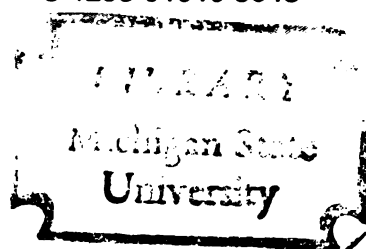






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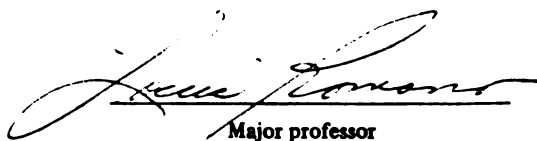
A COMPARISON OF SELECTED CONTRACTUAL ITEMS
IN MICHIGAN PUBLIC SCHOOL PROFESSIONAL
BARGAINING AGREEMENTS IN 1952 AND 1980

presented by

Myles Libbey Harriman

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By

Myles Libbey Harriman

A DISSERTATION

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1980

ABSTRACT

A COMPARISON OF SELECTED CONTRACTUAL ITEMS IN MICHIGAN PUBLIC SCHOOL PROFESSIONAL BARGAINING AGREEMENTS IN 1952 AND 1980

By

Myles Libbey Harriman

Purpose of the Study

1. To report on the differences in contractual agreements in Michigan teacher bargaining agreements in selected school systems in Michigan. Specifically, this compares certain factors in Warner McClure's 1952 Michigan State University, East Lansing, Michigan dissertation with current research.

Design of the Study

The study was designed to analyze contractual factors that have been most noticeably affected by the collective bargaining process.

The sample consists of the forty school district contractual agreements that were originally randomly selected for examination in 1952 by Warner McClure.

McClure's study investigated five major components relating to present day collective bargaining.

The present study examines the actual negotiated agreements between the teaching staffs and boards of education of McClure's randomly selected forty school districts and reports the results of the examination.

Further, the present study subdivides the five major components of McClure's study into nineteen status sub-areas to reflect the complexity of present day contractual agreements.

The present study also examines several additional contractual areas, not anticipated by McClure in 1952.

SOME CONCLUSIONS

1. Monetary increments in the salary schedules vary greatly, but every schedule has some form of salary steps based upon years of service.

2. Advanced degree schedules, such as specialist and Ph.D., are not yet commonly in use in all districts.

3. Life insurance, as a fringe benefit, is likely to increase in both popularity and coverage.

4. Optical coverage is in its infancy, but will increase rapidly as other fringes reach optimum. Most present programs are at entry level.

5. With relatively few teachers leaving the teaching profession, it is anticipated that the demands for

longevity payment will occur with more frequency and intensity at the bargaining table.

6. Cost-of-living clauses are not common contractual provisions at the present time.

7. School boards will continue to oppose cost-of-living clauses because of the nature of the source of funding for schools.

8. School boards will look with increasing interest into the possible savings advantage accrued to the district by paying staff to retire around age 55-60, thereby permitting the employment of beginning teachers.

9. Future negotiations may focus on the reduction of class size, but school boards will resist the pressures because of budgetary problems.

10. Teaching loads have generally remained the same from McClure's study to the present.

11. There is great variance regarding leaves of absence policies among the districts surveyed.

12. Unions may work to achieve gains in union/association leave, but school boards will stand quite firm against added paid union leave.

13. Liberalization of tenure provisions will remain with the state legislature.

14. It appears that schools seldom take punitive action against teachers who terminate their contracts illegally.

15. Neither McClure nor the present study found much evidence, or interest, of collective bargaining on behalf of substitute teachers.

Questions for Further Study

1. Research similar in nature and intent to this study should be conducted periodically to update the information in this study.

2. Research should be conducted in each sub-area listed in this study to expand the historical perspective of collective bargaining.

3. Research should be conducted to delimit the study to the separate types of school districts within the State of Michigan, urban, suburban and metropolitan.

DEDICATION

This dissertation is dedicated to the two people who encouraged, wheedled, threatened, cajoled and pleaded with me to complete it - my good friend Dr. Lou Romano and my wife, Jean.

Dr. Romano convinced me that I could do it and, Jean Harriman made sure that I did it!!

AND

. A special thanks to June Worsham for the skills that were responsible for the organization and appearance of the completed manuscript.

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CHAPTER I

THE PROBLEM

Introduction

Collective bargaining within education is in its infancy, when described in terms of the broad spectrum of the American labor movement. Union-management negotiations took root during the turbulent years of the depression era in the United States in the 1930's, but similar events did not gain a foot-hold in the schools until nearly a quarter of a century later. It is evident, however, that while collective bargaining in the private sector of the American economy began as a result of working conditions, the pattern for contractual agreements in education, as they relate to working conditions for teachers, and fringe benefits, is a direct result of private sector economic gains.

There are many reasons why the collective bargaining movement did not take place in Michigan until recent years. The main reason is that teachers did not feel free to take the steps necessary to force school boards to bargain. The Michigan legislature, in 1965,

as a direct result of efforts to organize teachers by the American Federation of Labor and other big labor unions, enacted Michigan Public Law 379¹ giving public employees basically the same right to organize and bargain collectively as enjoyed by the private sector. Since 1965 every school district in Michigan has organized its teaching staff under the purview of the Michigan Education Association or the American Federation of Teachers, and bargaining agreements have proliferated in every area of educational concern to teachers, from salaries to extended fringe benefits.

The question, today, is not whether there will be collective bargaining--that is a foregone conclusion. Rather, based upon current and historical evidence, the question is: Where is collective bargaining leading? Or perhaps even more importantly: Are there clues from past and present negotiated agreements that indicate the trends of future negotiations?

This study will address itself to the concerns of educational administration as derived through the

¹Michigan Compiled Laws. West PublishingCo., 1965, 38.71 Et Seq; M.S.A. 15, 1971, Et Seq.

contractual bargaining agreements as they were primitively manifested in 1952 and as actually negotiated in 1980.

In 1952 there were no master agreements covering the entire teaching staff, only individual contracts negotiated individually between the superintendent of schools/board of education and teacher. Certain fringe benefits covered the entire staff, as they were adopted by the board of education, but teaching contracts were very basic documents, covering only the base rudiments of the actual performance of individual staff members. This study is predicated upon the belief that collective bargaining agreements have objective, measurable components. Thus, the analysis will focus upon those contractual factors that have been most noticeably affected by the bargaining process--salary schedules, fringe benefit clauses, and certain other clauses in the contracts of selected Michigan school districts. Commonality in key educational concerns will be examined in an effort to factually report on the growth and direction of contractual agreements. The study will compare the status of key contractual items in teachers' contracts from an era prior to 1965, when the Michigan Law 379 was enacted, with the present state of

affairs. The comparison will not be limited to the information gleaned from contracts of the early era since contractual language was sparse until the advent of collective bargaining. Instead, the basis for comparison will be the material from the dissertation of Warner McClure¹, written in 1952, and an examination of the actual negotiated bargaining agreements of the school districts, as originally selected by McClure.

Definition of the Problem

This study is a partial replication of a dissertation entitled: A Survey of Certain Aspects of Personnel Practices Within Selected Public School Systems in the State of Michigan by Warner Eliot McClure.² It will replicate key aspects of McClure's research as they apply to contractual considerations in present Michigan teacher bargaining agreements, and survey other contractual areas not envisioned by McClure in 1952.

¹Warner McClure, Ph.D. dissertation, Michigan State University, East Lansing, Michigan, 1952

²Ibid

Purpose of the Investigation

The purpose of this study is as follows:

(a) to report on the differences in contractual considerations in teacher bargaining agreements in selected school districts in Michigan. Specifically, this study will compare certain factors in McClure's dissertation with current practices, and suggest trends in future agreements.

(b) to determine how certain contractual considerations, as defined in the actual contractual agreements between the teachers and their various boards of education, were applied prior to the 1965 enactment of Michigan Public Law 379¹ and are currently being applied:

1. Salary schedules: Their construction? Their common aspects? Their differentials relating to sex, experience, training, years required to reach maximums, cost of living, etc.?

2. Class size: The minimum/maximum class loads? Number of teaching preparations? Hours worked per week? Typical extra curricula activities and how they are assigned.

¹Michigan Compiled Laws, Op. Cit.

3. Shared planning and administration: Provisions for groups and/or individuals participation in school management?

4. Professional growth: Teacher training? Typical/atypical training? Funded training? Leaves/Sabbaticals?

5. Leaves of absence: Leaves for illness? Personal business? Maternity? Salary reimbursement for further education? Family related illnesses? Funeral leave?

6. Other contractual items not discussed by McClure: Tenure? Substitute Teachers? Act of God days? Contract Arbitration? Human Relations?

Objectives of the Study

The objectives of the study are as follows:

1. to determine the present status of contractual language provisions,

2. to evaluate certain contractual provisions,

3. to compare certain contractual provisions preceding, and following, the enactment of Michigan Public Law 379¹,

4. to suggest future trends in the contractual items under consideration.

¹Michigan Compiled Laws, Op. Cit.

Limitations of the Investigation

This study will be limited to the forty randomly selected schools selected by Warner McClure. Further, the researcher will study and analyze the contracts of the forty schools as objectively as possible, using only the data given in the contracts.

Selection of the Sample

The forty districts will be restricted to those having Class A and/or Class B High Schools as classified in the Michigan High School Athletic Association Bulletin², as selected randomly by McClure.

In addition to the McClure sample, another twenty school districts will be randomly selected, using a random number table. It should be noted, however, that the additional twenty school systems will be examined for comparative purposes with the original forty schools but will not be included in the final tabulation unless there is a significant variation in the statistics between the original schools and the additional twenty schools.

²Volume XXIV, Number 4-S.
November, 1947.

Method of Data Collection. Data collection for this study will be achieved by requesting that the selected school districts send copies of their collective bargaining agreement between their teachers and the Board of Education to the researcher. This method of data collection is advantageous to this study because it enhances objectivity by relieving the respondents of the responsibility for providing subjective responses. This assurance of objectivity is further heightened, since the researcher can subsequently analyze and substantiate the information gleaned from the contractual agreements.

Data Source and Treatment. The data will be comprised of:

1. compilation of contractual agreements, and
2. an analysis of the contractual agreements.

Since this is a descriptive study of personnel policies and practices, these data will not be treated statistically.

In the chapter discussing the status of the study, the data will be grouped/treated under headings indicative of their relationships to the various aspects of the personnel practices and policies selected for examination of the study.

Definition of Terms

Contractual Agreement. The negotiated document agreed upon between the teaching staff and the Board of Education.

COLA - "Cost of Living Adjustment." This term relates to the federal cost-of-living tables as published monthly by the federal government. The term is in general use as additional remuneration because of inflationary pressures.

Early Retirement. Early retirement clauses relate to contractual arrangements for providing teachers with a monetary incentive to retire prior to the legal age where federal retirement insurance becomes a part of the teacher's individual retirement fund. Currently, Michigan teachers may retire at 55 years of age with 30 years service. Early retirement clauses pay a given amount of money per year to the teacher until he/she reaches age 62.

Collective Bargaining. The process used between the teachers and the Board of Education to arrive at a contractual agreement.

Class A School. As classified in the 1947 Michigan High School Athletic Association Bulletin to include school systems with 800 or more students enrolled.

Class B School. As listed in the 1947 Michigan High School Athletic Bulletin to include school systems with 325-799 students enrolled.

Overview

The intent of Chapter I is to establish the research structure with regard to purpose, objectives, limitations, selection of the sample, method of data collection, data source and treatment and the definition of the various terms in the study.

Chapter II will contain a review of the literature as it pertains to Michigan Schools' personnel policies. ERIC will be used as the prime source for this chapter.

The research design will be discussed in Chapter III. Included in this chapter will be the sample to be used in the study, and the various techniques used to gather the data.

Chapter IV will be devoted to an analysis of the data, comparing the basic information from McClure's study with the same material gleaned from the latest contracts of the various schools.

Chapter V will contain a summary of the study and the findings. Concluding this chapter will be implications and recommendations for further study.

CHAPTER II

Review of the Literature

Collective bargaining in education is a recent phenomenon. In 1962 President John F. Kennedy issued Executive Order 10988 that granted all Federal Government employees the right to bargain collectively, although they were not granted the right to strike. The executive order was, and still is, "meet and confer" legislation with the resolution of impasses given to the various executives in charge of each agency. Following this federal order, however, several states enacted laws that permitted collective bargaining for local and state government employees with the general exception of police and fire departments. In those states granting the police and fire departments the right to bargain collectively the legislation typically provided for some kind of binding arbitration. It is clearly not in the best interests of the public to permit fire departments to ignore fires while they are on strike. Today, thirty-four states have collective bargaining laws. These laws have primarily followed the labor management format found in the private sector.

In 1978 the American Association of School Personnel Administrators published a monograph stating that while there is much current literature in the area of collective bargaining, there is little research per se on the subject of trends in negotiation.¹ There are volumes of statistics that indicate the number of teacher contracts, strikes, number of union members, number of administrative bargaining units, along with the specifics of hundreds of individual bargaining agreements and the number of schools nationally using outside of the school district negotiations--lawyers, private negotiating firms, etc. In addition, many states issue regular bulletins during the negotiation season from March each year through December, listing settlements in the state's school districts. There is, however, very little evidence of research regarding what administrators and teacher unions perceive about the growth of unions or the anticipated scope of collective bargaining for the future. The literature is generally historical in nature and attempts

¹Evans, May, et al,
Trends in Collective Bargaining in Public Education,
American Association of School Personnel Administrators,
March 1978.

to explain the evolution of the bargaining movement, rather than prognosticate future bargaining components. This chapter will summarize the evolution of collective bargaining and discuss the laws, particularly in Michigan, that have permitted negotiations to attain their present status. The discussion will focus upon current collective bargaining. While it will be primarily focussed upon the discussion of Michigan history relating to collective bargaining it will, of necessity, relate to the federal statutes that made negotiations in education in Michigan possible.

The enlightened and government mandated personnel functions of today are presently inextricably intertwined with growth of labor unions in America. Miner (1977) discussed the growth of the two movements, enlightened and governmental mandated functions, relative to the concern and organization of human resources in evidence since antiquity.²

²Miner, John B. and Mary G.,
"Personnel and Industrial Relations" MacMillan, 1977, Pg. 26.

Historically, there is no evidence of separate departments devoted to the personnel function until after the post-Civil War period. It was only after the Civil War period that a small group of business managers became concerned with developing techniques to maximize the production of their respective industries through consideration of human resources as part of the productivity goals. While the managers of the industries were not concerned with the formation of personnel departments they did make a contribution toward the establishment of personnel departments by their insistence that the selection and training of employees and the establishment of appropriate compensation schedules were very important to the successful operation of the industry.

