

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

ProQuest Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600



UNIVERSITY OF CINCINNATI

June 19 32

I hereby recommend that the thesis prepared under my supervision by Harry Fox Young
entitled "Sabbatical Leave for Public School Teachers in the
United States"

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

Approved by:

Wm. A. Cook, Adviser

L. A. Peckham

Walter L. Collins

SABBATICAL LEAVE FOR PUBLIC SCHOOL TEACHERS
IN THE UNITED STATES

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

by

Harry Fox Young
A.B. University of Kentucky 1924
M.A. University of Kentucky 1927

UMI Number: DP16154

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI[®]

UMI Microform DP16154
Copyright 2009 by ProQuest LLC
All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

ACKNOWLEDGMENT

This problem could hardly have been developed and this thesis prepared without the assistance and helpful suggestions received from many sources. The writer wishes to express his appreciation for the cooperation of hundreds of city superintendents, a large number of teachers in service, and the state superintendents of public instruction. The writer is also indebted to Dr. W. A. Cook, Chairman of the Advisory Committee, for his guidance and encouragement. He wishes, also, to express his appreciation to Dean L. A. Pechstein and Dr. W. L. Collins, members of the Advisory Committee, for their criticisms of the dissertation and assistance in the solution of the problem.

In the preparation of the dissertation, the writer is deeply indebted to his wife, Eula Davis Young, whose help largely has made this effort possible.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	iv
TABLE OF CONTENTS OF APPENDIX	vi
Chapter	
I. INTRODUCTION.	1
Statement and Nature of the Problem	1
Method of Securing Data	2
II. HISTORICAL BACKGROUND	4
Origin of the Sabbatical Year	4
Historical Development of Sabbatical Leave in the United States.	5
Agitation of Teachers' Organizations for Sabbatical Leave.	11
Influence of Women's Clubs.	14
Study of the National Education Association	15
Sabbatical Leave in Foreign Countries	16
Summary	18
III. LEGALITY OF SABBATICAL LEAVE.	20
Discontinuance or Adjustment through Court or Other Decisions.	20
Sabbatical Leave in Washington City	25
Proposed Legislation in California.	27
Legality of Sabbatical Leave according to the Returns from State Departments.	30
Sabbatical Leave in New Jersey.	36
Summary	36
IV. ADVANTAGES AND DISADVANTAGES OF SABBATICAL LEAVE BASED ON OPINION.	39
Views Expressed in Periodical Articles.	39
Opinions of Teachers in One School System	40
Opinions of Superintendents	43
Summary	45
V. ADVANTAGES AND DISADVANTAGES OF SABBATICAL LEAVE BASED ON EXPERIENCE	48
Opinions of Superintendents Familiar with Leave	48
Views of Teachers Enjoying Leave.	58
Comparison of Opinions of Teachers and Superintendents	60
Summary	66
VI. ACTIVITIES OF TEACHERS WHILE ON LEAVE OF ABSENCE.	69
Illustrations Drawn from Literature	69
Data of the Present Study	71
Gainful Employment While on Leave	74
Summary	78

Chapter		Page
VII.	ANALYSIS OF PRESENT ADMINISTRATIVE PRACTICE	80
	Comprehensive View of the Granting of Leave	80
	Teaching Service Prior to Sabbatical Leave.	83
	Number of Teachers on Leave in One Year	85
	Selection of Teachers for Leave	87
	Basis of Selection.	87
	Number of Teachers on Leave in 1929-30.	89
	Length of Period of Leave	89
	Number of Years before Leave may be Repeated.	91
	Purposes for which Leave may be Granted	91
	Program of Activities Submitted in Advance of Leave.	93
	Reports Required on Completion of Leave	93
	Gainful Occupation While on Leave	95
	Return to Service after Leave	95
	Compensation.	97
	Relation of Sabbatical Leave to Salary Schedule Status	100
	Effect of Sabbatical Leave on Retirement Status of Teacher	100
	Plans under Consideration	102
	Teachers' Suggestions for Improvement of Local Plans	103
	Summary	106
VIII.	SUMMARY AND CONCLUSIONS	110
	Restatement of the Problem.	110
	Advantages of Sabbatical Leave.	110
	Disadvantages of Sabbatical Leave	111
	Regulations Governing a Plan of Sabbatical Leave.	112
	Suggestions for Further Study	115
	BIBLIOGRAPHY.	117
	APPENDIX.	119

LIST OF TABLES

Table		Page
I.	Number of Years a System of Leave of Absence has been in Operation in 122 School Systems.	7
II.	Analysis by States of Cities that Grant Leaves of Absence	31
III.	Advantages of Sabbatical Leave (Opinions of 103 Teachers, Grantwood, New Jersey).	42
IV.	Disadvantages of Sabbatical Leave (Opinions of 55 Teachers, Grantwood, New Jersey)	42
V.	Advantages of Sabbatical Leave (Opinions of 483 Superintendents Unfamiliar with a System).	44
VI.	Disadvantages of Sabbatical Leave (Opinions of 405 Superintendents Unfamiliar with a System).	46
VII.	Advantages of Granting Leave (Opinions of 154 Superintendents of Cities Granting Leave).	52
VIII.	Disadvantages of Granting Leave (Opinions of 107 Superintendents of Cities Granting Leave).	56
IX.	Advantages of Receiving Leave (Views of Teachers on Leave).	59
X.	Disadvantages of Receiving Leave (Views of Teachers on Leave)	59
XI.	Advantages of Sabbatical Leave (Comparison of Opinions of Superintendents and Teachers).	61
XII.	Disadvantages of Sabbatical Leave (Comparison of Opinions of Superintendents and Teachers)	65
XIII.	Activities on Leave (Reported by 130 Teachers Enjoying Leave)	72
XIV.	Specific Activities of Teachers on Leave.	75-76
XV.	Teaching Elsewhere While on Leave	77
XVI.	Non-Teaching Gainful Employment While on Leave.	77
XVII.	Summary of Administrative Practice in Granting Leave for Professional Improvement (Based on 2,006 Cities). . .	81
XVIII.	Years of Continuous Service Prior to Application for Leave	84
XIX.	Maximum Number or Per Cent of Teachers on Leave at One Time.	86
XX.	Authorities Empowered to Select Teachers for Leave.	88
XXI.	Basis for Selection of Teachers on Leave.	88
XXII.	Length of Leave of Absence.	90
XXIII.	Number of Years before Leave may be Repeated.	90
XXIV.	Purposes for which Leave may be Granted	92
XXV.	Program of Activities Approved in Advance of Leave.	92
XXVI.	Reports Required on Completion of Leave	94
XXVII.	Right of Teacher on Leave to Engage in Gainful Occupation .	94

Table		Page
XXVIII.	Obligation of the Teacher to Return to Service after Leave	96
XXIX.	Service Obligation on Return from Leave	96
XXX.	Compensation of Teacher on Leave.	98
XXXI.	Allowance of Annual Salary Increment for Year of Leave. . .	101
XXXII.	Effect of Leave on Retirement Status of Teacher	101
XXXIII.	Teachers' Suggestions for Improvement of Local Plans. . . .	104

TABLE OF CONTENTS OF APPENDIX

	Page
Key to Analysis of Systems of Sabbatical Leave for Public School Teachers.	119
Analysis of Administrative Practice in Cities above 100,000 Population.	120
Analysis of Administrative Practice in Cities of 30,000 to 100,000 Population.	127
Analysis of Administrative Practice in Cities of 10,000 to 30,000 Population.	136
Analysis of Administrative Practice in Cities of 2,500 to 10,000 Population.	149
Letters from State Departments of Education	175
Letter from Superintendent, Cleveland, Ohio	212
Letter from Superintendent, Evansville, Indiana	213
Letter from High School Principal, Grantwood, New Jersey.	214
Questionnaire Used at Grantwood, New Jersey	215
Letter from American University Union (London).	216
Letter from International Institute (Teachers College, New York City)	217
Letter from Institute of International Education (New York City)	218
Letter from American University Union (Paris)	219
Letter from California Teachers Association (San Francisco)	220
Letter from Superintendent, St. Louis, Missouri	221
First Letter from Superintendent's Office, Washington City	222
History of the Bill before Congress	223
Second Letter from Superintendent, Washington City.	230
Letter from Senator Fess.	231
Letter from Superintendent Washburne, Winnetka, Illinois.	232
Proposed Plan of Sabbatical Leave, Evanston, Illinois	234
Letter to Superintendents of Schools.	235
Questionnaire Sent to Superintendents	236
Letter to Teachers.	238
Questionnaire Sent to Teachers.	239
Letter to State Departments of Education.	241

CHAPTER I

INTRODUCTION

Statement and Nature of the Problem

Probably some authorities would construe sabbatical leave to mean any definite plan whereby teachers may be granted leave of absence covering a semester or more of the school year, for professional improvement or some other desirable purpose, with some salary during such leave. In addition to cities which could be classified under this definition, there are numerous other cities constituting a second and a third division, some with definite plans, and some without definite regulation, but all granting leave to teachers without compensation. Since the three groups of cities are attempting to accomplish practically the same purposes, consideration will be given in this thesis to all available data from cities which grant leaves of absence for professional improvement or some other desirable purpose.

The problem may be stated in two major divisions: (1) As a result of the whole study an attempt will be made to show what the real advantages and disadvantages are for a system of sabbatical leave in the public schools. (2) As a result of the whole study an attempt will be made to show what the rules and regulations, or the essential elements, governing a system of sabbatical leave should be for cities having the following populations: (a) under 10,000, (b) 10,000 to 30,000, (c) 30,000 to 100,000, (d) 100,000 and up.

Method of Securing Data

Since material on this problem seemed to be so meager, the writer felt that a questionnaire addressed to the city superintendents of all the cities above 2,500 population would be a safe procedure. The questionnaire, together with an explanatory letter¹ was mailed to 2,877 city superintendents. The purpose was to find out the administrative practices relative to granting leaves of absence in the city schools. The writer received 2,006 replies.

In addition to checking the questionnaire the superintendents were asked to add the names and addresses of teachers who had taken advantage of a leave of absence. Two hundred and eleven names were submitted. A second questionnaire and letter were submitted to these teachers. The purpose was to find out the reactions of teachers who had firsthand information from personal experience. One hundred and thirty replies were received.

It seemed desirable also to determine the legal status of sabbatical leave in the forty-eight states. A letter was sent to the state superintendents of public instruction. Replies were received from forty-seven state departments of education. To date Montana has not replied, although a follow-up letter has been mailed.

In order to supplement the available material, the writer addressed a letter to the teachers' organizations in leading cities such as San Fran-

¹Appendix of this thesis, pp. 235, 236, 237.

cisco, Los Angeles, Milwaukee, Chicago, New York City and Philadelphia, as well as to other sources. Some material was obtained in this manner.

Since a comparison with practice in foreign countries might contribute to the conclusion, the writer endeavored to obtain some information concerning foreign systems from the Institute of International Education and the International Institute of Teachers College, New York City, and the American University Union in both London and Paris.

CHAPTER II

HISTORICAL BACKGROUND

A study of sabbatical leave for public school teachers in the United States would not be complete without a chapter devoted to the history of the practice. The material for that purpose has been obtained from a number of sources and is fragmentary in nature. But an attempt has been made to bring it together in such a way as to appear to the best advantage. The writer has quoted liberally from current literature. The incorporation of this material seemed to be the best procedure since there has not been a great deal written on sabbatical leave, and the writer felt that all available material should be included.

Origin of the Sabbatical Year

It seems that the earliest mention of a sabbatical year occurs in the Bible. The following account of its divine origin should be of interest:

An ancient Hebrew law enjoined that in every seventh year the land should lie fallow (Exodus XXIII, 11); vineyard and olive garden, too, are to remain uncultivated. Whatever may be produced under these conditions is to be for the poor and the wild beasts. It is extremely unlikely that this was meant to apply to all cultivated land in the same year. If any attempt were made to carry out this injunction the Sabbatical year must have varied from plot to plot. The later Law of Holiness does, however, prescribe one definite year for all land. According to Josephus the Sabbatical year was a close time for warlike operations. From the same authority we learn that the Jews requested Alexander to remit tribute during the Sabbatical year, and that Tacitus complained that the Jews devoted every seventh year to idleness. Somewhat similar are the Hebrew laws requiring that the slave should after completing six years' servitude have the option of freedom, and that there should be release of debtors from their debts in each seventh year.¹

¹Encyclopaedia Britannica, XIX, p. 789

The above conception and use of the sabbatical year is far different from the definition and use of the term in current educational literature, but it is of interest, historically, since it throws some light on the traditional manner of using the sabbatical year.

Historical Development of Sabbatical Leave in the United States

In the questionnaire sent to superintendents, Question 16 made inquiry concerning the number of years a system of leave of absence had been in operation.² An examination of the replies shows that, in cities under 10,000 population, Glencoe, Illinois, has been granting leaves of absence under some kind of plan for thirty years. Milton, Massachusetts, has been granting leaves for twenty-two years, and Pleasantville, New York, for fifteen years.

In cities with a population of from 10,000 to 30,000, Alameda, California, has had a plan in operation for thirty years. West Allis (Wisconsin), New Albany (Indiana), and Helena (Montana) have granted leaves of absence for twenty years.

Newton, Massachusetts, falling in the group of cities which have a population of from 30,000 to 100,000, has had a plan for twenty years. Lexington, Kentucky, another city in this group, has been granting leaves for fifteen years.

Four cities above 100,000 population have had plans for several years. Cambridge, Massachusetts, has given leaves of absence for twenty-five years; Boston, Massachusetts, for twenty-four years; Rochester, New

² Appendix, p. 237.

York, for twenty-three years; and Richmond, Virginia, for twenty years.

In the above discussion, the writer has avoided the use of the term "sabbatical". The rules and regulations of these early systems are not known, but it is evident that some form of plan existed, whether strictly sabbatical or not.

Table I, page 7, presents an analysis of replies to the question as to how long the various systems of leave have been in operation. Although only 122 superintendents replied to this question out of 321 cities that grant leaves of absence, a trend is clearly apparent. The first systems appeared thirty years ago, but the increase was not very rapid from 1900 to 1920. During the last decade, or since 1920, 104 cities report the adoption of plans. This figure is in sharp contrast with the eighteen cities reporting plans for the first two decades of the period, or from 1900 to 1920. It is evident that plans for granting leaves of absence have rapidly increased since 1920.

From time to time articles have been written about sabbatical leave. These have appeared in educational periodicals, publications of the National Education Association and the United States Bureau of Education. This material is of historical interest and should throw some light on the trend of development of sabbatical leave for teachers in this country. The earliest report found was written in 1911. The following quotation should be of interest:

The custom of granting teachers a year's leave of absence from time to time for the purposes of study, travel, and rest is gradually becoming established in our larger colleges and universities, but it has as yet scarcely gained a foothold in our high and elementary schools. While a number of superintendents have discussed the practice favorably in their annual reports, only three cities have adopted it. These are Cambridge, Boston, and Newton, Massachusetts. Cambridge grants a year's leave of ab-

TABLE I

NUMBER OF YEARS A SYSTEM OF LEAVE OF ABSENCE
HAS BEEN IN OPERATION IN 122 SCHOOL SYSTEMS

Number of Years	Number of Systems
30	2
25	1
24	1
23	1
22	1
20	5
15	4
14	1
13	1
12	1
10	24
9	1
8	3
7	3
6	2
5	17
4	11
3	8
2	18
1	17
	Total 122

sence with one-third pay after ten years of service, and Boston and Newton each grant a year with half pay after seven years of service. These are for study or travel. Boston grants one year in 21 also for rest.³

This report seems not to agree with the results of the questionnaire of the present study shown in Table I. According to this table eleven systems were granting leaves of absence by 1910, instead of three as reported in the above quotation. Perhaps the writer of this article was not fully informed, or he may have had in mind only systems granting leave with some remuneration. However, it does show that the movement toward the sabbatical year in the public schools was in its infancy in 1911. It seems that sabbatical leaves gained favor in higher institutions before the public schools, as is indicated in the above report.

In 1921, G. W. Luckey in a discussion of sabbatical leave wrote as follows:

Prior to the war a number of the more progressive city school systems had perfected arrangements to grant sabbatical leave to their teachers for study and travel, in most cases the teachers being granted half salary during the leave. Other cities were studying the plan with the thought of favorable action when the call to arms put a stop to progressive movements in education. There is now a new desire to take up the matter in connection with the necessitated reorganization of education.⁴

The above excerpt conveys the idea that the war retarded the movement toward sabbatical leave for public school teachers. Yet our own evidence shows that there was a growing sentiment among progressive school men for such a plan. It will be recalled that according to Table I there

³W. C. Ruediger, Agencies for the Improvement of Teachers in Service, Bureau of Education Bulletin, No. 3, 1911, p. 113.

⁴G. W. Luckey, "The Sabbatical Year or Leave of Absence of Teachers in Service for Study and Travel", School and Society, XIV (September 3, 1921), 116.

was a rapid increase of systems adopting a plan after 1920. After the war, progressive school men were free to initiate new movements in education. As a result sabbatical leave moved forward during the next decade.

A year later, in 1922, another interesting article was to be found in current literature. The writer said in part:

A form of encouragement which is not infrequently practiced in a number of our Eastern Cities is the sabbatical leave on part or full pay. By means of the sabbatical year, the teacher may be away for a year once in eight or ten years to study, rest, or travel. She may return to her work the next year and advance in salary the same as the teacher who remained in the system..... School boards fear the expense, and therefore hesitate to give this opportunity to their teachers. If school boards realized that the average number of years of experience of the teacher in the elementary grades in cities of over 100,000 population, in the U. S., does not exceed 10.44 years and that the majority of the cities offering the sabbatical leave allow this privilege only every eighth year, and then to a limited number, the problem would not seem impossible..... The sabbatical year encourages the teacher to grow; it creates new interests, new hopes, and new inspirations. It increases the attractiveness of the profession and extends the length of efficient service.⁵

The trend of Miss Langvick's article indicates that sabbatical leave for teachers was receiving the attention of practical school people in 1922. She speaks of the advantages and disadvantages of such a plan and tries to show in her concluding statements that the sabbatical year would be worthwhile to the classroom teacher.

In 1923, there appeared in the American Educational Digest a complete outline of the Pueblo Plan for the sabbatical year for teachers. It is included here merely in order to give greater completeness to this historical account, and not because of any assurance that it is typical of

⁵Clara G. Langvick, "Teacher Growth in Service", Journal of the National Education Association, XI (June, 1922), 218.

the rules and regulations governing the sabbatical year in other large cities in 1923. Quoting from the article,

..... The plan according to Superintendent Risley, is permissive not mandatory. For the first two years, only teachers otherwise eligible, who need additional training to meet state certification standards, will be considered. Teachers are required to file written applications with the superintendent. The sabbatical plan involves the following points: A teacher of ten or more years of service in the Pueblo school may be granted leave of absence to improve her professional equipment as a teacher. She will be allowed one-half of her annual salary, but no teacher will receive during such sabbatical leave more than \$900. Not more than three of the teaching force may be absent at any time. The college, university, or normal school, which the teacher on sabbatical leave proposes to attend, as well as the character of the courses selected, must be approved by the superintendent of schools. When more than three teachers apply for sabbatical leave, the superintendent will select the applicants to whom leave shall be granted; the selection will be based upon length of service and the relative advantage to be derived by the schools. When there are not sufficient applicants to complete the maximum quota for the full sabbatical year, as stated, the superintendent may extend the rule to apply to a semester or a term on the one-half salary basis.⁶

If the reader will compare this plan, in use in 1923, with the analysis of systems found in the appendix of this thesis, he will find that the Pueblo rules and regulations governing sabbatical leave would be fairly typical of the administrative practice in 1930 in the larger cities. Evidently, the Pueblo plan could be rated among the progressive systems in 1923.

In 1925, Deffenbaugh, then connected with the Federal Bureau of Education, said:

Another plan coming into favor for the improvement of teachers in service is that of granting a year's leave of absence for study or travel after about seven years of service in the school system. In some instances a year's leave is granted on half pay. Several superintendents say that this plan is one of the best and that not a few teachers take advantage of it. Superintendent A. H. Hill, of Richmond, Virginia, reports that each year from five to ten teachers are on leave of absence for study. Assistant Superintendent J. P. O'Hern, of Rochester, New York, says that: 'The sabbatical year has been in operation fifteen years..... The average num-

⁶ American Educational Digest, XLIII (August, 1924), 549.

ber of teachers taking advantage of the sabbatical year plan is approximately twelve.....⁷

An expression like the above from one with Mr. Deffenbaugh's opportunity for securing full information would indicate that both the sentiment for and the practice of sabbatical leave were making progress in this country in 1925.

In 1926, Vaughan MacCaughey, associate editor of the Sierra Educational News, made the following statements:

Some form of sabbatical leave has been adopted by Cambridge, Boston, Brookline and Gloucester, Massachusetts; Newark, Jersey City and Trenton, New Jersey; Richmond, Virginia; Buffalo, Schenectady, Syracuse, New Rochelle and New York, New York; Durham, North Carolina; Minneapolis, Minnesota. There are doubtless others.

While not granting sabbatical leave as such, there is a number of cities that offer encouragement to teachers in taking leaves by (1) paying the cost of tuition in a university or college; (2) by some other form of reward.⁸

It appears from this that sabbatical leave was spreading rapidly in the large school systems, and that still other cities, perhaps not financially able to give the regular sabbatical year on salary, were encouraging their teachers to take leaves by holding out some other reward.

Agitation of Teachers' Organizations for Sabbatical Leave

It seems that in some of the larger cities the sabbatical year has been adopted either directly or indirectly through the influence of teachers' organizations. In 1923 the following item appeared in the American

⁷W. S. Deffenbaugh, "The Improvement of Teachers in Service", Elementary School Journal, XXV (January, 1925), 380.

⁸Vaughan MacCaughey, "Sabbatical Leave for Teachers", Journal of the National Education Association, XV (January, 1926), 18.

Educational Digest:

The Grade Teachers Bulletin of Minneapolis contains an interesting statement regarding the Sabbatical year or merit. The Minneapolis Federation of Teachers proposed the plan to the Board of Education. If the plan should be adopted it would take the place of merit.⁹

Minneapolis does have a plan of sabbatical leave, an analysis of which is shown in the appendix. It may have been adopted through the influence of the Minneapolis Federation of Teachers.

The movement for the sabbatical year in New York City was initiated about the same time. In the report for 1923 of the Teachers' Welfare League of New York City the following statements appear:

The movement for the sabbatical year may be said to have begun fully ten years ago. A small group of earnest, enthusiastic teachers, led by Mr. Frederick Z. Lewis, had visualized the benefits that a leave of absence would afford the public school system of the City of New York; and, on February 13, 1914, at a meeting of the Teachers' Council, Mr. Lewis introduced a resolution pertaining to the granting of a sabbatical year leave. The resolution was adopted; and the recommendation that a year's leave of absence with half pay be granted on request of teachers or supervisors under certain conditions, was submitted to the Board of Education, and referred by the Board to its Committee on Elementary Schools and to the Board of Superintendents. No further action resulted from the recommendation.¹⁰

This agitation began in 1914. Ten years later the Board of Superintendents of New York City adopted a resolution indorsing the sabbatical year, and submitted it to the Teachers' Welfare League. Directly after the action of the Board of Superintendents, the Teachers' Welfare League, at a general meeting held on January 23, 1924, indorsed, as follows, the principle involved in the sabbatical year plan:

Resolved, that the Board of Education be requested to approve the recommendation of the Board of Superintendents that the by-laws be amended

⁹American Educational Digest, XLIII (September, 1923), 31.

¹⁰Report of Teachers' Welfare League, New York City, 1923, p. 6.

so as to provide for the granting of a leave of absence for study or travel after the satisfactory completion of ten years of service in the public schools of the City of New York, and for rest or restoration of health after the satisfactory completion of twenty years of service, the compensation to be the teacher's regular salary, less the cost of a substitute.¹¹

As a result of this agitation the Board of Education of New York City adopted a plan for sabbatical leave on February 1, 1925.¹² An analysis of the present plan in practice in New York City appears in the appendix of this thesis.

In 1926 there appeared an article in the Bulletin of the San Francisco Classroom Teachers. It read in part as follows:

The subject of Sabbatical Leave has, in California, passed from being merely a beautiful but very remote idea, to a stage where many of us feel we are quite ready for legislative action.

From our study of the subject we knew that a number of cities had interested themselves in the subject, and answers received from letters sent out in June proved to us that the interest was very widespread, indeed.

At the present writing we are communicating with all teacher organizations and administrators throughout the state, with the idea of unifying our forces in time to secure some action at the coming session of the legislature.¹³

It is apparent that the teachers' organizations in California were united in their efforts to influence legislation favoring sabbatical leave. This occurred in 1926. The proposed legislation will be considered again in a later chapter.

The teachers' association of Milwaukee had its influence in bringing about the adoption of a sabbatical leave plan for that city. The following account appeared in their bulletin for February, 1928:

¹¹ Report of Teachers' Welfare League, New York City, 1924, p. 1.

¹² Ibid., p. 4.

¹³ Bulletin of San Francisco Classroom Teachers, 1926, p. 10.

The committee which has been studying the question of sabbatical leaves for teachers, reports and recommends that the Board of School Directors be asked to amend the rules and regulations to provide, substantially, as follows: Any teacher or principal who has completed seven years or more of continuous satisfactory service in the public schools of the City of Milwaukee may, upon recommendation of the superintendent, be granted leave of absence for a period of one year or less than one year for any or all of the following purposes: (a) study along lines relating to schools and school work, (b) travel, (c) observation of schools and school work outside of the City of Milwaukee.¹⁴

The sabbatical year plan was adopted in this city. An analysis of the present rules and regulations appears in the appendix.

It is evident that teachers' organizations have had an influence in directing the actions of boards of education relative to the adoption of sabbatical leave plans in a number of cities. Perhaps their influence is being felt in other cities at present and will be felt more in the future. It is reasonable to assume that a well united teachers' organization could do a great deal toward forming sentiment for the sabbatical year both with school authorities and the public.

Influence of Women's Clubs

At the time sabbatical leave was being agitated for the teachers of New York City the various women's clubs used their influence. An account of their indorsement follows:

The Women's City Club, through its committee on education, indorsed the principle of a sabbatical leave of absence. The New York City Federation of Women's Clubs had taken similar action. The New York State Federation of Women's Clubs, in convention assembled at Albany, unanimously authorized the Chairman of Education to help develop sentiment for the plan in the various local communities. Likewise, Women Members of the Madison

¹⁴Bulletin of the Milwaukee Teachers' Association, February, 1928, p. 7.

Club, of Brooklyn, urged incorporation of a provision for the sabbatical year in the by-laws of the Board of Education.¹⁵

No doubt, the influence of these women's clubs has been instrumental in developing sentiment for the sabbatical year in the local communities of New York State.

Study of the National Education Association

The only study of importance that has been made relative to sabbatical leave is that of the National Education Association. At a meeting of the Representative Assembly of the National Education Association in Philadelphia in July, 1926, the following motion of Miss Anna G. Fraser of California was adopted:

Since there is a widespread interest throughout the United States in the problem of sabbatical leave with pay for teachers, and a few cities have proven that a practical and economical plan can be put into successful operation, I move that the Division of Research be instructed by this assembly to gather full data from all available sources regarding plans for sabbatical leave, to put this material into such form as to be available to all interested parties at cost, and to report the results of this study to the meeting of this association in 1927.¹⁶

The Research Division prepared a bibliography and addressed a questionnaire to the larger cities. A report was then presented at the Seattle meeting of the National Education Association in July, 1927. The report is written up in the reference cited above. It included an analysis of sabbatical leave plans in thirty school systems.

The above study in no way invalidates the investigation of the pres-

¹⁵Report of Teachers' Welfare League, New York City, 1924, p. 2.

¹⁶Sabbatical Leave for Public School Teachers, Published by the National Education Association, 1927, p. 3.

ent writer for the following reasons: (1) The study by the National Education Association included only the 759 cities over 10,000 population, whereas the present study investigated the entire 2,877 cities above 2,500 population and found over thirty cities of small size operating some sort of sabbatical leave. (2) The earlier investigation was carried out four years previous to the present one. Over fifty cities of size are now to be added to the number then discovered utilizing sabbatical leave. (3) In some instances plans have been altered since the study done for the National Education Association. Two large cities reported by it as having a plan have since discontinued the sabbatical year leaving only twenty-eight cities in their study that grant leave on pay. (4) No reference was made by the report to the large number of cities that have definite sabbatical plans, lacking only the grant of some salary. It is probably only a question of time until this latter group of cities will complete their sabbatical plans by the addition of compensation. A study of sabbatical leave would not be complete without the inclusion of the large group of cities in the transitional stage.

Sabbatical Leave in Foreign Countries

In a communication from the American University Union, London, England, Dorothy R. Dalton, the executive secretary, said:

In this country no arrangements for sabbatical leave for school teachers are made. Teachers are only granted the regular holidays which come between the school terms. These amount to about thirteen weeks in the year in Secondary schools and eight or nine in the Elementary schools.¹⁷

¹⁷Letter from executive secretary, American University Union, London, April 30, 1930.

This report is in harmony with the following account found in Monroe's Cyclopedia of Education as far as public schools are concerned:

The sabbatical term is unknown in the English Universities and higher institutions of learning and in the elementary schools. A few private secondary schools for boys and girls have arranged to grant short periods of absences, 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.¹⁸

On the basis of the above evidence one would conclude that sabbatical leave does not exist to any great extent, if at all, in the public schools of England. However, the private secondary schools do seem to be practicing some kind of leave.

The communication from France was very brief. Horatio S. Krans, Associate Director of the American University Union at Paris, said:

The practice of giving Sabbatical Leave does not prevail in France.¹⁹ Since the writer has not found any report to the contrary it is concluded that the practice of sabbatical leave does not exist in France.

The same condition seems to prevail in Germany. Miss Mary L. Waite, Executive Secretary of the Institute of International Education of New York City, said:

At present we have in this country one of the secretaries from the German office and she has just advised me that there is nothing in the German school or university system which corresponds to the Sabbatical Leave in this country.²⁰

¹⁸Paul Monroe, Cyclopedia of Education, V, p. 241.

¹⁹Letter from American University Union, Paris, France, April 28, 1930.²⁰

Letter from Institute of International Education, New York City, April 9, 1930.

This is all the information that could be obtained relative to sabbatical leave in Germany.

Judging from the following quotation from the Saskatchewan Teacher, found in the Bulletin of the Milwaukee Teachers' Association, sabbatical leave must be in its infancy in Canada:

More important than that, the working of the scheme (sabbatical leave) should tend to improve the quality of teaching in Saskatoon public schools. It will reward those who make teaching a life-work with an occasional opportunity to refresh their minds and enlarge their knowledge. It will encourage others to stay in the profession and thus promote permanence and stability in the teaching ranks. The extra cost to the tax payers involved in carrying out the plan has not been calculated exactly, but it is believed this will not be substantial. The Saskatoon Public School Board is thought to be the first in Canada to inaugurate any such scheme as above outlined. No doubt this city's experiment will attract interest and attention elsewhere.²¹

This article appeared in 1928. If the writer's surmise is correct, that the Saskatoon Public School had the first sabbatical leave plan, it is probable that the movement is not very widespread in Canada in 1930.

Summary

The sabbatical year is of divine origin. The ancient laws are of interest, since they explain the traditional use of the sabbatical year.

There now are at least 321 American cities that will grant a leave of absence, only a part strictly sabbatical. One hundred and twenty-two of these cities answered a question which indicated the number of years their plan had been in operation. The movement began about 1900, but the rapid increase in the number of plans has been during the last decade.

²¹Bulletin of the Milwaukee Teachers' Association, February, 1928, p. 9.

From time to time articles have appeared in educational periodicals relative to the progress of sabbatical leave in the public schools. The general trend of these writings indicates that sentiment for and the practice of sabbatical leave have grown greatly during the last decade and are now receiving the serious attention of public school men.

Teachers' organizations have been either directly or indirectly responsible for the adoption of a sabbatical leave plan in Minneapolis, New York City, and Milwaukee. If data could be obtained, this would perhaps be true in other cities. In California, teachers' organizations have been trying to influence legislation in favor of sabbatical leave.

The various women's clubs have gone on record as favoring the sabbatical year for teachers. Their influence should be instrumental in creating favorable sentiment.

The National Education Association made a study of sabbatical leave. The results of their study, an analysis of thirty systems, was presented before the meeting of 1927.

The practice of sabbatical leave does not prevail in the public schools of England, France, and Germany. Private secondary schools in England sometimes grant leave. Sabbatical leave in Canada is in its infancy.

