly yours,

Oscar E. Carlstrom
Attorney General

State Teachers College
State Normal School
Trenton, New Jersey

October 5, 1930

Mr. L. B. Cooper
2210 Ohio Avenue
Cincinnati, Ohio

My dear Mr. Cooper:

I am returning to you the questionnaire concerning sabbatical leave for college teachers.

It is necessary to make an explanation of the actions taken by the State Board of Education in order that you may understand our present situation. In 1925 the State Board of Education at the request of the Normal School Teachers Association passed a resolution to the effect that leaves with half pay would be granted to members of the normal school faculties after seven years of service for study or travel. The plan presented by the Normal School Teachers Association carried the following conditions:

1. That any teacher who has served continuously in any normal school of the state for a period of not less than seven years may be granted a leave of absence for one year, for the purpose of study or travel.
2. That during such absence the teacher shall continue on the payroll at half the salary of the preceding year.
3. That not more than 5% of the faculty of any normal school shall have a leave in the same year. And that in case of more requests, those having the greater number of years of service shall be given preference.
4. That request for leave of absence be made not later than the first day of May of the year prior to that for which the leave is desired.
5. That as a condition for leave of absence the teacher contracts to continue in service in the school granting the leave, for a period of three years after the expiration of the leave; or failing to do so, the teacher shall repay the state such a proportion of the amount received while on leave as the unfinished term of three years bears to the three years.

When the Board passed the resolution favoring this plan, the Commissioner of Education was requested to secure the opinion of the attorney general as to the legality of the action. The attorney general ruled that in the absence of a statute warranting the granting of such leave there is no power in the State Board of Education to grant a sabbatical year

to state normal school teachers. Up to 1930, however, the State Board acted on the assumption that it could grant individual leaves of absence with half pay. Last spring, however, another opinion was requested of the attorney general which has been interpreted to mean that under present conditions the State Board does not have a right to grant any leaves of absence on part pay.

Between 1925 and 1930 leaves of absence with half pay were granted to two persons in the state normal schools in the state, one to Miss Ella Hunting of Montclair, and the other to Miss Edna Wickersham at Trenton.

Very truly yours,

R. L. West
Principal

The Government of the Philippine Islands
Bureau of Civil Service
Manila

December 5, 1930

Mr. L. B. Cooper
2210 Ohio Avenue
Cincinnati, Ohio, U. S. A.
Thru the Office of the Governor-General
Manila, P. I.

Sir:

With reference to your communication dated November 2, 1930, I have the honor to inform you that the teachers in the Philippine civil service are required to work 40 weeks and allowed to enjoy 12 weeks of vacation (2 weeks' Christmas vacation and 10 weeks' long vacation during summer) during each school year, which always begins during the early part of June. The statute also provides that a teacher may visit the United States or any other foreign country on extended leave with full pay during vacation period once for each period of three school years of service, with 60 days travel time with half pay going to and returning from the United States, or actual travel time with half pay going to and returning from any other foreign country, not exceeding 60 days.

Upon the completion of two years of continuous, faithful and satisfactory service after returning to the Islands from such leave of absence to visit the United States, a teacher shall be allowed his travel expenses from his place of residence in the United States to Manila; and

if returning from any other country or from the United States, not residing therein (like the Filipinos), he shall be allowed his travel expenses to Manila from the port of embarkation in the United States or such other country not exceeding ₱ 1000.

In many cases Americans who are given appointment as teachers in the Philippines do not stay long enough to render their services useful to the government and productive of beneficial results in return for the amounts expended. In order to induce teachers appointed from the United States or from a foreign country to remain in the service for a longer period, it has also been provided that,

"A teacher who has come to the Islands from the United States or from a foreign country under a regular appointment or who has received such regular appointment in the Philippine Islands, and who has rendered under said appointment continuous, faithful, and satisfactory service in the Bureau of Education or in the Office of the Secretary of Public Instruction in the enforcement of Act Numbered Twenty-seven hundred and six, as amended, for three or more years after reporting for duty in the Islands, shall, upon retirement, in addition to the half salary provided for in the first paragraph of this section, also be entitled to actual travel expenses from Manila to his place of residence in the United States or in a foreign country, at the time of his appointment as follows: To those who have served three but less than four years under present appointment, actual travel expenses but not to exceed three hundred pesos; to those who have served four but less than five years under present appointment, actual travel expenses but not to exceed six hundred and fifty pesos; to those who have served five or more years under present appointment, actual travel expenses but not to exceed one thousand pesos. The travel expenses as herein provided may be applied on actual return transportation other than the most direct route."