As a result of the efforts of Frederick W. Taylor³ and other industrial engineers such as Frank and Lillian Gilbreth and Henry Gantt, a system of management known as "scientific management" came into being during the latter part of the nineteenth century. By the advent of World War I scientific management theories had spread

³Taylor, F. W.,
Principles of Scientific Management
W. W. Norton and Company, New York, 1907

throughout the U. S. and abroad. This program was aimed solely at improving productivity. Scientific management constituted the first efforts to achieve some sort of balance between the utilization of modern production techniques and human resources. However, scientific management came under attack by the workers, since its stated aim was to improve production techniques rather than give due consideration to the welfare of the individual worker.⁴

Miner gave considerable attention to the trade-union movement in America from its roots in the late eighteenth century. He stated that the first organizations of skilled trades operated under a major handicap. They were considered as conspiratorial organizations operating solely for the purpose of benefitting their own members at the expense of the employer and society in general. In 1842 *Commonwealth vs. Hunt* determined that unions were not intrinsically illegal, but that strikes by the unions might give the corporation a basis for legal action against the union. Thus, trade unions began to proliferate very rapidly--especially in the industrial

⁴Miner, Op. Cit. Pg. 26.

areas around the mid-western United States. The country had three hundred local labor union organizations by the end of the Civil War. The first national union, the American Federation of Labor, was formed from a number of local groups in 1866. It was established primarily for political purposes: election of candidates favorable to the worker's viewpoints. The AFL was organized along rather strict craft lines, (cigar makers, printers, carpenters, masons, etc.) and reached a total membership of over three million members by 1917. The trade union movement grew so rapidly that American industry began to become concerned about manpower utilization--what is now called "personnel" policy.

There is very little written history of the function of the personnel department within educational institutions. In Michigan there is evidence that the personnel department grew along with the process of collective bargaining as it is presently constituted in the Michigan school districts.

The History of Collective Bargaining--A Summary

Griffin⁵ reported a historical summary and bibliography of national labor strikes and labor arbitration cases from 1859-1903. Throughout that period there were no school strikes. The Michigan Education Journal⁶ reported that the objective of the MEA supported collective bargaining per se but within the context of promoting teachers and educational interests. For example, Wade (1933) reported that "labor" had outlined all of the goals the Michigan Education Association wished for their teachers as well as the kind of courses that should be taught in public schools.⁷ An American Federation of Labor publication of 1947 recorded "an AFL resolution requested the presence of adequate representation of the field of education and that teachers be present at its meetings and conferences sponsored by the

⁵Griffin, A.P.C. List of Books, Labor on Strike
Government Printing Press. 1903.

⁶Michigan Education Association
"Objectives of the Michigan Association",
Michigan Education Journal, 10/1929. Pg. 84.

⁷Wade, Frank, "Organized Labor Wants Adequate Public Schools"
Michigan Education Journal, 2/1933. Pg. 272.

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department of state or any other governmental agencies."⁸ An AFL resolution in 1947 proposed support for teachers' organizations and encouraged the inclusion of teacher organizations within its union jurisdiction.⁹ Thomas (1955) reported that, "we have found no legal authority which would indicate that a school board must recognize any labor union as the exclusive bargaining agent for its teachers under any circumstances."¹⁰ This seems to be the principle reason that teachers had not been in a position to organize for the purpose of bargaining collectively with the school boards--there was no legal premise for doing so and there was always the underlying threat of retaliation by a school board. In 1963 the Michigan Education Association reported,

"the important thing is that three local associations have met with a measure of success in proposing methods of orderly approach to mediating disputes between teachers and school boards. Their success may well have a profound influence on education in Michigan. At its heart, professional negotiations involves matters of joint concern to a local organization and school board."¹¹

⁸American Federation of Labor,
"Reporting of Proceedings of the Sixty-Sixth Convention",
 San Francisco, California, October 6-16, 1947. Pg. 268.

⁹AFL. Ibid, Pg. 268.

¹⁰Thomas, Wesley G. "Form and Essentials of a Good Contract...Legal and Ethical Elements for the Guidance of all..." "Michigan Education Journal" 11/1950.

¹¹Michigan Education Association. "Negotiations arrive this year for 65,000 Michigan teachers--a resume of happenings since last summer." Michigan Education Journal 5/1966, 43(22) Pg. 6.

The three school boards were the districts of Utica, Howell, and Muskegon. The results of their efforts were the first recorded instances in Michigan of entire contract agreements settled through professional negotiations. In 1963 Ware reported,

"Professional negotiations may be defined as a set of procedures to provide an orderly method for teachers' associations and school boards to negotiate on matters of common concern through professional channels, to reach mutually satisfactory agreement on these matters, and to establish educational channels for mediation and appeal in the event of impasse."¹²

In 1963 West also stated, "it is now obvious that the labor drive to organize teachers has all of the resources of the AFL-CIO behind it. This is not just another effort by the American Federation of Teachers to unionize the education profession."¹³ Stinnett (1964) reported, "there cannot be any doubt in the minds of any of us that we have entered upon a new era in school staff relationships.... or is it to be an era of enforced relationships.... Big labor (AFL-CIO) has deliberately decided to organize the public school teachers of this country..."¹⁴ Kruger (1964) reported,

¹²Ware, Martha S. "The Basics of Physical Negotiation" Michigan Education Journal. 1/1963, 41(6). Pg. 6.

¹³West, Allan M. "Professional or Collective Bargaining" National Elementary Principals. 2/1963, 42(4). Pg. 20.

¹⁴Stinnett, T.M. "Professional Negotiation Collective Bargaining Sanctions and Strikes" National Association of Secondary School Principals 4/1964, 48(291). Pg. 93.

"the professional negotiations program is thus a social invention developed by the teaching profession to meet the problems confronting the profession. It is an approach of the profession developed by the profession for the profession. The negotiation or collective action phase is the actual process through which the professional staff discusses and cooperatively solves problems of mutual concern with administrators and school boards. There are five stages to the negotiation phase. They are planning, preparation, procedures, presentation, and processing the agreement."¹⁵

The Michigan Education Association (1965) reported, "collective bargaining in the labor context is far too restrictive in terms of teachers' deep concerns. The only bargainable areas, under labor law and court precedents, are salaries and working conditions. These precedents would block teacher participation in other areas of policy making..."¹⁶ It is noteworthy that the MEA was interested in more than the usual union prerogatives of bargaining over salaries and working conditions. Present day contractual agreements reflect these additional concerns and school boards interests in limiting the agreement to the legal interpretations of the law. The Michigan Education Association, also in 1965, reported,

¹⁵Kruger, Daniel H., "Professional Negotiation: Toward Quality Education." Michigan Education Journal. 4/1964, 41(17). Pg. 30.

¹⁶Michigan Education Association. "MEA Alliance of A.F.T. and AFL-CIO." Michigan Education Journal. 4/1965, 42(16). Pg. 8.

"nearly 500 persons from all MEA regions were present to find out how to use Public Law 379, and 282, in guiding their local MEA Units into obtaining exclusive negotiating rights for their teachers...Act 282 amending the Labor Mediations Act, and Act 379, amending the Hutchin Act give the teachers the right to organize and to negotiate with boards of education on salary and conditions of work."¹⁷

Adams (1965) reported, "professional negotiations (commonly called "PN") has been an item of considerable discussion and high priority between local associations and boards of education over the past few years."¹⁸ In 1966 the Michigan Education Association recorded, "By the middle of April more than 65,000 Michigan teachers had established legal representation before their local boards. MEA units represented 51,845---or more than 75% of those teachers. MEA units designated as exclusive negotiating agents for their teachers reached 443, as compared with 20 union locals."¹⁹ Researcher's note: This statement is historically significant, since the MEA did not begin to represent itself as a union until approximately 1977-78. Until that time the MEA took

¹⁷ Michigan Education Association. "Preparing for Negotiations" Michigan Education Journal, 10/1965, 43(32). Pg. 2.

¹⁸ Adams, Richard., "A Must PN Legislation for Michigan" Michigan Education Journal, 1965, 42(12). Pg. 18.

¹⁹ Michigan Education Association. "Negotiations arrive this year for 65,000 Michigan teachers...A Resume' of happenings since summer". Michigan Education Journal. 5/1966, 43(22). Pg. 66.

umbrage at any reference to themselves as the "union". The Michigan Education Association in 1966 recorded, "Real opportunities are present in the negotiation process which are not always recognized. First, teachers are charged with a new responsibility for the function and operation of a successful school system."²⁰ They further reported, in 1966,

"provisions defining unfair labor practices have become a weapon to be used cynically by the teacher's union blocking the drive by teachers to obtain their rights. In a number of districts the Michigan Federation of Teachers (AFL-CIO) has filed charges of unfair labor practices. An immediate practical result of the filing of charges, under current State Labor Mediation Board (LMB) practice, is an indefinite delay of election for teachers to select their exclusive negotiating agents."²¹

The Federation of Teachers obviously decided to use every leverage available to try to become the bargaining agents for the teachers and the Michigan Education Association, as the largest teachers group in Michigan, held the upper hand in the fight for the right to represent the teachers as exclusive bargaining agent. The Federation used the filing

²⁰ Michigan Education Association. "School Board Member Sees Opportunities in Negotiations." Michigan Education Journal. 11/1966, 44(10). Pg. 14.

²¹ Michigan Education Association. "Charges of unfair labor practices--when do they block teachers and when do they help teachers." Michigan Education Journal. 2/1966, 43(13). Pg. 11.



of unfair labor practices as a delaying tactic. The efforts of the Federation were not particularly successful since 95% of the bargaining groups in Michigan in 1980 were Michigan Education Association/National Education Association organized and affiliated. In 1967 the Michigan Education Association reported, "from K-12 to junior and community colleges to...Michigan teachers and professors have moved--in this sequence--to organize and negotiate with their controlling board since the passage of the Michigan law more than eighteen months ago giving them the rights."²²

The first strike by teachers in Michigan took place in the Beecher School District in 1966. The Michigan Education Association reported, "negotiations in Beecher broke down, sending the school district into a crisis situation as teachers withheld services instead of reporting at the scheduled opening of school last fall."²³ Until this time it was assumed by the officials of the MEA that contracts would always be settled peacefully. In actuality teacher militancy was not a factor in negotiations until

²²Michigan Education Association. "Negotiation: Where the action is now--junior and senior community college." Michigan Education Journal. 3/1967, 44(25). Pg. 10.

²³Michigan Education Association. "Some of the necessities of negotiations as demonstrated in the Beecher Districts." Michigan Education Journal. 1/1967, 45(16). Pg. 28.

the late 1970's. Michigan, as one of the early states with a negotiations law, initially had many early contracts negotiated with extremely good feeling between the teachers and the administration since they were, for all practical purposes, one and the same groups. Ackerly (1968) recorded, "in the sudden surge of collective negotiations between school boards and teacher organizations, the principal has found himself to be the man in the middle."²⁴ Asnard, reporting about the Michigan negotiation scene in 1968, recorded, "professional negotiation is successful in many schools. In 1966-67, the number of negotiated agreements rose to an increase of 40% over the previous year."²⁵ Crowley (1969) reported that,

"with the emergence of the classroom teacher movement, greater emphasis was placed on teacher welfare legislation. As a result minimum salary laws, teacher retirement, tenure, and a long list of teacher needs shared the spotlight in the battle for additional revenue to refinance the schools."²⁶

²⁴Ackerly, Robert L. "Negotiation: Legal Implication." National Association of Secondary Principals. 1968, 52(328). Pg. 110.

²⁵Asnard, Robert R. "Directions in Negotiation." National Elementary Principal. 1968, 47(1). Pg. 21.

²⁶Crowley, Elmer S. "Professional Unity--What Does it Mean to Principals." National Elementary Principal. 9/1969, 49(1). Pg. 33.

The collective bargaining movement in Michigan did not have much meaningful force until the Michigan legislature passed a mandatory tenure act in 1964. While there was historical precedent for the teachers in Michigan to bargain collectively with the various school districts, in actuality teachers were very reluctant to incur the challenges that might have occurred had they become militant prior to the enactment of the tenure law.

The Michigan Education Association formed a professional problems committee in 1934. This committee recommended to the Representative Assembly of the NEA that the association "should champion a law providing for a continued term of employment of teachers during the period of satisfactory employment."²⁷ The same issue of the MEA Journal reported, "the Michigan Education Association takes this stand on tenure: The right of the teacher to continuity of service within reasonable limits should be safeguarded. A public teacher is privately a servant of the state."²⁸ The Michigan Education Association assumed this

²⁷Vanbuskirk, David A. Teacher Tenure. Michigan Education Journal. January 1939, 13(4). Pg. 164.

²⁸Philips, Albert J. "Tenure for Teachers...Its Implication and Possibilities." Michigan Education Journal. MEA Chicago. April, 1935, 12(8). Pg. 340.

position because of a National Education Association resolution drafted during the annual summer meeting of the NEA that year that said that teachers should hold their positions during a continued period of competence and good behavior.

The 1937 Michigan legislature passed permissive legislation for school districts to permit a formal endorsement of the tenure law by vote of the school board. The legislation enacted by the Michigan legislature was part of a three-part package that had been originally proposed through the auspices of the MEA, as part of the annual state aid bill. Huggett reported (1945) that the Michigan Federation of Teacher clubs, who were then part of the Michigan Education Association, began the tenure project in about 1925 almost 100 years after the movement for teacher security originally began in America. Huggett stated that there had been early attempts toward some form of teacher security provisions in Congress in 1851 and 1853, but no serious attempts were made to pass the legislation until 1865 when a bill was brought before the Congress regarding teacher tenure, unsuccessfully.²⁹ With

²⁹Huggett, A. J. and Thomas, W. E. "What Next in Tenure"
Michigan Education Journal. 9/1945, 23(1). Pg. 14.

regard to the 1937 Michigan tenure bill, there were few districts that attempted to take advantage of it. Since it was permissive legislation it did not receive much personal response from teachers except in the larger school districts. Flint and Detroit were two of the first districts that adopted the legislation, under the auspices of the American Federation of Labor, rather than the Michigan Education Association. Very little was done with the permissive legislation in school districts with Michigan Education Association units, probably because of the "company union" syndrome. However, the MEA local organizations all had tenure committees, very inactive, that reported to the Michigan Education Association Representative Assembly each year.

In 1947 Rogers reported, "over a period of five years we have seen one-third of a million teachers leave the teaching field altogether. During this same period we have witnessed a gradual decline in the purchasing power of the average teacher's salary as compared with what others earn."³⁰ In 1960 the Michigan Education Association Legislation committee reported, "the MEA State Aid

³⁰Rogers, Virgil M. "Antidote for Strike"
Michigan Education Journal. 2/1947, 24(8). Pg. 348.