CHAPTER III

LEGALITY OF SABBATICAL LEAVE

An aspect of this problem quickly noted on close study is the absence of legislation concerning leaves of absence except in three states. However, the fact that the laws are silent on the question does not seem to affect practice either way in a number of states. The known legal decisions relative to sabbatical leave, proposed legislation, existing state laws, and returns from state departments will be given consideration in this chapter.

Discontinuance or Adjustment through Court or Other Decisions

Certain cities have initiated systems of sabbatical leave only to have them discontinued through some legal procedure. The following quotation describes that of Detroit, Michigan:

On May 8, 1913, the board of education adopted a rule for granting leaves of absence only for the purpose of study or foreign travel to teachers who had completed seven years of service in the Public Schools of Detroit, not to exceed one year in any eight consecutive years and to receive during such leave of absence in lieu of his regular salary \$50 per school month. A further provision was an agreement to teach three years thereafter or to refund proportionally for the unexpired portion of the time..... Acting under authority of the rule thirteen teachers were granted leaves of absence for the year 1913-14..... On August 22, 1913, the corporation counsel of the city gave his opinion that such monies could not legally be paid to these teachers because the teachers are not required to render the service before the money is paid..... On September 25th the board voted to grant to these teachers an increase for the succeeding year (only) a salary \$500 in excess of that which would otherwise be paid them..... Inasmuch as there seems to be some question as to the desirability of continuing sabbatical leaves under such uncertain conditions the operation of the rule is practically suspended (Detroit, Mich. 1913-14, p. 85).¹

¹Charles Russell, The Improvement of the City Elementary Teacher in Service, Published by Teachers College, Columbia University, 1922, p.55-56.

The questionnaire returned to the writer from this city adds a little information. Assistant Superintendent O. G. Frederick said:

Sabbatical leave was tried fifteen or twenty years ago but at once a tax payer asked an injunction and the courts decided public funds could not legally be used. A public spirited citizen furnished the money to pay those absent that year and at the end of the year the plan was dropped.²

The two authorities do not agree in all details but that is not so important. It is at least evident that a plan was tried and discontinued in Detroit. Michigan is one of those states whose laws are silent on the question of sabbatical leave. If an agitation had not been started by some citizen, perhaps sabbatical leave would have been in practice in Detroit today. Ann Arbor has a plan in effect at present.

A somewhat different case was that of Woonsocket, Rhode Island.

The following is an account of the board's decision:

In view of the increasing number of requests from the teachers for extended leave of absence, the granting of which has a more or less detrimental effect upon the schools, the School Committee, at its meeting September 13, 1918, voted that 'It is the sense of the Board that no further leave for extended absence of teachers shall be granted unless for poor health or for service for the Government of the United States or any of its allies'.³

It appears that dissatisfaction of the board of education resulted in the decision to discontinue granting leaves of absence. No legal question was involved. The laws of Rhode Island are silent on the question of sabbatical leave.

In Worcester, Massachusetts, a plan was tried and discontinued.

The superintendent stated on the questionnaire:

²Questionnaire from Detroit.

³Charles Russell, op. cit., p. 56..

Voted by School Committee that trial of sabbatical leave, with half pay, be made for one year, 1916-17..... This leave was revoked in April, 1917, upon being declared illegal by the City Solicitor.⁴

The case of Somerville, Massachusetts, is similar to Worcester. The superintendent said:

The City Solicitor has ruled that it is illegal for teachers to be granted Sabbatical Leave with pay.⁵

The laws of Massachusetts make no provision for sabbatical leave, but the appendix of this thesis shows that there are cities in that state which have had plans for a number of years and pay some salary. If it were not for the opposition of some local authority all the cities in Massachusetts could grant sabbatical leave if they so desired.

Evansville, Indiana, however affords an adverse ruling by a central authority. In a personal letter from the superintendent's office, John O. Cheming said:

There was a sabbatical leave in the Evansville public schools for two years from September, 1927 to June, 1929. It was discontinued on order of the State Board of Accounts which holds that such expenditure of public funds is not legal.⁶

It is legal to grant leaves of absence in Indiana, but the law is silent on the question of salary during such leave. This law is incorporated later in this chapter. The decision of the State Board of Accounts in the Evansville case may discourage other cities in Indiana from trying plans of sabbatical leave.

⁴Questionnaire from Worcester, Massachusetts.

⁵Questionnaire from Somerville, Massachusetts.

⁶Letter from Superintendent's Office, Evansville, Indiana, April 7, 1930.

Cleveland, Ohio, tried sabbatical leave but the plan was discontinued. In a personal letter, Mr. H. L. Sammons, secretary to the superintendent, said:

There is no sabbatical leave for teachers at present in force in Cleveland. As a matter of fact, it did operate here for about two years but was discontinued by the board of education in accordance with an opinion from the city law department, that, in the absence of enabling legislation enacted by state legislature, boards of education had no right to give such leave.⁷

The laws in Ohio are silent on the question of sabbatical leave. In the case of Cleveland the local authorities were afraid to act without enabling legislation.

As shown in the appendix, several cities in New York State have been granting leaves of absence for a number of years. In one city it was discontinued on legal advice. The superintendent's office at Syracuse reported:

The corporation attorney for the city has ruled that employees can not legally draw pay for time not served.⁸

There is no provision in the law for sabbatical leave in New York State. From practices in the various cities it appears that local authorities decide whether or not sabbatical leave shall exist.

St. Louis, Missouri, is one of the largest cities without a sabbatical plan. B. G. Shackelford, a district superintendent, gives this explanation:

Sabbatical leave for public school teachers does not exist in the school system of St. Louis. Under the interpretation of the constitution

⁷Personal Letter from Superintendent's Secretary, Cleveland, Ohio, April 7, 1930.

⁸Questionnaire returned from Syracuse, New York.

and laws of the state, such a procedure has been held unlawful and the board of education has made no move to institute such procedure.⁹

The state superintendent of public instruction reports that no law exists governing sabbatical leave.¹⁰ However, Kansas City, Missouri, has found a way around the difficulty. Here is a statement of the plan adopted in that city:

Any teacher, principal or supervisor who has served six years in the public schools of Kansas City, may, on application to the board of education and recommendation of the department of superintendents, be granted by the board of education leave of absence for one year for study, research, and investigation for improvement of herself as a teacher. In view of such study and research, the teacher shall receive \$20 per school month in addition to her regular schedule salary for a period of five years immediately following such program of self-improvement.¹¹

The above plan was adopted after the board found that, under the laws of Missouri, it would not be legal to pay teachers on leave during the period of their absence, because the statutes provide that teachers shall be paid for services rendered. There is nothing in the statutes, however, to prevent the board from recognizing the increased usefulness of a teacher who has spent six months or a year in self-improvement.¹² It is apparent that the plan has the further justification that the city pays for the benefits which come to the school system only if the teacher comes back and serves in the schools for an extended period. Other cities might profit by adopting a plan similar to that of Kansas City, if they happen to be located in states where sabbatical leave with some salary is not permitted.

⁹Personal Letter from Superintendent's Office, St. Louis, March 12, 1930.

¹⁰Personal Letter, State Superintendent, Missouri, May 21, 1930.

¹¹Elementary School Journal, XXVII (November, 1926), 164.

¹²Ibid.

Sabbatical Leave in Washington City

In order to secure sabbatical leave for the teachers of Washington City, congressional action would be necessary. The matter of securing such legislation has been given consideration by the school authorities for the past few years. A complete history of the movement is incorporated in the appendix, in the same form as it was received from the superintendent's office of the Washington City Schools. But for the purposes of this thesis the actual bill is the important thing. The following is a copy of the bill as revised by Superintendent Ballou in accordance with the action of the Teacher's Council November 4, 1929, and January 14, 1930:

To provide Educational Employees of the Public Schools of the District of Columbia with leave of absence with part pay for purposes of educational improvement, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. That the Board of Education on recommendation of the Superintendent of Schools may grant leave of absence with part pay to any educational employee whose salary is fixed in the act approved June 4, 1924, for purposes of educational improvement for a period not exceeding one year at a time, under such conditions not herein otherwise specified as the Board of Education may determine and the place of said person may be filled by the appointment of a qualified person for the period of said leave.

SECTION 2. Any educational employee to whom such leave of absence may be granted shall report in writing to the Superintendent, in such form as the Board of Education may determine, the manner in which said leave of absence is being employed; and for failure to comply with any requirement of the rules of the Board of Education or to pursue in a satisfactory manner the purpose for which said leave of absence was granted, the Board of Education, on recommendation of the Superintendent, may terminate such leave of absence at any time.

SECTION 3. Any educational employee to whom leave of absence is granted under the provisions of this law, and the regulations of the Board of Education shall file with the Superintendent an agreement in writing binding him to remain in the service of the Board for at least two years after the expiration of such leave of absence; or in case of resignation within two years to refund to the Treasury of the United States, to the credit of the appropriation for Public schools, such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said two years may bear to the entire two years. The provisions of this agreement shall not apply to terminations of service by

death, nor to resignation on account of ill health with the consent of the Board, nor to resignation or termination of service at the request of the Board.

SECTION 4. Any teacher or school librarian whose salary is fixed in Article I of the Act approved June 4, 1924, who is granted leave of absence for educational purposes under the provisions of this law, shall receive compensation during the period of said leave, paid in the same manner as though on active duty, equal to the difference between the salary which the teacher or librarian would receive during the year he is on said leave of absence and the basic annual salary of Group A or Group C of his salary class, less the amount of his contribution to the retirement fund in accordance with the provisions of the Retirement Law as amended and approved June 11, 1926.

SECTION 5. Any administrative or supervisory officer whose salary is fixed in Article II of the Act approved June 4, 1924, who is granted leave of absence for educational purposes under the provisions of this law, shall receive compensation during the period of said leave, paid in the same manner as though on active duty, equal to the largest amount to which any teacher in the Group B or Group D salary class under his supervision would be entitled if given such educational leave, less the amount of his contribution to the retirement fund in accordance with the provisions of the Retirement Law as amended and approved June 11, 1926: Provided that, for the purposes of this Act, the administrative and supervisory officers of the Community Center Department and the Department of School Attendance and Work Permits shall be construed as belonging to the elementary schools.

SECTION 6. The teacher or officer who takes leave of absence with part pay for educational purposes under the provisions of this act shall be construed as in active service in the matter of salary increase and in his right to a retirement annuity, and said leave shall not be construed as interrupting the continuity of service of said teacher or officer.

SECTION 7. Wherever the masculine pronoun occurs in this Act it shall be construed to mean both male and female employees.

SECTION 8. This Act shall take effect on and after July 1, 1930.¹³

The provisions of the bill provide for a sabbatical leave plan very similar to the administrative practices found in other large cities. The writer addressed a letter to Senator Fess in an attempt to find out what had happened to the bill, but his only reply was that he was mailing the material asked for. A more recent communication from Superintendent Ballou indicates the status of the bill September 15, 1930. He said:

¹³Letter from Superintendent's Office, Washington City, March 15, 1930.

This bill is entitled 'Leave of Absence with Part Pay for Purposes of Educational Improvement and for other Purposes'. The bill was approved by the Bureau of the Budget and Board of Commissioners. It was introduced into Congress during the past school year and was favorably reported on by the Senate. It is the expectation and hope of the school officials to secure the passage of this bill during the coming year.¹⁴

On the basis of this information it seems likely that Washington City will have sabbatical leave for its teachers in the near future.

Proposed Legislation in California

A definite, well-organized movement to secure legislation providing for sabbatical leave in California began about 1926. In that year the California Council of Education appointed a sub-committee on sabbatical leave with Superintendent J. M. Gwinn as chairman. The action of this committee was so significant that an account of their proceedings is included as follows:

The Sub-Committee on Sabbatical Leave of the Committee on Professional Improvement, consisting of Miss Vera T. Franklin of San Francisco, Mr. Albert M. Shaw of Los Angeles and Miss Josephine Leffler of Stockton, met under the chairmanship of Joseph M. Gwinn, member of the Committee of Professional Improvement, on Saturday morning, November 27, 1926, with all members present except Mr. Shaw, who had not received notice in time to come from Los Angeles to attend the meeting. In addition to this meeting, there has been an exchange of letters in further consideration of the work of the Sub-Committee. The Sub-Committee is greatly indebted to committees representing teachers' organizations in Los Angeles and in the Bay cities, which committees have been active in support of a plan for providing Sabbatical Leave. In view of the activity of these two committees and the plans that they propose for securing modifications in the Political Code of the State, and in the Constitution if there is need for constitutional changes, to provide for Sabbatical Leave for teachers..... your Sub-Committee is of the opinion that it should not at this time engage in any extended investigation of the problem of Sabbatical Leave or propose legislation other than that already suggested by the local committee in Los Angeles and in the Bay cities as mentioned above.¹⁵

¹⁴Letter from Superintendent Ballou, September 15, 1930.

¹⁵Report of California Council of Education, 1926, p. 1.

It is evident from the above that there was a determined effort on the part of the teachers' organizations and the California Council of Education to bring about the necessary legislation. A copy of the proposed legislation was included in this same report.

As a result of this agitation a bill (No. 834) was introduced into the California legislature January 21, 1927.¹⁶ If it had become a law it would have permitted local school systems to grant sabbatical leave and to provide for exchange teachers.

After the defeat of this bill the teachers' organizations continued their efforts, and as a result Assembly Bill No. 157 was introduced by Mr. Williamson, January 10, 1929. The provisions of the bill are:

An Act Relating to the Granting of Leaves of Absence to
Teachers in the Public Schools of this State.

The people of the State of California do enact as follows:

SECTION 1. The provisions of sections 5.721, 5.722, 5.723, 5.724, 5.725, and 5.726 of this act shall be interpreted in the same manner and shall be construed as having the same scope and application as would be the case were they a part of article eight of chapter seven of part three of division five of the School Code as adopted at the forty-eighth session of the Legislature.

Certain terms as used in this act are hereby defined as follows:

(a) 'This article' means article eight of chapter seven of part three of division five of said School Code.

5.721. Governing boards of school districts of every type and class shall have the power to provide for the absence from duty of any employee because of accident, illness, maternity and temporary inability to perform the services required of such employee, during which absence such employee shall be entitled to a sick benefit and such other privileges as may be provided for by the rules and regulations of the governing board of the school district. A 'sick benefit' is hereby defined as compensation allowed for a limited time by the governing board of a school district to an employee who is prevented from performing his usual services by any of the aforesaid contingencies, and upon proper proof of the inability of such

¹⁶A copy of this proposed legislation in Sabbatical Leave for Public School Teachers, Published by the National Education Association, p. 14.

employee to perform such services, such sick benefit shall constitute a proper charge against the funds of the district. The length of time such benefit shall be allowed and the amount thereof shall be defined by the governing board of the school district in its rules and regulations.

5.722. The governing board of a school district of any type and class shall have power to, and may in its discretion, grant to any employee of the school district classified as an employee in a position requiring certification qualifications leave of absence for a period of not to exceed one year, subject to the provisions of this article.

5.723. No employee shall be granted a leave of absence as provided in section 5.722 hereof unless such employee shall have rendered service of high quality in the district for a period of not less than five years previous to the granting of such leave, of which period at least two years shall have been so served after this act shall have taken effect. The state board of education shall prescribe the standards of service which shall entitle an employee to such leave of absence.

5.724. Every employee granted a leave of absence as provided in section 5.722 hereof shall be required to perform such services, and receive such compensation for such services, as may be agreed upon, in writing, by such employee and the governing board of the school district, subject to the approval of the county superintendent of schools. The state board of education shall prescribe the services which may be required of such employee and for which said employee may receive compensation.

5.725. Every employee while on a leave of absence as provided in section 5.722 hereof shall continue to be entitled to the benefits of the provisions of any law of this state providing compensation insurance for teachers in the public schools.

5.726. The period of a leave of absence as provided in section 5.722 hereof shall be equivalent to an equal period of such service as may be required by any law of this state providing for the retirement of teachers in the public schools. Every employee on such leave of absence shall be subject to all the burdens and entitled to all the benefits of such law the same as though such employee were actually rendering services in the district governed by the board granting such leave.¹⁷

This bill was passed by both Houses but was vetoed by the governor.

Another bill is now being prepared for presentation at the next session of the legislature.¹⁸ It is evident that no law exists at present relative to sabbatical leave in California, but the sentiment seems to be

¹⁷Copy of Bill obtained from California Teachers' Association.

¹⁸Communication from Assistant Secretary, California Teachers' Association, April 17, 1930.

growing so strong that it may not be long before the necessary legislation will be enacted.

Legality of Sabbatical Leave According to the Returns from State Departments

A letter was addressed to state superintendents of public instruction in which three questions were asked. They are as follows:

First, what is the legal status of Sabbatical Leave for Public School Teachers in your state? If there is a law, what are the provisions and when were they enacted?

Second, are there any administrative rulings by the state department of education, or other authority, governing Sabbatical Leave in your state?

Third, have there been any court decisions in your state relative to Sabbatical Leave?¹⁹

Reactions were received from forty-seven state departments. Montana did not reply, although a second letter was mailed. The law in this state may be silent on the question, but leave is permissible. Table II, page 31, shows that Montana has two systems granting leaves on some salary.

In answer to the first question three laws were reported. Indiana, Maine, and Alabama each have a law which deals with the granting of leaves of absence. The following is the law in Indiana:

27. Leaves of Absence. Sec. 5. Any school corporation, upon written request, may grant leaves of absence, for periods not exceeding one year, to any permanent teacher for study or professional improvement or because of physical disability or sickness, subject to such rules and regulations governing leave of absence as may be adopted by such corporation: Provided, That without written request any school corporation may place a permanent teacher on leave of absence for periods of not exceeding one year because of physical or other disability or sickness: Provided, That such teacher shall have a right to a hearing on such unrequested leave of absence in accordance with the provisions for hearings contained in section 2 of this act.²⁰

¹⁹Letter to State Superintendents, Appendix of this thesis, p. 241.

²⁰Indiana School Laws, 1927, p. 15.

TABLE II

ANALYSIS BY STATES OF CITIES THAT GRANT LEAVES OF ABSENCE

(Nevada, Delaware, New Hampshire reported no cases)

States	Systems paying salary	Systems paying bonus on return	Systems having definite plans but no pay	Systems granting leave--no regulations
Alabama	0	0	1	0
Arizona	0	0	1	0
Arkansas	0	0	1	0
California	0	2	10	8
Colorado	2	0	2	4
Connecticut	0	0	1	6
Florida	0	0	0	1
Georgia	2	0	2	0
Idaho	1	0	1	0
Illinois	8	0	10	5
Indiana	3	0	5	10
Iowa	0	0	2	5
Kansas	0	0	5	5
Kentucky	0	0	6	5
Louisiana	0	0	1	1
Maine	1	0	1	0
Maryland	1	0	0	1
Massachusetts	7	0	5	5
Michigan	4	0	6	5
Minnesota	1	0	2	4
Mississippi	0	0	2	1
Missouri	0	1	2	3
Montana	2	0	3	1
Nebraska	0	0	2	0
New Jersey	12	0	3	5
New Mexico	0	0	1	1
New York	13	0	0	5
N. Carolina	0	0	1	5
North Dakota	0	0	1	1
Ohio	1	1	5	7
Oklahoma	1	0	3	3
Oregon	0	0	4	1
Pennsylvania	0	0	3	10
Rhode Island	1	0	0	0
S. Carolina	0	0	1	0
South Dakota	0	0	2	0
Tennessee	0	0	1	0
Texas	1	1	5	3
Utah	1	0	1	0
Vermont	1	0	1	0
Virginia	4	0	0	4
Washington	4	0	4	2
West Virginia	0	0	2	1
Wisconsin	2	0	6	7
Wyoming	1	0	1	1
Total	74	5	116	126

Neither salary nor sabbatical leave is mentioned. Evidently, the purpose of the above law is to permit the granting of leaves of absence for professional improvement or some other reason without mention of salary. If the reader will examine Table II or the analysis of systems in the appendix, he will find ten cities in Indiana that will grant a leave of absence without compensation. Terre Haute and Logansport have definite plans whereby the teacher on leave of absence receives her salary less the pay of a substitute. Huntingburg, a small city in Indiana, reports a plan in operation for ten years with full salary paid the teacher on leave. It will be recalled that Evansville discontinued her plan because the State Board of Accounts held that such expenditure was not legal. Evidently, there is need of additional legislation in Indiana in order that the administrative practices relative to sabbatical leave may be more uniform.

In Maine, a law relative to sabbatical leave was passed by the 1929 legislature. It became effective July 15, 1929. The newly enacted law is as follows:

For the purpose of increasing the efficiency of the public schools of the state, superintending school committees and boards of education shall have authority to grant to any teacher, principal or other person regularly employed by them a leave of absence for a period of not to exceed one year and on not more than half pay, such leave of absence to be granted only after seven years of service and under such conditions and with such regulations as may be determined by the governing board, and for the purpose of permitting said teacher, principal or other person to pursue a further course of study or to travel, to the end that he or she may be better fitted by education and culture for his or her position in the schools.²¹

On the basis of the returns from state departments the writer has concluded that the above law is the only one which has been enacted by any state,

²¹School Laws of Maine, Ch. 139, Sec. 38, art. 8.

which provides specifically for sabbatical leave for public school teachers with salary. It will be further noted that a leave can be granted for either study or travel. It is apparent that this is an enlightened piece of educational legislation. An interesting feature connected with Maine is the fact that the granting of leaves either with or without salary does not seem to be very common. Portland has just initiated a sabbatical leave plan with half salary. Eastport reports a plan, without salary, already in operation for five years.

In Alabama there is a law, but it does not specifically provide sabbatical leave. The section relative to vacations and leaves of absence reads thus:

The County Board of Education shall have the authority, under such rules and regulations as may be promulgated from time to time by the State Board of Education upon the recommendation of the State Superintendent of Education to provide for the payment from public funds of teachers or other employees of the County Board of Education who are employed by the year for not over two weeks which said teacher or employee may be allowed by said Board as a vacation, but such vacation must not be allowed during the time the schools are in session; and to provide leaves of absence during the time the schools are not in session for such teachers and employees on part or full pay when such teacher or employee devotes such leave of absence to instructing in or attending schools for teacher training or in such manner as approved by the State Board of Education as beneficial to the educational work of the county; and to provide for the payment of any teachers, whether employed by the year or not, for absences during the time schools are in session where such absences result from sickness or some other unavoidable cause which prevents such teacher from discharging his duties, provided such payment shall not exceed one-half of the proportionate part of the regular salary of such person for the period of absence, and provided further that pay for such absence caused by sickness shall not be allowed for a longer time than four weeks during any one year and pay for such absences resulting from unavoidable causes other than sickness shall not be allowed for a longer time than one week during any one year.²²

The law governing the actions of city boards is similar to the one above

²²Alabama School Code, 1927, sec. 176.

and need not be quoted here. It seems that teachers in Alabama may have time off with pay when schools are not in session. Evidently, they are employed on the twelve months basis and can attend summer school while receiving salary. It is probable that the present law will operate to discourage sabbatical leaves in Alabama, since the teacher can attend summer school while receiving salary. Only one city, Gadsden, Alabama, has reported a plan in operation, and this without salary.

In answer to the second question concerning administrative rulings by the state departments, or other authority relative to sabbatical leave, forty-three replies indicated that such rulings did not exist in those states. Montana did not reply. Four states gave an affirmative reaction to this question. The chief school officer of Arizona said:

I wish to advise that sabbatical leave has been given formerly in the different schools of this state, but at the present time there is a ruling from the Attorney General to discourage such, as there is no law directly permitting it.²³

According to reports from that state the ruling seems to have been effective. Table II shows that only one city grants leaves in Arizona and that without salary.

The state superintendent of public instruction in Iowa reported:

The attorney general's office has given us his oral opinion to the effect that such a leave would be illegal under the statutes as they now stand.²⁴

Table II indicates that there are seven cities in Iowa that grant leaves, but without pay. It is evident that the opinion of the attorney general

²³Letter from State Department, Arizona, April 3, 1930.

²⁴Letter from State Department, Iowa, April 11, 1930.

coincides with practice in that state.

In Massachusetts, the state department's reaction was as follows:

The State Division of Municipal Accounts insists that it is illegal because of the fact that early court decisions have ruled that public moneys can not be paid for services which have not been rendered.²⁵

Table II shows that there are seven cities in Massachusetts that have well-organized plans for sabbatical leave and pay some salary during such leave. Evidently, the State Division of Municipal Accounts does not influence the actions of the boards in these cities. It was indicated in an earlier chapter that Massachusetts was a pioneer in the sabbatical leave movement.

The case of Evansville, Indiana, has been cited previously in this chapter. The state department of that state said:

Certain city corporations in the state may have local regulations regarding Sabbatical Leave, but we are not prepared to give definite information of these particular instances.²⁶

It appears that local authorities can decide the question in Indiana.

While Evansville discontinued the plan, three cities are allowing some salary.

In answer to the third question regarding court decisions, the reactions of the state departments indicated that they had no information along that line. A few cities have discontinued the sabbatical leave plan, but the information concerning them was obtained from other sources. These cases have been treated previously in this chapter.

²⁵Letter from State Department, Massachusetts, March 18, 1930.

²⁶Letter from State Department, Indiana, March 28, 1930.

Sabbatical Leave in New Jersey

The legality of sabbatical leave in New Jersey is considered here as a special case, since the interpretation of the sabbatical year in this state represents a progressive attitude which may be destined to grow. An editorial in an education bulletin of the state department has the following:

A teacher, who has been granted a sabbatical leave by the employing board of education is not to be considered as released during that period from actual service to pursue her own affairs, but merely as released from one particular phase of her professional activities, namely, teaching. Such a teacher may follow during the leave various activities to be prescribed by the board such as educational research, gathering of facts or statistics, study, travel, observation, recreation, or even rest, and be at the same time rendering a greater service to the board through the increased usefulness she will bring to her work upon her return than if she continued to perform her routine teaching tasks without the benefit of such experience. Such a teacher may be considered as being paid by the board to procure during the period of her leave the additional resources which it requires and this is a type of service which has a value of its own.²⁷

There is no law in New Jersey providing for the sabbatical year but it is apparent that the state department in this state has adopted an enlightened policy relative to the granting of such leave on salary. Progress has been made in that state, for, as shown in Table II, it ranks second in the number of cities which have adopted plans with some salary paid to teachers on leave. New York has thirteen cities with plans, and New Jersey twelve.

Summary

The granting of leaves with some salary has been discontinued in

²⁷Education Bulletin, State Department of Education, New Jersey, XVI (January, 1930), 228.

Detroit (Michigan), Woonsocket (Rhode Island), Worcester (Massachusetts), Somerville (Massachusetts), Evansville (Indiana), Cleveland (Ohio), and Syracuse (New York). The following authorities were responsible for the discontinuance of plans in the respective cities: (1) Corporation Counsel of the city, (2) Board of Education, (3) City Solicitor (two cities), (4) State Board of Accounts, (5) City Law Department, (6) Corporation Attorney for the city. St. Louis does not have a plan since the interpretation of the constitution and the laws of the state do not permit it. Kansas City, Missouri, pays a bonus in order to stay within the law.

The educational authorities of Washington City have been trying to secure the sabbatical year for teachers through congressional legislation.

Since 1926 there has been an agitation in California for legislation to provide for sabbatical leave. Teachers' organizations have played an important role. Two bills have been introduced into the legislature. Neither has become law. The last one passed both houses but was vetoed by the governor. It is thought that California will secure the necessary legislation in the near future.

Alabama, Indiana, and Maine have laws which are concerned with the granting of leaves of absence. Maine has the only law in the United States which provides specifically for sabbatical leave with some salary. As shown by Table II, cities in twenty-three states grant leaves of absence and pay some salary. Cities in four states pay a bonus on return. Leaves of absence without pay are granted in forty-five states. Nevada, Delaware, and New Hampshire did not report any cities with plans for granting leaves of absence.

In Arizona, sabbatical leave is not permitted by a ruling of the

Attorney General. In Iowa, the Attorney General is of the opinion that leave with salary is not legal. In Massachusetts, the State Division of Municipal Accounts says that leave with pay is illegal, but sabbatical leave with pay is practiced in this state by seven cities. In Indiana, the Evansville case was decided by the State Board of Municipal Accounts, but three other cities follow an opposing policy.

State departments did not report any court decisions.

The State Department of New Jersey has adopted an enlightened policy relative to the sabbatical year.

The adoption of the sabbatical year plan with salary seems to be a local matter, according to practice. Even if the law is silent on the question a city usually adopts a plan if it so desires, provided some local authority does not raise an objection. In some cases cities have found a way of evading the legal obstacle. However, the enactment of enlightened legislation, like that of Maine, would encourage other cities to adopt the plan of a sabbatical year.

CHAPTER IV
ADVANTAGES AND DISADVANTAGES OF SABBATICAL LEAVE
BASED ON OPINION

The purpose of this chapter is to show what persons, who are not affected by sabbatical leave, think would be the advantages and disadvantages of a sabbatical leave plan for public school teachers. The material has been obtained from the educational literature, answers to Question 17 of the questionnaire returned from superintendents, and the opinions of the teachers in one school system.

Views Expressed in Periodical Articles

In 1921, Luckey expressed the popular opinion on the advantages of the sabbatical year to teachers. He said:

It is thought by those who have studied the subject that a sabbatical year (one out of every eight in the system) granted to teachers for study, travel, rest, and improvement, would increase the attractiveness of the profession, extend the length of efficient service, broaden the viewpoint of the teacher, increase her usable culture, health, happiness and efficiency, give buoyancy, hopefulness and new spirit to the teaching, remove care lines and make possible a much longer period of teaching service.¹

It is obvious that this is a good summary of the strong points of a sabbatical year plan, based on opinion. If Mr. Luckey is correct in his expression of advantages, the adoption of a plan would surely be worthwhile to the classroom teacher.

¹G. W. Luckey, "The Sabbatical Year or Leave of Absence of Teachers in Service for Study and Travel", School and Society, XIV (September 3, 1921), p. 116.

In 1925, Katherine M. Morgan, chairman of the sabbatical year committee for Kansas City, said:

The plan advocated for New York, but not yet adopted, was worked out by a committee of superintendents, principals and teachers, with the idea that benefit would result to the school system 'by retention in the service of experienced teachers who through rest and change afforded by a long absence from school would be less subject to lengthy periods of illness, or early disability retirement'.²

This reaction is of significance, since it is based on the opinion of superintendents, principals and teachers of the largest school system in the country. As shown in the appendix, New York City has adopted the sabbatical year.

In the same article Miss Morgan said:

In a general way the benefits of the sabbatical leave are evident to anyone who considers the subject. In the words of the Minneapolis teachers, 'To fulfill its purpose the sabbatical year should afford both rest and improvement; it should embrace recreational as well as cultural opportunities'.²

The reader will observe that the opinions expressed in educational literature are very similar. For that reason it is thought that if more opinions were available in educational literature on this question they would be practically in agreement.

Opinions of Teachers in One School System

Question 17 of the questionnaire asked for the reaction of superintendents relative to the advantages and disadvantages of the sabbatical year. Grantwood, New Jersey, does not have a plan, but the principal was interested in the problem. When he received the questionnaire, he mimeo-

²Katherine M. Morgan, "The Sabbatical Year for Classroom Teachers", School and Society, XXII (August 15, 1925), 213.

graphed a questionnaire of his own³ and submitted it to the teachers of his system. Table III, page 42, shows the reactions of 103 teachers on the advantages of a sabbatical year for the teachers, if their city should adopt the policy of granting leaves. It is difficult to tabulate the replies to a question of this kind, because replies may mean the same thing, yet be worded differently. A systematic tabulation of replies shows that the teachers ranked study or professional improvement as an advantage of first importance. Then travel, recreation or recuperation, broadened view, and renewed interest followed in order. If the reader will recall the expressions of opinions incorporated earlier in the chapter, it will be noted that the teachers of Grantwood, New Jersey, agree, in general at least, with the teachers of New York City and Minneapolis.

Table IV, on page 42, shows that fifty-five of the teachers in Grantwood gave their reactions to the disadvantages of sabbatical leave. The fact that forty-eight teachers were silent on this phase of the question might indicate that, to them, the main arguments were in favor of sabbatical leave, or that some teachers did not care to reply. Twenty teachers said there were no disadvantages. Seventeen recognized the problem of securing substitutes. Misuse of time and expense to the community rank next in order. The nine other reasons mainly suggest possible disadvantages from the standpoint of the classroom teacher, rather than from that of the community.

It is apparent from the results of the questionnaire in Grantwood

³ Appendix, p. 215.