The travel expenses provided for in the above-quoted provision of law are also allowable to those who merely visit the United States on leave of absence, without resigning from the service.

The members of the various faculties of the University of the Philippines are granted sabbatical leave without the intervention of this Office. Hence your communication of November 2 is being referred to the Secretary-Treasurer of the University of the Philippines for such information as he may care to furnish.

Very respectfully,

Jose Gil
Director

State Department of Education

Austin, Texas

October 28, 1930

Mr. L. B. Cooper
2210 Ohio Avenue
Cincinnati, Ohio

My dear Mr. Cooper:

In answer to your recent letter to State Superintendent S. M. N. Marrs, as well as your inquiry as to the legal status of the practice of granting leave of absence with full or part pay to college teachers in Texas, please be advised that there is no law in this State concerning leave of absence for college teachers. Accordingly, there seem to be no rulings by the Attorney General's Department relative to such leaves of absence. Likewise a check has shown that there are no court decisions relative to this matter.

According to one of the assistants of the Attorney General's Department the matter of granting leave of absence with full or part pay to college teachers is one of the implied powers of the governing boards of these institutions. On this basis it would seem then that the practice of granting such leave of absence with pay might be considered as not legal.

I had a careful check of the statutes made by one of the librarians in the State Library, and then talked personally to one of the assistants in the Attorney General's Department. The information I am giving you is the result.

Very truly yours,

H. F. Alves, Director
Division of Research and Service

APPENDIX G

EDUCATIONAL ASSOCIATIONS AND ORGANIZATIONS

TABLE OF CONTENTS

Letter of Introduction to Secretaries of Educational Organizations.

Data Sheet No. III for Secretaries.

Follow-up Letter to Secretaries.

Table CVI. Policy of Education Associations and Organizations on
Problem of Sabbatical Leave for College Teachers.

TABLE CVII. Opinion of Officers of Educational Organizations
Relative to Problems of Sabbatical Leave for College
Teachers.

UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

August 25, 1930

To Secretaries of Educational Organizations:

The dissertation committee of Mr. L. B. Cooper feels that his study of sabbatical leave for college teachers deals with an issue of fundamental importance in the improvement of instruction in higher institutions. A four-page questionnaire has already been mailed to 1229 presidents of higher institutions. Data are being secured from college teachers who have been on leave of absence. The study will also report the legal status of sabbatical leave in this country and the practice found in foreign countries. We bespeak your cooperation in providing the data which he requests. A statement from Mr. Cooper follows.

Very truly yours,

W. A. Cook, Professor of Education
Carter V. Good, Professor of Education
L. A. Pechstein, Dean, College of Education

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Since the practice of granting SABBATICAL LEAVE FOR COLLEGE TEACHERS is a movement of rapidly increasing significance, a study of all phases of the problem will undoubtedly be of interest and general value to the higher institutions of the nation. The cooperation of secretaries of organizations like yourself is necessary for making this a worthwhile and helpful study. You will require only a short time to check the enclosed data sheet. Please answer all questions according to your best judgment or opinion.

My advisory committee authorizes me to say that an abstract of the findings of the study will be made available to those who indicate their desire for such. Permit me to thank you for your aid in this cooperative investigation.

Yours truly,

L. B. Cooper,
2210 Ohio Avenue,
Cincinnati, Ohio.

SABBATICAL LEAVE FOR COLLEGE TEACHERS
(Data Sheet No. III)

TO: Secretary _____,

Signature of person filling in the blank _____

FROM: L. B. Cooper, 2210 Ohio Avenue, Cincinnati, Ohio
(College of Education, University of Cincinnati)

DIRECTIONS: Check (✓) answers where possible, otherwise write words in blanks.

Would you like to have without cost a mimeographed abstract or copy of a magazine report of the findings of this study? Yes ... No ... Do you prefer a copy of a complete report if demand justifies publication? Yes ... No ...