Bill (HB-537) would increase state aid to school districts...Teacher tenure (HB-296) would make tenure mandatory..."³¹ In 1963 the Michigan Education Association decided to take a rigid stand on the tenure issue and initiate a petition to force the legislature to either put the issue on the ballot, with no possibility of amendment, or pass the legislation as written in 1937, except that it would be mandatory to all school districts. The state legislature opted for the amendment route and the legislative record for that year recorded, "Support statewide tenure as specified in petition to the legislature." Passed Senate 20-11. Passed House 61-41.³²

The passage of the Tenure Act gave teachers the political asylum they felt they needed to begin the Michigan Education Association initiatives in the political arena for various kinds of collective bargaining legislation.

The passing of the Michigan Tenure act as a mandatory tenure vehicle for all of the state's school districts has, in turn, led to a proliferation of the personnel departments as they are presently constituted.

³¹Michigan Education Association. "MEA Legislation"
Michigan Education Journal. 3/1960, 32(14). Pg. 477.

³²Public Acts of the Legislature of the State of Michigan.
Regular Session of 1965. Secretary of State.
Speaker Hines and Press, State Printers, Lansing, 1965. Pg. 745.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Design of the Study

This study is predicated upon the belief that collective bargaining has objective measurable components. This analysis, then, will focus upon those contractual factors that have been most noticeably affected by the bargaining process. Specifically, this study seeks to ascertain the effects of Michigan Public Law 379 of 1965 upon certain factors common to the collective bargaining agreements in forty Michigan school districts. The forty school districts were originally randomly selected by Warner McClure in 1952 as part of his study. McClure explained that the forty districts were restricted to only those having Class A and/or Class B High Schools as per the listing in the Michigan High School Athletic Bulletin of November, 1947. According to this bulletin, Class A included school districts with 800 or more students enrolled and Class B school districts included school districts with 325-799 students enrolled.

The selection system used by McClure is as follows:

"As the first step in the procedure of selecting this group of forty school districts, which was to be representative of the one hundred ten school systems in the lower peninsula of Michigan, a list was made of the entire group arranged alphabetically as it appears in the Bulletin. Then, beginning with the first system appearing on the list each third school system was selected until the entire list of one hundred ten school systems had been covered. This provided a total of thirty-seven school systems. Since it was desired to include a total of forty school systems in the study, it was necessary to select three additional systems. These were selected by beginning with the second system on the list and choosing every third one thereafter until three systems had been selected. The three added to the thirty-seven already selected made up the list of forty school systems which were selected without prejudice of any kind. It will be seen, therefore, that the school systems selected for the study include more than one-third of the "universe", and that the total number included in the investigation exceeds the limits of the number ordinarily considered as representative of the group, or an adequate sampling of the group.

In addition, the process of selecting representative school systems included those in metropolitan, suburban, and rural areas in Michigan. Thus, a cross sectional representation is achieved describing typical conditions presently existing in the state's districts."¹

Essentially the present study will seek to describe the effect that Michigan Public Law 379 has had upon certain components in the forty school district/teacher/board of education contracts under examination, using the

¹ McClure, Warner, Ph.D. Dissertation,
Michigan State University, East Lansing, Michigan, 1952. Pgs. 30-31.

McClure list of school districts, mirroring the components in his study as far as practicable and adding other components as utilized by teacher/board of education bargaining teams in the current era.

Consistent with its stated intent, the design of this study can be classified as "historical-descriptive":

"Historical research is the systematic and objective location, evaluation, and syntheses of evidence in order to establish facts and draw conclusions from past events."²

Descriptive studies, according to Borg and Gall are primarily concerned with "what is".³

McClure's study investigated five major components relating to present day collective bargaining:

- I. Salary, Fringe Benefits, Retirement Options and Longevity Clauses.
- II. Class Size, Teacher Loads.
- III - IV. Shared Planning, Professional Growth, Staff Meetings.
- V. Leaves of Absence, Including Sabbatical Leave Provisions.

²Walter R. Borg and Meredith D. Gall, Educational Research: An Introduction, Second Edition, 1971, Pg. 260.

³Ibid, Pg. 272.

The present study will examine the actual negotiated agreements between the teaching staffs and the boards of education of McClure's randomly selected forty school districts and report the result of that examination. It will also reflect the major components of McClure's study, as listed above; however, it will be sub-divided into nineteen status sub-areas. Any status sub-area that does not reflect one of McClure's components will be listed as an additional component in order to add breadth to the study. McClure's components were limited in scope because contractual arrangements in 1952 did not reflect, nor anticipate, the complexity of present day bargaining agreements, as the following table will illustrate:

McCLURE'S COMPONENTS	HARRIMAN'S STATUS SUB-AREAS
I. Salary, Fringe Benefits Retirement Options and Longevity Clauses.	I. A. Salary Schedules. B. Life Insurance Provisions. C. Health Benefits. D. Longevity. E. Cost-of-Living (COLA). F. Early Retirement.
II. Class Size - Teacher Loads.	II. A. Class Size. B. Class Loads - Teaching Loads.
III. & IV. Shared Planning, Professional Growth, Staff Meetings.	III. A. Staff Meetings. B. Parent/Teacher Conferences.
V. Leaves of Absence, Including Sabbatical Leave Provisions.	V. A. Sick Leave Provisions, Including Personal and Funeral Leave. B. Professional Growth Leaves (Sabbatical Leaves and other forms of Professional Leave Time.) C. Union/Association Leave Days.
	VI. Other Contractual Clauses. A. Tenure. B. Termination. C. Substitute Teachers. D. "Act of God" Days. E. Contract Arbitration. F. Human Relations (Ethnic Clauses).

As indicated in the table above, it was not practical, nor desirable, to limit the present investigation to a review of only the issues discussed by McClure. A major task of the current study is to show a comparison of fringe benefits as compiled by McClure in 1952 and the present practices.

The discussion in McClure's study of the similar items involved in present contracts will be used as a basis for citing trends. The subsidiary issues that are discussed in the present study, leave clauses, the status of teacher substitutes, human relation considerations, contract arbitration, early retirement clauses, union/association leave, longevity and some other fringe benefits, were not even considered as contractual possibilities in 1952. McClure had no way of prognosticating the future of the various issues; nor does the present study presume to go very far into the future.

Methodology of the Study

In November, 1979, forty requests for contractual agreements were mailed to the forty school districts, as selected by McClure. By using McClure's list the basic parameter for fulfilling the credibility of replication was established. Using the questions found under "Purpose of the Investigation" in Chapter I of this study as a guide, the contracts were examined to gather the data pertaining to the negotiated agreements, with regard to the five sub-areas:

- I. Salary, fringe benefits, retirement options and longevity clauses.
- II. Class size and teacher loads.
- III.
- & IV. Shared planning, professional growth, staff meetings.
- V. Leaves of absence, including sabbatical leave provisions.

Data Collection and Analysis Procedure.

The data-gathering procedure for this study was a letter requesting a copy of the respondent district's teacher/board of education bargaining agreement. Contracts were received from every school on the list of forty school districts; however, it should be pointed out that only thirty-five of the contracts were for the specific year under investigation, 1979-80. Since the research is intended to cover that period, updated information was supplied by direct contact with the five districts. Further, any minor contractual changes would not effect the overall accuracy of the data since the 1979 contracts covered all of the basic information needed for the present study. The school districts made a

calculated judgement regarding the up-grading of any items that they felt would be changed in the 1980 contractual agreements. Basically, these items were money-related, salary schedules, fringes, rather than basic changes in contractual language. The districts indicated only minor changes in other contract language. None of the five districts anticipated new proposals beyond those contained in the previous agreements.

SUMMARY

The purpose of Chapter III is to present the research design of the study. Included in this chapter is the information regarding the sample to be used in the study, and the various techniques used to gather the data.

Chapter IV will be devoted to an analysis of the data, comparing the basic information from McClure's¹ study with the same material gleaned from the latest contracts of the various schools.

¹McClure, Op. Cit.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The data generated by the contract analysis will be descriptive in presentation. Specifically, the format for each of these topical analyses will reflect upon the 1952 state of affairs as evidenced in McClure's study, review its current status as determined by the present dissertation, and discuss the results.

I - Salary, Fringe Benefits, Retirement

Options and Longevity Clauses

A. Status of Salary Schedules

Twenty-eight years ago McClure found that all but three of the forty schools (82.5%) he surveyed had some form of district-wide professional group salary schedule, usually written as a matter of school board policy but not always publicized among the staff. The specific amount paid each teacher, however, was open to some considerable subjectivity and superintendents had some latitude in applying the schedule, albeit they were usually reluctant to exceed the schedule in most cases

since they felt they would cause staff public relation problems. For example, entry level salaries were generally set by the board of education and were negotiated with each teacher. Any divergence from the normal schedule, due to the desire of the superintendent to acquire a specific teacher, had to be discussed and determined by the board of education. Subsequent salary increases, too, were a matter between the same parties, not a matter of uniform public record. Since salaries were not divulged, nor a matter of public record, little specific information about administering schedules is available. Hiring practices, too, were also subject to individual negotiation. Here, higher salary brackets often were afforded to more "visible" teachers. Such adjustments in salaries were commonly awarded to successful coaches/band directors, etc., who could garner public support for demands to increase their pay. Boards of education were not bound to a salary schedule founded on, or legally tied to, a negotiated agreement.

In the 1952 era only five districts (12.5%) surveyed contained modifiers comparable to what would become regarded as COLA (Cost of Living Adjustment) clauses. Only one of the five districts used the formula devised and published by the federal Department of Labor.

The other four districts estimated the inflationary factor each year and, lacking formal negotiations, were able to temper such salary adjustments as the board might determine. In school districts with an active Michigan Education Association¹ a salary committee was formed each year to study and recommend salary increases. It should be noted that these salary recommendations were only advisory, since collective bargaining was not legalized until the advent of the 1965 Michigan Public Act 379.

The actual determination of salary increases were based on nebulous principles. According to McClure: "training and experience were cited as the major factors in determining salary increases in thirty-two school districts, while merit-based formal ratings were indicated as the basis for increments in the remaining systems."² Likewise, there was a lack of uniformity in the number of years it took to reach the highest salary level on the schedule. Nine districts (22.5%) provided ten annual

¹ Number unknown but assumed to be all except the one or two districts that might have come under the American Federation of Teachers.

² McClure. op.cit. Pg. 69.

increments, while the remaining thirty-one districts varied from three school systems with no salary schedule whatsoever, to one school district with a step at the 15th-19th year of teacher's employment. To refine this variance further, twenty-seven districts (67.5%) had eight to sixteen salary steps; five had a range of five to eight years, and one district had a three-step schedule. Finally, it appears that achievement or merit had little or no bearing on the salary schedule differentials. There was not a great deal of difference in the number of years to attain the maximum salary whether a teacher held an MA degree, or a BA degree. Salaries, as previously indicated, were generally not public information in 1952. McClure did not even include a question about specific salary schedules on his survey questionnaire.

In the present study one hundred percent of the districts surveyed had negotiated salary schedules in their contracts. In addition, these forty districts each have district salary schedules for teachers who have attained MA and other advanced degrees in addition to the basic salary schedules. These schools' schedule steps vary in number from six to thirteen, with only a slight

modification occurring wherein two school districts insert half year steps throughout the schedules. Interestingly, one district predicates much of its schedule on the attainment of ten additional semester hour units, essentially creating seven separate schedules--BA, BA plus 10 hours, BA plus 20 hours, MA, MA plus 10 hours, MA plus 20 hours, MA plus 30 hours, and attainment of Ph.D. Only nine of the forty districts (22.5%) add additional years onto the MA schedule, while two districts provide one year shorter time to reach the MA maximum salary, than to reach the BA maximum. Finally, sixteen schools (40%) have a separate salary schedule for a Ph.D. degree, based on various formulae ranging from an overall percentage of the other schedules to an additional amount of money. Those schools using the percentage determiner have schedules ranging from 3% to 8% in addition to the MA schedule; those using a dollar figure commonly range from \$500.00 to \$1,000.00. It appears the teachers with Ph.D. in schools adding a percentage to the salary are better off financially than in the school districts adding a dollar amount. The average for the basic schedule follows, and is detailed in Appendix A.

1979-80 SALARY SCHEDULE

BA Minimum	
Mean	\$11,882.00
Median	11,947.00
BA Maximum	
Mean	19,592.00
Median	19,849.00
MA Minimum	
Mean	12,906.00
Median	12,862.00
MA Maximum	
Mean	22,126.00
Median	22,461.00
Specialist Degree Minimum	
Mean	13,838.00
Median	13,572.00
Specialist Degree Maximum	
Mean	23,769.00
Median	23,515.00

It should be noted that fifteen school districts conform to the salary step mode of eleven years for the BA degree as well as eleven years for the MA degree.

Discussion.

When the mean salary and the median salary of the forty surveyed school district salary schedules are compared, the dollar figure for the mean is lower than the median in every salary step-bracket except the MA plus 30 hours minimum. There is a disparity of \$2,200.00 between the highest paying school district and the lowest paying school district at the minimum BA level and a

difference of \$6,600.00 at the BA maximum. At the MA level the minimum and maximum differences are \$3,400 and \$8,200, respectively. It is interesting to note the state's largest school district, Detroit, with the longest history of collective bargaining and union membership in Michigan, generally scores above the mean in the salary scale, but is only rated in the top ten school districts at the beginning MA level. In Detroit a teacher with a Ph.D. doctorate receives an additional \$300.00.

Only nine of the forty districts surveyed (22.5%) do not have supplemental salary schedules between the BA and the MA or between the MA and the Specialist degree. Specifically, the supplemental schedules are based generally upon the BA plus 15 or 20 hours or the MA plus 15 or 20 hours. Several schools provide for one or the other degree and hour supplemental schedules but not both; that is, the BA plus 15 hours but no MA plus 15 schedules. A few schools have more than two additional salary schedules, usually adding schedules for the Specialist and the Doctoral degree.

Eight of the districts (20%) have indexed their salary schedules at 4 or 5 percent. These indices are commonly used at every step increment throughout the salary

schedules. Thus, a 5 percent index figure compounds to 10 percent for a schedule beyond a BA, 15 percent for an MA degree and 20 percent for the next schedule, etc. Most districts with indices seem to have had them since around the year 1965. At that time it was thought that an index was the only way to keep staff and simplify the building of a salary schedule. Other school districts, in recent years, have not adopted indices as predicted. Many school districts opted to insert salary incentives in the schedules, frequently at the fifth step, as an incentive for personnel to remain in the school district beyond five years. Some surveys in the 1960-65 era determined that teachers were leaving for better paying positions after approximately five years service. Thus, the simplicity of an indexed schedule appears to be offset by the impracticability of negotiating an index after anomalies have crept into the schedules.

It is important to note that five of the school districts surveyed had not finished negotiating the 1979-80 contracts. The researcher contacted each school district for a candid assessment of what the salary schedules and other variables of the contract might reasonably reflect and subsequently determined to add 8% salary increments at each step in the school's schedules. An error of $\pm 1\%$

would not have made a significant change in any of the salary tables.

Conclusions.