TABLE III

ADVANTAGES OF SABBATICAL LEAVE
(Opinions of 103 Teachers, Grantwood, New Jersey)

Rank	Advantage Mentioned	Frequency
1.	Study or professional improvement	83
2.	Travel	57
3.	Recreation or recuperation	39
4.	Broadened view	25
5.	Renewed interest	22
6.5	Opportunity to observe other systems	12
6.5	Culture	12
8.	Opportunity to get out of a rut	11
9.	Longer tenure	9
10.	Contact with new environments	4
12.5	Reward for service	1
12.5	Chance to view profession from outside	1
12.5	Wider selection of universities	1
12.5	Loyalty to system	1

TABLE IV

DISADVANTAGES OF SABBATICAL LEAVE
(Opinions of 55 Teachers, Grantwood, New Jersey)

Rank	Disadvantage Mentioned	Frequency
1.	Problem of substitute	17
2.	Misuse of time	8
3.5	Expense to community	6
3.5	Difficulty of readjustment (loss of contacts)	6
5.5	Expense to teacher	4
5.5	Routine of work disrupted	4
7.5	Inability to use new ideas on return	2
7.5	Public sentiment	2
10.5	Successful people in other professions haven't it	1
10.5	Summer school or extension sufficient	1
10.5	Resignation of teacher on return	1
10.5	Substitute's loss of job on teacher's return	1
	"None"	20

that the arguments are in favor of the sabbatical year, at least as far as the opinions of the teachers of this one school system are concerned. The writer is of the opinion that the procedure adopted by the principal at Grantwood would be a fine administrative policy for securing data preliminary to the initiation of a system of sabbatical leave. It might result in the creation of a favorable sentiment among the teachers, board of education, and the public, as well as an appreciation of the difficulties to be encountered and the safeguards which might properly be created.

Opinions of Superintendents

Question 17 of the questionnaire to superintendents made inquiry relative to the advantages and disadvantages of a sabbatical leave plan. Table V, on page 44, gives the answers to this question from 483 city superintendents who indicated that their school system did not have a plan. Although their replies are only opinion, these superintendents represent the highest intelligence in regard to administrative problems of the teaching profession. They hold positions in cities ranging from 2,500 to over 100,000 in population. Surely their opinions should command respect.

A study of Table V shows that the superintendents recognize study or professional improvement as of very outstanding importance on the basis of frequency. This agrees with the opinions of teachers in Table III. Teachers place travel second, while superintendents place it fourth. According to superintendents, recreation or recuperation is second; the teachers place it third. Thus the general trend is shown. The main advantages rank nearly the same in the two tables.

TABLE V

ADVANTAGES OF SABBATICAL LEAVE
(Opinions of 483 Superintendents Unfamiliar with a System)

Rank	Advantage Mentioned	Frequency
1.	Study or professional improvement	355
2.	Recreation or recuperation	150
3.	Renewed interest	124
4.	Opportunity for travel	120
5.	Broadened outlook	107
6.5	Longer tenure	88
6.5	Opportunity to get out of a rut	88
8.	Raised standard of system	32
9.	Increased loyalty	27
10.5	Security of position on return	26
10.5	Attraction of better teachers	26
12.	Cultural improvement	24
13.	Observation of other school systems	22
14.	Added dignity to profession	15
15.	Reward for services	12
16.	Opportunity to write	3
18.	Trial period for beginners	2
18.	Marriage	2
18.	Children	2
20.	More appreciation of teacher due to absence	1

Four hundred and five superintendents lacking personal experience with a system of sabbatical leave expressed their opinions as to its disadvantages, shown in Table VI, on page 46. They place expense to the community easily first on the basis of frequency. Teachers rated this item 3.5. According to superintendents the problem of the substitute ranks second. Teachers give it first rank. The general trend again is in agreement between teachers and superintendents.

Summary

This chapter is based on opinion, but the highest intelligence of the teaching profession is represented and, therefore, should command respect. Its claims to recognition can not be denied.

On the basis of the evidence thus far submitted it appears that the main advantages of a sabbatical leave plan in general order of importance are as follows: (1) study or professional improvement, (2) recreation or recuperation, (3) renewed interest, (4) opportunity for travel, (5) broadened outlook, (6) longer tenure, (7) opportunity to get out of a rut, (8) raising the standard of the system, (9) increased loyalty, (10) security of position on return, (11) attraction of better teachers, (12) cultural improvement, (13) observation of other school systems, (14) added dignity to the profession, (15) reward for services.

On the same basis it appears that the main disadvantages are as follows: (1) expense to the community, (2) problem of a substitute, (3) loss of teachers to larger systems, (4) interference with work, (5) public sentiment, (6) teacher's failure to take advantage of leave, (7) difficulty of selection.

TABLE VI

DISADVANTAGES OF SABBATICAL LEAVE
(Opinions of 405 Superintendents Unfamiliar with System)

Rank	Disadvantage Mentioned	Frequency
1.	Expense to community	246
2.	Problem of substitute	113
3.	Loss of teachers to larger systems	56
4.	Interference with work	41
5.	Public sentiment	32
6.	Teacher's failure to take advantage of leave	22
7.	Difficulty of selection	16
8.	Summer school sufficient	12
9.	Loss of contacts	9
10.	Long tenure in small system	5
11.	Inducement for poor teacher to remain	3
12.	Paternalism	2
13.	Dissatisfaction of teacher not on leave	1
	"None"	37

It is apparent that the arguments presented thus far are decidedly in favor of a sabbatical leave plan, whether considered as to number, or frequency with which advanced.

CHAPTER V

ADVANTAGES AND DISADVANTAGES OF SABBATICAL LEAVE BASED ON EXPERIENCE

The purpose of this chapter is to show the advantages and disadvantages of granting leaves. It is based on the authoritative opinions of teachers and superintendents who have firsthand information. A part of the material was obtained from the literature. The remainder was secured from the replies of teachers and superintendents to the questionnaires. Since these school people are familiar with the granting of leaves, their evidence may be considered as based upon objective data, whereas the preceding chapter was based upon opinion.

Opinions of Superintendents Familiar with Leave

From time to time prominent school men have given their practical reactions to sabbatical leave. A part of this material appears in the educational literature. Katherine M. Morgan, Chairman of the Committee on Sabbatical Year for the National Education Association, gives an excellent summary as follows:

We enumerate a few of the outstanding benefits: (1) The general culture value of travel is a special need of teachers, and the summer is too short for extended foreign trips in which the main purpose is serious study. (2) It offers an opportunity to get advanced or other degrees under favorable circumstances, and thus equip teachers for their work more speedily. (3) The increased fitness and enthusiasm due to the physical and spiritual benefits of a change will enhance the teachers' service to the community. (4) Last, but not necessarily least, it will build up the school system in two ways: (a) by the training of teachers of less experience during the absence of experienced teachers on sabbatical leave; (b) by adding an incentive to young men and women contemplating the pro-

fession.¹

The above list of advantages is similar to those expressed in the preceding chapter, although they are worded differently.

In 1921, Superintendent Frank V. Thompson of Boston said:

The present plan has worked, I think, to the advantage of the school system and appears to be very satisfactory to the teaching force. Teachers absent on sabbatical leave get practically half pay but are required to meet definite obligations as to return to service as specified in the regulations.²

Evidently Superintendent Thompson was satisfied with the results in Boston.

Four years later, Principal Griffin of the New York City system visited the Boston schools. He reported on sabbatical leave as follows:

The Boston schools have for some years back been granting a sabbatical year. Superintendent Burke is quite enthusiastic about it. He says that there is no overwhelming demand on the part of teachers to take advantage of the opportunity, because of the financial loss involved, but enough teachers avail themselves of the opportunity to justify the existence of the plan..... The superintendent of the Boston schools declares that in every case the supervisors have noticed a marked improvement in the work of those teachers, when they return to duty, because there is a new angle, a new point of view; and the added stimulus to the work. It is like an infusion of new blood, he says, into the school system.³

The above statements seem to support the desirability of a sabbatical plan without any discordant note. Principal Griffin's very favorable report may have influenced the adoption of a similar plan in New York City.

Rochester, New York, has had a similar experience. In 1921, Assistant Superintendent J. P. O'Hern said:

¹Katherine M. Morgan, "Report of Committee on Sabbatical Year", Addresses and Proceedings, National Education Association, 1925, p. 370.

²G. W. Luckey, "The Sabbatical Year or Leave of Absence of Teachers in Service for Study and Travel", School and Society, XIV (September 3, 1921), 119.

³"Sabbatical Leave a Success", American Educational Digest, XL (September, 1924), 27.

The sabbatical year for teachers has been in operation in Rochester about fifteen years..... It has been very advantageous and has brought many returns by way of inspiration from our teachers who have studied at home or abroad.⁴

Four years later Mr. O'Hern said:

Sabbatical leave is the best investment imaginable in teacher training.⁵

These two statements, separated by such an interval, indicate a settled opinion on the part of at least one administrator that sabbatical leave in Rochester has been satisfactory.

In New York City the adoption of a regular plan came about partly as a result of trying it out before adoption. In 1927 Albert M. Shaw made the following report:

Strong indorsement for the plan of sabbatical leave is found in the experience of New York City, where it is reported that in 1915, when the condition of the retirement fund did not permit the retirement of those eligible to retire, the board of education granted a year's leave of absence with one-half pay to those eligible to retirement. The refreshment resulting from this rest permitted many of these teachers to return to very satisfactory service in teaching. Benefit was so noticeable that it was subsequently repeated several times until regular sabbatical leave was adopted to go into effect February, 1925.⁶

The try-out period appears to have been satisfactory. Other cities might profit by New York's experience. Different pieces of evidence submitted in this and earlier chapters point to the adoption of a plan in New York City as due to a number of contributing factors: (1) teachers' organiza-

⁴G. W. Luckey, op. cit., p. 119.

⁵"The Sabbatical Year for Classroom Teachers", School and Society, XXII (August 15, 1925), 213.

⁶"Sabbatical Leaves for Teachers", Elementary School Journal, XXVII (January, 1927), 323.

tions, (2) women's clubs, (3) Principal Griffin's report, and (4) a try-out period.

To these published statements are now to be added the data of the present study. From 321 cities reporting to the writer some firsthand experience with the granting of leaves came the replies of 154 superintendents as to their own view of the advantages of such a system. These results, found in Table VII, on page 52, were obtained from the answers to Question 17 of the questionnaire. The highest frequency was 113. It shows that a large majority of the leading school men who answered felt that study or professional improvement should receive first recognition. Their position is squarely in accord with the frequent unfavorable comparisons made between the preparation of our teaching staff and other professional groups. It also seems to sustain the common contention that education is a highly dynamic field, and requires steady continuance of professional study to keep abreast of developments.

Forty-two school men indicated recreation and recuperation as an advantage. Teachers in poor health or teachers who have been long in service are thus afforded a change. The environment of teachers in a graded system tends toward monotony, it must be admitted, particularly under departmental teaching. Studies of the health of teachers also give some ground for concern.

Renewed interest and enthusiasm was given consideration by thirty-eight superintendents. These are the results expected from the conventional vacation. Thus in certain respects the sabbatical year appears to be considered a vacation for the teacher, since she is relieved of classroom duties and permitted to do other things. A changed point of view is

TABLE VII

ADVANTAGES OF GRANTING LEAVE
(Opinions of 154 Superintendents of Cities Granting Leave)

Rank	Advantage Mentioned	Frequency
1.	Study or professional improvement	113
2.	Recreation and recuperation	42
3.	Renewed interest and enthusiasm	38
4.	Increase of efficiency	32
5.	Opportunity to travel	25
6.	Broadened outlook	24
7.	Opportunity to get out of rut	19
8.	Longer tenure	18
9.	Valuable suggestions brought back	14
10.	Higher professional attitude	13
11.	Security of position	9
12.	Profit to pupils and community	7
13.	Attraction of better teachers	5
14.	Experience in another school	4
15.	Maternity	3
16.5	Reward for services	2
16.5	Observation of other systems	2
	"Satisfactory so far"	6

assumed.

Thirty-two superintendents mentioned increased efficiency. If the teacher has actually spent her time in professional improvement, better work would be an almost inevitable result.

Opportunity to travel received the consideration of twenty-five administrators. Some opportunities in travel do not exist during vacation, such as seeing the schools of foreign countries; and some opportunities can not be taken except with salary allowance. From travel various results mentioned in Table VII might follow. Many of the advantages necessarily are interrelated.

Broadened outlook ranks next in frequency. A teacher who spends a year in a completely different atmosphere and engages in other activities is expected to return with a broadened outlook.

Nineteen superintendents felt that the opportunity to get out of a rut was significant. It is apparent that this advantage is closely linked with that of the preceding paragraph. A teacher in service for a number of years may drift into a monotonous routine. The work may become irksome. From the sabbatical year she can return with new ideas for her work, and monotonous routine can be changed to a pleasant occupation.

Longer tenure ranks next in order of frequency. Eighteen superintendents felt that if a city granted the sabbatical year the better teachers would stay in the system rather than seek employment elsewhere. It would, of course, be a distinct advantage to the system to retain its best teachers.

Fourteen school men mentioned that if valuable suggestions were brought back it would be an advantage. If a teacher on leave spends her

time in study or the observation of other systems, her new ideas may not be of value to her only, but they may permeate the system as a whole if given support by the administration.

Mention is next made of a higher professional attitude. Many teachers in service do not have very high professional ideals. Hence, this, if realized, would be a marked asset.

Nine administrators mentioned security of position on return as a possible advantage. This might be considered an almost necessary condition prerequisite to accepting sabbatical leave. Most systems, however, would naturally wish to retain a teacher for some time after incurring the inconvenience and possibly expense of extending a leave. Teachers past forty are unlikely to take a rest, even if they can afford it without pay, unless guaranteed their position on return.

Profit to pupils and community was indicated by seven school men. This general advantage summarizes the others, and seems to include everything except the personal advantage to the teacher. The main purpose of the sabbatical year should be to yield better results to the pupils and the community.

Six superintendents said that their plan had been satisfactory so far. This answer, though not in itself an advantage, indicates that the sabbatical year has been a decided advantage to systems so responding.

Five school men felt that the granting of leaves attracts better teachers to the system. The strong support of sabbatical leave by the teachers themselves, elsewhere brought out in this thesis, supports the view of these five superintendents.

Four school men mentioned experience in another school and two mentioned observation in another system. These are merely more specific statements of modes of realizing other advantages already enumerated. Outside experience and observation contribute new ideas and afford the opportunity to get out of a rut. The practice of some cities in exchanging teachers might profitably be made a matter of careful study.

Three superintendents said the granting of a leave of absence would be a method of taking care of the married teacher in case of maternity. This clearly is an advantage only on the assumption that the married woman is to be employed and given special consideration.

Reward for services was suggested by two school people. After a teacher has been long in service it does seem to be a fitting procedure to permit a leave of absence on part salary as a reward for faithful service.

Table VIII, on page 56, shows the disadvantages cited by 107 of the 321 superintendents familiar with a system of leave. Thirty-four of them said there were no disadvantages. A check shows that this reply came from cities with well-organized plans for sabbatical leave. That fact is good evidence in favor of adopting a sabbatical plan with full and proper regulation.

The loss of a teacher to a larger school system was mentioned by twenty-five administrators. This may be construed as a disadvantage to the system granting the leave, but it seems on its face to be equally an argument for leave as a means of improving teachers.

Twenty-four superintendents indicated that the problem of securing a good substitute is a serious difficulty. This would depend upon the

TABLE VIII

DISADVANTAGES OF GRANTING LEAVE
(Opinions of 107 Superintendents of Cities Granting Leave)

Rank	Disadvantage Mentioned	Frequency
1.	Loss of teacher to larger system	25
2.	Problem of substitute	24
3.	Increase in salary budget	23
4.	Break in staff (interference with work)	12
5.	Misuse of time by teacher on leave	11
6.5	Difficulty of selecting teachers for leaves	4
6.5	Public sentiment	4
8.	Legal objection	1
	"None"	34

local situation. In certain localities there is a surplus of teachers, but in the smaller centers it might be difficult to obtain a good teacher for one year. Systems of size with regular substitutes should experience little difficulty on this point.

The increase in the salary budget was considered a serious disadvantage by twenty-three superintendents. In these days of mounting school costs, many systems could not withstand the additional strain of an extensive system of leave without special financial provision.

Twelve school men felt that a break in the staff would interfere with the work. This is but another statement of the difficulty of securing a satisfactory substitute.

Eleven school men indicated that teachers on leave might misuse their time. This joins issue directly with the view that a vacation without any work may be the best procedure for a worn-out teacher. Forty-two superintendents, it has already been pointed out, assigned recreation and recuperation as an advantage of leave. However, teachers could be required to submit a program of activities during leave, in order to prevent misuse of time.

The difficulty of selecting teachers for a leave of absence was thought by four superintendents to be a disadvantage. Like other administrative problems, this of course can be met only by a definite set of rules and regulations which would tell the teachers what to expect.

Four school men felt that public sentiment would be hard to create in favor of granting leaves on salary. To be sure, this is a disadvantage demanding in some instances a carefully-laid and protracted campaign to

create a proper sentiment.

One superintendent mentioned legal objections. The writer questions whether this school man really knew the legality of sabbatical leave in this country. However, the absence of enabling legislation has prevented the spread of the practice of sabbatical leave in certain states as has been shown in an earlier chapter.

The writer will not attempt to assign any position to the 167 superintendents who offered no advantages of leave, or to the 214 who failed to mention any disadvantages of such a procedure.

Views of Teachers Enjoying Leave

On the general questionnaire, the superintendents were asked to submit the names and addresses of teachers who had taken advantage of a leave of absence. Two hundred and eleven names were received. A questionnaire was addressed to these teachers.⁷ One hundred and thirty questionnaires were returned. Question 2 made inquiry concerning the advantages of a leave from the teacher's point of view. Table IX, on page 59, shows twenty-six possible advantages mentioned by teachers with a range in frequency from one to seventy. The writer will attempt a detailed explanation shortly in connection with a comparison made between the opinions of teachers and superintendents. For the present, a glance at Table IX will show that a part of these advantages concern both the teacher and the school system, while a few are purely personal.

Table X, on page 59, gives the disadvantages experienced by teachers

⁷ Appendix, pp. 239, 240.

TABLE IX
ADVANTAGES OF RECEIVING LEAVE
(Views of Teachers on Leave)

Rank	Advantage Mentioned	Frequency
1.	Study or professional improvement	70
2.	Broadened outlook	69
3.	Recreation and recuperation	65
4.	Opportunity to get out of a rut	59
5.	Making new contacts	43
6.	Renewed interest and enthusiasm	36
7.	Opportunity to travel	20
8.	Increased efficiency	16
9.	Security of position	15
10.	Observation of other school systems	10
11.	Enrichment of life	9
12.	Keener appreciation of work	8
15.	Increase in salary	7
15.	Opportunity to obtain degree	7
15.	Financial aid for professional improvement	7
15.	Satisfaction of special interests	7
15.	Regaining student point of view	7
19.	Economy of energy	5
19.	Personal satisfaction through better preparation	5
19.	Orientation	5
21.	Preparation for better position	4
22.5	Higher professional attitude	3
22.5	Prestige among teachers	3
24.	Confidence in one's ability	2
25.5	Longer tenure	1
25.5	Opportunity to teach in another system	1

TABLE X
DISADVANTAGES OF RECEIVING LEAVE
(Views of Teachers on Leave)

Rank	Disadvantage Mentioned	Frequency
1.	Loss of salary	64
2.	No salary increase	6
3.5	Difficulty of readjustment on return	4
3.5	Influence of poor substitute on work	4
5.	Obligation to return	3
7.	Loss of old associates	1
7.	Inability to carry out new ideas	1
7.	Absence from husband	1
	"None"	19

on leave. Nineteen teachers indicated that they experienced no disadvantages. A check shows that they were from systems which had well-organized plans, and received some salary. A large number of teachers did not react at all to this question. Discussion of their views will follow later in the chapter.

Comparison of Opinions of Teachers and Superintendents

According to Table XI, on page 61, the relative rank, on the basis of frequency, is almost the same for the first seven advantages. Since these results are based on firsthand information and represent the combined judgment of some of the best talent in the administrative and teaching field, it is safe to conclude that the outstanding advantages of a sabbatical leave plan would be: (1) study or professional improvement, (2) recreation and recuperation, (3) renewed interest and enthusiasm, (4) increased efficiency, (5) opportunity to travel, (6) broadened outlook, (7) opportunity to get out of a rut. It is apparent that these seven advantages would be beneficial to both the teacher and the school system.

Longer tenure, higher professional attitude, security of position, and observation of other systems are also mentioned as advantages by both superintendents and teachers. The two former are rated more highly by the superintendents; the two latter by the teachers. It is perhaps natural that the superintendents, always laboring with assimilation of new teachers, should place tenure high, while teachers emphasize security. If the idea of valuable suggestions brought back be combined with that of observation of other school systems, the sum would receive a rather high rank-

TABLE XI

ADVANTAGES OF SABBATICAL LEAVE
(Comparison of Opinions of Superintendents and Teachers)

Advantage Mentioned	Rank by	
	Supt.	Teacher
Study or professional improvement	1	1
Recreation and recuperation	2	3
Renewed interest and enthusiasm	3	6
Increased efficiency	4	8
Opportunity to travel	5	7
Broadened outlook	6	2
Opportunity to get out of a rut	7	4
Longer tenure	8	25.5
Valuable suggestions brought back	9	
Higher professional attitude	10	22.5
Security of position	11	9
Profit to pupils and community	12	
Attraction of better teachers to system	13	
Experience in another school	14	
Maternity	15	
Observation of other school systems	16.5	10
Reward for services	16.5	
Making new contacts		5
Enrichment of life		11
Keener appreciation of work		12
Opportunity to obtain degree		15
Increase in salary		15
Financial aid for professional improvement		15
Satisfaction of special interests		15
Regaining student point of view		15
Economy of energy		19
Personal satisfaction through better preparation		19
Orientation		19
Preparation for better position		21
Prestige among teachers		22.5
Confidence in one's ability		24
Opportunity to teach in another system		25.5

ing from superintendents. Teachers tended to scatter their replies more than did the superintendents.

The fifteen advantages proposed by teachers and not suggested by superintendents perhaps could be considered as of most advantage to the teacher, and of indirect benefit to the school system. They will be considered each in turn.

The new contacts which a teacher would make during her sabbatical year are akin to enrichment of life mentioned by other teachers, and the broadened outlook mentioned by superintendents. The distance which it would be necessary to travel and the contacts which it would be necessary to make in order to realize these advantages would be largely determined by the previous experiences and teaching interests of the individual teacher.

Keener appreciation of the work on return ranked twelfth with teachers on the basis of frequency. After a vacation or change of occupation, the old position takes on new attractions. Even after the experience in the summer school a teacher goes back to her position with renewed interest.

A few teachers felt that an increase in salary on return constitutes an advantage. In a later chapter it will be shown to what extent school systems take care of the teacher in this way.

Opportunity to obtain a degree ranked next in order. So many teachers who have entered the work with minimum qualifications are subject to the rising standards, but lack financial means to complete their education. The sabbatical year may furnish the desired time and the support for ob-

taining a degree. Financial aid for professional improvement is closely related to opportunity to obtain a degree.

Some teachers have hobbies of one kind or another, and the contemporary emphasis on avocational training or education for leisure would encourage them. For these teachers the sabbatical year should permit the satisfaction of special interests. For instance, one teacher might want to study French in Paris.

The fact that teachers need a changed point of view has been mentioned before but it was not given the particular direction of securing the student point of view. This advantage would come most likely from studying new subjects, trying to make distinctly new learning adjustments.

A few teachers felt that the economy of energy would be an advantage. They were probably thinking of the physical side, as were the superintendents when speaking of recreation and recuperation.

It is apparent that personal satisfaction through better preparation is a selfish motive, but indirectly this could hardly fail to benefit the school system if the teacher were made happier as a result of her additional professional training.

Orientation was suggested by a few teachers. Long service in the schoolroom tends to draw a teacher away from the outside world, and give foundation for the many caricatures of what might be termed a professional monasticism. During her leave of absence the teacher can make a readjustment to life in general.

Preparation for a better position is a selfish purpose, yet most superintendents would be gratified to have teachers of such ambition.

Even if the teacher remains in her old position, her employer will receive the benefits of the additional training.

Prestige among teachers is another selfish advantage, but a satisfied teacher is an efficient one. Other advantages mentioned were confidence in one's ability, and opportunity to teach in another system.

Table XII, on page 65, compares the opinions of superintendents and teachers relative to the disadvantages of granting leaves. This table is based on objective data, and shows a great dissimilarity in the views of the two groups.

The only point mentioned by both is the question of the substitute teacher, but it appeals from different angles. Superintendents feel that it is difficult to secure a good substitute teacher for one year. Teachers recognize this obstacle in a minor measure, but from a selfish point of view. They are afraid that a poor substitute will so retard the work as to create a difficult situation when the pupils are promoted.

It is not strange that the teachers should fail to mention such administrative difficulties as the increased cost of providing leave, the selection of teachers for leave, creation of public sentiment, and legal obstacles. Teachers in general are conspicuously out of sympathy with administrative problems.

Loss of salary ranked first among disadvantages by a heavy margin on the teachers' questionnaires. A number were from teachers who taught in schools that grant a leave of absence, but without compensation. It is natural that they should complain about the loss of salary. The facts indicate that most of the teachers who expressed an opinion felt that they

TABLE XII

DISADVANTAGES OF SABBATICAL LEAVE
(Comparison of Opinions of Superintendents and Teachers)

Disadvantage Mentioned	Rank by	
	Supt.	Teacher
Loss of teacher to another system	1	3.5
Problem of substitute	2	
Increase in salary budget	3	
Interference with work	4	
Misuse of time	5	
Difficulty of selection	6.5	
Public sentiment	6.5	
Legal objections	8	
Loss of salary		1
No salary increase		2
Difficulty of readjustment on return		3.5
Obligation to return		5
Loss of old associates		7
Inability to carry out new ideas		7

should have at least half salary while on leave.

A few teachers complained that there was no salary increase on return. If they received no compensation while on leave, their feeling would be all the stronger over a denial of salary increase on return from a period of leave.

The difficulty of readjustment on return received the attention of four teachers. This disadvantage is a normal consequence of the new contacts and changed viewpoints earlier set forth as advantages of leave. However, the difficulty should be temporary, not permanent.

Three teachers felt that they should not be obligated to return to the same school system. If their position was not desirable and they desired a better one, they could forfeit the money paid to them while on leave and secure a new position. At least this is permitted in most cities that grant the sabbatical year on pay. Three other disadvantages mentioned scarcely call for discussion, both because of their character and because they were each mentioned by but a single teacher.

Summary

The evidence submitted in this chapter has been based upon the authoritative opinions of 154 superintendents and 130 teachers who are familiar with the granting of leaves, besides the opinions of prominent school people expressed in current educational literature. The superintendents are connected with school systems which grant leaves of absence. The teachers have taken advantage of a leave and know the effects from personal experience. Since these administrators and teachers represent

leadership in the profession, their opinions should command the respect of wide-awake school people.

The principal advantages of sabbatical leave, from the standpoint of practical school men or classroom teachers, are as follows:

1. Study or professional improvement
2. Recreation and recuperation
3. Renewed interest and enthusiasm
4. Increased efficiency
5. Opportunity to travel (cultural value, et cetera)
6. Broadened outlook
7. Opportunity of teacher to get out of a rut
8. Longer tenure of teachers
9. Valuable suggestions brought back to the system
10. Development of higher professional attitude
11. Security of position on return
12. Making new contacts
13. Observation and experience in other school systems
14. Increase in salary

The outstanding disadvantages of sabbatical leave, from the standpoint of practical school men or classroom teachers, are as follows:

1. Loss of teacher to another system
2. Problem of the substitute
3. Increase in the salary budget
4. Interference with work
5. Misuse of time (of teacher on leave)

6. Difficulty of selecting teachers for leave
7. Public sentiment
8. Loss of salary (to the teacher)
9. No salary increase on return
10. Difficulty of readjustment on return

CHAPTER VI

ACTIVITIES OF TEACHERS WHILE ON LEAVE OF ABSENCE

The purpose of this chapter is to give a bird's-eye view of the many and varied activities of teachers who have enjoyed the opportunities afforded by a leave of absence. Some of the material was obtained from educational literature, but most of the data were secured from the results of the questionnaire to teachers in service.

Illustrations Drawn from Literature

In the Colorado School Journal for October, 1912, there appeared an account of what a certain Miss Coe did while on sabbatical leave.¹

I spent seven weeks in a western trip, going out by the Canadian Pacific, Oregon Short line, C. B. and Q., etc. We spent a week in the Canadian Rockies, two weeks in Alaska, taking a week in Yellowstone Park, and the rest of the time in Seattle, Portland, Salt Lake City, Denver and Chicago. Upon my return to Boston I registered for two courses at Boston University; Foundation of English Literature, by Professor Charleton E. Black, and Old French Literature, by Professor Geddes. The subject I teach is English. The first semester closed in January. Early in March I sailed for Europe spending five months in Italy, Austria, Hungary, Germany and England.

This teacher carried on a variety of activities while on leave. Her employers took an enlightened point of view toward the use of the sabbatical year even before 1912, and permitted her to enjoy the advantages of professional improvement as well as travel in America and Europe.

In 1925, a Council of Classroom Teachers made a survey of the Boston Public School System. Their report was included in the Annual Report

¹Reprinted in School and Society, XIV, (September 3, 1921), 119.

of the Superintendent for that year. The activities of a number of teachers on leave are described in the following quotation:

Many splendid teachers, highly trained in their specialties, would have been obliged to retire had not a year's rest restored them to the service of the city with ability and enthusiasm unimpaired. The experience of travel, of living in different sections of our own country, or in foreign countries, gave to them new inspiration in their work. Thus, the restoration of some of our finest, most experienced teachers, who otherwise might have worn out and left the service, is one of the principal benefits derived from sabbatical leaves.

A cooking teacher travels in Canada, the United States, studies chemistry and cooking in California, reads psychology, sees grains and fruits growing, harvested, prepared and packed. What new interest for her pupils!

Another, a master's assistant, visiting schools from New York to Los Angeles, acquires, among other more obvious benefits, humility, a more beneficent perspective and sympathetic understanding of our own school conditions.

A French teacher has four months of travel, and eleven of study! French in France, where one not only steepens one's self in the language, but enters into the life of the French people, and hence can teach much more of French than the mere language.

One of the men not only takes French in France, German in Germany, Spanish in Spain, but on a second sabbatical leave, spent mostly in France, gives two months to Italian in Italy. In all this he finds one of the great advantages, viewing the work from the standpoint of the pupils.

Another, during thirty weeks at the University of London, broadens his professional outlook by studying the school system of London, visiting twenty-five schools, public and private, and later, a number of schools on the continent. Summing up, he gives us this: 'Travel takes a teacher out of the daily rut, and makes him more aware of life activities, responsibilities, and purposes. New ideals are formed, a greater responsibility in regard to training for citizenship becomes apparent; in fact, the teacher realizes as never before that success in his subject or subjects is but a small part of successful training for life.'

The University of California vies with eastern universities in training Boston teachers, and it should if we are to have the broader vision. A civics teacher studies in the former university economics and political science, municipal, state, national and foreign problems and government. She earned her master's degree by this means and has found her work with her pupils much more worthwhile because of her broader acquaintance with affairs.

A manual training teacher goes to Sweden, studies at the University of Gothenburg, and visits the schools there; is much impressed with the thoroughness with which everything is done. 'Pupils actually have to work for marks and promotions.' She finds the manual training of a fine quality and high standards maintained, due partially, without doubt, to the

small number of pupils in each class, which makes possible much individual instruction. For her own training she takes a course in brushmaking. Much delightful travel completes a year of joy which she feels sure has made her a far better teacher than before.

Finally, a history teacher chooses the University of Chicago to complete her work for a degree and meets students from so many states of the Union that a national consciousness is developed very helpful in her work. A second sabbatical takes her to England and France, observing, studying, traveling, living among the natives. In Oxford a group of forty persons from five continents listened to an interesting course of lectures on 'Education' by a distinguished scholar of Balliol. After each they dined together and ended with an hour of discussion and questions.²

The teachers of Boston spent their time in a variety of ways while on leave. This would indicate that sentiment in favor of other activities than study was being developed. It seems that any activity that would improve the teacher either professionally or otherwise would result in more efficient work in the classroom.