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A. YOUR ORGANIZATION'S POLICY:

1. Does your organization have any formulated policy relative to the sabbatical leave for college teachers? Yes ... No ...
2. If answer to (1) is yes, please give a brief statement of the nature of the policy (or a reference to a published account.)

3. Does your organization encourage institutions and teachers to take advantage of the sabbatical leave as a means of improving instruction? Yes ... No ... If so, how is this encouragement given? (specify)

4. Has your organization, to your knowledge, ever given any official recognition to the problem of the sabbatical leave? Yes ... No ... If so, state briefly the nature of the recognition.

B. PERSONAL EVALUATION OF THE PRACTICE OF SABBATICAL LEAVE:

1. Are you personally in favor of a systematic plan of sabbatical leave for college teachers? Yes ... No ...

(a) If you favor such leave, give main reason. _____

(b) If you are opposed, what is your reason? _____

2. Would you personally be in favor of a policy whereby your organization would encourage institutions and teachers to make use of the sabbatical leave wherever it is feasible and practicable? Yes ... No ...

3. Could a systematic plan for sabbatical leave for college teachers be encouraged in any way by your organization? Yes ... No ... If so, suggest a possible method, if you care to do so.

4. Would you be in favor of college accrediting agencies officially recognizing institutions that regularly grant the sabbatical leave on a systematic basis? Yes ... No ...

(a) If you favor a form of recognition, give main reason.

(b) If opposed to this, please state main reason.

5. General remarks you care to make on sabbatical leave. _____

UNIVERSITY OF CINCINNATI
TEACHERS COLLEGE

October 8, 1930

My dear Sir:

More than a month ago a questionnaire on Sabbatical Leave for College Teachers was mailed to 300 secretaries of educational organizations and foundations. A majority of the returns have been received, but at the present writing the data desired from you and your organization have not been secured.

In order to remind you of the scope of the study, permit me to say that a data sheet has been sent to 1229 presidents of higher institutions and to over 1000 college teachers who have been on leave within the last three years. The study will report the practice of granting leave in five foreign countries. The legal status of granting leave in this country is being determined through the attorney general's department of each state.

If you have a copy of the questionnaire on SABBATICAL LEAVE FOR COLLEGE TEACHERS and desire more time in which to supply the data requested, please check the following questions and return this letter to me in the meantime:

1. Can I expect the return of the questionnaire within 10 days? Yes No
2. If you have not kept the copy of the questionnaire, would you like to have another copy? Yes No

I shall be happy to receive the former questionnaire as soon as you have time to fill it out, since I am counting on your aid in this cooperative investigation.

Cordially yours,

L. B. Cooper
2210 Ohio Avenue
Cincinnati, Ohio

TABLE CV:

POLICY OF EDUCATIONAL ASSOCIATIONS AND ORGANIZATIONS ON
PROBLEM OF SABBATICAL LEAVE FOR COLLEGE TEACHERS

Questions and Answers on Data Sheet No. III	Non-Sec- tarian Educa- tional Boards and Founda- tions	Secta- rian Educa- tional Boards	National and Re- gional Subject Matter Associa- tions	National and Re- gional Learned and Ex- ecutive Associa- tions	State Ed- ucation and Col- lege As- socia- tions	National and Re- gional Accred- iting Agencies	Total
1 Does your organization have any formulated policy relative to the sabbatical leave for college teachers? Yes... No...							
Yes	3	1	1	5	3	0	13
No	7	11	55	45	37	5	160
3 Does your organization encourage institutions and teachers to take advantage of the sabbatical leave as a means of improving instruction? Yes... No... If so, how is this encouragement given? (Specify)							
Yes	5	6	16	12	10	0	49
No	4	5	24	33	24	4	94
4 Has your organization, to your knowledge, ever given any official recognition to the problem of sabbatical leave? Yes... No... If so, state briefly the nature of the recognition.							
Yes	3	1	3	10	8	0	25
No	6	11	51	40	31	5	144