1. Every school district surveyed has a salary schedule.

2. Monetary increments in the salary schedules vary greatly, but every schedule has some form of salary steps based upon years of service.

3. All districts have separate schedules for teachers who have attained graduate degrees.

4. Advanced degree schedules, such as specialist and Ph.D., are not yet commonly in use in all districts, but the evidence suggests that schedules will become more and more uniform.

B. Status of Life Insurance Provisions

McClure did not address the issue of life insurance in his research and there is no evidence in his study that life insurance was considered as a fringe benefit. None of the forty superintendents interviewed mentioned life insurance. Part of the reason McClure did not consider it is the fact that group life insurance policies were not particularly common, even in industry, in the 1952 era.

The present study found that all but six of the forty districts surveyed have life insurance provisions (85%) as a fringe benefit. These provisions range from a low of \$2,000.00 to a high of \$30,000. The mean and the median is \$18,000.00. Seven of the districts (17.5%) provide \$25,000 coverage for the employee, while eight districts (20%) give \$15,000. One school district (not included in the mean for all of the schools) provides life insurance equal to the teacher's basic salary.

Discussion.

Life insurance has become an extremely popular fringe benefit among teachers. It is likely to become a standard feature in all contracts within a few years, since its cost is low while the public relation and goodwill value to the employee, as far as teacher morale is concerned, is high. Initially, life insurance clauses begin with a relatively low amount of coverage. A close analysis of the progression of life insurance coverage amounts from the initial acceptance by the board as a fringe benefit would give a truer picture of the progression of this fringe benefit. Schools with life insurance in their contract for five or more years would undoubtedly have a higher mean and median than the total of

the forty districts at the present time. It is likely that this fringe benefit will eventually show coverage to employees well beyond \$100,000 each in the future.

Conclusions.

1. Most school districts provide teachers with paid term life insurance, although the amount varies considerably.

2. Life insurance, as a fringe benefit, is likely to increase in both popularity and coverage.

C. Status of Health Benefits

Health benefits were not discussed by McClure. In 1952 any health benefits permitted were deducted from the teacher's pay. The teacher had to make up the premium for the summer by prepaying the premiums. Some school districts permitted bi-monthly salaries, continuing through the summer; many districts paid the salaries in monthly checks through the day school ended each year.

The present study found that all of the forty school districts surveyed provide for extensive health care benefits, without contribution by the staff member. Health care benefits extend to the teachers' families,

also, without contribution. Only a few of the districts have a cap on the board of education's contribution. The districts with a cap commonly permit the teacher to take the benefits, Blue Cross or the Michigan Education Association Special Services program, without cost to the teacher if the lower cost of two programs is chosen. The cap is usually the maximum of the lower cost program. Unlike the past, the MEA sponsored program is more costly than Blue Cross and appears to offer slightly more health care benefits.

Dental, optical and other health care benefits are so varied between the districts that substantive comparisons are rendered impossible. The Dental and Optical plans are considered pre-pay involuntary programs, rather than insurance. Coverage ranges from a 50% schedule to a 90% schedule, depending on what has been specifically negotiated within each district. No district, at the present time, has 100% coverage for staff members, but staff members with two participants within the same, or different groups with the same coverage, get 100% coverage. This is called "coordination of benefits", is usually at a higher premium for each member within the group and, again, is subject to the negotiation process. Some districts

specifically limit the dental and optical coverage to the employee of the district. The reason that no district has 100% coverage for employees is that such coverage is not yet available through an insurance carrier. Regarding optical insurance, only eleven of the forty districts surveyed (27.5%) have optical benefits at the present time. The programs are uniformly "entry" level programs, generally through the Michigan Education Association Special Programs division. The "entry" level program provides for payment of half of the cost of glasses up to a specific maximum.

Discussion.

As the bargaining agreements become more and more comprehensive, negotiations will be increasingly focusing upon wider fringe benefit coverage. Thus, health, dental and optical care, as fringe benefits, will most likely lead to 100% coverage in all of the three areas and bargaining units will be searching for other kinds of coverage. Eventually, too, school districts may be paying for automobile insurance and legal services---one district is already providing legal coverage to teachers. These kinds of proposals are appearing in more and more original

contract proposals but, for the present, school boards seem to be resisting increases in broadening fringe benefits because of the pressures on school finances from other areas of the budget.

Conclusions.

1. All school districts surveyed in the study provide extensive free health care benefits to staff members.

2. Some form of dental insurance is a common fringe benefit. Evidence suggests it be a uniform benefit within a few years.

3. Optical coverage is in its infancy, but will increase rapidly as other fringes reach optimum. Most present programs are at entry level.

D. Status of Longevity Clauses

McClure did not address the subject of longevity in his 1952 research. Further, he did not indicate in his questionnaire that longevity payments were even discussed with any of the forty superintendents.

The present study shows longevity as a factor in the salary schedules of thirty-one of the forty school districts surveyed (77.5%). However, there is no apparent

broad consistency within these contracts containing longevity provisions. For the purposes of this study longevity clauses are defined as those clauses that provide for some additional remuneration to teachers after they have reached the maximum of the salary schedule. The greatest similarity in the contracts with longevity clauses appears to be the point of the inception of longevity, typically sixteen years from the first salary step and the time lapse between longevity increments, generally four or five years.

To illustrate the breadth of diversity, one school's longevity formula begins with a base of an index of 5 percent increments through the MA plus 15 hours schedule to a maximum increment of the index of 1.90. In addition, this district indexes the entire salary schedule with the longevity schedule beginning where the MA plus 15 hours leaves off. Another school district begins longevity increments at year eleven with \$400.00 increments at four year intervals in each schedule; that is, year 15, 19 and 23.

Of those districts with longevity clauses in their contracts, the range is a minimum of \$100.00 at 20 years to a maximum of about \$1,200.00. The maximum allowable

in any district is the sum of the increments over the range. Further, many of the districts have longevity increases as depicted in the following examples: \$250.00 at 16 years, \$250 at years 20-24, \$250 for teachers with over 25 years in the district, capped at a maximum of \$750; \$250 for each five years from 21 to 25, \$600 for the next five years, etc., with a maximum of \$1250 beginning at year 41. Most of the school districts longevity provisions terminate at about 25 years---only two districts extend longevity to year 37 and 41, respectively.

Discussion.

Both in McClure's study and the present one the insertion of longevity schedules have had a profound effect upon school districts total outlay for salaries. This is especially true as increasing numbers of teachers, unable to change their career fields, or venue, advance into the longevity steps. It is not surprising, then, that the push by teachers to attain longevity clauses through negotiations is one of the most evident trends of all the fringe benefits being sought. Some negotiators have indicated that virtually every district without a longevity clause in its contract has a bargaining unit

that proposes it each time the contract is renegotiated. Most likely, the lowest of the longevity packages are "foot-in-the-door" proposals. Incidentally, a side benefit for teachers is that longevity benefits do not appear in the final cost figures publicized as the cost of settling the contracts and therefore the true salaries of the professional staff are not known by the public-at-large.

Conclusions.

1. From McClure's study to the present there has not been a substantial change in the number of contracts containing longevity clauses.

2. With relatively few teachers leaving the teaching profession, it is anticipated that the demands for longevity payment will occur with more frequency and intensity at the bargaining table.

E. Status of Cost of Living Clauses (COLA)

McClure found little evidence of COLA provisions in his research of the forty districts he surveyed. He documented only one school used the United States Department of Labor's cost of living table, while a few other districts used some form of COLA devised by

the individual board of education. One superintendent interviewed indicated that his district used the concept for a couple of years and dropped it.

In the present study, fourteen of the forty surveyed school districts now have some semblance of COLA in varying forms and all are capped at a specific percentage. The COLA clause is generally used to calculate the salary schedules for the contracts of succeeding years, rather than as an increase in a given year. Only three schools give the additional COLA as a final check at the end of the school year. Since the adjustment within the schedule is expressed as a percentage, subsequent adjustments have a compounding effect on the salary schedules.

Discussion.

COLA is becoming increasingly important to teachers--particularly as a hedge against inflation, and is a continuing request at the bargaining tables. Unfortunately, the teachers' enthusiasm regarding COLA clauses is not shared by school administrators. The schools' income is fixed by the community and the state legislature at the beginning of the school year and it is difficult for school systems to compensate for intermittent increases in the budget. Thus, a COLA clause

makes budgetary considerations very difficult and the impact within a given year compounds into the second and third year of the final agreement.

COLA is likely to appear on every bargaining table in the coming years, especially with the United States' economy in a state of high inflationary pressures. The current period is reminiscent of 1953-54 when the state legislature gave an additional \$200 per year to each teacher to help compensate for inflation and low salaries. Present COLA clauses will help teachers maintain their standard of living, but will never be a popular bargaining fringe benefit as far as boards of education are concerned.

Conclusions.

1. Cost-of-living clauses are not common contractual provisions at the present time.
2. There is evidence that a cost-of-living clause is highly desirable from the teacher's point of view.
3. School boards will continue to oppose cost-of-living clauses because of the nature of the source of funding for schools.

F. Status of Early Retirement Clauses

In the present study only seven of the forty schools (17.5%) provide a retirement incentive to teachers prior to age 65. Six of these schools offer lump sum payments upon retirement, with one district providing for annual payments of \$900.00 each year until age 65. There is a wide range of retirement payments; the lowest offers \$3,000 at age 55, with reduced amounts to age 60; the highest pays a lump sum of \$10,000 to any teacher retiring between the age of 55-59, with a \$2,000 payment at age 60. McClure, of course, had no notion in 1952 that there would be this kind of fringe benefit.

Discussion.

Early retirement is a very recent fringe benefit innovation intended to encourage teachers to retire prior to age 65. The high maximums on teacher salaries, coupled with a large, readily available supply of early level teachers combines to make early retirement clauses an attractive option to both union/association and management. Teachers can receive bonuses for retiring early and school districts can save substantial sums of money by either not replacing teachers, in districts where enrollment is shrinking, or by replacing retirees with beginning teachers.

Although there has been some question about the legality of school districts committing future funds to retired teachers, it is quite likely that increasing numbers of boards of education will be scrutinizing the potential savings advantage that could be accrued by paying contract staff to retire early, thereby turning the liability over to the state retirement fund.

Conclusions.

1. Few districts offer retirement incentives to teachers.
2. It is probable that school boards will look with increasing interest into the possible savings advantage accrued to the district by paying staff to retire around age 55-60, thereby permitting the employment of beginning teachers.

II - Class Size, Teacher Loads

2-A. Status of Class Size Provisions

Class size was not examined by McClure but the present study shows that almost all of the forty districts surveyed have contractual language addressing the issues

of class size. At the elementary school level twenty-eight school districts (70%) permit class loads of over twenty-five students; only eight districts require classes below that number; four districts do not mention elementary class size.

The high schools' class size in the forty districts surveyed almost exactly mirrors the contractual language for the middle schools; twenty-six districts permit more than thirty students in high school classes; five list less than thirty students per class; eight districts do not specify class size and one district makes the class size dependent upon the type of class, with specific allocations dependent on the number of teaching stations.

Discussion.

Current negotiations indicate that there is increasing union/association interest in lowering class size, although there has been no concerted effort to achieve this goal. It is possible that increasing unionism, rather than professionalism, may keep this issue at the present level unless administrations begin to overload classes for budgetary reasons. However, at the present time, because

of financial constraints teachers are being released in many school districts, thereby increasing class size.

Conclusions.

1. Almost all contracts contain language addressing class size.
2. Future negotiations may focus on the reduction of class size, but school boards will resist the pressures because of budgetary problems.
3. It appears that there will remain a difference in size between educational levels, with the elementary grades having less students.

2-B. Status of Class Loads--Teaching Loads

McClure's study extensively discussed class loads at the high school level, but did not address these issues at the elementary and middle school level. In essence, McClure found that high school teachers generally taught five periods per day and had one additional period for conferences and preparation. Extra-curricular involvement was frequently scheduled and typically teachers' participation was a condition of employment. McClure's summary is as follows:

"The treatment of the data relating to the distribution of teaching loads in the forty school systems disclosed that (1) the practice is followed of limiting the number of teaching periods for which a teacher is responsible; (2) twenty-eight systems make adjustments in the teaching loads of beginning teachers; (3) the number of preparations required for classes is not, in the majority of the systems considered in reckoning the teaching load; and (4) extra-curricula responsibilities are assigned in 75% of the systems investigated though only three of these do not take the teacher's interest and ability into account when assigning the extra-curricula load. Even though interest and ability are recognized when teaching loads are distributed, the responsibility of distribution was found to rest largely upon the principal, the supervisor and superintendent, instead of being administered according to a formula arrived at by co-operative action, or by a representative committee make up with teacher representation and charged with the responsibility of assuring an equitable distribution of the loads assigned to teachers."¹

The present study finds that contracts, today, haven't changed very much in reference to class loads. In the main there are but two somewhat evenly divided categories dealing with this issue, elementary/middle school level and high school. The categories seem to be "over" seven hours per day and "under" seven hours per day. At the high school level contract language is quite uniform; five classes per day plus one additional period for conferencing and planning. Currently, over 60% of the districts of the forty surveyed limit the number of high school preparations to three. Most of the contracts specifically

¹McClure, Pg. 101, 102

limit teacher's required participation to only those items specifically included in the contract such as the number and frequency of parent/teacher conference days, PTA meetings, staff meetings, etc. All of the forty contracts declined to discuss staff involvement in extra-curricular activities except as "extra pay for extra work". Further, all of the contracts had an elaborately-developed schedule, as attachments to the contracts, for coaching and/or serving as coach/leader/mentor to a wide variety of extra-curricular activities. Most of the present contracts limit the teachers' participation in extra-curricular activities to two or three unless this factor is specifically waived by the union/association because of unavailability of volunteers, etc. This stipulation, presumably, is intended to spread the supplemental financial rewards among the staffs. Finally, the current contracts, too, spell out how non-school staff can be hired in the event that no qualified teacher applicant can be found within the staff.

Discussion.

It is interesting that the past twenty-eight years between 1952 and 1980 have seen reasonably little

change in the area of class loads. Nearly everything is now negotiable, by terms of the state law; but the restrictions on teacher time have come from extra-curricular activity requirements rather than as a result of teacher loads. Administrations now have to consult with staff prior to involving them in activities beyond the school day.

Conclusions.

1. Teaching loads have generally remained the same from McClure's study to the present.
2. The absence of contract language addressing the issue of teaching loads would indicate a continued status quo in this area.

III - IV. Shared Planning, Professional Growth, Staff Meetings

3-4 - A. Status of Staff Meetings

McClure discusses staff meetings but only in the context of how teachers react to committing their time outside the school day, rather than as an issue of whether or not they should be held.