Data of the Present Study

On the general questionnaire, the superintendents were asked to submit the names and addresses of teachers who had taken advantage of a leave of absence. Two hundred and eleven names were received. One hundred and thirty of these teachers reacted to a questionnaire addressed to them. It is thought that these teachers would be a good random sample, since their names were submitted by school administrators from all over the United States. It is apparent that the evidence submitted is based on firsthand information. Table XIII, on page 72, gives an analysis of some of the more common activities which these teachers reported they indulged

²Sabbatical Leave for Public School Teachers, published by the National Education Association, pp. 7, 8.

TABLE XIII
 ACTIVITIES ON LEAVE
 (Reported by 130 Teachers Enjoying Leave)

Rank	Activity Mentioned	Frequency
1.	Work toward an A. B. degree	60
2.	Travel	41
3.	Work toward an M. A. degree	29
4.	Rest	26
5.	Restoration of health	17
6.	Work to satisfy certification requirements, either newly enacted or already in force	10

in while on leave. The activities appearing in this table were suggested in the questionnaire.

Sixty teachers did work toward the A. B. degree while on leave. There are so many teachers in service who do not have degrees that the sabbatical year affords a splendid opportunity to complete their education in an era of rapidly rising requirements to reach certain salary maxima.

Forty-one teachers indicated that they did some traveling during their year of absence. Several of these teachers traveled in Europe. They seemed to think that the general cultural value of seeing the world was worth a great deal to a classroom teacher. The large amount of travel attempted by teachers not on leave, and the numerous travel facilities arranged especially for teachers are proof of the general esteem in which travel for teachers is held.

Work toward the master's degree was indicated by twenty-nine teachers. To progressive school people it is apparent that the professional training represented by the master's degree is becoming more necessary for the demands of a modern school system. The adoption of the single salary schedule is pressing this upon the attention of thousands of elementary teachers. The sabbatical year may be used with profit toward obtaining graduate training.

Twenty-six teachers indicated that they rested during their leave. In an earlier chapter recreation and recuperation was considered a chief advantage of a sabbatical leave plan, because so many teachers in service are worn out through long years of service.

Occasionally, a teacher in service may not be in the best of health.

Seventeen teachers made such use of their leave as to restore themselves to health. The concern over the teacher's health validates fully their use of the sabbatical year.

Some states require additional training to renew certain grades of certificates. Ten teachers made use of their leave to renew or extend their certificates.

Question 1, i, of the teacher's questionnaire gave opportunity to report other activities on leave than those openly suggested on the questionnaire. Sixty-one of the 130 teachers reacted to this question. An examination of Table XIV, on pages 75 and 76, will show many of the specific things they did while on leave. The writer has attempted to preserve the exact language of each individual teacher. Attention is called to the great variety of activities which teachers on leave are experiencing. For instance, Teacher No. 13 studied at the University of Madrid; also with private teachers in France, Belgium and Germany. Teacher No. 24 gave lecture recitals on literature, philosophy, foreign marketing, and co-operation. If boards of education, superintendents, and teachers would study Table XIV, they could gain valuable ideas in arranging a program of activities for a teacher about to enter upon a leave of absence.

Gainful Employment While on Leave

Question 1, g, of the questionnaire to teachers made inquiry as to the particulars in case a teacher taught in another system while on leave. Eight teachers indicated that they did some teaching elsewhere during their year of absence. The particulars are found in Table XV, on page 77.

TABLE XIV
SPECIFIC ACTIVITIES OF TEACHERS ON LEAVE

Teacher	Particulars
1.	Studied Italian.
2.	Studied music, dramatics, art in New York City.
3.	Studied expression, Boston.
4.	Took extension course in economics; studied plant life in Arizona; studied life and customs of Indians and Mexicans; studied Spanish.
5.	Visited school systems; took sight seeing tours; attended drama, art, educational lectures.
6.	Studied Italian ten months, Italy; visited Jugo Slavia, Athens, Holy Land, Cairo, Marseilles, France (three months), England (two months); this experience was worth more than several years' study.
7.	Studied in France and Italy.
8.	Obtained Ph. B. degree; traveled through national parks.
9.	Enjoyed life in city and proximity, museums, exhibits, lectures.
10.	Due to illness of mother, kept home half year.
11.	Attended plays, grand opera, symphonies; read material that had no time or opportunity before.
12.	Visited many New York City school systems.
13.	Studied at University of Madrid; also with private teachers in France, Belgium, and Germany.
14.	Traveled all over western United States and Mexico; crossed continent by three different routes; visited different school systems.
15.	Attended shows and grand opera; as valuable as study.
16.	Acquainted self with conditions in New York City; attended lectures, churches and theaters; attended Teachers College.
17.	Studied conditions and qualifications necessary for success in several industries in order to help with educational and vocational guidance in local school.
18.	Visited art galleries, theaters, operas.
19.	Visited places of interest; took part in social activities of college life; attended opera, churches, lectures, theaters, concerts.
20.	Traveled twenty-eight miles per day; regular home duties.
21.	Lived in suburb and spent much time with flowers, trees, and birds.
22.	Studied, Oxford, England; took private French lessons, France.
23.	Read education books and journals in spare time.
24.	Gave lecture recitals on literature and philosophy, also on foreign marketing and cooperation.

TABLE XIV (continued)

Teacher	Particulars
25.	In 1925, toured British Isles in Ford; 1929, toured South America.
26.	Worked in college of dentistry in charge of files and records.
27.	Traveled in Europe and United States; visited school systems.
28.	Traveled over new parts of country; attended musicales, theaters.
29.	Traveled in Europe and United States; visited schools.
30.	Worked on master's degree, Oxford; traveled in England and France.
31.	Visited friends in east.
32.	Motored through New England States.
33.	Did general housework.
34.	Traveled in Europe.
35.	Visited points of interest in California.
36.	Began work on master's thesis.
37.	Studied and traveled in Spain.
38.	Attended Teachers College, New York City.
39.	Attended operas, plays and ate at best eating places.
40.	Attended the University of Berkeley, California.
41.	Studied French and Italian in Europe.
42.	Attended theaters, operas, concerts in Chicago.
43.	Traveled in Europe.
44.	Did work in Teachers College.
45.	Visited schools and libraries.
46.	Visited schools and libraries, children's department.
47.	Recreation in New York City.
48.	Learned typing.
49.	Practiced teaching and observation in training school.
50.	Sightseeing in New York City.
51.	Attended Oxford University, England.
52.	Studied French and Italian in Europe.
53.	Traveled in Europe and learned about history.
54.	Visited libraries--read, and painted in oil.
55.	Obtained Ph. B. degree.
56.	Sightseeing in New York City.
57.	Hostess of Senior House.
58.	Toured in New York City.
59.	Did some work in music.
60.	Toured in automobile.
61.	Visited the public schools of Columbus, Ohio

TABLE XV
TEACHING ELSEWHERE WHILE ON LEAVE

Teacher	Particulars
1.	One year in eastern junior high school in another city.
2.	Part of term, Oakland, California; part of term, Princeton, New Jersey.
3.	One year, mission school, Ram Allah, ten miles from Jerusalem; also traveled in Europe.
4.	Substitute teaching, Horace Mann Elementary School.
5.	Taught private English lessons in Spain.
6.	Taught at home town at lower salary.
7.	Finished term in centralized school.
8.	University hospital school, Michigan, one year; assistant in Ann Arbor part-time school, one year.

TABLE XVI
NON-TEACHING GAINFUL EMPLOYMENT WHILE ON LEAVE

Teacher	Particulars
1.	Coached community plays while on leave.
2.	Acted as church organist in community church.
3.	Acted as dietician in hospital; cared for children; did general housework.
4.	Was office manager twenty-five weeks. This supplemented meager salary allowance.

The exact language of each teacher is used in the table. Probably the most interesting case is that of Teacher No. 3 who taught in the mission school at Ram Allah, ten miles from Jerusalem. It is a safe assumption from this evidence that very few teachers do teaching elsewhere, but most of them make use of the sabbatical year in some other way.

Question 1, h, of the questionnaire inquired the particulars in case the teacher on leave indulged in some other type of gainful employment while on leave. Four teachers indicated that they did something of this kind. But if the reader will examine Table XVI, on page 77, it will be seen that these four teachers could not, in all, have received much compensation for the activities mentioned. It is concluded that, as a rule, teachers on leave do not carry on any non-teaching activity for additional remuneration.

Summary

The data collected show that the activities of classroom teachers on leave are many and varied. The following items include the things that teachers usually do while on a leave of absence:

1. Travel
2. Work toward an A. B. degree
3. Work toward an M. A. degree
4. Work to satisfy certification requirements, either newly enacted
or already in force
5. Independent study, especially abroad
6. Visitation of schools

7. Enjoyment of social and artistic opportunities
8. Restoration of health
9. Rest

The experiences reported by some teachers on leave are extremely varied, and should be of value to an administrator or teacher planning a program of activities for a sabbatical year.

A few teach in other school systems while on leave, but most of them make use of the sabbatical year in some other way. Only a very small number of teachers while on leave indulge in gainful employment other than teaching.

CHAPTER VII

ANALYSIS OF PRESENT ADMINISTRATIVE PRACTICE

The main purpose of this chapter is to present the facts relative to the administrative practices concerning the granting of leaves in the public school system of the United States. In addition, the regulations governing sabbatical leave will be tabulated and analyzed in order to show the trend. Data will be given separately for the large group of cities which have plans for granting leave but pay no salary. This group of cities may be considered in the transitional stage. The reactions of 130 teachers, mentioned in the preceding chapter, will be included since one question addressed to them concerned the improvement of their local sabbatical plans.

Comprehensive View of the Granting of Leave

All cities above 2,500 population were included in the questionnaire broadcast to 2,877 city superintendents. Two thousand and six replies were received. Table XVII, on page 81, shows the general situation in the country relative to the granting of leaves according to size of cities. Three hundred and twenty-one cities indicated that they granted leaves of absence for professional improvement or some other purpose. Seventy-nine of these have well-organized plans and make provision for some compensation during such leave. The plans practiced in these cities may be classified under our definition of sabbatical leave, namely, that sabbatical leave may be construed to mean any definite plan whereby teach-

TABLE XVII
SUMMARY OF ADMINISTRATIVE PRACTICE IN GRANTING LEAVE
FOR PROFESSIONAL IMPROVEMENT
(Based on 2,006 Cities)

	Group 1	Group 2	Group 3	Group 4	Total of cities over 2,500
Definite sabbatical plans, some com- pensation	19	17	11	32	79
Definite plans for leave, no com- pensation		23	31	62	116
Leaves granted, no definite regu- lation	3		38	85	126
Total granting leave for pro- fessional im- provement	22	40	80	179	321
No sabbatical leave	28	84	283	1,290	1,685
Total	50	124	363	1,469	2,006

Group 1, Cities above 100,000

Group 2, Cities of 30,000 to 100,000

Group 3, Cities of 10,000 to 30,000

Group 4, Cities of 2,500 to 10,000

ers may be granted leave of absence covering a semester or more of the school year, for professional improvement or some other purpose, with some salary during such leave. One hundred and sixteen cities have fairly definite, well-organized rules and regulations, but grant leaves without compensation. One hundred and twenty-six cities indicate that they grant leaves, but do not have definite regulations. A distinction will be made between the group which pays some salary and the group which does not grant any compensation. A full tabulation of data from all the 321 cities mentioned above is included in the appendix.

A research bulletin of the National Education Association indicates that there are 828 cities which will grant a leave of absence.¹ On first thought it would seem that this statement conflicts with the present study but a closer examination shows that there is no conflict. The report of the National Education Association was concerned with the mere granting of leaves. Sabbatical leave was not mentioned. The questionnaire of the present study was directed at sabbatical leave for public school teachers. Sixteen hundred and eighty-five superintendents indicated that they had no sabbatical leave plans and returned the questionnaire. On the basis of the remarks of some of these superintendents and other studies, the writer has concluded that there are hundreds of cities that grant leaves of absence without salary and without regulation. But the superintendents did not care to disclose this information since the questionnaire was directed

¹National Education Association (Research Division), "Practices Affecting Teacher Personnel". Research Bulletin of the National Education Association, VI (September, 1928), 225.

primarily at sabbatical leave. However, all the data that was secured is included in the study. The 321 cities represent practice in the United States.

For convenience in discussion, cities of different sizes will be classified into four groups. Cities above 100,000 population will constitute Group 1; from 30,000 to 100,000, Group 2; from 10,000 to 30,000, Group 3; and from 2,500 to 10,000, Group 4.

Teaching Service Prior to Sabbatical Leave

Table XVIII, on page 84, shows the practice relative to the years of continuous service prior to application for leave. In the seventy-nine cities classified as strictly sabbatical, the range in years of service prior to the granting of a leave is from three to thirty. The mode is seven years with a frequency of twenty-eight. Ten years seems to be a popular length of time. This is the practice in twenty systems. In the strictly sabbatical group the situation in the four groups of cities is very similar.

When the group of cities which pay no salary is considered, a different practice is shown. In them the range of service prior to leave is from one to eight years. Fourteen cities grant a leave after five years of service, and an equal number recognize three years of service. Among non-sabbatical cities the practice is similar in all four groups.

Sabbatical cities appear to recognize financial pressure by requiring on the whole nearly twice as long a period of service prior to the granting of a leave as those in the non-sabbatical group.

TABLE XVIII
YEARS OF CONTINUOUS SERVICE PRIOR TO APPLICATION FOR LEAVE

Number of years	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
30							1		1	
15					1				1	
11							1		1	
10	8		4		4		4		20	
8						1				1
7	6		8		4	1	10	1	28	2
6	1		1	1	1		3	1	6	2
5			1	1		4	2	9	3	14
4			1				1		2	
3	1		1	2		7	1	5	3	14
2						2		5		7
1						2		6		8
Indefinite	3	3	1	19	1	52	9	120	14	194
Total	19	3	17	23	11	69	32	147	79	242

Group 1, Cities above 100,000

Group 2, Cities of 30,000 to 100,000

Group 3, Cities of 10,000 to 30,000

Group 4, Cities of 2,500 to 10,000

S., Sabbatical

N.S., Non-sabbatical

Number of Teachers on Leave in One Year

Table XIX, on page 86, shows the number (or per cent) of teachers on leave at one time. In cities of Group 1, five systems of the strictly sabbatical type have regulations. Three of these cities will grant a leave to one per cent of their faculty for any one year. One city permits fifteen teachers to take a leave, and another city allows the privilege to thirty teachers simultaneously. The non-sabbatical cities of this group do not have any regulation regarding the matter.

In cities of Group 2, three systems with sabbatical plans will grant a leave to five teachers and one city to three teachers. In eight other systems the range is from three-fourths of one per cent to two and one-half per cent of the teaching staff for any one year. Only one non-sabbatical city has a regulation regarding the matter. In this latter system five teachers are permitted leave at one time.

In Group 3, the sabbatical cities again give most attention to the problem. One city will grant a leave to two teachers, and one to five. In seven other cities the range is from two to five per cent of the staff. Three non-sabbatical cities give attention to the matter. One system will grant a leave to two teachers, one to five per cent of the staff, and one to ten per cent.

In the smaller cities, or Group 4, the sabbatical plans lead again in definiteness. Fourteen cities give attention to the matter. In six of these cities the range is from one to five teachers. In the other eight systems the range is from two to ten per cent of the teaching staff. Nine

TABLE XIX

MAXIMUM NUMBER OR PER CENT OF TEACHERS ON LEAVE AT ONE TIME

Number of teachers	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
1 teacher							2	2	2	2
2 teachers					1	1	1	1	2	2
3 teachers			1				1	1	2	1
4 teachers							1		1	
5 teachers			3	1	1		1		5	1
15 teachers	1								1	
30 teachers	1								1	
$\frac{3}{4}$ of 1 %			1						1	
1 per cent	3		4						7	
$1\frac{1}{2}$ per cent			1						1	
2 per cent			1		4		1		6	
$2\frac{1}{2}$ per cent			1						1	
3 per cent					1				1	
4 to 6 %								1		1
5 per cent					2	1	2	1	4	2
6 per cent							1		1	
10 per cent						1	2		2	1
A limit							2	3	2	3
No definite regulations	14	3	5	22	2	66	18	138	39	229
Total	19	3	17	23	11	69	32	147	79	242

Group 1, Cities above 100,000

Group 2, Cities of 30,000 to 100,000

Group 3, Cities of 10,000 to 30,000

Group 4, Cities of 2,500 to 10,000

S., Sabbatical

N.S., Non-sabbatical

of the non-sabbatical cities have regulations similar to those of the sabbatical group.

One may conclude that cities which grant leave with some salary give more consideration to the number on leave than the cities in the non-sabbatical group, though nearly half of the sabbatical cities have no definite regulation. The regulations in all four groups according to size are similar. A limit in terms of per cent of the staff is favored over a limit in terms of number of teachers, and this unquestionably will be still more the case as definite regulations multiply.

Selection of Teachers for Leave

Sometimes more teachers apply for leave than the regulations permit. Someone must be responsible for selecting the right teacher. Table XX, on page 88, shows the responsible authority. In the sabbatical group, nineteen systems indicated that the superintendent was the sole authority in selecting teachers for leave. Thirty-four administrators said the selection was made in their systems by the superintendent with the approval of the board. In the non-sabbatical group, the division as to procedure is almost identical. The practice in all four groups is very similar.

Basis of Selection

Many cities have established principles governing the selection of teachers to be granted leave. The criteria considered in such selection are listed in Table XXI, on page 88, in order of frequency of mention. Most cities indicated two criteria, such as length of service and order of

TABLE XX

AUTHORITIES EMPOWERED TO SELECT TEACHERS FOR LEAVE

Authority	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Supt. with approval bd.	6		9	3	7	12	12	21	34	34
Supt.	5		4	1	4	8	6	9	19	18
No reply	8	3	4	19		49	14	117	26	190
Total	19	3	17	23	11	69	32	147	79	242

TABLE XXI

BASIS FOR SELECTION OF TEACHERS ON LEAVE
(Cities of all Four Groups)

Rank	Criteria	Frequency S. Group
1.	Length of service	46
2.	Order or date of receipt of application	18
3.	Need for study	17
4.	Merit, satisfactory service	7
5.	Distribution of teachers by schools	5
6.5	Probable advantage to the system	3
6.5	Efficient service	3
8.	Selection by lot	1
		N.S. Group
1.	Request	46
2.	Length of service in school system	38
3.	Merit, satisfactory service	25
4.	Order or date of receipt of application	23
5.	Need for study	8
6.	Distribution of teachers by schools	5
7.	Probable advantage to the system	2
8.	Opinion of principal	1

Group 1, Cities above 100,000

Group 2, Cities of 30,000 to 100,000

Group 3, Cities of 10,000 to 30,000

Group 4, Cities of 2,500 to 10,000

S., Sabbatical

N.S., Non-sabbatical

receiving application, or some other combination. On the basis of frequency Table XXI shows some difference between the sabbatical and the non-sabbatical groups. Request ranks first in the non-sabbatical group, but it is not mentioned in the sabbatical group. Length of service, order or date of receiving application, need for study, and merit received the serious consideration of both sabbatical and non-sabbatical cities. The difference in rank of the criteria by the two classes of cities does not seem to be significant.

Number of Teachers on Leave in 1929-30

Most of the superintendents did not reply to the question concerning the number of teachers actually on leave in 1929-30. This could hardly indicate either that they did not know how many of their teachers were on leave, or did not care, but more probably that none of their staff were at that time taking advantages of a leave of absence. The report from New York City mentioned that there was a thousand on leave during 1929-30. The total for cities of the first group was 1,440, of the second group 84, of the third group 55, and of the fourth group 101. A more complete report would have been desirable.

Length of Period of Leave

It is apparent that the period covered by sabbatical leave should be long enough to permit the attainment of the desired objectives through the best activities. Table XXII, on page 90, gives a summary of administrative practice. The situation in all cities of the four groups again is

TABLE XXII
LENGTH OF LEAVE OF ABSENCE

Length of leave	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
2 years								1		1
1 year	17		14	19	9	46	24	94	64	159
$\frac{1}{2}$ year	2		2	2	2	4	5	4	11	10
No rule		3	1	2		19	3	48	4	72

TABLE XXIII
NUMBER OF YEARS BEFORE LEAVE MAY BE REPEATED

Number of years	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
10	2		2		1		5		10	
8	2								2	
7	4		4		4	2	9		21	2
6	1		1	1	1		2	1	5	2
5						3	2	5	2	8
4			1					1	1	1
3	1			2		2	2	3	3	7
2								3		3
1				1				2		3
No rule	9	3	9	19	5	62	12	132	35	216
Total	19	3	17	23	11	69	32	147	79	242

Group 1, Cities above 100,000
 Group 2, Cities of 30,000 to 100,000
 Group 3, Cities of 10,000 to 30,000
 Group 4, Cities of 2,500 to 10,000

S., Sabbatical
 N.S., Non-sabbatical

very similar. When classified as to sabbatical or non-sabbatical, practice is decidedly in favor of one year as the period of leave. Sixty-four cities in the former group allow one year, and 159 cities in the latter group grant one year as leave. Only a small number of cities in either group indicate that one-half year should be the length of the period of leave.

Number of Years before Leave may be Repeated

Table XXIII, on page 90, gives the number of years before leave may be repeated in cities of all sizes. A glance shows that size of city has no noticeable effect on practice. There is a difference when divided into the sabbatical and non-sabbatical classes. In cities of the former class the mode is seven years. Ten years also seems to be a popular length of time before leave is repeated. In cities of the non-sabbatical class five years is the mode and three years ranks next in order of frequency. This is the same point as was brought out in relation to Table XVIII when discussing the length of continuous service which must precede application for leave. Many cities of both classes have established no set rule.

Purposes for which Leave may be Granted

On the general questionnaire the superintendents were asked to check the purposes for which leaves were granted in their school systems. The results are shown in Table XXIV, on page 92. Three hundred and twenty-one administrators indicated study. Usually an additional purpose was checked. When cities are considered according to size there is not a great

TABLE XXIV
PURPOSES FOR WHICH LEAVE MAY BE GRANTED

Purpose	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Study	19	3	17	23	11	69	32	147	79	242
Travel	15		12	11	8	17	20	44	55	57
Health	7		5	6	6	26	11	53	29	62
Rest	7		5	9	5	13	7	21	24	43
Another purpose	1					4			1	4

TABLE XXV
PROGRAM OF ACTIVITIES APPROVED IN ADVANCE OF LEAVE

	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Program required	13		9	4	8	10	17	30	47	44
No rule	6	3	8	19	3	59	15	117	32	198
Total	19	3	17	23	11	69	32	147	79	242

Group 1, Cities above 100,000
 Group 2, Cities 30,000 to 100,000
 Group 3, Cities 10,000 to 30,000
 Group 4, Cities 2,500 to 10,000

S., Sabbatical
 N.S., Non-sabbatical

deal of difference in practice. Both the sabbatical and non-sabbatical groups are practically agreed as to their frequency rating of study, travel, health, and rest as legitimate purposes for which leave may be granted. Other purposes were mentioned only five times. Though study ranks first in frequency of mention, the frequencies of the other named purposes indicate that the sentiment is strong in both the sabbatical and non-sabbatical cities for the use of a leave for travel, health or rest.

Program of Activities Submitted in Advance of Leave

One of the administrative problems connected with the granting of leaves is a proper program of activities for the teacher. Administrators are faced with the question as to whether the teacher shall be required to submit a program of activities before entering upon a leave of absence, or shall be permitted to spend the year according to her own desires. Table XXV, on page 92, shows that the practice is similar in cities of the four groups when ranked as to size. That is, a majority of the cities in the sabbatical class of each group require a program of activities submitted in advance of leave, whereas in non-sabbatical systems the practice is steadily and conclusively in the opposite direction. The payment of salary is again a factor in determining a policy which will give the city the worth of its money.

Reports Required on Completion of Leave

This problem is closely related to the preceding one. Table XXVI, on page 94, shows that forty-two of the seventy-nine cities classed as

TABLE XXVI
REPORTS REQUIRED ON COMPLETION OF LEAVE

	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Report required	11		6	1	9	11	16	22	42	34
No rule	8	3	11	22	2	58	16	125	37	208
Total	19	3	17	23	11	69	32	147	79	242

TABLE XXVII
RIGHT OF TEACHER ON LEAVE TO ENGAGE IN GAINFUL OCCUPATION

	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Permitted	2		1	3		15	5	23	8	41
Not permitted	13		11	6	11	8	18	30	53	44
No rule	4	3	5	14		46	9	94	18	157
Total	19	3	17	23	11	69	32	147	79	242

Group 1, Cities above 100,000

Group 2, Cities of 30,000 to 100,000

Group 3, Cities of 10,000 to 30,000

Group 4, Cities of 2,500 to 10,000

S., Sabbatical

N.S., Non-sabbatical

sabbatical require a report on completion of the leave. Only thirty-four of the 242 non-sabbatical cities indicate the same procedure. The interest mentioned in the preceding paragraph, a dollar in return for each dollar laid out, is still apparent.

Gainful Occupation while on Leave

Another problem connected with the granting of a leave is the right of a teacher to engage in gainful occupation while on leave. Table XXVII, on page 94, shows that only eight cities in the sabbatical class permit the teacher to engage in gainful occupation while on leave. Fifty-three cities in this class specify that it is not allowed in their systems, and this is quite without regard to their size. Even in the non-sabbatical class, only forty-one cities of the 242 grant teachers the right to make money during their leave, while forty-four have a rule against it. It is a safe conclusion that teachers, as a rule, are not permitted to engage in gainful occupation while on leave.

Return to Service after Leave

When a teacher is granted sabbatical leave for professional growth and refreshment, it is expected that the school system will receive the benefit of the improved services of the teacher following the leave of absence. Table XXVIII, on page 96, reveals the attitude toward the obligation of the teacher to return to service after leave, and Table XXIX specifies the service obligation on return from leave. Fifty-four of the cities in the sabbatical class indicate that the teacher is obligated to

TABLE XXVIII

OBLIGATION OF THE TEACHER TO RETURN TO SERVICE AFTER LEAVE

	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Specified	12		12	3	9	14	21	16	54	33
Not specified	4		2	7	2	22	4	45	12	74
No rule	3	3	3	13		33	7	86	13	135
Total	19	3	17	23	11	69	32	147	79	242

TABLE XXIX

SERVICE OBLIGATION ON RETURN FROM LEAVE

Number of years	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
3	7		3		3		2		15	
2			2		4		7	1	13	1
1	4		5	1		2	7	4	16	7
No rule	8	3	7	22	4	67	16	142	35	234
Total	19	3	17	23	11	69	32	147	79	242

Group 1, Cities above 100,000

Group 2, Cities of 30,000 to 100,000

Group 3, Cities of 10,000 to 30,000

Group 4, Cities of 2,500 to 10,000

S., Sabbatical

N.S., Non-sabbatical

return, but only forty-four mentioned how long. The range is from one to three years of service after the leave. Thirty-three of the non-sabbatical cities state that the teacher is obligated to return. Only eight of this number, or of the entire class of 242 non-sabbatical systems, indicate the length of service after leave. Seven of the eight cities require one year of service, and one city two years. Very clearly, the cities which pay some salary during leave are more concerned about obtaining the improved services of the teacher after the period of leave than the non-sabbatical cities.

Compensation

The compensation to the teacher on sabbatical leave should be sufficient to make the leave possible without serious sacrifice by the teacher. Otherwise she will not accept leave, and the plan of leave becomes only a name. Table XXX, on page 98, is arranged to show the amount of compensation provided by the seventy-nine sabbatical systems.

If cities of all sizes are combined, there are ten cities which pay full salary to a teacher on leave. They are as follows: Atlanta (Georgia), Schenectady (New York), Belleville (Illinois), Ridgewood (New Jersey), Stoneham (Massachusetts), North Plainfield (New Jersey), Glencoe (Illinois), Highland Park (Illinois), Huntingburg (Indiana), and Waterford (New York). The last seven cities are under 10,000 population.

Three-fourths pay was mentioned by one superintendent. The teachers in one city receive one-third salary. Thirty-five cities pay half salary to teachers on leave. This is the mode for each group of cities. Fourteen school men indicated that their cities paid a fixed amount. A

TABLE XXX
COMPENSATION OF TEACHER ON LEAVE

Compensation	Group 1	Group 2	Group 3	Group 4	Total
Full pay	1	1	1	7	10
$\frac{3}{4}$ pay		1			1
Half pay	9	9	6	11	35
Third pay		1			1
Fixed amt.	3	2	1	8	14
$\frac{1}{4}$ pay		1			1
Full pay less substitute	6	2	3	6	17
No pay	3	23	69	147	242
Total	22	40	80	179	321

Total providing some compensation -- 79

Group 1, Cities above 100,000

Group 2, Cities of 30,000 to 100,000

Group 3, Cities of 10,000 to 30,000

Group 4, Cities of 2,500 to 10,000

part of these fourteen cities pay the fixed amount in the form of a bonus on return. Kansas City, Missouri, pays \$20 per month for five years after the sabbatical year. Winnetka, Illinois, pays a quarter salary for each of two years after the leave. Two other cities pay a \$100 bonus on return. The remaining cities that specified a fixed amount seemed to be paying a flat rate for the year, or a bonus on return. Milwaukee, Wisconsin, pays \$400 per semester. This group of cities represent irregular practice which accounts for the classification "fixed amount".

Seventeen cities pay full salary less the pay of a substitute. It is apparent that this procedure spares the school system additional expense. One other city mentioned one-fourth salary.

The Winnetka system has recently been initiated. In a letter to the writer, Superintendent Washburne said:

The reason for making the pay for the sabbatical leave come in two quarter years' salaries in the two years following the sabbatical leave, instead of during it, is twofold: Our attorney raised the question as to whether we had a right to pay a teacher during a sabbatical leave without special legislation. We ourselves wondered whether we would be able to require a teacher to refund the money given her for sabbatical leave in case she did not teach with us the two years following her return. The present scheme avoids both difficulties. A teacher who hasn't enough money to live for a year can probably be financed with the help of the Board through one of the local banks.²

It might be questioned technically whether additional remuneration later, but no remuneration at all during the period of leave, is to be considered sabbatical. This merely brings out the difficulty of classifying all cases. In any event other cities may find Superintendent Washburne's plan suitable to their local situations.

²Letter from Superintendent Washburne, May 13, 1930.

Relation of Sabbatical Leave to Salary Schedule Status

One would think that the period of sabbatical leave does not constitute a break in the continuous employment of the teacher, and especially should not interfere with the annual salary increment which is given in many systems. Often this is not a practical problem, since the teacher on leave has reached, or is near the maximum salary provided in the schedule. Table XXXI, on page 101, describes the existing situation. When cities are grouped according to size, practice seems to be similar, though more uniform in the larger cities. Forty-five of the systems classified as sabbatical allow the annual salary increment for the year of leave. Thirty-three cities of the 242 in the non-sabbatical class indicate that they follow the same procedure. Seventeen cities in the sabbatical class and forty-nine of the other class do not grant the salary increment. Even the cities which pay some salary while on leave are the more generous in allowing the annual increase.

Effect of Sabbatical Leave on Retirement Status of Teacher

Table XXXII, on page 101, shows how a period of leave operates in accumulating the service essential to regular retirement. The situation in the four groups of cities is similar. Sixteen sabbatical cities report that teachers lose their service credit while on leave, but forty-one do not permit the enjoyment of leave to have any effect on the teacher's retirement status. In the non-sabbatical class, teachers lose their service credit in twenty-six cities. Their status is not affected in thirty-five

TABLE XXXI

ALLOWANCE OF ANNUAL SALARY INCREMENT FOR YEAR OF LEAVE

	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Allowed	16		10	3	6	10	13	20	45	33
Not allowed	2		2	2	4	17	9	30	17	49
No reply	1	3	5	18	1	42	10	97	17	160
Total	19	3	17	23	11	69	32	147	79	242

TABLE XXXII

EFFECT OF LEAVE ON RETIREMENT STATUS OF TEACHER

Effect	Group 1		Group 2		Group 3		Group 4		Total	
	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.	S.	N.S.
Loss of service credit	5		1	4	1	9	9	13	16	26
No effect	10		10	6	9	9	12	20	41	35
No reply	4	3	6	13	1	51	11	114	22	181
Total	19	3	17	23	11	69	32	147	79	242

Group 1, Cities above 100,000
 Group 2, Cities of 30,000 to 100,000
 Group 3, Cities of 10,000 to 30,000
 Group 4, Cities of 2,500 to 10,000

S., Sabbatical
 N.S., Non-sabbatical

systems. Generosity is prevailing in both classes of cities, but those which pay some salary to the teacher on leave are more likely to protect her retirement status.

