

THE ATTITUDES AND OPINIONS OF PUBLIC SCHOOL
ADMINISTRATORS CONCERNING PROFESSIONAL
NEGOTIATION IN MONTANA

by

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C.G.N.

ABSTRACT

The purpose of this study was to survey the attitudes and opinions of fifty-seven superintendents of public schools in Montana concerning their attitudes and opinions towards professional negotiations.

A questionnaire was mailed to the superintendents with items sampling their opinions as to how they felt certain situations should be handled and what rights teachers should have in helping to set the schools' educational and professional policies. The questions were determined through consultation with professors at Montana State University concerned with professional negotiations in education and from educational publications. A letter explaining the nature of the study and a stamped, self-addressed return envelope was sent in addition to the questionnaire. Ninety-three percent of the superintendents returned their questionnaires.

The majority of the questions were examined individually and percentages were computed for each item answered according to agreement or disagreement. One question allowed the superintendents more than one course of action in handling the situation. The responses from this question were rated as to the first action or actions the superintendent would take, the next action he would take, and so on until all possible actions had been rated.

Conclusions arrived at as a result of this study were: (1) the ideal role of the superintendent during negotiations was to coordinate the objectives between the teachers and the school board, (2) superintendents were unsure of their actions to help end a strike or sanction if one occurred in their school, (3) teachers have some rights in helping to form personnel policies and policies effecting the curricula offering in their school, and (4) higher salaries would not appease the teachers' desire to have a voice in other educational matters.

Recommendations made were: (1) course work relating to professional negotiations be offered at the graduate level, (2) further research be conducted on professional negotiations in our public schools, (3) superintendents be made aware of the profession competence of teachers, and (4) materials on profession negotiations be made available to teachers, superintendents, and the public to help keep them informed on proper ways to negotiate and the effect it is having on education.

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CHAPTER I

INTRODUCTION

The teachers' desire to have an influence in education through professional negotiations has led to considerable friction among many school superintendents, teachers, and school boards.

Much of the literature reviewed (2:58; 5:71; 10:1; 12:9; 17:86) for this study indicated that the role of the public school superintendent during negotiations has yet to be definitely established. Legislators, lay people, professional organizations, and school boards are turning to the superintendent for information and leadership on this subject. The public school superintendent cannot hope to cope with this situation unless he is informed.

Professional negotiation, commonly defined in administrative literature (4:30; 11:14; 17:84) and defined for this study, is a set of procedures written and officially adopted by the local teachers organization and the school board for an orderly manner in which they may negotiate on matters of concern in order to reach a mutual agreement on these matters, and to establish channels for mediation in case of persistent disagreement.

STATEMENT OF THE PROBLEM

The problem in this study was to determine the attitudes and opinions of fifty-seven class AA, A, and B public school administrators towards their role in professional negotiations in their school system, personnel policies they feel are negotiable, and rights they feel

teachers have in negotiations.

PROCEDURE

Public school superintendents were surveyed by means of a mailed questionnaire to sample their opinions as to what is negotiable, what their role was during negotiations, and what right teachers had during negotiations.

Questionnaire Sample

The fifty-seven public school superintendents from Montana's class AA, A, and B schools were contacted by means of a mailed questionnaire. These superintendents were identified from the 1967-68 Montana High School Association Bulletin. Addresses were obtained from the Placement Office, Montana State University, Bozeman, Montana.

A list of the superintendents contacted in this study and the class of their school can be found in appendix A, page 43. All of the superintendents were males and all were employed as full time school administrators. All of the superintendents contacted had over three years of teaching experience and the majority had over five years of administrative experience.

Construction of the Questionnaire

A questionnaire was constructed through consultation with professors at Montana State University concerned with professional

negotiation in education and by reviewing various education journals. A copy of the questionnaire is shown in appendix B, page 46.

The questions in the questionnaire took the form of either agreeing or disagreeing regarding how the superintendents felt various problems should be handled during professional negotiations. It was felt by those constructing the questionnaire that this type of involvement would increase interest and response. An example of one of the questions is:

Do you believe that a third disinterested	Agree	Disagree
party should be used to settle a deadlock		
when making contractual agreement with an		
organized teachers' group?	☐	☐

After each question space was provided for the administrator to write statements qualifying or explaining his answer.

Four questions asked the superintendents dealt with their role during professional negotiations. One question asked the superintendents what actions they would take if a strike or sanction occurred in their school. This last question allowed the superintendents to take various types of actions at the same time. Three other questions asked the superintendents what they felt was their role during negotiations.

One question surveyed the attitudes of the superintendents towards the use of a third party to help settle a deadlock during negotiations.

The rest of the questions surveyed the attitudes and opinions superintendents held on the rights teachers had during professional negotiations and what school policies teachers may have a voice in through professional negotiations.

A trial questionnaire was administered to a group of twenty ex-school administrators, students in administration, graduate students, and others with advanced academic work. This administration of the questionnaire was conducted in an effort to eliminate any ambiguity that might exist in the wording of the questions.

Administration of the Questionnaire

The fifty-seven superintendents identified through the 1967-68 Montana High School Association Bulletin were sent a letter explaining the nature of the study (see appendix C, page 49) and a stamped self-addressed return envelope, in addition to the questionnaire. It was decided that at least seventy percent of the questionnaires had to be returned for the results to be valid. Ninety-three percent of the questionnaires were returned.