In the present study twenty-three of the forty districts surveyed (82.5%) have some kind of contractual language for limiting staff meetings to a specific time and number. Ten of the forty school districts (25%) contractually allow one staff meeting per month, specifying both day and time; four school districts permit one meeting per week; one district allows "reasonable" staff meetings; the other districts' contracts speaking to staff meetings allow some combination of number per year, number per month, etc.

Discussion.

Staff meetings are a fact of life for school staffs. Past abuses have probably led to the contractual limitations. This trend seems likely to continue as school people add to contracts. Professional teachers seem to be willing to spend the time necessary to do their job; but do not want to have their time taken up after school hours, by what they consider as useless, mundane, administrative details.

It is likely that, as teaching salaries rise, there will be less interest among the staffs to assume extra-curricular duties, despite being paid for these responsibilities.

Conclusions.

1. Over half of the surveyed schools have contract language devoted to staff meetings, etc., but this does not appear to be an important issue to teachers.

3-4 - B. Status of Parent Conferences

McClure did not address this subject in his dissertation since these kind of activities were considered the prerogative of the administration to schedule and organize.

The present study found that twenty-nine of the forty surveyed school districts (72.5%) have contractual language relating to parent-teacher conferences. Commonly, these provisions stipulate one or two conference days in the first semester and one day during the second semester of the school year. One school district, quite untypical of the forty, allows for parent-teacher conference days as follows: Eighteen half days at the elementary school level, twelve half days at the middle/junior high level, and nine half days for the high school. Moreover, this contract specifies that the parents of each child shall be assured of at least one parent-teacher conference during the first semester as well as one during the second semester for the

purpose of reporting pupil progress. The conferences are in conjunction with the issuance of pupil progress reports which are issued at the time of the conference rather than on a given date. This same contract delineates middle school conference days as occurring during the afternoons of the scheduled days and on given evenings. For the high school no specific times are listed for conferences; rather, the contract recognizes what is termed "the teachers' professional day"--a delimiting of the hours and activities required to perform professional duties as they occur before, during and after the student day. Here, teachers' responsibility for being in the assigned places is limited to a maximum of thirty-one hours per week. The contract further agrees that teachers will attend all meetings scheduled and/or approved by the principal.

Discussion.

Increasingly, contracts are referring to parent conferences and in-services. Yet, there doesn't appear to be a concomitant effort to professionalize the industry.

The concept of the "professional day" is not likely to have any profound effect on future contracts since the contracts appear to be heading toward more and more outright unionism rather than professionalism.

Conclusions.

1. School boards will attempt to gain considerable latitude in contracts in this area, since reporting to parents has become an important public relations issue.

V - Leaves of Absence, including
Sabbatical Leave Provisions

5 - A. Status of Sick Leave Provision

McClure's study revealed sick leave policies in operation in thirty-nine school districts (97.5%), paralleled the growth and development of related salary schedules. Sick leave policies varied greatly:

1. Absenteeism due to illness was permitted in thirty-nine of the forty districts surveyed; in twenty-eight districts (70%) it was set at ten days per year; nine districts allowed a maximum of five days; the remaining two districts allowed up to six or seven, respectively.

2. Absenteeism due to illness or death in the family was allowable in twenty-six districts. Generally the boards of education reserved the right to determine what constituted "immediate" family and usually limited absences to three to five days, upon approval by the superintendent of schools.

3. Absenteeism due to special circumstances ranged from an unlimited duration as per the superintendent's discretion, to the absent teacher reimbursing the school system for the substitute teacher up to a specific number of days. In the latter case the regular teacher was paid full salary minus the substitute's pay for the duration of the leave of absence. The school district using this method permitted twenty days absence.

4. Accumulation of sick leave was not uniform among the forty school districts; fifteen permitted accumulation up to thirty days but none allowed the days to accumulate without some limitation. Interestingly, only twenty-three school districts provided for any type of maternity leave, according to the interviews conducted by McClure with the forty superintendents of schools. One superintendent commented that maternity leaves were impractical since the teacher didn't return anyway.

The same forty school districts surveyed during the present study yielded a great contrast. Currently, the average maximum allowable sick leave days is approximately twelve days per year with a range of about ten to twenty days. Unused sick leave may now be accumulated without limit in fifteen schools (37.5%) and the maximum

accumulation in the remaining twenty-five (62.5%) school districts vary from a low of thirty days to a high of two hundred thirty-five days for an average accumulation among all schools of one hundred forty-nine days. Generally, there are separate accounts for funeral leave and personal business leave days--with personal business leave days usually averaging two to three days per year per district. Only seven school districts of the forty surveyed permit the unused personal business days to accrue to sick leave accumulation, usually to a maximum of ten days reserved for personal business.

The establishment of sick banks is a phenomenon that has been established in recent years of active negotiations. This is a bank of sick leave days established by teachers donating a given number of days plus some days originally donated by the board of education to take care of long term illnesses among staff members. The establishment of sick banks varies widely between districts. Fifteen of the school districts (37.5%) have sick banks that are administered by a committee composed of teachers and administrators. The banks are set-up with the number of days originally determined through contract negotiations. The deduction of days from the bank is determined by a

formula. Only four of the school districts (10%) out of the forty surveyed, have no repayment provision. Typically the rate of repaying days is at a rate of five days per each succeeding school year. Most districts require a waiting time--usually between five and ten days--between the exhaustion of the teacher's own sick leave accumulation and the beginning of withdrawal of days from the bank. This appears to be an attempt to guarantee that sick leave bank days are used as emergencies.

Funeral leave provisions range from one day to five days per death, without deduction from sick leave, and one to five days with deduction from sick leave. The districts that deduct funeral leave from sick banks typically permit more than the minimum number of sick days per year. One school district permits twenty sick days per year, according to contract, and considers them the days for all items of leave from sick days through personal days and funeral days. The relationship of the employee with the deceased is often a critical factor in determining funeral leaves. For example, it is common for a leave of up to five days without deduction for the death of an immediate family member, whereas up to five days with deduction is allowed for relationships outside of the immediate family.

Often the attendance at funerals, along with leave time permitted, is determined by a discussion between the teacher and the administration. This flexibility seems to be an honest attempt to permit teachers to make a professional judgement regarding their own personal situations.

It is interesting that four (10%) districts permit the teacher to add personal leave days to vacation time. The rest of the districts specifically preclude personal days from being used as vacation extensions.

Discussion.

Leaves of absence have offered the greatest variance in teachers' contracts. Pre-tenure contracts tended to be quite limited in scope regarding the utilization of sick leave. For example, no school districts permitted more than thirty days sick leave accumulation in McClure's study and today there is a trend toward unlimited accumulation. Since most districts now have some form of long term disability insurance school districts are becoming more reluctant to permit unlimited accumulation of sick leave since the district, by insurance company policy, usually has to pay the teacher's entire sick leave accumulation prior to implementing the long

term disability feature in the contract. Obviously, this can be a big budget item. Since long term disability contract provisions begin after sixty or ninety days school districts are beginning to limit accumulation to those number of days.

The present study found that funeral leave provisions have a tendency to use the word "close" family members rather than "immediate" family members, and to be more liberal in the interpretation of family members. The term "close" is usually defined as the family with whom the teacher resides or has resided.

Maternity leaves are not subject to examination since federal law supercedes any possible digression among school districts. Today, a pregnant teacher may work as long as she wishes, with her doctor's permission, and return when she receives a certificate of health. Further, every school district studied makes some provision for extended maternity or child care leave--without pay--for as much as two or three school semesters. This is in sharp contrast to pre-tenure days whereby a pregnant teacher was required to leave as soon as her condition became apparent. It was more a moral arrangement than a legal one---the students should not be subjected to the sight of a pregnant teacher.

Conclusions.

1. There has been a noticeable increase in leaves of absence provisions, except for sabbatical leave provisions which have generally remained unchanged from McClure's study.

2. There is great variance regarding leaves of absence policies among the districts surveyed.

5-B. Status of Professional Growth Leaves of Absence

At the time of McClure's study, paid leaves for professional growth were not common in public school board policies or staff contracts. Only one district made it possible for a teacher to have a paid sabbatical leave. Thirty-four districts (85%) granted time off without pay for professional growth leaves; twenty-seven (67.5%) provided for up to one year leaves; four districts had maximum unpaid leaves of two years, and one district permitted a flexible amount of time, as requested by the teacher.

In 1976, the Michigan legislature sanctioned the sabbatical leave of absence. However, the legislature did not specify any remuneration requirement or eligibility determiner. Thus, the present study found that all school

districts that pay teachers for sabbatical leaves limit the number of teachers'/leaves in any given year and have some kind of teacher/board of education committee to specify the rules. Typical contract language pertaining to the sabbatical leave is as follows: eighteen districts (45%) of the forty surveyed provided for 50% remuneration of the teacher's salary for a limited number of teachers up to three, or one or two percent of the staff which enables the board of education to limit the sabbatical leave cost to the district. Three of the school districts provided 100% remuneration for one, two or three teachers, respectively. Currently, only five of the districts do not allow for some form of paid sabbatical leave. Of these five districts, one allows sabbaticals but excludes pay. One other school district grants a limited number of sabbatical leaves but limits the financial remuneration of \$2500.00 per leave.

Discussion.

During the time span between 1952 and 1980 there has been little change relative to professional leave of absence beyond the official sanction by the Michigan legislature in 1976. It is seen as significant that, in the

years since 1952 and in the wake of the advent of contractual agreements, only twenty-seven school districts of the forty surveyed (67.5%) have any type of pay system for sabbatical leaves. Recent contractual language has not addressed the issue of sabbatical leave to any great extent; rather, the demands for other financial benefits have been more important to teachers. Indeed, those districts with paid sabbatical leave plans have apparently had them for quite some time. It seems that new language for sabbatical leave proposals frequently do not stand the test of endurance at the negotiation table.

Conclusions.

1. There is no strong push for additional benefits, nor contract changes, in professional growth.

5-C. Status of Union/Association Leave Days

During the time of McClure's study there was no real separation between "union" and "management". In essence, representatives for both the bargaining unit as well as the Boards of Education were from the Michigan Education Association. It was not unusual twenty-eight years ago to find that the "company association" preferred

to ignore the unionistic stigma attached to "association leave". The only semblance of such leaves came about when some districts considered the state and selected local meetings attended by staff as paid conference time. MEA local officers attended state and local meetings and in-service programs were provided by the local state MEA organizations.

The present study shows that thirty-two of the forty districts surveyed (80%) provide leave time for their respective teachers' unions/associations. Generally, some form of leave time for the president of the union/association is commonplace. Here, larger schools negotiate for either one class hour per day or one full day per week with the substitute paid by the school district. The variance between the one class hour per day and one day per week generally is made depending on the level from which the president is elected, elementary, middle school or high school. The range of the number of leave days available for the union/association varies from a high of fifty-four days to a low of five days, with a mean of eighteen days. One district allows the union/association to use up to fifty days per year by reimbursing the district for the cost of the substitutes--and not charging the leave days to the employee's sick bank.

Discussion.

The origin of union/association leave days is rooted in the pre-1965 era when there was considerable overlapping of labor and management in educational circles. At that time there was not the "them" versus "us" syndrome as many of the union/association officers came from the ranks of administration, especially at the state level of the Michigan Education Association. After the Michigan negotiation law came into effect there was a rapid separation of the various groups from each other. At first the administrative groups worked under the umbrella of the Michigan Education Association as divisions or chapters but by 1968 the various management groups had become completely autonomous. The early trend of giving the union/association released time to manage their group is probably slowing down and will probably cease soon. Budgetary and management theory will work to make it necessary for the unions/associations to pay for release time and/or the time officers work for the organization.

Conclusions.

1. Unions may work hard to achieve gains in union/association leave but school boards will stand quite firm against added paid union leave.

VI - Other Contractual Clauses

6-A. Status of Tenure

In the 1952 McClure study the data show that only seven school districts (17.5%) out of the forty school districts surveyed provided "continuing contracts" that could be liberally defined as "tenure". The other thirty-three school districts (87.5%) issued annual contracts, as determined by the respective board of education. Thus, in 1952, 87.5% of the contracts in surveyed districts gave teachers no assurance of a position beyond the expiration date of the individual contracts. While there was legal recourse available to dismissed teachers via the courts this option was seldom used because of the expense and the lengthy procedure. A teacher who had been dismissed usually felt there was a better opportunity for being hired by another district if there was little publicity relating to the dismissal. Frequently administrators would negotiate the release, with recommendations for future employment, rather than dismiss the teacher outright. In actuality few teachers were ever released since there were few formal evaluation procedures in school board policies or teacher's contracts. in 1952 it was apparent that superintendents discouraged

the adoption of a tenure law saying it would lead to mediocrity, or inequalities, within the teaching profession. Nonetheless, it should be noted that many staff members in the specialized fields, such as athletics, music positions, special education (in its infancy in 1952), received higher pay. In Michigan, teachers in schools labelled as "agricultural schools" received higher wages because of a special fund that provided additional support monies for agricultural programs.

In the present study the status of tenure has changed dramatically. In the twenty-eight year interim between 1952 and 1980, tenure school districts are no longer the exception--they have become the rule by a 1964 law mandating tenure. The initial thrust for the 1964 law was from a grass-roots petition drive organized by the Michigan Education Association. The Michigan tenure law, originally enacted in 1937, was permissive legislation. It was amended in 1964 as a voluntary act of the Michigan legislature. There is little doubt that the legislature acceded to the inevitable in enacting tenure legislation, preferring to avoid adoption of a law by referendum because any law adopted as a result of petition would have been amendment proof. In spite of the legislature's, real

or imagined, concerns about their ability or inability to amend the law it has, in fact, not been amended since the original 1964 enactment.

Discussion.

Tenure led directly to the 1965 enactment of the law giving teachers the right to bargain. Freedom from political pressures, granted by the tenure act, permitted teachers to become politically active. The Michigan Education Association, along with the American Federation of Labor, became important lobbying forces for legislation favorable to the teaching profession.

Prior to 1965 superintendents of schools were very active in the various teachers' associations. However after 1965 it became illegal for administrators to be members of the teacher groups and administrators began to form their own professional groups, at first as sub-divisions of the Michigan Education/National Education but very quickly as autonomous organizations. Thus began the separation of the Michigan teaching profession into two separate groups of "labor" and "management".

Conclusions.

1. Liberalization of tenure provisions will remain with the state legislature.

6-B. Status of Termination Clauses

In the study undertaken by McClure twenty-five (67.5%) of the forty school districts surveyed did not have contractual provisions for terminating teachers. Ten of the fifteen school districts recognizing termination of contracts engaged in bi-lateral release agreements; that is, the teacher could be released upon approval by the board of education. The other five districts provided for some kind of release arrangement. The teacher, in four districts, had the sole option; that is, the board was obligated to release the teacher upon request. In the fifth district the board of education reserved the decision for itself. It is important to note, however, that there was little evidence that school boards ever held a teacher to a contract if the teacher wanted to be released, for whatever reason.