Plans under Consideration

Several cities contemplate establishing sabbatical leave. The school authorities of Dallas, Texas, are considering the question. In the second group, three well-known cities mention the possibility of adopting a plan. Five cities of Group 3 are formulating measures, and sixteen superintendents in cities of Group 4 state that they are taking the matter under advisement. The full list of cities reporting the probability of the establishment of sabbatical leave follows:

Group 1, Cities above 100,000
Dallas, Texas

Group 2, Cities of 30,000 to 100,000
Baton Rouge, Louisiana South Bend, Indiana
Madison, Wisconsin

Group 3, Cities of 10,000 to 30,000
Aliquippa, Pennsylvania Morgantown, West Virginia
Gloversville, New York White Plains, New York
Jacksonville, Illinois

Group 4, Cities of 2,500 to 10,000
Bellevue, Pennsylvania Newton, New Jersey
Dowagiac, Michigan Norwood, Ohio
Hamburg, New York Nutley, New Jersey
Harrisburg, Virginia St. Augustine, Florida
Hastings, Michigan Talladega, Alabama
Hastings-upon-Hudson, New York Texas City, Texas
Mamaroneck, New York Vincennes, Indiana
Missoula, Montana West Hartford, Connecticut

On the questionnaire returned from Aliquippa, Pennsylvania, the writer was referred to a recent description of the plan followed in that city. Because of certain novel features, the Aliquippa plan is incorpo-

rated here. Superintendent Vanderslice describes it as follows:

The school board has provided that, in case of sickness, death in the family, or other unavoidable cause, teachers may have one day's leave with pay for every thirty-six teaching days and that these days of leave, when not used, may accumulate from year to year. The superintendent has discussed with the board the desirability of granting sabbatical leave when teachers have accumulated a total of thirty unused days. The proposal is to grant a leave of absence of sixty teaching days with full pay when a teacher's unused leave aggregates thirty days. If this provision is added to the rules of the board, an occasional quarter's leave with pay for rest, study, or travel will be provided for the teachers. Those whose attendance is perfect will earn a quarter's leave every four and one-half years. Teachers who are not able to accumulate thirty days leave with pay will be allowed to drop out for a quarter any time without pay. If it should seem desirable, they may be paid to the extent of their accumulated leave.³

This plan is different than any proposed heretofore, in that the teachers earn their own leave through perfect attendance.

Teachers' Suggestions for Improvement of Local Plans

Question 4 of the teacher's questionnaire solicited suggestions for improvement of the plan in their local city. This chapter on the administrative practice of sabbatical leave appears the fitting point at which to discuss these suggestions.

An examination of Table XXXIII, on page 104, will show that thirty-seven teachers feel that they should receive at least half salary while on leave. It will be recalled that half salary is the most common practice among the school systems. Its reasonableness evidently appeals to both the teacher and the school authority.

Twenty-four teachers favor a definite plan with regulations per-

³H. R. Vanderslice, "The All-Year School in Aliquippa, Pennsylvania", Elementary School Journal, XXX (April, 1930), 576-85.

TABLE XXXIII

TEACHERS' SUGGESTIONS FOR IMPROVEMENT OF LOCAL PLANS

Rank	Improvement Mentioned	Frequency
1.	Half salary, at least	37
2.	Definite plan with regulation permitting leave after seven years of service	24
3.	Leave permitted for travel, rest, or teaching elsewhere	14
4.	Salary increased on return	12
5.	Full year granted as leave	10
6.	Need of creating sentiment for sabbatical year	8
7.5	Leave not limited to one teacher per year	7
7.5	Position as good or better guaranteed	7
9.	Larger per cent of salary allowed	6
10.	One-half year leave basis more often	4
11.	Use of time according to personal wish	2
14.5	Compensation to pay tuition fee	1
14.5	Definite rules made	1
14.5	Good substitutes obtained	1
14.5	Leave required	1
14.5	Leave during term desired	1
14.5	Cumulative time	1

mitting leave after seven years of service. The granting of a leave after seven years of service is the most common practice in the systems setting a time schedule. If the teachers are correct in their opinion, the large number of systems without a definite schedule should adopt one.

Fourteen teachers mention that a leave should be permitted for travel or rest. This suggestion coincides with practice, since it has been shown in this chapter that leaves are being granted for study or rest.

It is suggested by twelve teachers that there should be a salary increase on return. If no compensation is received during leave, it certainly would seem that these teachers are justified in their demands.

Ten teachers desire that a full year be granted for a leave. It may be that these teachers have been employed in systems that give only a part of the school year. It has been shown in this chapter that the granting of the entire school year represents the most common practice.

Eight teachers suggest the need of creating sentiment for the sabbatical year. This is the first problem to be considered in introducing a sabbatical plan.

Seven teachers think that leave should not be limited to one teacher. Doubtless these teachers have been working in small systems, since very few set such a maximum.

It is natural for teachers to want a good position on return. Seven teachers mention this point. Of course a well-organized plan would take care of the individual teacher in this matter.

Nine other scattering suggestions were made but they do not require discussion. The eight recommendations that have been discussed are of the

utmost importance to a well-organized plan of sabbatical leave.

Summary

Three hundred and twenty-one cities indicated that they granted leaves of absence for professional improvement or some other purpose. Seventy-nine of these cities have well-organized sabbatical leave plans and make provision for some compensation during such leave. One hundred and sixteen cities have fairly definite, well-organized rules and regulations, but grant leaves without compensation. One hundred and twenty-six cities grant leaves, but without definite regulations or any salary.

The evidence presented in this chapter shows that cities in all four groups according to size have about the same rules and regulations. The following summary represents present administrative practice:

1. The range in length of teaching service prior to the granting of a leave is from three to thirty years in the sabbatical class, and from one to eight years in the non-sabbatical class of cities. For the sabbatical class the mode is seven years, and for the other class five and three years.
2. The number of teachers who take leave in any one year is determined by the local situation. In actual practice the range is from three-fourths of one per cent to ten per cent. Cities which grant leave with some salary give more consideration to the number on leave than do the non-sabbatical class.
3. In both the sabbatical and non-sabbatical systems practice seems to favor the selection of teachers for leave by the superintendent with

the approval of the board.

4. In order of frequency the chief bases for selection in cities of all sizes in the sabbatical class are these:

- (a) Length of service
- (b) Order of receipt of application
- (c) Need for study
- (d) Merit
- (e) Distribution of teachers by schools

In the non-sabbatical class they are as follows:

- (a) Request
- (b) Length of service
- (c) Merit
- (d) Order of receipt of application
- (e) Need for study
- (f) Distribution of teachers by schools

5. Practice in both the sabbatical and non-sabbatical cities is in favor of one year as the length of period of leave.
6. In the sabbatical class seven years is the most common length of time after which a second leave may be given. The mode in the non-sabbatical class is five years.
7. A leave may be granted in both the sabbatical and non-sabbatical cities for study, travel, restoration of health, rest, or in a few instances for some other desirable purpose.
8. Cities which pay some salary during leave are more likely to require teachers to submit a program of activities in advance of leave and to

make a report at the termination of the sabbatical year.

9. Some cities in both classes, permit a teacher to engage in gainful occupation while on leave, but it is not practiced to any great extent.
10. The cities which pay some salary during leave are more concerned about retaining the improved services of the teacher after the period of leave than non-sabbatical cities. The median period for which a teacher is obligated to return after leave is two years in case of salary allowance.
11. The seventy-nine cities which provide compensation make allowances . of a wide variation as follows:
 - (a) Half pay in thirty-five cases
 - (b) Full pay less the cost of a substitute in seventeen cases
 - (c) Various fixed amounts in fourteen cases
 - (d) Full pay in ten cases
 - (e) Three-fourths pay in one case
 - (f) One-third pay in one case
 - (g) One-fourth pay in one case
12. Cities which pay some salary while on leave are more generous in allowing the annual salary increment than the non-sabbatical class of cities.
13. Sabbatical cities also are more likely to protect the retirement status of the teacher.

In cities of the first group, one city is considering a sabbatical leave plan. In Group 2, three superintendents indicate that the adoption

of the sabbatical year is being considered. Five administrators mention that plans are under way in cities of the third group. In cities under 10,000, sixteen cities intend to adopt a sabbatical plan in the near future.

Teachers feel that the sabbatical plans in their local cities could be improved by a consideration of the following items:

1. Allowance of at least half salary
2. A definite plan with regulations permitting leave after seven years of service
3. Approval of leave for travel, rest, or teaching elsewhere
4. Salary increase on return
5. A full year to be granted
6. Stronger sentiment for sabbatical year
7. Leave not limited to one teacher per year
8. Guarantee of as good a position as was held before leave

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Restatement of the Problem

The problem was stated in two major divisions: (1) To ascertain the real advantages and disadvantages of a system of sabbatical leave in the public schools. (2) To bring to light the rules and regulations, or the essential elements, governing a system of sabbatical leave, for cities having the following populations: (a) under 10,000, (b) 10,000 to 30,000, (c) 30,000 to 100,000, (d) 100,000 and up.

Advantages of a Sabbatical Leave Plan

On the basis of the authoritative opinion of a large number of school administrators and teachers familiar with the results of the granting of leaves and on the opinion of a large number of the leading school men in the United States, twenty-nine possible advantages of a sabbatical leave plan to the school system, the teachers, or both, were discovered. Fourteen outstanding ones, picked principally on the basis of frequency of mention, are as follows:

1. Study or professional improvement
2. Recreation and recuperation
3. Renewed interest and enthusiasm
4. Increased efficiency
5. Opportunity to travel (cultural value, et cetera)
6. Broadened outlook

7. Opportunity of teacher to get out of a rut
8. Longer tenure of teachers
9. Valuable suggestions brought back to the system
10. Development of higher professional attitude
11. Security of position on return
12. Making new contacts
13. Observation and experience in other school systems
14. Increase in salary

These significant advantages, it is maintained, are sufficient to justify the initiation of a sabbatical leave plan in many additional cities. Some of them may benefit the teacher directly more than they benefit the school system; but a study based upon the reactions of both teachers and administrators is certain to include both points of view. Advantages of no uncertain nature should accrue to the school system and to the teacher.

Disadvantages of a Sabbatical Leave Plan

The disadvantages of a sabbatical leave plan to a school system and to the classroom teacher were determined in the same way as the advantages. Out of a total list of fourteen, ten are given below:

1. Loss of teacher to another system
2. Problem of the substitute
3. Increase in the salary budget
4. Interference with work
5. Misuse of time (of teacher on leave)

6. Difficulty of selecting teachers for leave
7. Public sentiment
8. Loss of salary (to the teacher)
9. No salary increase on return
10. Difficulty of readjustment on return

These ten disadvantages are certainly worthy of the attention of practical school men when a sabbatical plan is under consideration. Definite measures should be adopted with the aim of meeting each.

Regulations Governing a Plan of Sabbatical Leave

The study does not demonstrate a great deal of difference between the administrative practice relative to sabbatical leave in cities of various sizes. The following conclusions are based upon the entire study and are thought to include all the essential elements and regulations relative to an ideal plan for cities of all four groups:

1. There should be a period of uninterrupted teaching service prior to taking sabbatical leave. Seven years in the system would afford the teacher an opportunity to know the local situation and should give her such a background that a sabbatical year could be used with profit for professional improvement or some other worthy purpose.
2. A limitation should be placed upon the number of teachers who may be on leave at one time in order that the teaching may not be interrupted too much or the administration disrupted. This is a point where the local school authorities may well use discretion. The per cent chosen would be governed by the period of continuous service adopted, the rapidity of turnover in the staff, and the desire of eligibles to ac-

cept leave. A maximum of five per cent would satisfy in most cases. In actual practice, the range is from three-fourths of one per cent to ten per cent of the teaching staff.

3. If more teachers apply for leave than is permitted by regulation, the burden of selection should rest with the superintendent; but the board should confirm his recommendation, as in other administrative matters.
4. There should be an equitable basis for selecting the teachers to be granted leave, when more apply than may be absent at one time. The following bases are recommended as just and equitable:
 - (a) Length of service in school system
 - (b) Order of receipt of application
 - (c) Need for study
 - (d) Merit, satisfactory service
 - (e) Distribution of teachers by schools
 - (f) Probable advantage to the system

Usually more than one basis is used in selection, and that is well. The writer would employ (a) and (b) as qualifying criteria, but the others would be determining criteria.

5. The maximum period of leave should be one school year. However, there may be individual cases where one semester is sufficient in length to make possible any desired type of real professional study and growth.
6. A second leave might be granted after seven additional years of service. This seems to be a reasonable length of time both for the school system and for the teacher. A second leave granted after a shorter period of time would be more expensive than most school sys-

tems at present could stand. On the other hand a longer period than seven years would certainly be hard on some teachers.

7. It is customary to test a plan of sabbatical leave by its value to the school system granting the leave, with better teaching as the ultimate purpose. Any activity during leave that contributes to better teaching is legitimate. Therefore, the sabbatical year may be spent in study, travel, restoration of health, rest, or in any other worthwhile manner. The use of leave depends upon what the teacher needs most.
8. In order to insure to the school system the use of the sabbatical leave for purposes of professional growth or some other desirable purpose, a program of activities in sufficient detail should be submitted for approval in advance of taking leave. A formal written report to the superintendent at the end of the leave should act as a safeguard against the misuse of the sabbatical year.
9. Ordinarily, a teacher should not engage in gainful occupation while on leave. Teachers of certain lines of work could make the greatest advance in professional equipment by taking positions in practical establishments which would naturally pay something for their services. It seems that a system of sabbatical leave should be sufficiently flexible to make it possible for a teacher to engage in a remunerative occupation during leave, where it is clear that such occupation will increase her effectiveness in the classroom.
10. There should be a provision guaranteeing that the improved services of the teacher following sabbatical leave shall be rendered in the

school system granting the leave. The teacher should be obligated to teach at least two years after the completion of her leave, or forfeit salary paid during the sabbatical year. Winnetka, Illinois, has a splendid way of solving this problem. Half salary is allowed, but it is paid in instalments during the first two years after return.

11. The compensation should be sufficient to make the leave possible without undue sacrifice by the teacher. Half salary is generally regarded as a just amount to the teacher and to the school system. This may be paid during leave, or according to the Winnetka plan. If paid on return from leave, it solves the legal difficulty.
12. Teachers should be protected in their salary and retirement status while taking leave. If teachers are penalized in these respects for taking sabbatical leave, the effect is likely to be to discourage teachers from availing themselves of the advantages which a system of sabbatical leave affords. The teacher on leave should be considered as still in the employ of the school system, and entitled as such to full professional credit for that period of employment.

Suggestions for Further Study

The writer by no means feels that he has exhausted the possibilities of his subject. A better plan and more time might have improved the finished piece of work in several respects. If he had the opportunity to go on with the study, he would be interested in the following extensions:

1. How are the specific disadvantages of sabbatical leave being met?
2. What proportion of the eligibles apply for leave?

3. When teachers are selected "on merit", what is the plan?
4. What are the opinions of supervisors directly in charge of teachers on leave, such as principals or special supervisors, as to the results evident on return from leave?
5. To what extent do others than classroom teachers utilize leave?

BIBLIOGRAPHY

1. Alabama School Code, 1927, Sec. 176.
2. California Council of Education, Report, 1926, p. 1.
3. Deffenbaugh, W. S. "Improvement of Teachers in Service", Elementary School Journal, XXV (January, 1925), 380-381.
4. Educational Bulletin, State Department of Education, New Jersey, XVI (January, 1930), 228.
5. Encyclopaedia Britannica, XIX, p. 789.
6. Indiana School Laws, 1927, p. 15.
7. Langvick, Clara. "Teachers' Growth in Service", Journal of the National Education Association, XI (June, 1922), 218.
8. Lewis, E. E. Personnel Problems of the Teaching Staff. New York, 1925. Pp. 457.
9. Los Angeles City Teachers Club Bulletin. (December, 1926), 18-20.
10. Los Angeles City Teachers Club Bulletin. (February, 1927), 20-22.
11. Luckey, G. W. "The Sabbatical Year or Leave of Absence of Teachers in Service for Study and Travel", School and Society, XIV (September 3, 1921), 115-20.
12. MacCaughey, Vaughan. "Sabbatical Leave for Teachers", Journal of the National Education Association, XV (January, 1926), 8.
13. Maine School Laws, Ch. 139, Sec. 38, Art. 8.
14. Milwaukee Teachers Association Bulletin. (December, 1927), 39.
15. Milwaukee Teachers Association Bulletin. (January, 1928), 28.
16. Milwaukee Teachers Association Bulletin. (February, 1928), 7.
17. Milwaukee Teachers Association Bulletin. (September-October, 1928), 21.
18. Monroe, Paul. Cyclopedia of Education, V, p. 241.
19. Morgan, Katherine M. "Report of the Committee on Sabbatical Year", National Education Association, Addresses and Proceedings, 1925, pp. 369-72.
20. National Education Association, "Teachers' Salaries and Salary Trends in 1923", Research Bulletin of the National Education Association, I (May, 1923), 54-55.
21. National Education Association, "Public School Salaries in 1924-25", Research Bulletin of the National Education Association, III (January, and March, 1925).
22. National Education Association, "Sabbatical Leave for Public School Teachers", Report presented at Seattle Meeting of the National Education Association, (July, 1927).
23. National Education Association (Research Division), "Practices Affecting Teacher Personnel". Research Bulletin of the National Education Association, VI (September, 1928), 225.
24. "Pueblo Plan for Sabbatical Year for Teachers", American Educational Digest, XLIII (August, 1924), 549.
25. Ruediger, William Carl. "Agencies for the Improvement of Teachers in Service", Bureau of Education Bulletin, No. 5. Washington: Bureau of Education, 1911.

26. Russell, Charles. Improvement of the City Elementary School Teacher in Service, Contributions to Education, No. 128. New York: Teachers College, Columbia University, 1922. Pp. 139.
27. "Sabbatical Leave a Success", American Educational Digest, XL (September, 1924), 27.
28. "Sabbatical Leave for New York City Teachers", School and Society, XX (December 27, 1924), 812-13.
29. "Sabbatical Leaves for Teachers", School Review, XXXIV (January, 1926), 7-8.
30. "Sabbatical Leaves for Teachers", Elementary School Journal, XXVII (January, 1927), 321-323.
31. "Sabbatical Year", American Educational Digest, XLIII (September, 1923), 31.
32. "Salary Credits for Study", Journal of Education, CIV (November, 1926), 481.
33. San Francisco Classroom Teachers Bulletin. (December, 1926), 10.
34. San Francisco Classroom Teachers Bulletin. (January, 1929), 7.
35. San Francisco Grade Teachers Association Bulletin. (September, 1926), 8.
36. Teachers Welfare League of New York City. Sabbatical Year Plan, Report for 1924 and 1923 (Reprinted).
37. "The Sabbatical Year for Classroom Teachers", School and Society, XXII (August, 1925), 213-214.
38. "The Sabbatical Year in Kansas City", Elementary School Journal, XXVII (November, 1926), 164-66.
39. Vanderslice, H. R. "The All-Year School in Aliquippa, Pennsylvania", Elementary School Journal, XXX (April, 1930), 576-85.
40. Welsh, M.J. Teaching as a Profession, New York: Henry Holt, 1926. Pp. 315.

APPENDIX

KEY TO ANALYSIS OF SYSTEMS OF SABBATICAL LEAVE FOR PUBLIC SCHOOL TEACHERS

1	2	3	4	5	6	7	8
Cities	Number of years of continuous service prior to application for leave	Maximum number or per cent of teachers that may be on leave at one time	If more than this number apply, those to whom leave is granted are selected by	Basis of selection	Numbers of teachers on leave in 1929-30	Length of period that may be granted as leave	Number of years before leave may be repeated

9	10	11	12	13	14	15	16	17
Purposes for which sabbatical leave may be granted					Program of activities submitted for approval in advance of taking leave	Reports required on completion of leave	May the teacher on leave engage in gainful occupation?	Is the teacher obligated to return to service after taking leave?
Study	Travel	Restoration of health	Rest	Any other purpose				

18	19	20	21	22	23	24
Number of years' service obligated on return from leave	Part or proportion of regular salary paid to teacher on leave	Is the annual salary increment given for the year in which leave is taken?	Effect of taking sabbatical leave on retirement status of teacher	Number of years plan of leave of absence has been in operation	Number having plan under consideration	Systems that have discontinued the sabbatical year

Note. Strictly sabbatical cities are marked with an (x).

KEY TO ANALYSIS ON PAGE 119

Group 1, Cities above 100,000	2	3	4	5	6	7	8
California						1 year	
Los Angeles						$\frac{1}{2}$ or 1 year	6
Colorado							
Denver ^x	6	1 per cent	Supt. with approval of bd.	Length of service, date of application.			
Georgia							
Atlanta ^x		No rule	Supt. with approval of bd.	Two years teaching in summer school.	6	$\frac{1}{2}$ or 1 year	No rule
Illinois							
Chicago ^x	7	No rule		Length of service, efficient service.	250	1 year	7
Massachusetts							
Boston ^x	7	No rule	Supt.	Date of application.	15	1 year	7
Cambridge ^x	10	No rule		Study, travel, length of service.	4	1 year	10
Springfield							
Worcester							
Michigan							
Detroit							
Grand Rapids ^x	8 or 10	1 per cent	Supt. with approval of bd.	Length of service, order of application.	4	1 year	8
Minnesota							
Minneapolis ^x	10		Supt. with approval of bd.	Length of service, advantage to school.	17	$\frac{1}{2}$ or 1 year	
St. Paul							
Missouri							
St. Louis		<u>Illegal</u>					
New Jersey							
Jersey City ^x	10	No rule		Length of service.	4	1 year	No rule
Newark ^x	10	No rule	Supt. with approval of bd.	Length of service.	40	1 year	10
Trenton ^x	10	No rule		Length of service.	1	1 year	

KEY TO ANALYSIS ON PAGE 119

Group 1, (cont)	2	3	4	5	6	7	8
New York							
Buffalo ^x	10	15 teachers	Supt. with approval of bd.	Length of service, distribution by schools.		1 year	8
New York ^x	7	No rule		Length of service, excellent records.	1000	$\frac{1}{2}$ year	No rule
Rochester ^x	7	1 per cent	Supt.	Length of service, date of application.	45	$\frac{1}{2}$ or 1 year	7
Syracuse		<u>Illegal</u>					
Ohio							
Cleveland							
Rhode Island							
Providence ^x							
Texas							
Dallas						1 year	
Houston ^x							
Utah							
Salt Lake City ^x	7	No rule		Length of service, inability for service.	4	$\frac{1}{2}$ year	No rule
Virginia							
Richmond ^x	3	No rule	Supt.	Need for study, distribution by schools.	22	$\frac{1}{2}$ or 1 year	3
Washington							
Seattle ^x	7	30 teachers	Supt.	Length of service, general efficiency.	26	1 year	7
Wisconsin							
Milwaukee ^x	10		Supt.	Need for study.	10	1 year	
Washington City		Bill now before Congress					
Summary	10 yrs-8 7 yrs-6 6 yrs-1 3 yrs-1 Indef.-6 22	1 per cent-3 15 teachers-1 30 teachers-1 No rule---17 22	Supt.----- 5 Supt. with board----- 6 No reply---11 22	Length of service---13 Efficient service--- 3 Inability for service----- 1 Date of application- 4 Advantage to school- 1		$\frac{1}{2}$ yr-- 3 1 yr--17 No rule-- 3 22	10 yrs- 2 8 yrs- 2 7 yrs- 4 6 yrs- 1 3 yrs- 1

KEY TO ANALYSIS ON PAGE 119

Group 1, (cont)	2	3	4	5	6	7	8
Summary				Distribution by schools-2 Need for study-----2 Teaching in s. s.-----1			No rule-12 22

KEY TO ANALYSIS ON PAGE 119

Group 1, (cont)	9	10	11	12	13	14	15	16	17
California	x								
Los Angeles		x	x	x		x	x	No	
Colorado									
Denver ^x	x	x						Yes	No
Georgia ^x									
Atlanta ^x	x	x	x	x				No	No
Illinois									
Chicago ^x	x	x			School ob- servation	x	x	No	No
Massachusetts									
Boston ^x	x	x				x		No	Yes
Cambridge ^x	x	x						No	Yes
Springfield	x	x							
Worcester									
Michigan									
Detroit						x		Yes	Yes
Grand Rapids ^x	x								
Minnesota									
Minneapolis ^x	x	x				x	x	No	Yes
St. Paul	x								
Missouri									
St. Louis									
New Jersey									
Jersey City ^x	x		x	x		x	x	No	Yes
Newark ^x	x	x	x	x		x	x	No	Yes
Trenton ^x	x	x	x	x		x	x	No	Yes
New York									
Buffalo ^x	x	x				x	x	No	Yes
New York ^x	x	x	x	x				No	No
Rochester ^x	x	x					x	No	Yes
Syracuse									
Ohio									
Cleveland									
Rhode Island ^x									
Providence ^x	x								

KEY TO ANALYSIS ON PAGE 119

Group 1, (cont)	9	10	11	12	13	14	15	16	17
Texas									
Dallas									
Houston ^x	x		x	x				No	Yes
Utah									
Salt Lake City ^x	x							No	Yes
Virginia									
Richmond ^x	x						x	No	Yes
Washington									
Seattle ^x	x	x					x	No	Yes
Wisconsin									
Milwaukee ^x	x	x					x	No	No
Washington City									
Summary	22	15	7	7	1	No rule 9 22	No rule 11 22	No---13 Yes---2 No reply-7 22	No---4 Yes---12 No reply-6 22

KEY TO ANALYSIS ON PAGE 119

Group 1, (cont)	18	19	20	21	22	23	24
California							
Los Angeles		No pay.					
Colorado							
Denver ^x		Salary less pay of substitute to \$2000.	Yes	Loses service credit.	1		
Georgia							
Atlanta ^x		Full pay.	Yes	Loses service credit.	3		
Illinois							
Chicago ^x		Salary less pay of substitute.	No	Loses service credit.	3		
Massachusetts							
Boston ^x	3	Half pay.	Yes	None.	24		
Cambridge ^x	1	Half pay.	Yes	Loses service credit.	25		
Springfield		No pay.					
Worcester							x
Michigan							
Detroit							x
Grand Rapids ^x	3	Half pay to \$100 a mo.	Yes	None.	3		
Minnesota							
Minneapolis ^x	3	Half pay-half year.	Yes	Loses service credit.			
St. Paul		No pay.					
Missouri							
St. Louis							
New Jersey							
Jersey City ^x	3	Half pay.	Yes	None.	3		
Newark ^x	3	Half pay.	Yes	None.	9		
Trenton ^x		Salary less pay of substitute to \$1000.	Yes	None.	10		
New York							
Buffalo ^x	3	Half pay up to \$1000.			13		
New York ^x		Salary less pay of substitute.	Yes	None.	5		
Rochester ^x	3	Half pay up to \$2000.	Yes	None.	23		
Syracuse							
Ohio							
Cleveland							x

KEY TO ANALYSIS ON PAGE 119

Group 1 (cont)	18	19	20	21	22	23	24
Rhode Island Providence ^x		Full pay under special conditions.					
Texas Dallas Houston ^x		\$100 bonus following year.	Yes			x	
Utah Salt Lake City ^x	1	Salary less pay of substitute.	Yes		4		
Virginia Richmond ^x	1	Half pay-half year, no pay-extra time.	No	None.	20		
Washington Seattle ^x	1	Salary less pay of substitute.	Yes	None.	5		
Wisconsin Milwaukee ^x		\$400 per semester.	Yes	None.	2		
Washington City							
Summary	3 yr- 7 1 yr- 4 No re- ply-- <u>11</u> 22	Full pay----- 1 Pay less substitute- 6 Half pay----- 9 Fixed amount----- 3 No pay----- <u>3</u> 22	Yes---16 No---- 2 No re- ply--- <u>4</u> 22	Loses credit---- 5 None-----10 No reply----- <u>7</u> 22	25 yrs-1 24 yrs-1 23 yrs-1 20 yrs-1 13 yrs-1 10 yrs-1 9 yrs-1 5 yrs-2 4 yrs-1 3 yrs-4 2 yrs-1 1 yr--1 No re- ply--- <u>6</u> 22	1	3

KEY TO ANALYSIS ON PAGE 119

Group 2, Cities 30,000 to 100,000	2	3	4	5	6	7	8
California							
Long Beach				Date of application.		1 year	
Sacramento	3	No rule				1 year	3
Colorado							
Pueblo ^x	10	3 teachers	Supt.	Length of service, advantage to school.	1	$\frac{1}{2}$ or 1 year	No rule
Georgia							
Augusta ^x						1 year	
Illinois							
Aurora	No rule	No rule		Reasonable request.	3	1 year	No rule
Evanston ^x	7	5 teachers		Length of service.		1 year	7
Oak Park ^x	4	No rule	Supt.	Need for study.	4	$\frac{1}{2}$ or 1 year	4
Rock Island	5	No rule	Supt. with approval of bd.	Need for study.	3	1 year	
Springfield	6	5 teachers	Supt. with approval of bd.	Date of application.	3	1 year	6
Indiana							
Evansville							
Fort Wayne	3	No rule		Length of service.	14	1 year 1 year	
Kokomo							
South Bend							
Terre Haute ^x	7	1 per cent	Supt. with approval of bd.	Length of service, dis- tribution by schools.		$\frac{1}{2}$ or 1 year	
Kansas						$\frac{1}{2}$ year	
Topeka							
Kentucky							
Covington						1 year	
Lexington	No rule	No rule	Supt. with approval of bd.		6	1 year	No rule
Louisiana							
Baton Rouge							

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	2	3	4	5	6	7	8
Maine Portland ^x	10	1 per cent	Supt. with approval of bd.	Need for study.	0	$\frac{1}{2}$ or 1 year	No rule
Massachusetts Newton ^x Somerville Taunton Waltham	7	No rule		Need for study.	2	1 year 1 year 1 year 1 year	7
Michigan Battle Creek Bay City						1 year 1 year	
Minnesota Duluth	No rule	No rule			20		1
Missouri Kansas City ^x	6	2 $\frac{1}{2}$ per cent	Dept. of Supts. with bd.	Length of service, date of application, purpose of leave.		$\frac{1}{2}$ or 1 year	6
Montana Butte						1 year	
New Jersey East Orange ^x	10	5 teachers	Supt.	Length of service.	4	$\frac{1}{2}$ or 1 year	10
Perth Amboy	No rule	No rule		Date of application.			
New York Elmira ^x	7	5 teachers	Supt. with approval of bd.	Length of service.		1 year	7
Mount Vernon ^x	7	No rule		Length of service, dis- tribution by schools.	4		7
New Rochelle ^x	7		Supt. with approval of bd.			1 year	
Schenectady ^x	10	1 per cent	Supt. with approval of bd.	Date of application.	9	$\frac{1}{2}$ year	10

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	2	3	4	5	6	7	8
Ohio							
Lima					6	1 year	
Pennsylvania							
Erie						1 year	
Virginia							
Newport News ^x	3	2 per cent	Supt.	Advantage to school.	2	$\frac{1}{2}$ year	3
Petersburg ^x	7	$\frac{3}{4}$ of 1 %	Supt. with approval of bd.		2	1 year	
Portsmouth ^x	5	1 per cent	Supt. with approval of bd.	Length of service.	1	1 year	No rule
Washington							
Tacoma ^x	7	$1\frac{1}{2}$ per cent	Supt. with approval of bd.	Length of service, merit, by lot.		1 year	
West Virginia							
Wheeling	No rule	No rule	Supt.	Date of application.	2	1 year	No rule
Wisconsin							
Madison						$\frac{1}{2}$ year	
Superior						1 year	
Summary	10 yrs-4 7 yrs-6 6 yrs-2 5 yrs-2 4 yrs-1 3 yrs-3 Indef. 20 40	3 teachers-1 5 teachers-4 $\frac{3}{4}$ of 1 %---1 1 per cent-4 $1\frac{1}{2}$ percent-1 2 per cent-1 $2\frac{1}{2}$ percent-1 Indef.---27 40	Supt.-----5 Supt. with board-----12 No reply---23 40	Length of service---10 Advantage to school- 2 Merit-----1 Selection by lot----1 Date of application- 6 Distribution by schools-----2 Need for study-----4		$\frac{1}{2}$ yr- 4 1 yr-33 No rule- 3 40	10 yrs- 2 7 yrs- 4 6 yrs- 2 4 yrs- 1 3 yrs- 2 1 yr-- 1 No rule---28 40

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	9	10	11	12	13	14	15	16	17
California	x	x	x	x		x		No	Yes
Long Beach	x								
Sacramento									
Colorado	x	x					x	No	No
Pueblo									Yes
Georgia									
Augusta	x								
Illinois								No	No
Aurora	x	x		x					
Evanston	x	x	x	x				No	No
Oak Park	x	x	x	x		x		No	No
Rock Island	x	x		x		x		Yes	No
Springfield	x	x	x	x					
Indiana									
Evansville								Yes	No
Fort Wayne			x	x					
Kokomo	x	x							
South Bend									
Terre Haute	x					x	x	No	Yes
Kansas									
Topeka	x								
Kentucky									
Covington	x					x		No	No
Lexington	x								
Louisiana									
Baton Rouge									
Maine									
Portland	x	x				x		No	Yes
Massachusetts									
Newton	x	x				x	x	No	Yes
Somerville	x	x							
Taunton	x								
Waltham	x								

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	9	10	11	12	13	14	15	16	17
Michigan									
Battle Creek	x								
Bay City	x								
Minnesota									
Duluth	x	x	x	x				Yes	No
Missouri									
Kansas City ^x	x	x		x				Yes	Yes
Montana									
Butte	x								
New Jersey									
East Orange ^x	x	x	x	x		x		No	Yes
Perth Amboy	x	x		x				No	
New York									
Elmira ^x	x								Yes
Mount Vernon ^x	x	x		x		x	x	No	Yes
New Rochelle ^x	x	x	x						Yes
Schenectady ^x	x	x	x					No	Yes
Ohio									
Lima	x	x							
Pennsylvania									
Erie	x		x						
Virginia									
Newport News ^x	x					x		No	Yes
Petersburg ^x	x	x				x		No	Yes
Portsmouth ^x	x					x	x	No	Yes
Washington									
Tacoma ^x	x	x		x					
West Virginia									
Wheeling	x	x		x				No	No
Wisconsin									
Madison	x		x						Yes
Superior	x								
Summary	40	23	11	14		13	7	Yes----- 4 No-----17	Yes-----15 No----- 9

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	9	10	11	12	13	14	15	16	17
						No rule- <u>27</u> 40	No rule- <u>33</u> 40	No rule- <u>19</u> 40	No rule <u>16</u> 40

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	18	19	20	21	22	23	24
California		No pay.		Loses service credit.	Many		
Long Beach		No pay.					
Sacramento		Half pay.	Yes	None.	5		
Colorado							
Pueblo ^x		Half pay.		None.	1		
Georgia	1	Half pay.					
Augusta ^x		No pay.					
Illinois		Half pay up to \$1000.					
Aurora		Salary advance on return.	Yes	Loses service credit.	10		
Evanston ^x		No pay.					
Oak Park ^x		No pay.	Yes	None.	1		
Rock Island		No pay.					
Springfield							
Indiana							x
Evansville		No pay.	Yes	None.	10		
Fort Wayne		No pay.					
Kokomo							
South Bend		Salary less pay of substitute.	Yes	None.	3	x	
Terre Haute ^x	3						
Kansas		No pay.					
Topeka							
Kentucky		No pay.					
Covington		No pay.					
Lexington		No pay.					
Louisiana							
Baton Rouge							
Maine		Half pay.	Yes	Loses service credit.	15	x	
Portland ^x							
Massachusetts							
Newton ^x	3	Half pay.	Yes	None.	1		
Scitoville		No pay.	Yes	None.	20		
Taunton		No pay.					
Waltham		No pay.					