TABLE CVII

OPINIONS OF OFFICERS OF EDUCATIONAL ORGANIZATIONS RELATIVE
TO PROBLEMS OF SABBATICAL LEAVE FOR COLLEGE TEACHERS

Questions and Answers on Data Sheet No. III	Non-Sec- tarian Educa- tional Boards and Founda- tions	Secta- rian Educa- tional Boards	National and Re- gional Subject Matter Associa- tions	National and Re- gional Learned and Ex- ecutive Associa- tions	State Ed- ucation and Col- lege Associa- tions	National and Re- gional Accred- iting Agencies	Total
1 Are you personally in favor of a systematic plan of sabbatical leave for college teachers? Yes... No... (a) If you favor such leave, give main reason. (b) If you are opposed, what is your reason?							
Yes	7	10	53	46	37	5	158
No	0	0	1	2	1	0	4
2 Would you personally be in favor of a policy whereby your organization would encourage institutions and teachers to make use of the sabbatical leave wherever it is feasible and practicable? Yes... No...							
Yes	5	10	42	40	36	5	138
No	2	0	9	6	2	0	19
3 Could a systematic plan for sabbatical leave for college teachers be encouraged in any way by your organization? Yes... No... If so, suggest a possible method, if you care to do so.							
Yes	0	7	24	28	27	4	90
No	5	2	16	9	7	0	39
4 Would you be in favor of college accrediting agencies officially recognizing institutions which regularly grant the sabbatical leave on a systematic basis? Yes... No... (a) If you favor a form of recognition, give main reason. (b) If opposed to this, please state main reason.							
Yes	4	6	35	33	26	3	107
No	1	3	10	9	7	0	30

John Simon Guggenheim
Memorial Foundation

(Taken from an announcement made in 1925, which
was sent to the writer by the secretary)

. . . . The fellowships are therefore intended for students some
what older than those to whom the Rhodes scholarships are open,
including young professors on sabbatical leave, holders of fellow-
ships from individual colleges and those who have won distinction in
graduate study

(Taken from a statement by Simon Guggenheim,
former Senator from Colorado relative to "a
gift for men not materials" contained in the
same announcement as above)

A Gift for Men not Materials.-- It is a matter of satis-
faction to me that the income of the foundation will be spent on men
and not on materials. I have noticed that it has always been an easy
matter for educational enterprises to secure money for buildings;
but money in the place where this foundation purposes to use it is
apparently hard to get.

It has been my observation, from the outside, that just about
the time a young man has finished college and is prepared to do
valuable research he is compelled to spend his whole time in teaching.
Salaries are small: so he is compelled to do this in order to live, and
often he loses the impulse for creative work in his subject, which
should be preserved in order to make his teaching of the utmost
value, and also for the sake of the value of researches in the carry-
ing on of civilization. I have been informed that the sabbatical
year is often not taken advantage of because professors cannot go
abroad on half salary and it is for this reason that we have provided
that members of the teaching staff on sabbatical leave shall be
eligible for these appointments.

Aim is Productive Scholarship in America.-- It has seemed to
me that the education systems of Europe are superior to ours in one
respect, in that they offer greater opportunities to young men to be-
come and remain productive scholars. It is my hope that this Founda-
tion will do something to provide a similar opportunity for young men
and women in the United States. I hope that the results of this will
be to increase, at least to some degree, the vitality and effective-
ness of American education.

(An announcement of Fellowships for Advanced Study Abroad, 1931 among other things, contains the following statement):

Members of the teaching profession who have received sabbatical leave on full or part salary will be eligible for appointment.

(Copies of these announcements may be secured from the secretary of the Foundation.)

Commission for Relief in Belgium Education Foundation

(In an announcement of Advance Fellowships for study in Belgium, 1929 contains the following statement):

Applicants, who expect leaves of absence or sabbatical leave, are eligible.

National Education Association

(Morgan, Editor of the Journal of National Education Association wrote as follows):

The only resolution of the N. E. A. on sabbatical leave is the last paragraph of the resolution headed The Status of the Teacher, passed in 1926. "...We believe that the policy of allowing sabbatical leave for study, recreation, and recuperation should be encouraged in the various states and localities. The efficiency of our schools depends upon the health and intellectual vigor of teachers, and the public can make no better investment which will insure the maximum fitness of all members of the profession."

National Association of Deans of Women

Washington, D. C.
(Report from Data Sheet)

At the meeting in Boston in February, 1928, the following resolution was adopted: "Be it resolved: That the members of the National Association of Deans of Women shall in any way possible promote the project of securing sabbatical leave, with whole or part salary, for teachers as is proposed by the Committee on Public Instruction of the National Federation of Women's Clubs."

Headquarters Secretary.