The tenure law, today, has detailed language regarding contract termination, for both boards of education and teachers. The law specifies the legal provisions for resignation:

"Resignation and leave of absence; teacher's duties notice. Sec. 1. No teacher on continuing tenure shall discontinue his services with any controlling board except by mutual consent, without giving a written notice to said controlling board at least

60 days before September first of the ensuing school year. Any teacher discontinuing his services in any other manner than as provided in this section shall forfeit his rights to continuing tenure previously acquired under this act."¹

Discussion.

There has been considerable change in the spirit as well as the letter of formal laws relative to termination of teachers' services. Past practices indicated that teachers resigned with relative impunity in all districts because superintendents and boards of education generally felt they didn't want teachers working for them if they didn't want to be there. Since the enactment of the amended tenure law, however, districts have often taken stronger positions against resignations not following the law as written in the tenure act. Finally, the law only recognizes the school year in which the resignation takes place. A teacher resigning inappropriately against board of education approval, however, can only have the license removed for one year--it is not a permanent condition.

While providing some constraints the law does not deter determined teachers from resigning in an illegal manner.

¹MCLA 38.71 et seq; MSA 15.1971, et seq.

Conclusions.

1. Only one-fourth of the schools surveyed discussed voluntary termination by employees. It appears that state law will prevail in the area of termination.

2. It also appears that schools seldom take punitive action against teachers who terminate their contracts illegally.

6-C. Status of Substitutes

McClure did not discuss substitutes in his study since they were uniformly paid single day substitute fees.

In the present study it was found that collective bargaining for substitute teachers is entered into the contracts of eight school districts (20%) and substitutes are not specifically excluded in one other contract; that is, substitutes are excluded from the bargaining group, by contract, in the other thirty-three school districts. Thus, the union/association has some jurisdiction over the negotiations for substitutes in nine districts (22.5%)

Discussion.

Contractual issues surrounding substitute teachers have not become critical at this time. The

union/association negotiators that have achieved bargaining rights for substitutes have not been very vocal in their behalf as far as fighting for higher pay and fringe benefits. The teachers request contractual items that will assure that they have qualified/certified substitutes available for use in their classrooms when needed rather than attempting to get added benefits for substitutes. There has been a small movement among substitutes to gain bargaining rights but the organization is not very viable because a substitute leaves the substitute ranks whenever there is an opening for a full time position and, thus, loses interest in the substitute group.

It is important to note, however, that many school districts are beginning to take notice of the present shortage of substitutes and are providing some innovations such as regular, daily employment at special rates (albeit reduced from the pay of a regular staff member) with some fringes in order to maintain a cadre of qualified substitutes who will work in the particular school district. Here, substitutes are listed as part time teachers, covered by a separate salary schedule or receive variations of pro-rated pay.

Conclusions.

1. Neither McClure nor the present study found much evidence, or interest, of collective bargaining on behalf of substitute teachers.

2. Evidence seems to indicate that the large supply of available substitutes will limit contractual gains for substitutes in the future.

6-D. Status of "Act of God" Days' Clauses

McClure did not mention "Act of God" days in his study. "Act of God" days are defined as those days when the students do not attend school because the road and/or weather, or other, conditions make the use of school buses dangerous or impossible, and the school is closed for students.

Fifteen (37.5%) of the forty school districts in the present study have contractual language in their contracts giving teachers the option of reporting to school during these kinds of situations.

Discussion.

The relative importance of "Act of God" days with respect to more pressing collective bargaining issues

has relegated this to a minor role. Generally, teachers' non-reporting days are merely deducted from the teachers' accrued leave. This, in itself, is a major change from the days in McClure's study since there was no provision for any pay at all for most school districts for days when the teacher was not physically present.

Conclusions.

1. Act of God days have been given very little consideration in contract negotiations, and will be of minor importance in future contracts.

6-E. Status of Contract Arbitration

McClure did not discuss arbitration in his dissertation. The term was barely in use in industry in 1952 and no one foresaw grievance arbitration as a viable entity for education.

All of the forty contracts examined for the present study have a clause relating to binding arbitration. In one of the districts the contract specifies that the loser of the grievance will pay the arbitration costs--beyond the expenses incurred by each; one contract does not specify who pays for the arbitration (researcher's

note: probably an oversight in the contract).

Discussion.

The trend in grievance arbitration may well be toward the "loser" pays clause although discussions with negotiators finds widely varying theories about this.

Conclusions.

1. All of the contracts examined have a clause relating to the binding arbitration of grievances.

2. None of the contracts permitted the arbitrator to make changes in the intent of the contract, or to unilaterally change provisions.

6-F. Status of Human Relations

The present study shows that only five of the forty districts surveyed include any kind of human relations clause in the contract. McClure did not discuss the matter in his study at all. The five districts--all very large--denote the special efforts to be undertaken in the human relations area, including the hiring, selecting of personnel, ethnic composition of the districts' teachers, etc. One school district provides

for specific minority recruiting and in-service. The clause in this district requires that the teaching staff be included in recruiting trips, and encourages specific "search" procedures for minority staff.

Discussion.

There is no evidence that there will be any broadbased initiative by most school districts to provide human relations provisions in the contracts. It is probable that these clauses will be confined to the contracts of the large school districts or districts with large minority contingents.

Conclusions.

1. Few districts include human relation clauses.
2. Future addressing of human relations through collective bargaining seems improbable in view of the present legislative mandates in this area.

The final chapter will be devoted to a summary of the research, conclusions, and recommendations for further study.

CHAPTER V

SUMMARY AND CONCLUSIONS

The final chapter will summarize the study, the findings and conclusions generated from the analysis of the data. The general implications of the study will be presented with recommendations for further research.

Summary

Purposes of the Study

The purposes of the study were:

(a) to report on the impact of the 1965 Michigan Public Law 379 as it relates to the status of personnel practices and policies in selected school systems in Michigan. Specifically, the study attempted to compare certain factors in McClure's dissertation with current research,

(b) to determine how certain practices and policies, as defined in the contractual agreements between the teachers and their various boards of education, were applied prior to 1965 and are currently being applied;

(c) to answer the following questions:

1. Salary schedules: Their construction? Their common aspects? Their differentials relating to sex, experience, training, years to reach maximum salaries, cost of living, etc.?

2. Class Size: The critical factors? The minimum/maximum class loads? Number of teaching preparations? Hours worked per week? Typical extra curricular activities and how they are assigned?

3. Shared planning and administration: Provisions for group and/or individual participation in school management.

4. Professional growth: Teacher training, both typical and atypical? Funded training? Leaves/sabbaticals.

5. Leaves of absence: Leaves for illness? Personal business? Maternity? Salary reimbursement for further education? Family related illnesses? Funeral leave?¹

Limitations of the Study

The major limitation of the study is its design: The investigated group in this study was limited to the

¹McClure, Warner, Ph.D. Dissertation, Michigan State University, East Lansing, Michigan, 1952.

forty randomly selected schools originally selected by Warner McClure for his 1952 dissertation. The contracts of the forty schools were examined as objectively as possible, using only the data given in the contractual agreements between the teaching staff and the board of education.

Review of the Literature

In Chapter II the 1962 Executive Order of President John F. Kennedy was cited wherein all Federal Government employees were granted the right to bargain collectively. It further cited the monograph of the American Association of School Personnel Administrators of 1978 that stated that, while there is much information about specific contractual agreements in terms of numbers, there is little research on the subject of trends in negotiation. A search of ERIC (Educational Research Information Computer) revealed the validity of this statement--there was no mention in ERIC of the current Michigan negotiations or trends in negotiation. The focus of the review of literature, ultimately, was upon the historical background of Michigan collective bargaining and the Michigan tenure law that gave the teachers of Michigan

the political freedom they felt was necessary to utilize the provisions of Michigan Public Law 379 enacted in 1965. Thus, the review of the literature for the present research provided the background that precipitated the provisions of the contractual agreements studied.

Design of the Study

This study was designed to: (1) examine the actual negotiated agreements between the teaching staffs and the boards of education of McClure's randomly selected forty school districts and (2) to report the results of that examination, reflecting the major components of McClure's study as evidenced in present day contractual agreements. For organizational and discussion purposes the study was further sub-divided into nineteen status sub-areas, each status sub-area directly relating to the components of McClure's study where possible. Further, the present study added one status sub-area labeled as "other contractual clauses" in order to add to the dimensions unforeseen by McClure in 1952.

Each of the status sub-areas (1) initially defined the conclusions reached by McClure in 1952, (2) defined the present status of the same contractual item,

and (3) discussed the implications of the differences. Since some of the status sub-areas were not incorporated by McClure the information was confined to the implications of the total sum of information gleaned from the contractual agreements of the forty districts. The summary in this chapter will discuss the overall components of McClure's study in relation to the status of the same issues found in the present era.

Discussion of the Data

With regard to McClure's first component, salaries, teachers' relative pay position has vastly improved since 1952 when compared to business and industry. Today, these professional school employees earn in excess of the national average and this trend is expected to continue. Historically, Michigan was in the forefront of teachers' salaries in the early years of the 1950's, but slipped from its position of approximately sixth in the nation to the lower third of the fifty states by the beginning of the 1960's. Since the advent of the Michigan Public Law 379 giving the teachers the right to bargain collectively, Michigan teachers, now, are once again in the top ten of the states in terms of salaries. Further, the collective

bargaining law has made salary schedules apply equally to all of the professional staff in a district without regard to sex, race or national origin. School salary schedules are now uniform in their application to the professional staff and relate only to the experience and training of the individual staff members, as determined by the financial parameters unique to the school district.

McClure's second component was labeled class size. There appeared to not have been many significant changes in this area in recent years. School districts have generally been able to resist teachers' demands to lower class size. For example, teaching loads, particularly teachers' time for class preparations, have undergone little change in the years between McClure's study and the present era. Also included in this status quo is the number of work hours per week required of teachers. While there has been some leveling out of the number of work-week hours between elementary and secondary schools, the changes have not significantly altered the work-week hours of either the elementary or the secondary school teacher. Indeed, there are indications that districts are moving toward the establishment of "professional contracts" delineating the obligations of the profession with regard

to the student, rather than force the profession into a timeclock syndrome. Only one substantial change has occurred over the years in this area of teacher responsibility: extra-curricular duties required of the teacher. In 1952 teachers were required to work in various areas beyond the school day--as security guards at sporting events, chaperones at dances, etc. Unlike the 1952 situation, all of the contracts examined for the present study now include schedules for extra pay for extra duties, sometimes extending to club and game activities in the lower grades, as well as all of the previously perfunctory duties. Current teachers' contracts generally relate to the professional duties of the teachers, rather than the many subsidiary duties that teachers may perform outside of their classroom. In addition, the financial rewards for extra curricular pay are specified in the contracts and give greater equality of financial opportunity to all teachers, rather than a select few. It is interesting to note that school districts are experiencing some minor problems in recruiting coaches and other staff members interested in earning added pay. One could conclude that the trend toward higher overall salaries is making the need for extra duty less desirable to the teaching staff.

If this trend should continue it is conceivable that some school districts may experience the ultimate separation of regular and extra-curricular duty. It is conceivable that there may be one staff of teachers working during the day and another staff doing all of the extra things previously done by classroom teachers.

McClure had two components in his study labeled "shared planning and administration" and "professional growth". For the purposes of the present research it was not deemed necessary, nor desirable, to separate these issues. Shared planning and administration of the forty school districts does not seem to be an issue in the present day negotiations, except that bargaining groups are interested in forming curriculum committees in conjunction with administration. The increased desire for involvement by teachers in this area is the result of the mutual interests between administrators and teachers, rather than a deliberate design for power in contractual bargaining. Many of the contracts examined had philosophical statements related to the cooperation desired between the two groups to serve the interests of the students and the community. Approximately half of the districts surveyed permitted staff members access to the school boards

decision-making authority relative to curriculum, either through the office of the superintendent or directly to the board of education. However, no district gave the staff final authority for decisions regarding curriculum.

Professional growth, today, centers around growth beyond certification. For example, teachers are afforded the opportunity for professional improvement through various kinds of in-service conferences, either within the school district or through external conferences sponsored by various educational organizations. In addition, teachers are motivated to attain further training through the attainment of advanced degrees, because of the significantly higher salaries accruing to teachers with masters degrees and doctorates. Added steps and added salary schedules in almost all of the contracts examined attest to this interest in professional growth. Some of the districts surveyed reimbursed teachers for expenditures leading to the higher degrees, on the basis of the number of credits or semester hours, for a stated number of hours toward specifically approved degree courses.

While every school district surveyed had a sabbatical leave clause, as approved by the Michigan

legislature, there were few actual schools that provided significant monetary reward for teachers applying for sabbatical leaves. Only three districts surveyed gave the teachers full reimbursement of salary and only fifty percent of the districts paid half of a teacher's salary. There does not seem to be much interest in the bargaining units for pursuing significant improvements in the sabbatical leave programs.

With regard to leave of absence provisions the changes from McClure's findings to those of the present era are significant only in that the current contracts have codified the provisions for leaves very carefully and the trend seems to be toward a uniform policy between all of the districts. Sick leave benefits in 1952 were erratic with a wide variance between districts, often at the whim of the local administrator. Today, the trend is toward a sick leave bank of between 12 and 15 days per teacher, usually a single leave bank incorporating both personal and sick leave. Master leave banks for extended periods of illness are being instituted in more and more school districts' contracts. Further, it is not uncommon to have unlimited accumulation of unused leave, with some form of remuneration at the period of retirement. This

trend has been fostered by the fact that sick leave benefits and other fringe benefits are not taxable as income and are, therefore, greatly enhanced monetarily over direct financial rewards. From the viewpoint of the board of education fringe benefits do not appear in the public negotiation process as budgetary items but they become significant factors in budget management for the district. Fringe benefit costs presently average more than fifteen percent of the typical district's teacher costs.

In addition to the components in McClure's study there are several issues not discussed by McClure that have become important features in many of the present contractual agreements. Generally, these issues relate to the items that teachers are interested in gaining contractual considerations of in the present era--how teachers substitute for them, how the administration deals with the human relations aspect of school management, how teachers are terminated or laid-off, arbitration of contractual grievances, and whether teachers should be required to attend school during periods of inclement weather. Increasingly, the trend is toward more and more of these kinds of contractual clauses. It is anticipated that interest in subsidiary issues in the schools, beyond the

simple negotiating of salary and working conditions, as mandated by the Michigan legislature, will expand---even into areas yet undiscovered.

For the future, it is expected that the great ballyhoos of negotiations will continue to generate headlines in the media on picket lines outside school board offices, with or without permissive strike legislation. However, the controversies such as "teachers' unprofessional conduct" or "bad faith bargaining" should not obscure the fact that the past twenty-eight years have enhanced, not detracted from, public education within the state of Michigan.