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	18	19	20	21	22	23	24
Nichigan							
Battle Creek		No pay.	Yes	Loses service credit.			
Bay City		No pay.					
Minnesota			No.	None.			
Duluth		No pay.					
Missouri			Yes	None.			
Kansas City ^x		Half yr.-\$500, 1 yr.- \$1000, paid as bonus.					
Montana							
Butte		No pay.					
New Jersey							
East Orange ^x	2	Half pay.	Yes	None	7		
Perth Amboy		No pay.		Loses service credit.			
New York							
Elmira ^x	2	Three-fourths pay.					
Mount Vernon ^x	1	Half pay.	Yes	None.	6		
New Rochelle ^x	3	Half pay.					
Schenectady ^x		Full pay.	Yes	None.	2		
Ohio							
Lima		No pay.					
Pennsylvania							
Erie		No pay.					
Virginia							
Newport News ^x	1	Half pay.	Yes	None.	2		
Petersburg ^x	1	One-third pay.	No		1		
Portsmouth ^x	1	One-fourth pay.	No	None.	7		
Washington							
Tacoma ^x		Salary less pay of sub. up to \$1000.					
West Virginia							
Wheeling		No pay.	No	None.	4		
Wisconsin							
Madison	1	No pay.		None.		x	
Superior		No pay.					

KEY TO ANALYSIS ON PAGE 119

Group 2 (cont)	18	19	20	21	22	23	24
Summary	3 yrs- 3 2 yrs- 2 1 yr-- 6 No reply- <u>29</u> 40	Full pay----- 1 Three-fourths pay- 1 One-half pay----- 9 One-third pay----- 1 Fixed amount----- 2 Salary less pay of substitute----- 2 One-fourth pay---- 1 No pay----- <u>23</u> 40	Yes---13 No---- 4 No reply- <u>23</u> 40	Loses credit--- 5 None-----16 No reply----- <u>19</u> 40	20 yrs- 1 15 yrs- 1 10 yrs- 2 7 yrs- 2 6 yrs- 1 5 yrs- 1 4 yrs- 1 3 yrs- 1 2 yrs- 2 1 yr-- 4 No reply-- <u>24</u> 40	3	1

KEY TO ANALYSIS ON PAGE 119

Group 3, Cities of 10,000 to 30,000.	2	3	4	5	6	7	8
Alabama							
Gadsden	5	2 teachers		Date of application.		1 year	No rule
Arkansas							
Hot Springs		No rule	Supt. with approval of bd.	Merit.	1	1 year	No rule
California							
Alameda	3	No rule	Supt. with approval of bd.		5	$\frac{1}{2}$ to 2 years	
Bakersfield	3					1 year	
Santa Barbara						$\frac{1}{4}$, $\frac{1}{2}$ or 1 year	
Santa Cruz				Request.			
Santa Monica	3						
Colorado							
Boulder						1 year	
Connecticut							
Bristol	5	No rule	Supt.	Date of application.	1	$\frac{1}{2}$ or 1 year	5
East Hartford				Request.		$\frac{1}{2}$ year	
Middletown						1 year	
New London						1 year	
Wallingford						1 year	
Florida							
Miami							
Georgia							
Valdosta	7	No rule		Length of service.	1	1 year	7
Illinois							
Belleville ^x	6	5 per cent		Date of application.		$\frac{1}{2}$ year	6
Bloomington							
Freeport	3	No rule	Supt.	Need for study.	1	1 year	
Granite City ^x	10	5 per cent	Supt. with approval of bd.	Length of service.		$\frac{1}{2}$ or 1 year	
Jacksonville							
Kankakee						$\frac{1}{2}$ year	

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	2	3	4	5	6	7	8
Illinois							
La Salle							
Indiana							
Crawfordsville			Supt. with approval of bd.			1 year	
La Fayette						1 year	
La Porte						$\frac{1}{2}$ or	7
Logansport ^x	7	5 teachers	Supt. with approval of bd.	Length of service, date of application.		1 year	
New Albany	1	No rule	Supt. with approval of bd.		2	1 year	No rule
Iowa							
Burlington						1 year	
Muscatine						$\frac{1}{2}$ or	
						1 year	
Kansas							
Atchison		No rule		Length of service, date of application.	1	1 year	
Lawrence	3	5 per cent	Supt. with approval of bd.	Length of service, dis- tribution by schools, date of application.	2	$\frac{1}{2}$ or 1 year	3
Kentucky							
Newport	5	No rule	Supt.	Length of service.	2	1 year $\frac{1}{2}$ year	5
Paducah							
Maryland							
Frederick ^x		No rule	Supt.		1	2 to 4 years	
Hagerstown							
Massachusetts							
Gloucester		No rule	Supt. with approval of bd.		1	1 year	No rule
Greenfield							
Michigan							
Alpena			Supt.	Request, merit.			

KEY TO ANALYSIS ON PAGE 119

Group 3. (cont)	2	3	4	5	6	7	8
Michigan Ann Arbor ^x	7	3 per cent	Supt. with approval of bd.	Length of service, merit, distribution by schools.	4	$\frac{1}{2}$ or 1 year	7
Port Huron Wyandotte	2	No rule				$\frac{1}{2}$ year $\frac{1}{2}$ or 1 year	No rule
Minnesota Hibbing Mississippi Biloxi Laurel Missouri Cape Girardeau Montana Billings	3	No rule	Supt.		2	1 year	
Helena North Carolina Gastonia Goldsboro North Dakota Fargo New Jersey Asbury Park Hackensack ^x Montclair ^x	15 7	No rule No rule	Supt. with approval of bd.	Length of service. Request.	1 2	1 year 1 year	3 No rule
West Orange ^x	10	No rule	Supt. with approval of bd.	Length of service. Length of service, date of application. Date of application.	5	1 year $\frac{1}{2}$ year 1 year 1 year	
New York Gloversville Ithaca ^x	10	2 per cent	Supt.	Length of service, need for study.		$\frac{1}{2}$ or 1 year	7

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	2	3	4	5	6	7	8
New York Kingston						1 or 2 years	
White Plains Ohio							
Bellaire		No rule		Date of application.	1	1 year	No rule
Cleveland Heights		No rule	Supt. with approval of bd.	Request.	3	$\frac{1}{2}$ or 1 year	
Lancaster			Supt. with approval of bd.			Up to 2 years	
Oklahoma		No rule	Supt.			1 year	No rule
Ardmore							
Guthrie							
Shawnee							
Pennsylvania							
Aliquippa				Request.		1 year	
Meadville					1	1 year	No rule
Sharon			Supt.			1 year	
West Chester			Supt. with approval of bd.	Request.	2	1 year	No rule
South Carolina		No rule					
Anderson							
South Dakota	8			Length of service, record of s.s. at- tendance, merit.	2	1 year	7
Aberdeen		10 per cent	Supt.				
Texas							
Corsicana							
Sherman		No rule		Request.	2	1 year	No rule
Virginia						1 year	
Denville							
Washington							
Aberdeen				Length of service.		1 year	
Bellingham							

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	2	3	4	5	6	7	8
Washington Everett ^x	7	2 per cent	Supt., secy. of bd., home prin.	Opinion of prin., dis- tribution by schools.			7
Vancouver	3						
Yakima ^x	10	2 per cent	Supt.	Length of service, date of application.		1 year	10
West Virginia							
Morgantown							
Wisconsin							
Beloit		No rule		Request.		1 year	
Fond Du Lac							
Stevens Point							
Waukesha	2	No rule	Supt.	Need for study.	3	1 year	No rule
West Allis	1		Supt. with approval of bd.		4	$\frac{1}{2}$ or 1 year	No rule
Wyoming							
Casper	5	No rule		Length of service.	3	1 year	5
Summary	15 yrs- 1 10 yrs- 4 8 yrs- 1 7 yrs- 5 6 yrs- 1 5 yrs- 4 3 yrs- 7 2 yrs- 2 No yr.- 2 reply--53 80	2 teachers-2 5 teachers-1 2 per cent-4 3 per cent-1 5 per cent-3 10 percent-1 No reply--68 80	Supt.-----12 Supt. with board-----19 No reply---42 80	Distribution by schools----- 3 Length of service---15 Date of application--10 Merit----- 4 Request-----10 Need for study----- 3 Opinion of principal- 1		1 yr-55 $\frac{1}{2}$ yr- 6 No re- ply--19 80	10 yrs- 1 7 yrs- 6 6 yrs- 1 5 yrs- 3 3 yrs- 2 No rule 67 80

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	9	10	11	12	13	14	15	16	17
Alabama								Yes	Yes
Gadsden	x								
Arkansas								Yes	No
Hot Springs	x								
California								Yes	No
Alameda	x	x	x	x	Teaching elsewhere	x	x		No
Bakersfield	x								No
Santa Barbara	x	x		x					No
Santa Cruz	x								
Santa Monica	x	x		x	Teaching elsewhere				
Colorado									
Boulder	x								
Connecticut								No	Yes
Bristol	x		x	x		x			
East Hartford	x								
Middletown	x								
New London	x								
Wallingford	x				Teaching elsewhere				
Florida									
Miami	x		x						
Georgia								Yes	No
Valdosta	x								
Illinois								No	Yes
Belleville ^x	x						x		
Bloomington	x		x					No	No
Freeport	x		x				x		
Granite City ^x	x	x	x	x		x	x	No	
Jacksonville									
Mankakee	x								
La Salle	x								
Indiana									
Crawfordsville	x								

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	9	10	11	12	13	14	15	16	17
Indiana									
La Fayette	x								
La Porte	x					x	x	No	Yes
Logansport*	x					x	x	Yes	No
New Albany	x								
Iowa									
Burlington	x								
Luscatine	x								
Kansas									
Atchison	x	x	x			x	x	No	No
Lawrence	x		x			x		No	No
Kentucky									
Newport	x	x	x					No	No
Paducah	x		x						
Maryland									
Frederick ^x	x	x	x	x		x	x	No	No
Magerstown	x								
Massachusetts									
Gloucester	x					x	x	Yes	Yes
Greenfield	x								
Michigan									
Alpena	x								
Ann Arbor ^x	x	x	x	x		x	x	No	Yes
Port Huron	x								
Wyandotte	x	x	x	x					
Minnesota									
Hibbing	x								
Mississippi									
Biloxi	x								
Laurel	x								
Missouri									
Cape Girardeau	x								

Most any
purpose.

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	9	10	11	12	13	14	15	16	17
Montana									
Billings	x		x					Yes	No
Helena	x	x	x						No
North Carolina									
Gastonia	x						x	Yes	No
Goldsboro	x								
North Dakota									
Fargo	x		x						
New Jersey									
Asbury Park	x								
Hackensack	x	x		x			x	No	Yes
Montclair	x	x		x		x	x	No	Yes
West Orange	x	x	x			x		No	Yes
New York									
Gloversville									
Ithaca	x	x				x		No	Yes
Kingston	x		x						
White Plains									
Ohio									
Bellaire	x		x					No	No
Cleveland Heights	x								
Lancaster	x	x				x		Yes	Yes
Oklahoma									
Ardmore	x	x				x			No
Guthrie	x	x	x						
Shawnee	x								
Pennsylvania									
Aliquippa									
Readville	x								
Sharon	x								
West Chester	x							No	Yes
South Carolina									
Anderson	x		x					Yes	No
South Dakota									
Aberdeen	x		x				x	No	Yes

KEY TO ANALYSIS ON PAGE 119

Group 5 (cont)	9	10	11	12	13	14	15	16	17
Texas									
Corsicana	x		x	x				Yes	
Sherman	x								
Virginia									
Danville	x								
Washington	x								
Aberdeen	x								
Bellingham	x	x	x					No	Yes
Everett ^x	x	x					x	No	No
Vancouver	x	x					x	No	Yes
Yakima ^x	x					x			
West Virginia									
Morgantown									
Wisconsin									
Beloit	x	x	x	x				Yes	No
Fond Du Lac	x	x							
Stevens Point	x		x	x				Yes	No
Waukesha	x		x	x		x		Yes	Yes
West Allis	x	x	x						
Wyoming									
Casper	x		x	x	Teaching elsewhere	x	x	Yes	No
Summary	80	25	32	18	5	No rule-62 80	No rule-60 80	Yes-15 No-19 No rule-46 80	Yes-16 No-23 No rule-41 80

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	18	19	20	21	22	23	24
Alabama		No pay.			10		
Gadsden		No pay.					
Arkansas		No pay.	No		2		
Hot Springs		No pay.	No				
California		No pay.	No	Loses service credit.	30		
Alameda		No pay.	No				
Bakersfield		No pay.	No				
Santa Barbara		No pay.	No				
Santa Cruz		No pay.					
Santa Monica		No pay.					
Colorado		No pay.					
Boulder		No pay.					
Connecticut		No pay.	Yes	None.	10		
Bristol		No pay.					
East Hartford		No pay.					
Middletown		No pay.					
New London		No pay.					
Wallingford		No pay.					
Florida		No pay.					
Miami		No pay.					
Georgia		No pay.	No		10		
Valdosta		No pay.	No				
Illinois		Full pay.	Yes	None.	4		
Belleville ^x		No pay.	No	Loses service credit.	1		
Bloomington		No pay.	No				
Freeport		Half pay.	No	None.			
Granite City ^x		No pay.				x	
Jacksonville		No pay.					
Kankakee		No pay.					
La Salle		No pay.					
Indiana		No pay.					
Crawfordsville		No pay.					
La Fayette		No pay.					
La Porte		No pay.					

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	18	19	20	21	22	23	24
Indiana	2	Salary less pay of substitute.	Yes	None.			
Logansport ^x		No pay.	Yes	None.	20		
New Albany							
Iowa							
Burlington		No pay.					
Muscataine		No pay.					
Kansas							
Atchison		No pay.					
Lawrence		No pay.	No	Loses service credit.	15		
Kentucky							
Newport		No pay.	No	None.	2		
Paducah		No pay.					
Maryland							
Frederick ^x		Half pay.	No				
Hagerstown		No pay.					
Massachusetts							
Gloucester	1	No pay.	Yes	Loses service credit.			
Greenfield		No pay.					
Michigan							
Alpena		No pay.					
Ann Arbor ^x	3	Half pay.	Yes	None.	3		
Port Huron		No pay.					
Wyandotte		No pay.	No	None.			
Minnesota							
Hibbing		No pay.					
Mississippi							
Biloxi		No pay.					
Laurel		No pay.	No	None.			
Missouri							
Cape Girardeau		No pay.					
Montana							
Billings		No pay.	Yes				
Helena		No pay.	No	None.	Several 20	x	

KEY TO ANALYSIS ON PAGE 119

Group 3 (cont)	18	19	20	21	22	23	24
North Carolina							
Gastonia		No pay.	No	None.	10		
Goldensboro		No pay.					
North Dakota		No pay.					
Fargo		No pay.					
New Jersey		No pay.					
Asbury Park		No pay.					
Eackensackx	3	Half pay.	No	Loses service credit.	12		
Montclairx	2	Half pay.	Yes	None.	4		
West Orangex		Half pay.	Yes	None.			
New York							
Gloversville						x	
Ithacax	3	Half pay-1 yr., full pay- $\frac{1}{2}$ yr.		None.	2		
Kingston		No pay.					
White Plains						x	
Ohio							
Bellaire		No pay.	Yes		10		
Cleveland Heights		No pay.					
Lancaster		No pay.		Loses service credit.			
Oklahoma							
Ardenore		No pay.	No				
Guthrie		No pay.	No				
Shawnee		No pay.					
Pennsylvania							
Aliquippa		No pay.				x	
Meadville		No pay.					
Sharon		No pay.					
West Chester		No pay.	No	None.			
South Carolina							
Anderson		No pay.	Yes				
South Dakota							
Aberdeen	1	No pay.	Yes		5		

KEY TC ANALYSIS ON PAGE 119

Group 3 (cont)	18	19	20	21	22	23	24
Texas							
Corsicana		No pay.	No				
Sherman		No pay.					
Virginia		No pay.					
Danville		No pay.					
Washington		No pay.					
Aberdeen		No pay.					
Bellingham		No pay.					
Everett ^x	2	Salary less pay of substitute.	No	Loses service credit. None.	1		
Vancouver		No pay.	No				
Yakima ^x	2	Salary less pay of substitute.	Yes	None.	4		
West Virginia							
Morgantown						x	
Wisconsin							
Beloit		No pay.	Yes	Loses service credit.			
Fond du Lac		No pay.					
Stevens Point		No pay.	Yes	None.	5		
Waukesha		No pay.	No	Loses service credit.	20		
West Allis		No pay.					
Wyoming			Yes		4		
Casper		No pay.	Yes				
Summary	3 yrs-3 2 yrs-4 1 yr--2 No re- ply--71 80	Salary less sub.- 3 Fixed amount----- 1 Half pay----- 6 Full pay----- 1 No pay-----69 80	Yes---16 No-----21 No reply-43 80	Loses credit---10 None-----18 No reply-----52 80	30 yrs-16 20 yrs-3 15 yrs-1 12 yrs-1 10 yrs-5 5 yrs-2 4 yrs-4 3 yrs-1 2 yrs-3 1 yr--2 No rule-57 80		

KEY TC ANALYSIS ON PAGE 119

Group 4, Cities 2,500 to 10,000	2	3	4	5	6	7	8
Alabama Talladega							
Arizona Jerome	1	No rule			2	1 year	approval of supt.
California Chico				Every 2 years.		1 year	
Fullerton	1	No rule		Length of service.	1	1 year	4
Gilroy						1 year	
Lodi ^x	7	No rule		Length of service.	1	1 year	7
Modesto		No rule	Supt. with approval of bd.	Merit.	6	$\frac{1}{2}$ or 1 year	No rule
Monrovia				Length of service.			
Napa ^x	6	3 teachers (or 7 %)	Supt. with approval of bd.	Length of service, date of application.	1	$\frac{1}{2}$ or 1 year	6
Palo Alto						1 year	
Sanger	7	No rule		Length of service.		1 year	7
Turlock	3	No rule	Supt.		1	1 year	
Watsonville							
Colorado Delta	1	No rule			2	1 year $\frac{1}{2}$ or	1
Grand Junction						1 year	
Lamar		No rule			1	1 year	No rule
Montrose							
Rocky Ford							
Walsenburg							
Connecticut New Milford				Merit.		1 year	
Seymour							
West Hartford							
Florida St. Augustine							

KEY TO ANALYSIS ON PAGE 119							
Group 4 (cont)	2	3	4	5	6	7	8
Georgia							
Monroe							
Idaho							
Blackfoot		No rule	Supt.	Length of service.	1	1 year	5
Kellogg ^x					1	$\frac{1}{2}$ year	
Indiana							
Bedford	3	No rule	Board.	Need for study.	1	1 year	3
Connersville				Merit.			
Garrett				Merit.			
Huntingburg ^x	7	5 per cent	Supt.	Merit.			
Madison						1 year	7
North Manchester				Length of service.		$\frac{1}{2}$ year	
Salem				Merit.		1 year	
Seymour				Request.		$\frac{1}{2}$ year	
Vincennes						$\frac{1}{2}$ year	
Washington	1	No rule	Supt. with approval of bd.		2	1 year	3
Iowa							
Cherokee		No rule		Length of service, date of application.	1	$\frac{1}{4}$, $\frac{1}{2}$, or 1 year	No rule
		No rule	Supt.	Request.		1 year	No rule
Elmira				Request.			
Fairfield				Length of service.		1 year	
Gelwein						$\frac{1}{2}$ year	
Oskaloosa							
Illinois							
Clinton		No rule		Date of application.	1	1 year	No rule
Glen Ellyn	3	5 per cent	Supt. with approval of bd.				No rule
				Length of service.		$\frac{1}{2}$ year	
Glencoe ^x						1 year	
Highland Park ^x							
La Grange ^x	7	6 per cent	Supt. with approval of bd.	Need for study, seniority.	2	1 year	7
Lawrenceville				Date of application.		$\frac{1}{2}$ or 1 year	No rule
Litchfield	1	No rule	Supt.				

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	2	3	4	5	6	7	8
Illinois							
Park Ridge						1 year	2
Pickneyville	2	No rule		Length of service.		1 year	No rule
Pontiac		No rule		Length of service, merit.		1 year	
Summit							
Winnetka ^x	7	2 teachers	Supt. with approval of bd.	Length of service, date of application, value to school, effect of absence.		$\frac{1}{2}$ or 1 year	7
Kansas							
Abilene						1 year	
Cherryvale						$\frac{1}{2}$ or 1 year	
Eureka						$\frac{1}{2}$ or 1 year	
Hays							
Iola							
Salina							
Wellington							
Kentucky							
Bowling Green		No rule	Supt. with approval of bd.	Merit. Length of service.	3	1 year	No rule
		4 to 6 %	Supt.	Request.	3	1 year	No rule
Fort Thomas						$\frac{1}{2}$ or 1 year	
Hopkinsville						$\frac{1}{2}$ or 1 year	
Mayfield							
Midway							
Morganfield		No rule		Request.			No rule
Louisiana							
Covington		1 teacher	Supt. with approval of bd.	Merit.	1	1 year	
Slidell							

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	2	3	4	5	6	7	8
Maine							
Eastport		No rule			2	1 year	No rule
Massachusetts							
Andover	5	No rule				1 year	
Athol						1 year	
Concord ^x	5	No rule	Supt.	Length of service, need for study.	2	$\frac{1}{2}$ or 1 year	No rule
Falmouth							
Milton ^x	6	4 teachers	Supt. with approval of bd.	Date of application, need for study.	1	1 year	6
Reeding					1	1 year	
Stoneham ^x					2		
Wellesley ^x	10	1 teacher	Supt. with approval of bd.	Length of service, need for study.	1	1 year	10
Williamstown							
Michigan							
Alma				Length of service.		1 year	
Dowagiac							
Ecorse	2				1	1 year	
Gladstone		No rule	Supt. with approval of bd.			1 year	No rule
Hastings							
Iron River				Request.		1 year	
Ludington	5	No rule		Length of service.		1 year	1
Norway						$\frac{1}{2}$ or 1 year	
River Rouge ^x		10 per cent	Supt.	Need for study.	3		5
Royal Oak ^x	3	A rule	Supt.	Date of application, need for study.	4	1 year	3
Minnesota							
Gilbert						1 year	
Northfield							
Owatonna		No rule	Supt.		1	1 year	No rule

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont.)	2	3	4	5	6	7	8
Mississippi McComb		No rule	Supt.		3	$\frac{1}{2}$ or 1 year	5
Missouri Bonne Terre Eldon		No rule	Supt. with approval of bd.	Date of application.	1	1 year	
Sikeston						$\frac{1}{2}$ or 1 year	
University City		No rule		Request.	2	$\frac{1}{4}$, $\frac{1}{2}$, or 1 year	No rule
Montana Great Falls ^x	7		Supt.	Length of service.		1 year	
Lewistown ^x	7	No rule		Length of service, date of application.	1	$\frac{1}{2}$ or 1 year	7
Missoula Red Lodge						1 year	
Nebraska Holdrege	5	2 teachers			3	1 year	5
York	2	No rule		Request.	1	1 year	2
New Jersey Englewood Glen Ridge ^x	7		Supt.	Merit.		$\frac{1}{2}$ or 1 year	7
Hasbrouch Heights ^x	7	No rule		Length of service.		1 year	7
Milltown Newton						1 year	
North Plainfield ^x						1 year	
Nutley Pleasantville Princeton		A rule	Supt. with approval of bd.	Request, merit. Individual need.	4	1 year 1 year	
Ridgewood ^x	30	A rule		Length of service.		$\frac{1}{2}$ year	
Roselle Park						1 year	

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	2	3	4	5	6	7	8
New Jersey Wildwood		No rule	Supt. with approval of bd.	Request, distri- bution by schools.	1	1 year	No rule
New Mexico Raton Roswell		No rule	Supt. with approval of bd.		2	1 year	No rule
New York Chippewa Falls Depew Hamburg Hastings-upon-Hudson Irvington Lawrence Mamaroneck ^x	10	5 teachers	Supt. with approval of bd.	Request. Request. Distribution by schools.		$\frac{1}{4}$ year $\frac{1}{4}$ year 1 year $\frac{1}{2}$ or 1 year	
Norwick Penn Yan ^x	11	5 per cent	Supt. with approval of bd.	Accumulated sick leave. Length of service. Need for study.		$\frac{1}{2}$ or 1 year 1 year $\frac{1}{2}$ or 1 year	5 10
Pleasantville ^x Prospect Park ^x	10	No rule				$\frac{1}{2}$ or 1 year 1 year $\frac{1}{2}$ year	
Scarsdale ^x	7	No rule	Supt. with approval of bd.	Length of service.	3	$\frac{1}{2}$ or 1 year $\frac{1}{2}$ year	7
Waterford ^x	10	No rule				$\frac{1}{2}$ year	10
North Carolina Burlington High Point				Length of service. Request.		1 year $\frac{1}{2}$ or 1 year	
Lincolnton Washington				Merit.		1 year	
North Dakota Bismarck	6	3 teachers each, from ele., jr., sr. high school	Supt. with approval of bd.	Length of service.	3	1 year	6

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	2	3	4	5	6	7	8
Oklahoma							
Alva						1 year	
Durant	5	No rule	Supt.	Date of application.	2	1 year $\frac{1}{2}$ or	5
Hugo						1 year	
Yale ^x	4	10 per cent	Supt. with approval of bd.	Length of service, need for study.		1 year	3
Ohio							
Ashland ^x	7	A rule	Supt. with approval of bd.	Need for study.	1	$\frac{1}{2}$ year	No rule
Berea ^x	5	2 per cent	Supt. with approval of bd.	Need for study.		1 year	10
Bowling Green							
Bryan						1 year	
Circleville			Supt. with approval of bd.			1 year	No rule
Fostoria							
Greenfield							
Lockland							
Nelsonville		No rule	Supt. with approval of bd.	Desire for their retention.	2	1 year	No rule
Norwood				Request.			
Urbana							
Oregon							
Bend	3	No rule	Committee of bds. of supts.	Length of service.	1	1 year	No rule
Grant's Pass		No rule			2	1 year	No rule
Medford				Merit.			
Newberg		No rule	Supt. with approval of bd.		1	$\frac{1}{2}$ year	
The Dalles						1 year	
Pennsylvania							
Altoona				Length of service.		1 year	
Athens						1 year	

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	2	3	4	5	6	7	8
Pennsylvania							
Bellevue				Merit.		1 year	
Grove City						1 year	
Indiana						1 year	
Monaca							
Palmerton				Request.		1 year	
Spangler						1 year	
St. Marys				Merit.		$\frac{1}{2}$ or	
Tarentum						1 year	
South Dakota							
Mitchell		No rule		Length of service, date of application.	1	$\frac{1}{4}$, $\frac{1}{2}$, or 1 year	No rule
Tennessee							
Bristol		No rule	Supt. with approval of bd.	Capability for improvement.	2	1 year	No rule
Texas							
Cleburne		No rule			1	1 year	No rule
Dalhart		No rule	Board.	Distribution by schools	1	1 year	No rule
Memphis		No rule	Supt.	Date of application.		1 year	
Mount Pleasant		No rule				1 year	
Pittsburg							
Sulphur Springs							
Texas City							
Quanah ^x	5	1 teacher	Supt. with approval of bd.	Length of service, date of application.	4	1 year	10
Utah							
Richfield	5	1 teacher	Supt.	Length of service.	1	1 year	No rule
Vermont							
Barton	3	A rule	Supt. with approval of bd.			1 year	
Rockingham ^x	6				1	$\frac{1}{2}$ or 1 year	
Virginia							
East Radford						1 year	

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	2	3	4	5	6	7	8
Virginia							
Hampton							
Harrisburg							
Phoebus							
Washington							
Ellensburg	2	No rule	Supt. with approval of bd.	Length of service.	1	1 year	
Olympia		No rule				1 year	
Raymond	2	No rule		Length of service, date of application.	4	2 years	2
West Virginia							
Keyser		No rule		Length of service, need for study.	1	$\frac{1}{2}$ or 1 year	
Moundeville							
Wisconsin							
Jefferson							
Mayville	5	No rule				1 year	3
Oconomowoc	5	No rule			1	1 year	No rule
Shorewood	1	No rule	Supt. with approval of bd.	Date of application.	2	1 year	No rule
Waupun	5	No rule	Supt.	Length of service.	1	1 year	5
Wyoming							
Laramie				Length of service.		1 year	
Rock Springs ^x						$\frac{1}{2}$ or $\frac{1}{4}$ year	
Summary	30 yrs- 1 11 yrs- 1 10 yrs- 4 7 yrs- 11 6 yrs- 4 5 yrs- 11 4 yrs- 1 3 yrs- 6 2 yrs- 5	1 teacher-- 4 2 teachers- 2 3 teachers- 2 4 teachers- 1 5 teachers- 1 2 per cent- 1 4 to 6 %-- 1 5 per cent- 3 6 per cent- 1	4 2 2 1 1 1 1 3 1	Supt.-----15 Supt. with board-----33 No reply-- <u>131</u> 179	Length of service---37 Request-----15 Distribution by schools----- 3 Date of application-14 Need for study-----14 Merit-----15 Value to school----- 2 Seniority----- 1	2 yrs- 1 1 yr-118 $\frac{1}{2}$ yr-- 9 No rule-- <u>51</u> 179	10 yrs- 5 7 yrs- 9 6 yrs- 3 5 yrs- 7 4 yrs- 1 3 yrs- 5 2 yrs- 3 1 yr-- 2

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	2	3	4	5	6	7	8
Summary	1 yr----- 6 No reply-- <u>129</u> 179	10 per cent- 2 A rule----- 5 No rule---- <u>156</u> 179					No rule- <u>144</u> 179

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
Alabama									
Talladega									
Arizona									
Jerome	x	x	x	x		x		No	Yes
California									
Chico	x		x						
Fullerton	x	x	x			x		No	No
Gilroy	x	x	x					No	No
Lodi ^x	x	x	x	x				Yes	No
Modesto	x		x	x					
Monrovia	x	x	x						
Napa ^x	x					x	x	No	Yes
Palo Alto	x	x							
Sanger	x	x				x	x	No	No
Turlock	x	x	x					No	No
Watsonville	x	x							
Colorado									
Delta	x					x	x	No	No
Grand Junction	x								
Lamar	x	x				x		Yes	Yes
Montrose	x								
Rocky Ford	x								
Walsenburg	x	x							
Connecticut									
New Milford	x								
Seymour	x								
West Hartford									
Florida									
St. Augustine									
Georgia									
Monroe	x								
Idaho									
Blackfoot	x		x			x		No	No

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
Icaho	x								
Kellogg ^x		x							
Indiana									
Bedford	x		x			x	x	No	No
Connersville	x								
Garrett	x								
Huntingburg ^x	x	x				x	x	Yes	Yes
Madison	x								
North Manchester	x								
Salem	x								
Seymour	x		x						
Vincennes	x		x						
Washington	x		x	x				No	Yes
Iowa									
Cherokee	x	x	x	x		x		No	No
Eldora	x	x	x			x		No	No
Fairfield	x		x					Yes	
Gelwein	x		x						
Oskaloosa	x								
Illinois									
Clinton	x							No	No
Glen Ellyn	x					x	x	No	No
Glencoe ^x	x	x							
Highland Park ^x	x								
La Grange ^x	x	x				x	x	No	Yes
Lawrenceville	x	x							
Litchfield	x	x	x	x			x	Yes	No
Park Ridge	x	x							
Pickneyville	x					x		Yes	No
Pontiac	x		x					No	Yes
Summit	x	x							
Winnetka ^x	x	x	x	x	Observe other systems.	x		No	Yes

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
Kansas									
Abilene	x		x						
Cherryvale	x								
Eureka	x								
Hays	x								
Iola	x								
Salina	x	x						No	No
Tellington	x								
Kentucky						x		No	No
Bowling Green	x		x						
Fort Thomas	x								
Hopkinsville	x								
Mayfield	x								
Midway	x	x	x	x					No
Morganfield	x								
Louisiana									
Covington	x								
Slidell	x						x		Yes
Maine									
Eastport	x	x		x				Yes	No
Massachusetts									
Andover	x	x		x			x	Yes	Yes
Atrol	x								
Concord	x	x	x	x	Business.	x	x	No, with pay.	No, with- out pay.
Falmouth	x								
Milton	x	x							
Reeding	x	x	x	x				No	Yes
Stoneham	x	x							No
Wellesley	x	x							
Williamstown	x		x	x					
Michigan									
Alma	x								Yes
Dovagiac									

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
Michigan	x							No	Yes
Ecorse	x							No	No
Gladstone									
Hastings	x								
Iron River	x							No	No
Ludington	x								
Norway	x		x						
River Rouge ^x	x	x	x			x	x	No	Yes
Royal Oak ^x	x		x			x		No	Yes
Minnesota									
Gilbert	x	x							
Northfield	x		x						
Owatonna	x		x			x		Yes	Yes
Mississippi									
McComb	x	x	x					No	No
Missouri									
Rome Terre	x							No	No
Eldon	x					x			
Sikeston	x								
University City	x	x	x			x	x	No	Yes
Montana									
Great Falls ^x	x	x						Yes	Yes
Levistown ^x	x	x							Yes
Misscula									
Red Lodge	x								
Nebraska									
Holdrege	x	x	x	x		x	x	Yes	No
York	x	x	x	x		x		No	No
New Jersey									
Englewood	x								
Glen Ridge ^x	x	x						No	Yes
Hasbrouch Heights ^x	x	x	x	x		x	x	Yes	Yes
Milltown	x								
Newton	x								

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
New Jersey									
North Plainfield ^x	x		x						
Nutley									
Pleasantville	x		x					Yes	No
Princeton	x							Yes	No
Ridgewood ^x	x	x	x	x					
Roselle Park	x							Yes	No
Wildwood	x		x						
New Mexico									
Raton	x							Yes	No
Roswell	x	x	x						
New York									
Chippewa Falls	x								
Depew	x								
Hamburg									
Hastings-upon-Hudson									
Irvington	x	x							
Lawrence	x							No	Yes
Mamaroneck ^x	x	x							
Norwick	x		x					No	Yes
Penn Yan ^x	x	x				x	x	No	Yes
Pleasantville ^x	x							No	Yes
Prospect Park ^x	x					x	x	No	Yes
Scarsdale ^x	x	x				x	x	No	Yes
Waterford ^x	x	x						No	No
North Carolina									
Burlington	x	x							
High Point	x								
Lincolnton	x								
Washington	x		x						
North Dakota									
Bismarck	x	x	x	x				Yes	No
Oklahoma									
Alva	x								

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
Oklahoma									
Durant	x							No	No
Hugo	x								
Yale ^x	x	x				x	x	Yes	Yes
Ohio									
Ashland ^x	x		x			x	x	No	Yes
Berea ^x	x		x			x	x	No	Yes
Bowling Green	x								
Bryan	x								
Circleville	x		x			x		Yes	Yes
Fostoria	x								
Greenfield	x								
Lockland	x	x							
Nelsonville	x			x				Yes	No
Norwood									
Urbana	x								
Oregon									
Bend	x	x	x			x	x	No	No
Grant's Pass	x	x	x	x				Yes	No
Medford	x								
Newberg	x								No
The Dalles	x								
Pennsylvania									
Altoona	x								
Athens	x		x						
Bellevue									
Grove City	x								
Indiana	x								
Monaca	x	x	x			x			No
Palmerton	x								
Spangler	x								
St. Marys	x								
Tarentum	x		x						
South Dakota									
Mitchell	x	x	x			x	x		Yes

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
Tennessee									
Bristol	x	x	x	x		x	x	Yes	No
Texas									
Cleburne	x							No	No
Dalhart	x		x					No	Yes
Memphis	x							Yes	No
Mount Pleasant	x					x		No	Yes
Pittsburg	x					x	x	No	
Sulphur Springs	x								
Texas City									
Quanah ^x	x					x	x	No	Yes
Utah									
Richfield	x	x				x	x	No	Yes
Vermont									
Barton	x	x	x			x	x		No
Rockingham ^x	x								
Virginia									
East Radford	x		x						
Hampton	x								
Harrisburg									
Phoebe	x								
Washington									
Ellensburg	x	x	x	x				No	No
Olympia	x	x	x	x				Yes	No
Raymond	x		x	x		x		Yes	No
West Virginia									
Keyser	x					x		No	Yes
Moundville	x	x							
Wisconsin									
Jefferson	x							Yes	No
Mayville	x	x	x	x		x	x	Yes	No
Oconomowoc	x		x					No	No
Shorewood	x	x	x			x		No	Yes
Waupun	x	x	x	x				No	

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	9	10	11	12	13	14	15	16	17
Wyoming									
Laramie	x							Yes	Yes-----37
Rock Springs	x							No-----48	No-----49
Summary	179	64	64	28	2	No re- ply--132 179	No re- ply--142 179	No rule-103 179	No rule-93 179

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	18	19	20	21	22	23	24
Alabama							
Talladega						x	
Arizona							
Jerome	No pay.		Yes		2		
California							
Chico	No pay.						
Fullerton	No pay.		Yes	Loses service credit.	10		
Gilroy	No pay.						
Lodi ^x	\$100 bonus on return.		Yes	Loses service credit.	5		
Modesto	No pay.		No	Loses service credit.	2		
Monrovia	No pay.						
Napa ^x	\$200 increment next five years.		No	None.	1		
Palo Alto	No pay.						
Sanger	No pay.		No	Loses service credit.	1		
Turlock	No pay.		Yes	Loses service credit.	4		
Watsonville	No pay.						
Colorado							
Delta	No pay.		No	None.	10		
Grand Junction	No pay.						
Lamar	No pay.		No				
Montrose	No pay.						
Rocky Ford	No pay.						
Walsenburg	No pay.						
Connecticut							
New Milford	No pay.						
Seymour	No pay.						
West Hartford						x	
Florida							
St. Augustine						x	
Georgia							
Monroe	No pay.						
Idaho							
Blackfoot	No pay.		No	None.	5		

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	18	19	20	21	22	23	24
Idaho		2/3 annual salary.					
Kellogg ^x		No pay.	No		5		
Indiana		No pay.					
Bedford		No pay.					
Connersville		No pay.					
Garrett		Full pay.	No	None.	10		
Huntingburg ^x	2	No pay.					
Madison		No pay.					
North Manchester		No pay.					
Salem		No pay.					
Seymour		No pay.					
Vincennes		No pay.	No	None.	10	x	
Washington		No pay.					
Iowa							
Cherokee		No pay.	No				
Eldora		No pay.	No				
Fairfield		No pay.					
Oelwein		No pay.					
Oskaloosa		No pay.					
Illinois							
Clinton		No pay.	Yes	Losses service credit.	1		
Glen Ellyn		No pay.	Yes		30		
Glencoe		Full pay.					
Highland Park ^x		Full Pay.					
La Grange ^x	2	\$100 per month.	Yes	None.	1		
Lawrenceville		No pay.					
Litchfield		No pay.		Losses service credit.	2		
Park Ridge		No pay.	Yes				
Pickneyville		No pay.	No				
Pontiac		No pay.					
Summit		No pay.	No	None			
Winnetka ^x	2	$\frac{1}{2}$ pay, next 2 yrs.					
Kansas							
Abilene		No pay.					

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	18	19	20	21	22	23	24
Kansas							
Cherryvale		No pay.					
Eureka		No pay.					
Fays		No pay.					
Iola		No pay.			10		
Salina		No pay.					
Wellington		No pay.					
Kentucky			Yes		10		
Bowling Green		No pay.					
Port Thomas		No pay.					
Hopkinsville		No pay.					
Mayfield		No pay.					
Midway		No pay.					
Morganfield		No pay.					
Louisiana							
Covington		No pay.	No		2		
Slidell		No pay.					
Maine				None.	5		
Eastport		No pay.					
Massachusetts							
Andover	1	No pay.	No	None.	14		
Athol		No pay.					
Concord ^x		Half pay.	No	None.	Many		
Falmouth		No pay.					
Milton ^x	1	Half pay.	No	None.	22		
Reeling		No pay.	No	None.			
Stoneham ^x		Full pay.					
Wellesley ^x	1	Half pay.	Yes		4		
Williamstown		No pay.					
Michigan							
Alma		No pay.					
Dowagiac		No pay.	No				
Ecorse		No pay.					
Gladstone		No pay.					
			No	Loses service credit.		x	

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	18	19	20	21	22	23	24
Michigan							
Hastings		No pay.	No	None.	5		
Iron River		No pay.					
Ludington		No pay.					
Norway		\$5.00 per credit hour.					
River Rouge ^x		Double increase on	Yes	Losses service credit.	10		
Royal Oak ^x	1	return.		Losses service credit.	10		
Minnesota							
Gilbert		No pay.					
Northfield		No pay.	No		2		
Owatonna	1	No pay.					
Mississippi		No pay.	No		4		
McComb		No pay.					
Missouri		No pay.					
Bonne Terre		No pay.	Yes		1		
Eldon		No pay.					
Sikeston		No pay.	Yes	None.	5		
University City		No pay.					
Montana							
Great Falls ^x	2	Salary less sub. pay.					
Lewistown ^x	2	Certain % of salary.	Yes	None.	5		
Missoula							
Red Lodge		No pay.					
Nebraska							
Heldredge		No pay.	No	None.	15		
York		No pay.	Yes	None.	3		
New Jersey							
Englewood		No pay.					
Glen Ridge ^x	2	Half pay.	Yes	Losses service credit.	7		
Hasbrouch Heights ^x	1	Salary less sub. pay.	No	None.	5		
Milltown		No pay.					
Newton							
North Plainfield ^x		Full pay.					

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	18	19	20	21	22	23	24
New Jersey							
Mutley		No pay.				x	
Pleasantville		No pay.	No	None.	5		
Princeton		No pay.	Yes	None.	3		
Ridgewood ^x		Full pay.					
Roselle Park		No pay.					
Wildwood		No pay.	No	Losses service credit.	10		
New Mexico							
Raton		No pay.					
Roswell		No pay.	No				
New York							
Chippewa Falls		No pay.					
Depeu		No pay.					
Hamburg						x	
Hastings-upon-Hudson						x	
Irvington		No pay.					
Lawrence		No pay.	Yes	None.			
Mararoneck ^x	3	Half pay.					
Norwick		No pay.	No	None.	2		
Fenn Yan ^x	1	Half pay-1 year; full pay- $\frac{1}{2}$ year.					
Pleasantville ^x	1	Salary loss sub. pay, \$500 or more.	Yes	Losses service credit.	15		
Prospect Park ^x		Salary less sub. pay.					
Scarsdale ^x	3	Half pay-1 year; full pay- $\frac{1}{2}$ year.	Yes	Losses service credit.	2		
Waterford ^x		Full pay.	Yes	Losses service credit.	10		
North Carolina				None.	1		
Burlington		No pay.					
High Point		No pay.					
Lincolnton		No pay.					
Washington		No pay.					
North Dakota			No	None.	2		
Bismarck		No pay.					

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	18	19	20	21	22	23	24
Oklahoma							
Alva		No pay.					
Durant		No pay.	No		5		
Hugo		No pay.					
Yule ^x	2	Half pay.	No	Loses service credit.			
Ohio							
Ashland ^x	1	Salary less sub. pay.	No		2		
Berea ^x		Bonus on return.	Yes	Loses service credit.	1		
Bowling Green		No pay.					
Bryan		No pay.					
Circleville		No pay.	No	Loses service credit.			
Fostoria		No pay.					
Greenfield		No pay.					
Lockland		No pay.					
Nelsonville		No pay.	No	Loses service credit.			
Norwood						x	
Urbana		No pay.					
Oregon							
Bend		No pay.		None.	5		
Grant's Pass		No pay.	No		8		
Medford		No pay.					
Newberg		No pay.	No		1		
The Dalles		No pay.					
Pennsylvania							
Altoona		No pay.					
Athens		No pay.					
Bellevue						x	
Grove City		No pay.					
Indiana		No pay.					
Monaca		No pay.	Yes	Loses service credit.			
Palmerton		No pay.					
Spangler		No pay.					
St. Marys		No pay.					
Tarentum		No pay.					

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont.)	18	19	20	21	22	23	24
South Dakota							
Mitchell		No pay.					
Tennessee		No pay.	Yes	None.	4		
Bristol							
Texas							
Cleburne		No pay.					
Dalhart		No pay.			2		
Memphis	2	No pay.	Yes	None.	2		
Mount Pleasant		No pay.	No		10		
Pittsburg	1	No pay.					
Sulphur Springs		No pay.					
Texas City							
Quanah ^x		Half pay.	Yes		8	x	
Utah							
Richfield		No pay.	No		2		
Vermont							
Barton		No pay.	Yes	None.			
Rockingham ^x		Half pay.					
Virginia							
East Radford		No pay.					
Hampton		No pay.					
Harrisburg							
Phoebe ^x		No pay.				x	
Washington							
Ellensburg		No pay.	Yes	Loses service credit.			
Olympia		No pay.	Yes	None.	6		
Raymond		No pay.	No	None.	10		
West Virginia							
Keyser	1	No pay.	Yes		Many		
Moundville		No pay.					
Wisconsin							
Jefferson		No pay.					
Mayville		No pay.	Yes	Loses service credit.	8		
Oconomowoc		No pay.		None.			
Shorewood		No pay.	Yes	None.	4		

KEY TO ANALYSIS ON PAGE 119

Group 4 (cont)	18	19	20	21	22	23	24
Wisconsin		No pay.	Yes		1		
Waupun		No pay.					
Wyoming		No pay.					
Laramie		Salary less sub. pay.					
Rock Springs							
Summary	3 yrs- 2 2 yrs- 8 1 yr--11 No re- ply---158 179	Pay less salary of substitute----- 6 Full pay----- 7 Half pay----- 11 Fixed amount----- 8 No pay-----147 179	Yes----- 33 No----- 39 No reply-107 179	Loses credit- 22 None----- 32 No reply-----125 179	30 yrs- 1 22 yrs- 1 15 yrs- 2 14 yrs- 1 10 yrs- 12 8 yrs- 3 7 yrs- 1 6 yrs- 1 5 yrs- 11 4 yrs- 5 3 yrs- 2 2 yrs- 11 1 yr-- 8 No reply 120 179	15	

State of Alabama
Department of Education
Montgomery

July 1, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

I have your note written on the bottom of my letter to you of March seventeenth. I can not understand why a copy of the 1927 School Code is not on file in your library since a copy of it was mailed to it some time ago. I am, however, quoting below sections 176 and 240 of that code.

176. Vacations and Leaves of Absences. The County Board of Education shall have the authority, under such rules and regulations as may be promulgated from time to time by the State Board of Education upon the recommendation of the State Superintendent of Education to provide for the payment from public funds of teachers or other employees of the County Board of Education who are employed by the year for not over two weeks which said teacher or employee may be allowed by said Board as a vacation, but such vacation must not be allowed during the time the schools are in session; and to provide leaves of absences during the time the schools are not in session for such teachers and employees on part or full pay when such teacher or employee devotes such leave of absence to instructing in or attending schools for teacher training or in such manner as approved by the State Board of Education as beneficial to the educational work of the County; and to provide for the payment of any teachers, whether employed by the year or not, for absences during the times schools are in session where such absence results from sickness or some unavoidable cause which prevents such teacher from discharging his duties, provided such payment shall not exceed one-half of the proportionate part of the regular pay of such person for the period of absence, and provided further that pay for such absence caused by sickness shall not be allowed for a longer time than four weeks during any one year and pay for such absences resulting from unavoidable causes other than sickness shall not be allowed for a longer time than one week during any one year.

Mr. Harry F. Young #2

240. Vacations and Leaves of Absence. The City Board of Education shall have the authority, under such rules and regulations as may be promulgated from time to time by the State Board of Education upon the recommendation of the State Superintendent of Education, to provide for the payment from public funds of teachers or other employees of the City Board of Education who are employed by the year for not over two weeks which said teacher or employee may be allowed by said Board as a vacation, but such vacation must not be allowed during the time the schools are in session for such teachers and employees on part or full pay when such teachers or employees devote such leave of absence to instructing in or attending schools for teacher training or in such other manner as approved by the State Board of Education as beneficial to the educational work of the City; and to provide for the payment of any teachers, whether employed by the year or not, for absences during the time schools are in session where such absence results from sickness or some other unavoidable cause which prevents such teacher from discharging his duties, provided such payment shall not exceed one-half of the proportionate part of the salary of such person for the period of absence, and provided further that pay for such absence caused by sickness shall not be allowed for a longer time than four weeks during any one year and pay for such absences resulting from unavoidable causes other than sickness shall not be allowed for a longer time than one week during any one year.

I trust these quotations will be of value to you. A copy of the Code can be secured by following the procedure outlined in the circular enclosed herein.

Very truly yours,

Signed: Dale S. Young, Director
Division of Research and Information

DSY:MW
Enclosure

Superintendent of Public Instruction
State House
Phoenix, Arizona

April 3, 1930

Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Mr. Young:

Replying to your communication of recent date concerning sabbatical leave for public school teachers, I wish to advise that sabbatical leave has been given formerly in the different schools of this state, but at the present time there is a ruling from the Attorney General to discourage such, as there is no law directly permitting it.

Yours very truly

Signed: J. A. Riggins
Assistant Superintendent

JAR/F

State of Arkansas
Department of Education
Little Rock

March 18, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Mr. Young:

This state does not have any law providing for Sabbatical Leave for Public School Teachers nor has the State Department of Education made any ruling on this subject. There are no court decisions in this state relative to Sabbatical Leave.

We trust this is the information desired. If we can assist you at any time, it will be a pleasure to do so.

Very truly

Signed: H. T. Steele
Assistant State Superintendent

HTS/B

Connecticut
State Board of Education
Hartford

March 17, 1930

To
Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

This is in reply to your letter of March 17 in which you outline your plans in connection with your study of Sabbatical Leave for Public School Teachers. Answering the questions as you raise them,

1. There is no legal provision in the laws of Connecticut for Sabbatical Leave.
2. There are no administrative rulings by the State Board of Education since in a matter of this kind the State Board of Education would be without jurisdiction.
3. I am of the opinion that, there being no Statutes, there would be no court decisions.

I am wondering whether you are acquainted with the "National Sabbatical Leave Association, Incorporated" of the Union Trust Building, Cleveland, Ohio. While I suspect that this is a commercial enterprise in connection with summer programs for college teachers who wish to go to Europe, they perhaps have some interesting information.

Very truly yours

Signed: A. B. Meredith
Commissioner of Education

ABM:P

State of Florida
Department of Public Instruction
Tallahassee

March 18, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

Replying to your circular of March 17, I say that as far as my information goes, the matter of Sabbatical Leaves for public school teachers has never been the subject of legislation of school regulations in this State.

With best wishes, I am

Yours sincerely

Signed: W. S. Cawthon
State Superintendent

WSC/SB

State of Idaho
Department of Education
Boise

March 20, 1930

Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

We have no provision for a Sabbatical Leave
for public school teachers (below University or Normal School
rank).

2nd: No provision by administrative rulings.

3rd: Consequently no court decisions relative
to this matter.

Yours truly

Signed: W. D. Vincent
Commissioner of Education

WDV:MN

State of Illinois
Office of the Superintendent of Public Instruction
Springfield

March 18, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

I have received your letter of March 17. I regret to have to advise you, there is no legal status of Sabbatical Leave for public school teachers in Illinois. Neither are there any administrative rulings by the superintendent of public instruction. There have been no court decisions relating to the subject. The matter you submit is a question for the controlling board of each district. Information regarding the question is not submitted to the office. I regret exceedingly the office is unable to furnish you with the exact information you desire.

Sincerely

Signed: F. G. Blair
Superintendent

JCT/GM

State of Indiana
Department of Public Instruction
Indianapolis

March 28, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

May I refer you to paragraph 27, of the Indiana School Laws which have been mailed to you, as the only reference relating to Sabbatical Leave for Public School Teachers.

The Tenure Law has been in operation for so short a period that court decisions are not available.

Certain city corporations in the state may have local regulation regarding Sabbatical Leave, but we are not prepared to give definite information of these particular instances.

If we can be of further service, please advise.

Very truly yours

Signed: Harley Talley
Director Educational Reference

HT:GG

State of Iowa
Department of Public Instruction
Des Moines

April 11, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

In reply to your letter of March 17 which came during my absence from the office I will say that there is no provision in law in this state for a sabbatical leave of absence. The attorney general's office has given us his oral opinion to the effect that such a leave would be illegal under the statutes as they now stand.

Very truly yours

Signed: Fred Mahannah
Deputy Superintendent

FLM:FK

State of Kansas
Department of Education
Topeka

March 17, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

My dear Mr. Young:

This is in response to your letter of March 17, in which you make inquiry concerning Sabbatical Leave for Public School Teachers in cities above 2,500 population. In it you ask a number of specific questions. I am taking these questions in the order in which they occur in your letter.

First, Sabbatical Leave for teachers has no legal status in our state, the law being entirely silent upon that subject.

Second, there are no administrative rulings by the State Department of Education or any other state authority governing Sabbatical Leave for public school teachers.

Third, as far as my knowledge extends, there have been no court decisions relative to Sabbatical Leave.

While the above statements are true, it is also true that several cities in Kansas have practiced some form of special arrangements by which the teacher leaves for study or travel with the understanding that her position awaits her on her return. I know of no case in which this is done with salary paid during the interim.

Very truly yours

Signed: Geo. A. Allen, Jr.
State Superintendent

WAS nt

State of Maine
Department of Education
Augusta

March 18, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

In reply to your letter I am sending you a copy of the laws passed by the 1929 legislature. You will find therein our regulation relative to sabbatical leave for public school teachers. This law became effective July 15, 1929 and as yet has not been taken advantage of in any way.

Yours very sincerely

Signed: B. E. Packard

BEP:FBG.
Enc.

The Commonwealth of Massachusetts
Department of Education
State House, Boston

March 18, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Sir:

Your letter with reference to sabbatical leave is received.

There is no law in Massachusetts with reference to sabbatical leave. There have been no court decisions with reference to this subject although the State Division of Municipal Accounts insist that it is illegal because of the fact that early court decisions have ruled that public moneys can not be paid for services which have not been rendered.

I am enclosing a copy of a bill which was recently introduced into the Legislature which was reported favorably and if passed would give sabbatical leave to teachers in the State Normal Schools.

Very truly yours

Signed: A. B. Lord
Supervisor of Research and Statistics

L-M

State of Michigan
Department of Public Instruction
Lansing

April 17, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

Replying to your communication pertaining
to Sabbatical Leave for Public School Teachers:

1. In Michigan there is no legal status
of Sabbatical Leave for public school teachers. We have
nothing in the statute pertaining to it.

2. There are no administrative rulings
of the State Department of Education or other authority
governing this subject.

3. There have been no court decisions
relative to Sabbatical Leave.

4. This is taken care of locally in all
cases by the local school board or board of education.

Very sincerely yours

Signed: C. Lloyd Goodrich

CLG:WH

State of Minnesota
Department of Education
Saint Paul

March 19, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

I have your letter of the seventeenth. You state that you are making a study of sabbatical leave for public school teachers, and you are submitting three questions relative to the legal status of sabbatical leave in this state.

Without answering your questions separately, let me say that there are no~~l~~ law or court decisions on this question of sabbatical leave, nor are there any administrative rulings about sabbatical leave by the State Department of Education.

Yours truly

Signed: F. C. Topping
Deputy Commissioner

TDM

State of Missouri
Department of Public Schools
City of Jefferson

May 21, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

My dear Mr. Young:

Replying to your letter of May 23, I wish to say that there are no rules made either by legislature or this Department relative to Sabbatical leave of absence for teachers in public schools. There can be nothing said relative to practice since such leaves are seldom granted to public school teachers in this state.

Very truly yours

Signed: Chas. A. Lee
State Superintendent

JRS:L .

State of Nebraska
Department of Public Instruction
Lincoln

March 18, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

Your inquiry of March 17th addressed to the State Superintendent has been referred to the Division of Certification.

In answer to your first question, may we say that the sabbatical leave for public school teachers has no legal status in this state. In other words, there is no law covering this, and every board of education, which under the Nebraska law has complete control over the local school, may make any arrangement which they may see fit to provide for leaves of absence or sabbatical leave for their teachers.

In answer to your second question, may we say that there are no administrative rulings governing sabbatical leave for public school teachers in this state.

In answer to your third question - to the best of our knowledge, we have had no court decisions relative to sabbatical leave for public school teachers.

Very truly yours

Signed: Herbert L. Cushing
Director of Certification

HLC:VM

State of New Hampshire
State House, Concord

March 17, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

In reply to your letter of March 17, I will state that in New Hampshire there is no law and no system which permits the saboatical leave of public school teachers.

Very truly yours

Signed: E. W. Butterfield
Commissioner of Education

B-B

State of New Jersey
Department of Public Instruction
Trenton

March 17, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

My dear Sir:

We have your letter of the 17th inst. inquiring about Sabbatical leaves for public school teachers.

We have no law on our statute books relative to this subject, but we are sending you a copy of our Education Bulletin which has an article of probable interest to you.

Very truly yours

Signed: C. J. Strahan
Assistant Commissioner of Education

CJS:HE. ENC.

State of New Mexico
Department of Education
Santa Fe

March 18, 1930

Harry F. Young
Cincinnati, Ohio

Dear Mr. Young:

Replying to your kind request beg to inform you that there is no provision in the school law for Sabbatical Leave for Public School Teachers, and the State Department of Education has nothing to do with it.

Yours truly

Atasi

Signed: David Julian Chavez
Assistant State Superintendent

The University of the State of New York
The State Education Department
Albany

March 24, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

I am in receipt of your letter of March 17th.

There is no provision in this state for Sabbatical leave for teachers except teachers in the state colleges and normal schools. I am calling your attention to the provisions of our statute relating to such matter.

§817. TEACHERS, SALARIES, ETC. (Subdivision 7). 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 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.

Very truly yours

Signed: Charles A. Brind, Jr.

B:V

State of North Carolina
Superintendent of Public Instruction
Raleigh

March 17, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

I have your letter of March 17th relative to Sabbatical Leave for Public School Teachers. The Legislature in North Carolina has taken no action on this, and the question so far as I know has never been raised in the Legislative Assembly. It has been very difficult for us to find money enough to pay our teachers when they work all the time.

I am

Very sincerely yours

Signed: A. T. Allen
State Superintendent Public Instruction

Department of Public Instruction
Bismarck, North Dakota

March 17, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

We have never provided through the laws of the state for sabbatical leave for public school teachers. At present the school boards would have the power to make any regulations concerning that matter if they saw fit.

Very truly yours

DEPARTMENT OF PUBLIC INSTRUCTION

Signed: W. E. Parsons
Deputy-Superintendent

WEP:TD

State of Ohio
Department of Education
Columbus

March 31, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

In reply to your letter of inquiry regarding the sabbatical leave for public school teachers, I beg to advise that there is no law in this state specifically applying to the subject. I understand that some attempts have been made to apply the principle in some of the city schools, but that such procedure has been enjoined. You will probably get from the large cities of this state some definite information on this point. I shall be much interested to receive a copy of your report in mimeographed form at your convenience.

Very truly yours

Signed: Frank E. Wilson, Supervisor
Division of Publications

FEW:RF

State of Oklahoma
Department of Public Instruction
Oklahoma City

March 17, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

Replying to your circular letter of March 17,
we wish to advise that Oklahoma's statutes have not considered
the matter of sabbatical leave for public school teachers.

Yours very truly

Signed: Clay W. Kerr
Assistant Superintendent

CTK/c

State of Oregon
Department of Education
Salem

March 19, 1930

Mr Harry F. Young
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

Replying to your letter of March 17, I have to inform you that the school laws of Oregon have no features dealing with Sabbatical leave for public school teachers. The question has not yet confronted this state.

Very truly yours

Signed: James M. Burgess
School Administration
Secondary Education

JMB:MA

Commonwealth of Pennsylvania
Department of Public Instruction
Harrisburg

March 17, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

In reply to your letter of March 17th to this department, I beg to state that the Pennsylvania School Laws make no provision whatever for a Sabbatical Leave for Public School Teachers, and inasmuch as the laws do not provide for this, administrative rulings upon the question will be entirely out of place.

Very sincerely yours

Signed: W. M. Denison
Deputy Superintendent

D B

Commissioner of Education
State of Rhode Island
Providence

March 20, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Sir:

There is no provision in Rhode Island for a sabbatical year for public school teachers. There have been no rulings or court decisions.

Very truly yours

Signed: Walter E. Ranger
Commissioner of Education

CC/S

State of South Carolina
Department of Education
Columbia

March 17, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

I am in receipt of your request of March 17th and wish to advise that we do not allow sabbatical leave for public school teachers, with pay.

If you are interested in what is being done by the colleges of the State I shall be pleased to send you a list of the colleges for service in your study.

Very truly yours

Signed: J. H. Hope
State Superintendent

State of South Dakota
Superintendent of Public Instruction
Pierre

March 25, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

I found your letter addressed to the State Superintendent on my desk on returning from the North Central meeting in Chicago.

We have no legal status on the Sabbatical leave for public school teachers in South Dakota. That is entirely in the hands of the local school authorities. There have been no administrative rulings made by the State Department covering the Sabbatical leave. It has not been practiced in South Dakota because we are a new state and we have a shifting teaching personnel, with only a few of our larger cities holding their teachers over a period of years. In fact at present I know of no school that employs teachers permanently after they have passed the first three preliminary years, as is the practice in some of our larger city schools in the United States.

Cordially

Signed: R. W. Kraushaar

RWK:CC

State
Department of Education
Austin, Texas

May 26, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

The statutes of Texas in no manner recognize the policy of granting sabbatical leave to public school teachers. Frequently, our large cities grant leave of absence to teachers without salary for the purpose of improving their scholarship. In a few cases a portion of the salary has been paid while on leave of absence.