CONCLUSIONS

Salary Schedules (1-A)

1. Every school district surveyed has a salary schedule.
2. Monetary increments in the salary schedules vary greatly, but every schedule has some form of salary steps based upon years of service.
3. All districts have separate schedules for teachers who have attained graduate degrees.
4. Advanced degree schedules, such as specialist and Ph.D., are not yet commonly in use in all districts,

but the evidence suggests that schedules will become more and more uniform.

Life Insurance (1-B)

1. Most school districts provide teachers with paid term life insurance, although the amount varies considerably.

2. Life insurance, as a fringe benefit, is likely to increase in both popularity and coverage.

Health (1-C)

1. All school districts surveyed in the study provide extensive free health care benefits to staff members.

2. Some form of dental insurance is a common fringe benefit. Evidence suggests it be a uniform benefit within a few years.

3. Optical coverage is in its infancy, but will increase rapidly as other fringes reach optimum. Most present programs are at entry level.

Longevity (1-D)

1. From McClure's study to the present there has not been a substantial change in the number of contracts

containing longevity clauses.

2. With relatively few teachers leaving the teaching profession, it is anticipated that the demands for longevity payment will occur with more frequency and intensity at the bargaining table.

Cost-of-Living (COLA) (1-E)

1. Cost of living clauses are not common contractual provisions at the present time.

2. There is evidence that a cost-of-living clause is highly desirable from the teacher's point of view.

3. School boards will continue to oppose cost-of-living clauses because of the nature of the source of funding for schools.

Early Retirement (1-E)

1. Few districts offer retirement incentives to teachers.

2. It is probable that school boards will look with increasing interest into the possible savings advantage accrued to the district by paying staff to retire around age 55-60, thereby permitting the employment of beginning teachers.

Class Size (2-A)

1. Almost all contracts contain language addressing class size.
2. Future negotiations may focus on the reduction of class size, but school boards will resist the pressures because of budgetary problems.

Teacher Loads (2-B)

1. Teaching loads have generally remained the same from McClure's study to the present.
2. The absence of contract language addressing the issue of teaching loads would indicate a continued status quo in this area.

Staff Meetings (3,4-A)

1. Over half of the surveyed schools have contract language devoted to staff meetings, etc., but this does not appear to be an important issue to teachers.

Parent Conferences (3,4-B)

1. School boards will attempt to gain considerable latitude in contracts in the area of parent conferences, since reporting to parents has become an important public relations issue.

Sick Leave (5-A)

1. There has been a noticeable increase in leaves of absence provisions, except for sabbatical leave provisions which have generally remained unchanged from McClure's study.

2. There is great variance regarding leaves of absence policies among the districts surveyed.

Professional Growth (5-B)

1. There is no strong push for additional benefits, nor contract changes, in the area of professional growth.

Union/Association Leave (5-C)

1. Unions may work hard to achieve gains in union/association leave, but school boards will stand quite firm against added paid union leave.

Tenure (6-A)

1. Liberalization of tenure provisions will remain with the state legislature.

Termination of Teachers (6-B)

1. Only one-fourth of the schools surveyed discussed voluntary termination by employees. It appears that state law will prevail in termination of teachers.

2. It also appears that schools seldom take punitive action against teachers who terminate their contracts illegally.

Substitutes (6-C)

1. Neither McClure nor the present study found much evidence, or interest, of collective bargaining on behalf of substitute teachers.

2. Evidence seems to indicate that the large supply of available substitutes will limit contractual gains for substitutes in the future.

Act of God Days (6-D)

1. Act of God days have been given very little consideration in contract negotiations, and will be of minor importance in future contracts.

Contract Arbitration (6-E)

1. All of the contracts examined have a clause relating to the binding arbitration of grievances.

2. None of the contracts permitted the arbitrator to make changes in the intent of the contract, or to unilaterally change provisions.

Human Relations (6-F)

1. Few districts include human relation clauses.

2. Future addressing of human relations through collective bargaining seems improbable in view of the present legislative mandates in the area of human relations.

Recommendations for Further Research

This research was conducted to ascertain if trends in negotiations could be determined using a similarly formulated study conducted in 1952. While many worthwhile comparisons and contrasts have been drawn, there is evidence that a great deal of further research needs to be done. Each of the present studies nineteen sub-areas needs to be expanded both for their historical

implications and to prognosticate future bargaining demands. Further, the trends studied in the present research should be re-examined by replication in the near future using statistical analysis, but using a broader sample than was possible because of the parameters of this study. Such a study could be delimited to the separate types of school districts within the state of Michigan, urban, suburban and metropolitan. This would extend the geographic limitations of this study that was confined to the lower peninsula and did not consider the variations in negotiating style and needs of the population of upper Michigan. Such a broadening would take into consideration the fact that the number and makeup of Class A and Class B school districts are quite different today as compared with 1952. Thus, while the present research does appear to be valid for the type of examination used in this present study, other districts in Michigan should be considered as part of the sample. Future research could compensate for these possible insufficiencies.

. A P P E N D I X A

RELATIVE POSITION FOR
B.A., MINIMUM AND MAXIMUM AND
M.A., MINIMUM AND MAXIMUM
ACCORDING TO DISTRICT SIZE

		STUDENT ENROLLMENT	B.A. MIN.	B.A. MAX.	M.A. MIN.	M.A. MAX.	SPECIALIST MINIMUM	SPECIALIST MAXIMUM
1.	Detroit	220,042	7	19	7	15	15	18
2.	Flint	35,000	5	9	5	13	4	9
3.	Pontiac	18,560	25	11	25	8	25	11
4.	Kalamazoo	14,083	31	15	31	24	17	26
5.	Farmington	12,018	22	3	22	4	23	5
6.	Royal Oak	11,693	9	7	9	5	12	6
7.	Walled Lake	10,850	15	6	15	7	21	7
8.	Midland	10,417	40	10	40	16	33	13
9.	Lapeer	8,795	6	14	6	9	7	10
10.	Battle Creek	8,387	27	18	27	17	31	20
11.	Muskegon	8,274	18	17	18	21	26	28
12.	Belleville	7,376	2	4	2	3	3	2
13.	Alpena	7,295	8	39	8	27	6	21
14.	Grand Ledge	5,591	36	40*	36	36	1	34
15.	Adrian	5,419	35	26	35	23	30	19
16.	Owosso	5,402	11	24	11	26	19	31
17.	Romeo	4,934	20	16	20	12	22	16
18.	Trenton	4,928	4	2	4	2	5	3
19.	Mt. Clemens	4,826	29	23	29	14	24	15
20.	East Lansing	4,825	12	12	12	19	27	24
21.	Kearsley	4,666	30	20	30	29	8	23
22.	Centerline	4,266	16	13	16	11	11	12
23.	Lakeview	4,050	17	21	17	18	29*	22
24.	Hastings	4,045	34	34	34	38	*No Minimum	30
25.	Cadillac	3,677	26	27	26	33		
26.	Inkster	3,600	38	30	38	25	34	29
27.	Greenville	3,500	21	33	21	35		
28.	Alma	3,373	10	25	10	28	20	27
29.	St. Joseph	3,244	37	28	37	22	32	25
30.	River Rouge	3,196	1	1	1	1	2	1
31.	Sturgis	3,098	33	38	33	39		
32.	Clawson	2,918	13	8	13	6	10	8
33.	Albion	2,899	19	35	19	34	9	17
34.	Ludington	2,795	24	22	24	20	16	4
35.	Marysville	2,500	23	5	23	10	18	14
36.	Hillsdale	2,444	39	36	39	40		
37.	Coopersville	2,350	3	29	3	31		35
38.	Big Rapids	2,270	14	31	14	32	28	
39.	Yale	2,245	28	32	28	30	14	32
40.	Gladwin	2,100	32	37	32	37	13	33

*Not in survey total because of limitation in contract steps.

B.A. - MINIMUM

AVERAGE - \$11,882.00

MEDIAN - 11,898.00

1. River Rouge.....\$13,516.00	21. Cadillac.....\$11,893.00
2. Trenton..... 12,953.00	22. Clawson..... 11,879.00
3. Belleville..... 12,630.00	23. Greenville..... 11,863.00
4. Coopersville..... 12,628.00	24. Pontiac..... 11,755.00
5. Flint..... 12,422.00	25. Marysville..... 11,720.00
6. Hastings..... 12,418.00	26. Kalamazoo..... 11,704.00
7. Royal Oak..... 12,351.00	27. Farmington..... 11,643.00
8. Owosso..... 12,329.00	28. Romeo..... 11,598.00
9. Hastings..... 12,317.00	29. Centerline..... 11,495.00
10. Alma..... 12,268.00	30. St. Joseph..... 11,483.00
11. Lapeer..... 12,220.00	31. Gladwin..... 11,448.00
12. Detroit..... 12,155.00	32. Kearsley..... 11,391.00
13. Battle Creek..... 12,135.00	33. Yale..... 11,380.00
14. Lakeview..... 12,101.00	34. Sturgis..... 11,327.00
15. Alpena..... 12,066.00	35. Mt. Clemens..... 11,288.00
16. Walled Lake..... 12,051.00	36. Hillsdale..... 11,215.00
17. East Lansing..... 12,047.00	37. Midland..... 11,104.00
18. Ludington..... 11,954.00	38. Inkster..... 11,033.00
19. Albion..... 11,947.00	39. Adrian..... 10,875.00
20. Big Rapids..... 11,902.00	40. Grand Ledge..... 10,800.00

B.A. - MAXIMUM

AVERAGE - \$19,592.00

MEDIAN - 19,849.00

1. River Rouge.....\$22,873.00	21. Lakeview.....\$19,759.00
2. Trenton..... 22,712.00	22. Ludington..... 19,485.00
3. Farmington..... 21,523.00	23. Mt. Clemens..... 19,338.00
4. Belleville..... 21,396.00	24. Owosso..... 19,217.00
5. Marysville..... 21,290.00	25. Alma..... 19,016.00
6. Walled Lake..... 21,228.00	26. Adrian..... 18,835.00
7. Royal Oak..... 21,191.00	27. Cadillac..... 18,776.00
8. Clawson..... 20,769.00	28. St. Joseph..... 18,717.00
9. Flint..... 20,750.00	29. Coopersville..... 18,642.00
10. Midland..... 20,626.00	30. Inkster..... 18,484.00
11. Pontiac..... 20,413.00	31. Big Rapids..... 18,469.00
12. East Lansing..... 20,437.00	32. Yale..... 18,445.00
13. Centerline..... 20,210.00	33. Greenville..... 18,066.00
14. Lapeer..... 20,190.00	34. Hastings..... 17,927.00**
15. Kalamazoo..... 20,015.00	35. Albion..... 17,876.00
16. Romeo..... 19,991.00	36. Hillsdale..... 17,389.00
17. Muskegon..... 19,950.00	37. Gladwin..... 17,380.00
18. Battle Creek..... 19,942.00	38. Sturgis..... 16,991.00
19. Detroit..... 19,882.00	39. Alpena..... 16,289.00
20. Kearsley..... 19,819.00	40. Grand Ledge*..... 13,500.00

**Plus super maximum with Prof.Growth credit. S.M. not in chart.

*Not in total.

M.A. - MINIMUM

AVERAGE - \$12,906.00

MEDIAN - 12,861.00

1. River Rouge.....\$15,001.00	21. Greenville.....\$12,860.00
2. Belleville..... 14,100.00	22. Farmington..... 12,855.00
3. Coopersville..... 13,831.00	23. Marysville..... 12,840.00
4. Trenton..... 13,700.00	24. Ludington..... 12,791.00
5. Flint..... 13,637.00	25. Pontiac..... 12,781.00
6. Lapeer..... 13,510.00	26. Cadillac..... 12,742.00
7. Detroit..... 13,376.00	27. Battle Creek..... 12,735.00
8. Alpena..... 13,273.00	28. Yale..... 12,722.00
9. Royal Oak..... 13,224.00	29. Mt. Clemens..... 12,677.00
10. Alma..... 13,127.00	30. Kearsley..... 12,672.00
11. Owosso..... 13,118.00	31. Kalamazoo..... 12,640.00
12. East Lansing..... 13,065.00	32. Gladwin..... 12,593.00
13. Clawson..... 13,031.00	33. Sturgis..... 12,460.00
14. Big Rapids..... 13,007.00	34. Hastings..... 12,410.00
15. Walled Lake..... 12,997.00	35. Adrian..... 12,193.00
16. Centerline..... 12,996.00	36. Grand Ledge..... 12,096.00
17. Lakeview..... 12,963.00	37. St. Joseph..... 12,057.00
18. Muskegon..... 12,960.00	38. Inkster..... 11,949.00
19. Albion..... 12,902.00	39. Hillsdale..... 11,883.00
20. Romeo..... 12,862.00	40. Midland..... 11,607.00

M.A. - MAXIMUM

AVERAGE - \$22,126.00

MEDIAN - 22,506.00

1. River Rouge.....\$26,884.00	21. Muskegon.....\$21,950.00
2. Trenton..... 26,344.00	22. St. Joseph..... 21,817.00
3. Belleville..... 25,038.00	23. Adrian..... 21,702.00
4. Farmington..... 25,029.00	24. Kalamazoo..... 21,653.00
5. Royal Oak..... 24,824.00	25. Inkster..... 21,551.00
6. Clawson..... 24,209.00	26. Owosso..... 21,361.00
7. Walled Lake..... 24,137.00	27. Alpena..... 21,296.00
8. Pontiac..... 23,671.00	28. Alma..... 21,224.00
9. Lapeer..... 23,470.00	29. Kearsley..... 21,197.00
10. Marysville..... 23,270.00	30. Yale..... 20,615.00
11. Centerline..... 23,183.00	31. Coopersville..... 20,446.00
12. Romeo..... 22,791.00	32. Big Rapids..... 20,186.00
13. Flint..... 22,779.00	33. Cadillac..... 20,156.00
14. Mt. Clemens..... 22,766.00	34. Albion..... 20,119.00
15. Detroit..... 22,766.00	35. Greenville..... 19,770.00
16. Midland..... 22,581.00	36. Grand Ledge..... 19,656.00
17. Battle Creek..... 22,547.00	37. Gladwin..... 19,424.00
18. Lakeview..... 22,472.00	38. Hastings..... 19,304.00
19. East Lansing..... 22,466.00	39. Sturgis..... 19,256.00
20. Ludington..... 22,461.00	40. Hillsdale..... 18,691.00