Very sincerely yours

Signed: S. M. N. Marrs
State Superintendent

SNM:AL

The State of Utah
Department of Public Instruction
Salt Lake City

March 17, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Sir:

The Utah statutes say nothing regarding sabbatical leave of elementary and high school teachers. The State Department of Education has not attempted to give any ruling on this question. We feel that we are without authority so to do. The University of Utah, which is located in Salt Lake City, and the Utah State Agricultural College, located at Logan, are allowed to give their professors sabbatical leave of absence.

To secure definite information, however, on these institutions you should write direct to the presidents of the same. Dr. George Thomas is the President of the University of Utah and Dr. E. G. Peterson is the President of the Utah State Agricultural College.

Very truly yours

Signed: A. C. Matheson
Assistant Superintendent

ACM:KF

State of Vermont
State Board of Education

March 17, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Sir:

No laws have been passed nor regulations set up by the State Board of Education relative to the matter of Sabbatical Leave for public school teachers. The matter, therefore, would be left, under our general statutes, to the determination of local authorities.

So far as I know, the general practice has been to grant leave of absence for such teachers as may desire to pursue advanced studies without payment of salary, however, during such absence.

Very truly yours

Signed: Clarence H. Dempsey
Commissioner of Education

CHD:CML

Commonwealth of Virginia
State Board of Education
Richmond

March 15, 1930

Mr. Harry F. Young
University of Cincinnati,
Cincinnati, Ohio

My dear Sir:

In reply to your letter of the 17th, let me say that there is no State law nor any regulation of the State Board of Education which provides for a sabbatical leave for public school teachers.

Very truly yours

Signed: Thos. D. Eason, Secretary
State Board of Education

EH

State of Washington
Department of Education
Olympia

March 17, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

Answering your recent inquiry in regard to Sabbatical Leave for public school teachers, will say that no law has yet been passed in our state in relation to this matter.

Neither have there been any administrative rulings by the State Board of Education or by the State Department of Education upon this subject.

Very truly yours

Signed: W. F. Martin
Deputy Superintendent

WFM:DC

State of West Virginia
Department of Education
Charleston

March 17, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

I beg to acknowledge receipt of your letter of March 17th in which you submit the following questions:

1. "What is the legal status of Sabbatical Leave for Public School Teachers in your state? If there is a law, what are the provisions and when were they enacted?"

No general statute has been enacted in West Virginia with reference to sabbatical Leave for Public School Teachers.

2. "Are there any administrative rulings by the state department of education, or other authority, governing Sabbatical Leave for Public School Teachers in your state? If so, what are their provisions and when were they promulgated?"

Neither the Attorney General nor the State Department of Education has made any ruling with reference to this question. Whatever action has been taken by our larger cities with reference to this matter, has been done under the special charters granted such cities as independent districts. Our state schools are administered by our State Board of Education and the West Virginia University is under the control of a State Board of Governors. Either of these administrative bodies have authority to determine the question of Sabbatical Leave in all cases submitted to them from the schools under their control.

3. "Have there been any court decisions in your state relative to Sabbatical Leave? If so, please cite the cases and give us the main points."

As far as I am able to ascertain, there have been no Court decisions in West Virginia relative to this matter.

Very truly yours

Signed: T. P. Hill, Assistant State
Superintendent of Schools

TPH:DC

State of Wyoming
Department of Education
Cheyenne

May 28, 1930

Mr. Harry F. Young
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

We do not have any Law in this State governing Sabbatical Leave for Public School Teachers. The State Department has never made any ruling governing Sabbatical Leave, neither has any action been brought in court on this matter. Of course, you realize that Wyoming is a sparsely settled State, without any City with a population of more than 20,000.

Yours very truly

Signed: Katherine A. Morton
State Superintendent of
Public Instruction

KAM:S

Board of Education
Cleveland

April 7, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

There is no sabbatical leave for teachers at present in force in Cleveland. As a matter of fact, it did operate here for about two years but was discontinued by the Board of Education in accordance with an opinion from the City Law Department that, in the absence of enabling legislation enacted by the State legislature, boards of education had no legal right to give such leave.

Very truly yours

Signed: H. L. Sammons
Secretary to Superintendent

HLS:H

PUBLIC SCHOOLS
Office of the Superintendent
Evansville, Indiana

April 7, 1930

Mr. H. F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

There was a sabbatical leave in the Evansville Public Schools for two years, from September, 1927 to June, 1929. It was discontinued on order of the State Board of Accounts which holds that such expenditure of public funds is not legal.

Sincerely yours

Signed: John O. Chewning

LS

BOROUGH OF CLIFFSIDE PARK
Bergen County, New Jersey
Grantwood, N. J.

April 21, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

My dear Mr. Young:

Under separate cover I am sending you our answer to your questionnaire concerning sabbatical leave for public school teachers as a means of improving teachers in service.

Question seventeen is the only one that is applicable to our system; and instead of summarizing the replies from the various papers, I am sending on the entire information with the hope that it will be of use to you.

We shall be glad to have an abstract of your findings.

Very truly yours

Signed: George F. Hall
Supervising Principal

GFH FF

PUBLIC SCHOOL BULLETIN NO. 22
CLIFFSIDE PARK, NEW JERSEY
1929-1930 Series

March 24, 1930

My dear Principals and Teachers:

A young man who is making a study of the proposition "Sabbatical Leave for Public School Teachers as a Means of Improving Teachers in Service" has asked me many questions that could be answered if we had such a system in vogue. He then made the suggestion "If you do not now have or never have had the system of sabbatical leave place a cross before question 17 and then answer what, in your judgment, would be the advantages and disadvantages."

Will you please, in the blank spaces below, indicate what you think would be the advantages and disadvantages of a system of sabbatical leave, and return this blank not later than Friday, March 28, 1930?

Note: The conditions governing Sabbatical Leaves differ in various places. In listing what you think to be the advantages and disadvantages please do not take into consideration any particular condition such as half pay for full year or full pay for one-half year, etc., etc.

Advantages: _____

Disadvantages: _____

NAME OF TEACHER _____ SCHOOL _____

DATE _____

Cordially yours

Signed: George F. Hall
Supervising Principal

•

American University Union
London

April 30, 1930

Harry F. Young, Esq.,
College of Education,
University of Cincinnati,
Cincinnati, Ohio

Dear Mr. Young:

I have your letter of April 12th about Sabbatical leave for Public School Teachers in the English Public School system. In this country no arrangements for Sabbatical leave for school teachers are made. Teachers are only granted the regular holidays which come between the school terms. These amount to about thirteen weeks in the year in Secondary schools and eight or nine in the Elementary schools. I am sorry not to be able to be of more assistance to you.

Faithfully yours

Signed: Dorothy R. Dalton
Executive Secretary

DRD/HBL

Teachers College
Columbia University
New York

April 3, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

My dear Mr. Young:

Your letter of March 24, directed to Dr. Monroe,
has come to my attention because of his absence in Europe.

To my knowledge, no studies have been made with
regard to the status of the sabbatical leave for public school
teachers in foreign countries. My only suggestion is that you
get in touch directly with the Ministries of Education in the
countries in which you may be interested.

Very truly yours

Signed: George S. Counts, Associate Director
International Institute

GSC:HT

Institute of International Education
New York City

April 9, 1930

Professor Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

My dear Professor Young:

I have your letter of April 7th in which you state that you are making a study of Sabbatical Leave for Public School Teachers in the United States and that you would like to make a comparison of this practice with leading foreign countries.

I am sorry we do not have this sort of information in our files as our dealings are almost entirely with the colleges and universities. I might suggest however that you write to The American University Union at 50 Russell Square, London and to The American University Union at 173 Boulevard Saint Germain, Paris, for this information, as I believe these organizations could put you in touch with the proper people even if they can not themselves furnish the information.

At present we have in this country one of the secretaries from the German office and she has just advised me that there is nothing in the German school or university system which corresponds to the Sabbatical Leave in this country.

Sincerely yours

Signed: Mary L. White
Executive Secretary

FCB

American University Union in Europe
Paris

April 28, 1930

Mr Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio, U.S.A.

Dear Sir:

Let me say, referring to your letter of
April 12th, that the practice of giving Sabbatical Leave
does not prevail in France.

Very truly yours

Signed: Horatio S. Krams
Associate Director

HK/BG

California Teachers Association
San Francisco

April 17, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Mr. Young:

We are enclosing copy of the California Council of Education Report of Committee on Professional Improvement and also copy of Assembly Bill No. 157. This Bill was passed by both Houses but was vetoed by the governor.

Another bill is now being prepared for presentation at the next session of the legislature.

We hope that this material may be of interest to you.

Yours very truly

Signed: Mary A. Ball
Assistant Secretary

M
Encls.

Board of Education
of the
City of St. Louis

March 12, 1930

Mr. Harry F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

Dear Mr. Young:

Yours of March 7th received. "Sabbatical leave for public school teachers" does not exist in the school system of St. Louis.

Under the interpretation of the constitution and laws of the State of Missouri such a procedure has been held unlawful and the Board of Education has made no move to institute such procedure. This will constitute the general answer to the questions which you submit.

Very truly yours

Signed: B. G. Shackelford
District Superintendent

BGS/AS

Frank W. Ballou
Superintendent of Schools

March 15, 1930

Mr. H. F. Young
College of Education
University of Cincinnati
Cincinnati, Ohio

My dear Mr. Young:

The Superintendent has received your circular letter of March 7, 1930, in connection with the subject of sabbatical leave for public school teachers.

The matter of securing such legislation for the teachers in this system has been given consideration by the school authorities for the past few years. At the present time we do not have such a system of leave of absence, but the school authorities are trying to secure it through congressional legislation. A copy of the bill which has been presented together with certain comments and a report on the bill is forwarded for your information.

It is our hope that legislation may be secured during this session of Congress.

Very sincerely yours

Signed: M. Alma Carroll
Secretary to Superintendent

C:B
Encl.

REPORT OF THE BOARD OF EDUCATION ON THE PROPOSED
BILL TO PROVIDE LEAVE OF ABSENCE FOR EDUCATIONAL
PURPOSES WITH PART PAY FOR TEACHERS AND OFFICERS

January 14, 1930

- - - - -
HISTORY OF THE BILL

On November 17, 1926, the Board of Education authorized its Committee on Legislation to prepare for introduction when Congress reconvened a bill to provide leave of absence with part pay for teachers and officers in the public schools of Washington, D. C.

The first draft of the proposed bill was prepared by the committee during the month of December, 1926. After three revisions made during the year 1927 (January 11, January 18, and December 30) the bill was perfected by the committee and endorsed by the Teachers' Council on January 10, 1928.

The usual course was pursued of forwarding the bill to the Commissioners of the District of Columbia for consideration and reference to the Bureau of the Budget.

On January 21, 1929 the Director of the Bureau of the Budget requested the Bureau of Efficiency to make a study of the bill and to submit to him a report with reference thereto. The Bureau of Efficiency reported to the Director of the Bureau of the Budget on February 23, 1929.

On behalf of the Committee on Legislation of the Board of Education, the superintendent referred the report of the Bureau of Efficiency to the Teachers' Council for consideration and appropriate action. At a meeting held October 19, 1929 the Teachers' Council adopted the following report and submitted the same to the Board of Education under date of November 5, 1929.

"At a special meeting of the Teachers' Council Monday, November 4, called to consider the recommendations of the Bureau of Efficiency for changes in the proposed Bill for Leave for Educational Purposes for Officers and Teachers and other employees of the Washington Public Schools, the following action was taken:

1. The Council refused to endorse the principle that a certain number of years' service must accrue before candidate becomes eligible for leave.
2. The Council refused to endorse the principle of limiting the number to whom leave may be granted at one time.
3. The Council was in full accord with the recommendation that the retirement status of employees to whom leave is granted be adequately protected.

4. The Council insists that the wording of the paragraphs enumerating those eligible for retirement be left as originally agreed upon.

The Council further requested the superintendent of schools to present to the Board in detail the reasons for the action taken."

On November 7, 1929 the superintendent submitted an extended memorandum to Mr. Henry Gilligan, Chairman of the Committee on Legislation, explaining the action taken by the Teachers' Council and the reasons therefor.

Principles Underlying the Bill

The provisions of the Bill are based on certain general principles, which may be stated briefly as follows:

1. The proposed legislation gives the Board of Education
 - a. Authority to grant leave of absence with part pay.
 - b. Discretion in determining the conditions of leave.
2. The amount of pay provided for teachers during leave of absence is the portion of their salary known as "longevity pay".
3. Provision is made whereby a teacher or officer who, for any reason finds himself unable to serve a specified period after leave, may be relieved of all obligation for so doing, by returning the amount of money received during leave.

PURPOSE OF THE BILL

It is the purpose of this bill to authorize the Board of Education to grant leave of absence for educational purposes to teachers and officers with part pay during the period of such leave.

At present the Board of Education is giving leave of absence to teachers for educational purposes, but without pay. It is necessary for teachers and officers to continue private study and to pursue systematic study in university courses during the summer period or during the school year if said teachers and officers are to keep abreast with current educational theory and practice. The salary law provides higher compensation for superior teachers, thereby encouraging teachers to pursue self-improvement after appointment. This bill will make it possible for teachers and officers to take leave of absence for educational purposes, who otherwise would not feel financially able to take such leave. The money that a teacher or officer would receive while on educational leave would not be more than enough to pay the expenses of said teacher or officer for a year's leave. The teacher puts his time for one year, therefore, against an investment on the part of the community in his increased training.

Under the provisions of the bill the maximum amount that any elementary school teacher could receive during a full year of leave would be \$1,200, and then only in case he is at the maximum salary of Group B salary class. If he were on the maximum salary of Group A salary class, he would receive \$800. In each case there would be deducted from this amount the amount of his contribution to his retirement fund, about \$81 per year.

The maximum amount that a senior high school teacher could receive under the provisions of this bill is \$1,400, which amount, as before, the teacher would receive only in case he is on the maximum salary of the Group B salary class. A teacher receiving the maximum salary of Group A salary schedule would receive \$1,000. In each case, deductions from the above amounts would be made for the retirement fund, about \$108 per year.

METHOD OF OPERATION

The operation of the proposed law will be illustrated by the following cases:

1. An elementary school teacher who is on the maximum salary of Group A, which is \$2,200, would receive during his leave of absence the difference between the minimum salary of \$1,400 and the maximum salary of \$2,200, which is \$800 (less the deduction for his retirement annuity). His place in the school system will be filled at the discretion of the Board, either by a teacher on limited appointment at \$1,400, involving no extra cost on account of the teacher's taking leave, or by a probationary appointment from the eligible list, involving an expense ranging from \$100 to \$400 on account of possible placement in the salary schedule for experience.

2. A senior high school teacher who is on the maximum salary of Group A, which is \$2,800, would receive during his leave of absence the difference between the minimum salary of \$1,600 and the maximum salary of \$2,800, which is \$1,000 (less the deductions for his retirement annuity). His place in the school system will be filled at the discretion of the Board, either by a teacher on limited appointment at \$1,400, involving no extra cost on account of the leave, or by a probationary appointment from the eligible list, involving an expense ranging from \$100 to \$500 on account of possible placement in the salary schedule for experience.

3. An officer who supervises elementary schools would be entitled to receive \$1,200 during leave of absence for educational purposes (less the deduction for the retirement fund).

4. An officer who supervises senior high schools would be entitled to receive \$1,400 during the period of leave with part pay for educational purposes (less the deduction for the retirement fund).

Since the salary of a teacher or officer was actually included in the appropriations bill for the year in which either took leave, granting

leave of absence for a year would not require any additional appropriation, because the amount of the salary that the new teacher or officer receives plus the amount of money that the teacher on leave receives would usually not exceed the amount appropriated for his salary.

APPROXIMATE AMOUNT RECEIVED UNDER THE PROPOSED BILL

The following tabulation shows the approximate amount that a teacher would receive while on educational leave, according to each year of service:

Salary	Year of Service	Amount of Longevity	Approximate Retirement Deduction	Approximate Amount Received While on Leave
--------	-----------------------	---------------------------	--	--

Classes 1A and 1B: (Elementary Schools)

\$1,400	1	\$-----	\$--	\$-----
1,500	2	100	81	19
1,600	3	200	81	119
1,700	4	300	81	219
1,800	5	400	81	319
1,900	6	500	81	419
2,000	7	600	81	519
2,100	8	700	81	619
2,200	9	800	81	719
2,300	10	900	81	819
2,400	11	1,000	81	919
2,500	12	1,100	81	1,019
2,600	13	1,200	81	1,119

Classes 2A and 2B: (Junior High Schools)

1,600	1	-----	--	-----
1,700	2	100	92	8
1,800	3	200	92	108
1,900	4	300	92	208
2,000	5	400	92	308
2,100	6	500	92	408
2,200	7	600	92	508
2,300	8	700	92	608
2,400	9	800	92	708
2,500	10	900	92	808
2,600	11	1,000	92	908
2,700	12	1,100	92	1,008
2,800	13	1,200	92	1,108

Salary	Year of Service	Amount of Longevity	Approximate Retirement Deduction	Approximate Amount Received While on Leave
Classes 2C and 2D: (Junior High Schools)				
Classes 3A and 3B: (Senior High Schools)				
\$1,800	1	\$-----	\$---	\$-----
1,900	2	100	108	-----
2,000	3	200	108	92
2,100	4	300	108	192
2,200	5	400	108	292
2,300	6	500	108	392
2,400	7	600	108	492
2,500	8	700	108	592
2,600	9	800	108	692
2,700	10	900	108	792
2,800	11	1,000	108	892
2,900	12	1,100	108	992
3,000	13	1,200	108	1,092
3,100	14	1,300	108	1,192
3,200	15	1,400	108	1,292

Classes 4A and 4B: (Librarians)--same as Classes 1A and 1B (ele. school)

COST OF THE LEGISLATION

Since the granting of the leave of absence is discretionary with the Board of Education, the annual cost of this legislation is within the control of the Board.

It has been the experience of cities where such leave is in operation that only a limited number of persons take advantage of the provision each year. Those who do take advantage of the leave of absence for educational purposes bring something educationally worthwhile back to the school system. This legislation, therefore, is intended to place the teaching force on a higher professional plane. The regulations under which leaves of absence may be granted will fully protect and improve the school system, and will insure the continued service of those teachers who have taken advantage of the law.

If the place of a teacher on leave is filled by a limited appointment of a qualified person for the period of said leave at the minimum salary of the rank, there will be no expense attached to the educational leave. If a probationary appointment is made of No. 1 on the appropriate eligible list, and if No. 1 on the list is entitled to placement in the salary schedule for previous years of experience, the cost of granting such a teacher educational leave will be from \$100 to \$400, depending on

the number of years of previous experience of the person appointed to probationary tenure. Under the provisions of this bill, it would be within the discretion of the Board of Education to determine which types of appointment should be made, and thereby within the authority of the Board of Education to control the cost of granting leaves of absence under the provisions of this bill.

The passages of this bill will not require a special appropriation to put it into effect. Any possible cost of this legislation will be met out of the unexpended balances that result each year through lapsed salaries and savings from turnover in personnel. To illustrate:

In the appropriations bill for 1930 the computed cost of salaries for all teachers already employed for that year was \$6,118,200. This computation is based on the assumption that every teacher employed at the end of the school year 1929 will remain in the service throughout the school year 1930. Of course this is unlikely. Because of retirement, resignation and death, some of these teachers will leave the service, and their places will be filled by other persons who will presumably come into the service at a lower salary. To provide for this contingency there was deducted from this grand total of \$6,118,200 the sum of \$182,800, which was the estimated saving from lapsed salaries due to turnover in personnel during the fiscal year ending June 30, 1930. Any possible cost of leaves of absence for educational purposes provided for in this bill would be met out of this sum.

DETAILED PROVISIONS OF THE BILL

Section 1. This section gives the Board of Education authority to grant leave of absence under the provisions stated in the law, and such other regulations as the Board of Education may establish. The Board is also authorized in its discretion to appoint a qualified person to take the place of the person on leave for the limited period of said leave. This provision will make it possible to employ temporary rather than a probationary teacher, when for educational or financial reasons the Board of Education deems it expedient to make such an appointment.

Section 2. This section requires the person on leave to report the manner in which said leave of absence is being employed, and authorizes the Board to terminate such leave of absence at any time, if the person on leave is found to be not utilizing the leave in accordance with the terms under which it was granted.

Section 3. This section requires the person desiring leave to agree to teach for a period of two years in the schools of Washington, D. C., following such leave, and for failure to do so, the amount of money received while on leave shall be returned to the United States Treasury, except in the cases of termination of service by death, resignation on account of ill health, and resignation or termination of service at the re-

quest of the Board of Education.

Section 4. This section fixes the pay that the teacher may receive during leave of absence at his longevity allowance at the time of leave, less the amount of his contribution to the retirement fund as required by law, and the manner in which said payment shall be made.

Section 5. This section fixes the pay that an administrative or supervisory officer may receive during leave of absence at a sum equal to the largest amount to which any teacher in the Group B or Group D salary class would be entitled if given such leave, less the amount of his contribution to the retirement fund as required by law, and the manner in which said payment shall be made.

Section 6. This section provides that in the matter of annual increase in salary and for retirement purposes, the year's leave of absence for educational purposes shall be construed in the same manner as though the teacher were rendering classroom service.

Frank W. Ballou
Superintendent of Schools
Washington, D. C.

September 15, 1930

Mr. Harry F. Young
Professor of Education
Westminster College
New Wilmington, Pennsylvania

My dear Mr. Young:

This is in reply to your communication addressed me at the suggestion of Dr. Pechstein of the University of Cincinnati in reference to the bill providing for sabbatical leave for public school teachers in this system.

This bill is entitled "Leave of Absence with Part Pay for Purposes of Educational Improvement and for other purposes". The bill was approved by the Bureau of the Budget and Board of Commissioners. It was introduced into Congress during the past school year and was favorably reported on by the Senate. It is the expectation and hope of the school officials to secure the passage of this bill during the coming school year.

Very truly yours

Signed: F. W. Ballou
Superintendent of Schools.

C:B

United States Senate
Committee on the Library

April 8, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

My dear Mr. Young:

Receipt is hereby acknowledged of your letter of April seventh, and I am requesting that the document which you desire be sent you. I trust that this will reach you shortly.

Yours very truly

Signed: Simeon Fess

Winnetka Public Schools
Winnetka, Illinois

May 13, 1930

Mr. Harry F. Young
University of Cincinnati
College of Education
Cincinnati, Ohio

Dear Mr. Young:

At the last meeting of the Board of Education sabbatical leave of absence for teachers was granted in accordance with the enclosed plan. The reason for making the pay for the sabbatical leave come in two quarter-years' salaries in the two years following the sabbatical leave, instead of during it, is twofold: Our attorney raised the question as to whether we had a right to pay a teacher during a sabbatical leave without special legislation. We ourselves wondered whether we would be able to require a teacher to refund the money given her for sabbatical leave in case she did not teach with us the two years following her return. The present scheme avoids both difficulties. A teacher who hasn't enough money to live for a year can probably be financed with the help of the Board through one of the local banks.

In putting the sabbatical leave through I made much use of your data, and I greatly appreciate the co-operation you have given me. If you will send me a bill for any time or clerical work involved in your having prepared the tabulation for me ahead of time, I shall be glad to see that it is promptly attended to.

I enclose herewith a copy of the proposed plan for sabbatical leave in Evanston, Illinois. I don't know yet whether it will be adopted, but I thought it might interest you.

Sincerely

Signed: Carleton Washburne

After seven years of service in Winnetka, teachers may apply to the Board of Education for a year's sabbatical leave of absence to be used in a manner approved by the Board and by the Superintendent of Schools as of value to the schools. Such leave shall be granted on recommendation of the Superintendent to not more than two members of the teaching and supervisory corps in any one year, the members to be selected after due consideration of (a) the value to the schools of the use to be made of the leave, (b) the length of service of the teacher in the Winnetka Public Schools, (c) the date of application for such leave, and (d) the effect upon the schools of the absence of the teacher applying. Teachers granted sabbatical leave of absence shall receive no salary for the sabbatical year, but shall receive during each of the two years following their return to the schools, in addition to their salary as provided in the regular salary schedule, an amount equal to one-fourth of the salary payable under the regular salary schedule, as calculated for the year of the sabbatical leave of absence. It shall also lie within the discretion of the Superintendent of Schools when he considers that the welfare of the schools demands it, (a) to recommend that the Board grant one-half of a year for sabbatical leave instead of a full year, the salary increments during the two following years to be the same as if a full year's leave had been granted; and (b) to recommend that the Board require an eligible teacher to take a sabbatical leave of absence, to be used in a manner approved by him.

Proposed Plan for Sabbatical Leave of Absence for the Public Schools
of District 75, Evanston, Illinois

- I. The Superintendent shall have authority, with the approval of the Board of Education, to grant leave of absence for a period not exceeding one school year and not less than one-half school year, for any or all of the following purposes:
 - a. Study along lines relating exclusively to schools and school work.
 - b. Travel.
 - c. Observation of schools and school work outside of the City of Evanston.
 - d. Rest or restoration of health, or any other reason which in the judgment of the Board warrants the granting of leave.
- II. This leave may be granted at the completion of seven years or more of continuous satisfactory service as teacher, principal, or supervisor in the public schools of the City of Evanston, Illinois, District 75, and at the completion of any subsequent period of seven years or more of such service. Granting of leave under the provision of this rule for a period of one year, or for any less period, shall be a bar to any further leave hereunder until after the completion of at least seven additional years continuous service.
- III. Applications for leave under the provisions of this section shall be made upon a regular form provided by the Superintendent. Preference shall be given to applicants who receive the maximum salary under the existing schedule. Two deciding factors between applicants who meet the general requirements of maximum salary and satisfactory service shall be seniority of service in the Evanston Public Schools, District 75, and the general good of the system.
- IV. During the leave, the teacher shall receive one-half of his regular salary up to one thousand dollars for the year or five hundred dollars for the semester, payment to be made as the Board of Education directs.
- V. Not more than 5 teachers of the group composing the teaching, administrative, and supervisory force shall be granted leave in any one year.
- VI. The applicant to whom is granted a leave of absence shall contract to teach in the Evanston schools, District 75, for a period of one year immediately following his return. If the teacher fails to teach this full one-year period, the Board of Education may require him to refund an amount of money that is the same ratio to the salary received during the leave as his unfulfilled term of the contract bears to the one-year period.
- VII. One year's leave of absence granted for professional preparation shall count as regular services towards retirement, and full contribution to retirement salary fund shall be made by the teacher during the period of leave.

University of Cincinnati
College of Education
Cincinnati, Ohio

March 7, 1930

City Superintendent of Schools

Dear Sir:

In order to satisfy the thesis requirements for the Ph. D. degree at the University of Cincinnati, we are making a study of SABBATICAL LEAVE FOR PUBLIC SCHOOL TEACHERS AS A MEANS OF IMPROVING TEACHERS IN SERVICE. Since this is a growing movement a study of the problem should be of interest and value to the progressive school men of the nation. In order to make the study, the cooperation of superintendents like yourself is necessary. To check the inclosed inquiry blank and return will take only a very few minutes.

If you have in your schools a system of leave of absence, whether strictly sabbatical or not, please fill out the inclosed inquiry blank and return to us in the self-addressed envelope.

If you had a system of sabbatical leave and it has been discontinued, please state on the left-hand margin the reason for dropping it and the date of dropping it. Then please answer question 17 and return.

If you do not now have or never have had a system of sabbatical leave, place a cross before question 17 and then answer to your best judgment as to what the advantages and disadvantages would be.

Permit us to thank you for your cooperation in making this study. My advisor, Dr. William A. Cook, of the University of Cincinnati, authorizes me to say that an abstract of our findings will be made available to those who indicate their desire for such, either in mimeograph form or through one of the educational journals.

Yours very truly

Signed: Harry F. Young

SABBATICAL LEAVE FOR PUBLIC SCHOOL TEACHERS

Check (x) answer where possible, otherwise write the words.

1. How many years must a teacher be in service before he may apply for sabbatical leave? years.
2. Does a definite limitation exist as to the percentage or number of teachers who may take sabbatical leave in any one year? Yes No If so, what is the limitation? Number Per cent
3. If more than this number apply, who selects those to whom leave is to be granted? Superintendent Committee of Board of Superintendents Board of Education Superintendent with the approval of the Board Any other method (specify)
4. On what basis are teachers selected for sabbatical leave? Length of service Applications considered in order of date Distribution by schools For professional study Any other basis (specify)
5. How many teachers in your system have been on sabbatical leave during the present year, 1929-30?
6. How long a period may be granted as sabbatical leave? Entire school year One semester Any other period (specify)
7. After how many years may the leave be repeated? years.
8. For what purpose may sabbatical leave be granted? Study Travel Rest To restore health Any other purpose (specify)
9. Is the teacher required to submit a program of activities for approval before entering upon sabbatical leave? Yes No
10. Is the teacher required to submit a program of activities upon completion of the leave? Yes No
11. May the teacher on sabbatical leave engage in gainful occupation? Yes No
12. Is the teacher obligated to return to the service in your school system after sabbatical leave? Yes No For how many years?
13. What part of salary is paid to the teacher during sabbatical leave? No salary Full pay Half pay Per cent of salary

-2-

14. In case your system has an annual salary increment, is it given for the year in which sabbatical leave is taken? Yes No
Per cent
15. How does the taking of sabbatical leave affect the teacher's retirement status?
16. How long has a system of sabbatical leave been in operation in your school? years.
17. What have been the results of your system of sabbatical leave?

Advantages:

Disadvantages:

Add here the names and present addresses of some teachers in your system who have taken advantage of sabbatical leave.

University of Cincinnati
College of Education
Cincinnati, Ohio

In order to satisfy the thesis requirements for the Ph. D. degree at the University of Cincinnati, we are making a study of SABBATICAL LEAVE FOR PUBLIC SCHOOL TEACHERS IN THE UNITED STATES. Our procedure has included a questionnaire broadcast to the three thousand cities in the United States above twenty-five hundred population. The questionnaire returned to me by your superintendent included your name as a teacher who had taken advantage of leave of absence for improvement of some kind or other. We should like to know something about what you did along the lines of professional improvement while on this leave of absence. Any information which you give us will be strictly confidential and your name or city will not be mentioned in the study.

The inclosed inquiry blank is arranged for your convenience and will take a very few minutes to check and answer. Please be specific and keep in mind that we shall regard this information as strictly confidential. Our idea of course is to find out something about "leave of absence" from the standpoint of the teacher.

Permit us to thank you for your cooperation in this matter. My advisor, Dr. William A. Cook, of the University of Cincinnati, has authorized me to say that an abstract of our findings will be made available for those who indicate their desire for such, either in mimeograph form or through one of the educational journals.

Very truly yours

Signed: Harry F. Young

SABBATICAL LEAVE FOR PUBLIC SCHOOL TEACHERS

Check (x) answer where possible; otherwise write the words.

1. The following items include the things which teachers usually do while on a leave of absence. Check (x) the ones which apply to you.

- a. Travel ()
- b. Work toward an A. B. degree ()
- c. Work toward an A. M. degree ()
- d. Work to satisfy certification requirements
either newly enacted or already in force ()
- e. Restoration of health ()
- f. Rest ()
- g. Teaching elsewhere () (Particulars
desirable if you care to give them)

- h. Other gainful employment () (Particulars
desirable if you care to give them)

- i. Add here anything else you did while on your leave of absence.
(Be specific)

University of Cincinnati
College of Education
Cincinnati, Ohio

March 17, 1930

State Superintendent of Public Instruction

Dear Sir:

In order to satisfy the thesis requirement for the Ph. D. degree, at the University of Cincinnati, we are making a study of SABBATICAL LEAVE FOR PUBLIC SCHOOL TEACHERS. Our study is including a nation-wide broadcast of the three thousand cities above twenty-five hundred population, but there are a few facts which state departments of education could furnish which would be of great value to us in bringing our undertaking to a successful conclusion.

First, what is the legal status of Sabbatical Leave for Public School Teachers in your state? If there is a law, what are the provisions and when were they enacted?

Second, are there any administrative rulings by the state department of education, or other authority, governing Sabbatical Leave for Public School Teachers in your state? If so, what are their provisions and when were they promulgated?

Third, have there been any court decisions in your state relative to Sabbatical Leave? If so, please cite the cases and give us the main points.

If you can not furnish this information in fairly complete form without unreasonable expenditure of time or clerical service, please tell us where we can find it. Permit us to thank you for your cooperation in this matter. My adviser, Dr. William A. Cook, of the University of Cincinnati, authorizes me to say that an abstract of our findings will be made available for those who indicate their desire for such, either in mimeograph form or through one of the educational journals.

Very truly yours

Signed: Harry F. Young