M.A. + 30 (SPECIALIST DEGREE) MINIMUM

AVERAGE - \$13,838.00

MEDIAN - 13,572.00

1. Grand Ledge.....\$16,740.00	18. Marysville.....\$13,570.00
2. River Rouge..... 16,560.00	19. Owosso..... 13,568.00
3. Belleville..... 15,574.00	20. Alma..... 13,556.00
4. Flint..... 14,970.00	21. Walled Lake..... 13,510.00
5. Trenton..... 14,707.00	22. Romeo..... 13,505.00
6. Alpena..... 14,359.00	23. Farmington..... 13,505.00
7. Lapeer..... 14,210.00	24. Mt. Clemens..... 13,421.00
8. Kearsley..... 14,103.00	25. Pontiac..... 13,374.00
9. Albion..... 13,859.00	26. Muskegon..... 13,325.00
10. Clawson..... 13,847.00	27. East Lansing..... 13,315.00
11. Centerline..... 13,840.00	28. Big Rapids..... 13,307.00
12. Royal Oak..... 13,797.00	29. Lakeview..... 13,263.00
13. Gladwin..... 13,738.00	30. Adrian..... 13,203.00
14. Yale..... 13,722.00	31. Battle Creek..... 13,125.00
15. Detroit..... 13,697.00	32. St. Joseph..... 12,957.00
16. Ludington..... 13,628.00	33. Midland..... 12,614.00
17. Kalamazoo..... 13,577.00	34. Inkster..... 12,449.00

M.A. + 30 (SPECIALIST DEGREE) MAXIMUM

AVERAGE - \$23,769.00

MEDIAN - 23,515.00

1. River Rouge.....\$28,443.00	19. Adrian.....\$23,268.00
2. Belleville..... 27,469.00	20. Battle Creek..... 22,937.00
3. Trenton..... 27,315.00	21. Alpena..... 22,805.00
4. Ludington..... 26,506.00	22. Lakeview..... 22,772.00
5. Farmington..... 25,679.00	23. Kearsley..... 22,732.00
6. Royal Oak..... 25,428.00	24. East Lansing..... 22,716.00
7. Walled Lake..... 25,226.00	25. St. Joseph..... 22,715.00
8. Clawson..... 25,025.00	26. Kalamazoo..... 22,859.00
9. Flint..... 25,007.00	27. Alma..... 22,328.00
10. Lapeer..... 24,860.00	28. Muskegon..... 22,300.00
11. Pontiac..... 24,807.00	29. Inkster..... 22,051.00
12. Centerline..... 24,687.00	30. Hastings..... 22,000.00
13. Midland..... 24,530.00	31. Owosso..... 21,821.00
14. Marysville..... 24,270.00	32. Yale..... 21,615.00
15. Mt. Clemens..... 24,032.00	33. Gladwin..... 21,163.00
16. Romeo..... 23,930.00	34. Grand Ledge..... 21,060.00
17. Albion..... 23,559.00	35. Big Rapids..... 20,486.00
18. Detroit..... 23,515.00	

. A P P E N D I X B

	ADRIAN	ALBION	ALMA	ALPENA	BATTLE CREEK	BELLEVILLE (VANBUREN)	BIG RAPIDS	CADILLAC	CENTER-LINE	CLAWSON
SALARY MINIMUM	10,875	11,947	12,268	12,066	12,135	12,630	11,902	11,893	11,495	11,879
B.A. MAXIMUM	18,835	17,876	19,016	16,289	19,942	21,396	18,469	18,776	20,210	20,769
STEPS	11	11	11	8	11	9	10	11 (1/2)	20 (1/2)	10
SALARY MINIMUM	12,193	12,902	13,127	13,273	12,735	14,100	13,007	12,742	12,996	13,031
M.A. MAXIMUM	21,702	20,119	21,224	21,296	22,547	25,038	20,186	20,156	23,183	24,209
STEPS	11	12	11	12	12	10	10	11 (1/2)	20 (1/2)	10
SALARY MINIMUM	13,203	13,859	13,556	14,359	13,125	15,574	\$10,000 Credit	N	N	Plus \$816.00
MA 30 SPEC. MAXIMUM	23,268	23,557	22,328	22,805	22,935	27,469	M.A.			
STEPS	11	12	11	12	12	10	10		20 (1/2)	
SALARY YES OF Ph.D. NO	N	N	N	Y	Y	N	N	N	N	N
SALARY OTHER SCHEDULES	2	2	2	4	3	2	0	0	2	1
INDEX	N	N	Y	N	N	N	N	N	N	N
COLA	N	N	Y	N	Y	Y	N	N	Y	N
LIFE INSURANCE	10,000	15,000	20,000	15,000	18,000	25,000	15,000	15,000	30,000	15,000
OPTICAL	N	N	Y	Y	N	N	N	N	Y	N
LONGEVITY	Y	Y	Y	Y	N	Y	Y	Y	Y	N

	COOPERS- VILLE	DETROIT	EAST LANSING	FARMING- TON	FLINT	GLADWIN	GRAND LEDGE	GREEN- VILLE	HASTINGS	HILLS- DALE
SALARY MINIMUM	12,628	12,155	12,047	11,643	12,422	11,448	10,800	11,863	12,410	11,215
B.A. MAXIMUM	18,642	19,882	20,237	21,523	20,750	17,388	13,500	18,066	17,927	17,389
STEPS	12	11	11	10	11	11	6	11	12	10
SALARY MINIMUM	13,831	13,376	13,065	12,855	13,637	12,593	12,096	12,860	12,410	
M.A. MAXIMUM	20,446	22,766	22,466	25,029	22,779	19,424	19,656	19,700	19,304	
STEPS	12	11	11	10	11	11	6	11	11	10
SALARY MINIMUM		13,697			14,970	13,738	16,740	N	22,000	N
MA 30 SPEC. MAXIMUM	N		\$250.	\$245.						
STEPS		12			11	11	6		1	
SALARY YES OR Ph.D. NO	N	Y	\$500.	\$1000.	Y	N	Y	N	N	N
SALARY OTHER SCHEDULES	2	0	0	3	2	2	3	2	2	1
INDEX	Y	N	N	N	N	N	Y	N	N	N
COLA	N	N	N	N	N	N	Y	N	Y	N
LIFE INSURANCE	10,000	15,000	25,000	20,000	20,000	N	N	10,000	30,000	5,000
OPTICAL	N	N	Y	Y	N	Y	N	N	N	N
LONGEVITY	Y	Y	N	N	Y	Y	N	N	Y	Y

	INKSTER	KALAMAZOO	KEARSLEY	LAKE-VIEW	LAPEER	LUDINGTON	MARYSVILLE	MIDLAND	MT. CLEMENS	MUSKEGON
SALARY MINIMUM	11,033	11,704	11,391	12,102	12,220	11,954	11,720	11,104	11,288	12,317
B.A. MAXIMUM	18,484	20,015	19,819	19,759	20,190	19,485	21,290	20,626	19,338	19,950
STEPS	12	12	10	11	10	11	10	13	12	12
SALARY MINIMUM	11,949	12,640	12,672	12,963	13,510	12,791	12,840	11,607	12,677	12,960
M.A. MAXIMUM	21,551	21,653	21,197	22,472	23,470	22,461	23,270	22,581	22,766	21,950
STEPS	12	14	10	11	11	13	11	13	11	13
SALARY MINIMUM	\$500.	13,577	14,103	\$300.	14,210	13,628	13,570	12,614	13,421	13,325
MA 30 SPEC. MAXIMUM		22,589	22,732		24,680	26,506	24,270	24,530	24,032	22,300
STEPS		14	10	11	11	16	11	13	11	13
SALARY YES OR Ph.D. NO	\$1000.	Y	N	N	N	N	N	N	Y	Y
SALARY OTHER SCHEDULES	O	O	2	2	1	2	4	2	2	1
INDEX	N	Y	N	N	N	Y	N	N	N	N
COLA	N	N	N	N	N	N	Y	Y	Y	N
LIFE INSURANCE	10,000	N	15,000	12,000	25,000	N	20,000	Base Pay	16,000	15,000
OPTICAL	N	N	Y	N	Y	N	Y	N	N	N
LONGEVITY	N	N	N	Y	Y	Y	N	N	Y	Y

[illegible]

	ADRIAN	ALBION	ALMA	ALPENA	BATTLE CREEK	BELLEVILLE (VANBUREN)	BIG RAPIDS	CADILLAC	CENTER-LINE	CLAWSON
SICK LEAVE	10	10	10	15	10	10	10	12	13	14
MAXIMUM ACCUMULATION	150	150	30	185	210	UNLIMITED	100	90	150	130
CLASS 25 LOADS UNDER ELEM. OVER	X	X	X	X	X	X	X	X	X	X
MIDDLE 30 UNDER SCHOOL OVER	X	X	X	X	X	N	X	X	X	X
HIGH 30 UNDER SCHOOL OVER	X	X	X	X	X	N	X	X	X	X
DUTY FREE LUNCH ELEMENTARY	30	35	30	30		30	45	40	45	50
DUTY FREE LUNCH MIDDLE SCHOOL	30	35	30	30		30	45	30	30	50
DUTY FREE LUNCH HIGH SCHOOL	30	35	30	30	CLASS	30	45	30	30	50
TEACHER DAY ELEM. UNDER 7 OVER 7	X	X	X	X	X	X	X	X	X	X
TEACHER DAY MIDDLE UNDER 7 SCHOOL OVER 7	X	X	X	X	X	X	X	X	X	X
TEACHER DAY HIGH UNDER 7 SCHOOL OVER 7	X	X	X	X	X	X	X	X	X	X
PARENT/TEACHER CONFERENCES IN CONTRACT	Y	Y	Y	Y	Y	Y	NP	NP	Y	Y
STAFF MEETINGS		1/Mo.				NP	NP	1/Week	Y	Y

	COOPERS-VILLE	DETROIT	EAST LANSING	FARMINGTON	FLINT	GLADWIN	GRAND LEDGE	GREENVILLE	HASTINGS	HILLS-DALE
SICK LEAVE	15	15	10	12	10	12	10	10	10	10
MAXIMUM ACCUMULATION	90	UNLIMITED	UNLIMITED	235	UNLIMITED	156	UNLIMITED	120	UNLIMITED	165
CLASS 25 UNDER LOADS OVER ELEM.	X	X	X	X	X	X	X	X	X	X
MIDDLE 30 UNDER SCHOOL OVER	X	X	X	X	X	X	X	X	X	X
HIGH 30 UNDER SCHOOL OVER	X	X	X	X	X	X	X	X	X	X
DUTY FREE LUNCH ELEMENTARY	30	45	NP	60	55	40	25	35	45	30
DUTY FREE LUNCH MIDDLE SCHOOL	30	25	NP	30	STUD	40	25	30	25	30
DUTY FREE LUNCH HIGH SCHOOL	30	55	NP	30	STUD	40	25	30	25	30
TEACHER DAY ELEM. UNDER 7 OVER 7	X	X	X	X	X	X	X	X	X	X
TEACHER DAY MIDDLE UNDER 7 SCHOOL OVER 7	X	X	X	X	X	X	X	X	X	X
TEACHER DAY HIGH UNDER 7 SCHOOL OVER 7	X	X	X	X	X	X	X	X	X	X
PARENT/TEACHER CONFERENCES IN CONTRACT	Y	Y	Y	Y	N.P.	Y	Y	Y	Y	N.P.
STAFF MEETINGS	1/Mo.	1/Mo.	N.P.	N.P.	N.P.	N.P.	2/Mo.	N.P.	1/Mo.	Y

	INKSTER	KALAMAZOO	KEARSLEY	LAKE-VIEW	LAPEER	LUDINGTON	MARYSVILLE	MIDLAND	MT. CLEMENS	MUSKEGON
SICK LEAVE	13	10	10	10	10	10	12	12	12	10
MAXIMUM ACCUMULATION	UNLIMITED	UNLIMITED	75	190	185	UNLIMITED	187	UNLIMITED	120	200
CLASS 25 UNDER LOADS OVER	X	X	X	X	X	X	X	X	X	N.P.
MIDDLE 30 UNDER SCHOOL OVER	X	X	X	N.P.	X	X	X	X	X	N.P.
HIGH 30 UNDER SCHOOL OVER	X	X	X	N.P.	X	SCHEDULE	X	X	X	N.P.
DUTY FREE LUNCH ELEMENTARY	STUD.	30	30	30	25	60	50	45	N.P.	40
DUTY FREE LUNCH MIDDLE SCHOOL	STUD.	4 STUD.	30	30	25	60	35	40	N.P.	30
DUTY FREE LUNCH HIGH SCHOOL	STUD.	25	30	30	25	60	35	40	N.P.	30
TEACHER DAY UNDER 7 ELEM. OVER 7	X	N.P.	X	N.P.	X	X	N.P.	N.P.	X	X
TEACHER DAY MIDDLE UNDER 7 SCHOOL OVER 7	X	N.P.	X	N.P.	X	X	N.P.	N.P.	X	X
TEACHER DAY HIGH UNDER 7 SCHOOL OVER 7	X	N.P.	X	N.P.	X	X	N.P.	N.P.	X	X
PARENT/TEACHER CONFERENCES IN CONTRACT	N.P.	N.P.	Y	Y	Y	N.P.	Y	N.P.	N.P.	Y
STAFF MEETINGS	1/Mo.	2/Mo.	N.P.	N.P.	N.P.	1/Mo.	1/Mo.	1/Wk.	N.P.	1/Mo.

	OWOSSO	PONTIAC	RIVER ROUGE	ROMEO	ROYAL OAK	ST. JOSEPH	STURGIS	TRENTON	WALLED LAKE	YALE
SICK LEAVE	12	10	14	10	11	12	10	20	10	12
MAXIMUM ACCUMULATION	120	180	200	UNLIMITED	154	90	UNLIMITED	180	UNLIMITED	UNLIMITED
CLASS 25 LOADS UNDER ELEM. OVER	X	X	N.P.	N.P.	X	X	N.P.	X	X	N.P.
MIDDLE 30 UNDER SCHOOL OVER	X	X	N.P.	N.P.	X	X	N.P.	X	X	N.P.
HIGH 30 UNDER SCHOOL OVER	X	X	N.P.	N.P.	X	X	N.P.	SCH.	X	N.P.
DUTY FREE LUNCH ELEMENTARY	30	N.P.	30	45	60	30	40	30	N.P.	35
DUTY FREE LUNCH MIDDLE SCHOOL	30	N.P.	30	25	STUD.	30	40	30	N.P.	30
DUTY FREE LUNCH HIGH SCHOOL	30	N.P.	30	25	STUD.	30	40	30	N.P.	30
TEACHER DAY ELEM. UNDER 7 OVER 7	X	X	X	X	X	X	N.P.	X	X	N.P.
TEACHER DAY MIDDLE UNDER 7 SCHOOL OVER 7	X	X	X	X	X	X	N.P.	X	X	N.P.
TEACHER DAY HIGH UNDER 7 SCHOOL OVER 7	X	X	X	X	X	X	N.P.	X	X	N.P.
PARENT/TEACHER CONFERENCES IN CONTRACT	N.P.	N.P.	Y	Y	Y	Y	Y	Y	Y	Y
STAFF MEETINGS	N.P.	1/Mo.	3/Mo.	N.P.	2/Mo.	1/Wk.	1/Mo.	Reas.	N.P.	1/Wk.

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