Analysis of the Data

Each question asked the superintendents was examined separately and percentages were computed on the basis of their responses. In all cases the percentages were rounded to the nearest tenth.

The remarks or explanations each superintendent made about each question or reply were grouped according to their similarity and reported after each table showing the percentages computed on their attitude and opinions towards professional negotiations.

Question two was treated in a slightly different manner because it involved more than one type of answer to a single situation. The responses to this question were ranked in descending order according to what the superintendent would be most likely to do to what he would be least likely to do.

LIMITATIONS OF THE STUDY

This survey was limited to all schools classified as "AA", "A", or "B" by the Montana High School Association's 1967-68 Bulletin. It was felt that these schools would have a large enough staff to allow professional negotiations to be carried on effectively.

DEFINITION OF TERMS

"AA" Schools: Schools classified as "AA" schools by the Montana High School Association include: Billings, Butte, Great Falls, Helena, Kalispell, and Missoula.

"A" Schools: Schools classified as "A" schools by the Montana High School Association include: Anaconda, Bozeman, Columbia Falls, Deer Lodge, Glasgow, Glendive, Hamilton, Hardin, Havre, Laurel, Lewistown, Libby, Livingston, Miles City,

Sidney, Whitefish, and Wolf Point.

"B" Schools: Schools classified as "B" schools by the Montana High School Association include: Absarokee, Baker, Big Sandy, Big Timber, Browning, Chester, Choteau, Circle, Columbus, Conrad, Corvallis, Cut Bank, Fairfield, Forsyth, Harlem, Harlowton, Plentywood, Polson, Poplar, Red Lodge, Ronan, Roundup, St. Ignatius, Scobey, Shelby, Stevensville, Sunburst, Thompson Falls, and Worden.

Boards of Education: Governing bodies of publicly supported institutions of elementary, secondary and higher education.

Impasse: Persistent disagreement between the parties requiring the use of mediation or appeal procedures for resolution.

Professional Negotiation: A set of procedures written and officially adopted by the local teachers organization and the board of education for an orderly manner in which they may negotiate on matters of concern in order to reach a mutual agreement on these matters, and to establish channels for mediation in case of persistent disagreement.

Superintendent: The hired executive head of a school system.

Teachers: All members of a staff employed to teach.

CHAPTER II

Background of the Problem

History and Trends

Throughout our nation a new militancy continues to mount among the public school teachers for the right to help determine school policy. Wildman (21:30) presented evidence that teachers were no longer content to rule only the classrooms to which they had been assigned. They also wanted a hand in the assignment and a voice in the policies that controlled their professional lives. Boutwell (6:17) stated in his study that teachers did not want to run the schools, but they did want their views heard and heeded.

Few aspects of professional negotiations have been as widely discussed and debated as the role of the superintendent of schools in this process. Ball (5:71) pointed out that one clear fact emerged from the mass of written material on this subject; some new form of accommodation must be found to balance the superintendents' traditional authority with the teachers' insistent and increasing demand for a share in educational decisions. This will be easy for some superintendents but for others it will be a difficult task.

Professional negotiations, according to Conner, (10:1) is a relatively new and often misunderstood term in staff and administrative relations. Conner (10:1) defined professional negotiation as a process involving school staff relationships which began to be used in the late 1950's. His study also pointed out that past procedures used in

professional negotiations were quite general and teachers were usually at the mercy of the school board and superintendent. It was also found that often there was no consideration of the staff's ideas in the formation of school policies. In many school districts there is still no established procedure for considering the staff's ideas or desires when school policies are formed.

Professional negotiations in education seem to be following a pattern similar to the development of negotiations in industry earlier in our history. Hicks (13:200) showed in his study that the process of collective action evolved rapidly with the industrial revolution in the latter part of the nineteenth century. As the population grew people became more dependent upon one another. This dependency of workers on each other soon led to unions for their own protection. The lone worker was powerless to affect his working conditions, wages, or hours of work. Thus collective action of workers began to evolve into a new way of life. Hicks further stated that the workers' right to negotiate with their employer was at first harrassed by laws, court decisions, court injunctions and the public's attitude against negotiating. This is much the way negotiations in education is being accepted by the public today. The New Deal days with the passage of the National Labor Relations Act in 1935 guaranteed for the first time the rights of the worker in private industry. The American Association of School Administrators (2:30) stated that the President's Executive Order #10988 in 1962, was probably the most significant breakthrough

establishing the rights of public employees to organize and negotiate with their employing units regarding personnel policies and working conditions. The order denied federal employees the right to strike and did not confer bargaining rights as generally understood through private industry.

The following studies showed where and how professional negotiations in education began. These studies also gave an indication of the increased professional preparation for teachers. The past policy of not incorporating the teacher's ability for formulating school policy has led to much of the discontent between school administrators and teachers. Stinnett (20:26) pointed out that the first known teacher strike occurred in 1946 in Norwalk, Connecticut. Surprisingly it was not over salaries but over appealing procedures used in the school. His study also showed that between 1946 (or just after World War II) and 1957, one hundred ten teacher strikes occurred. Cass (8:62) stated that since 1963 over twenty teacher strikes had occurred. The end of World War II, showed a growing restiveness among teachers. Stinnett (20:27) stated that following the war teachers reasoned that the national emergency was over and this was the time to attract public attention to the conditions in education. The American Association of School Administrators (2:11) stated that basic to the increase of teacher demands was the increasing competence of teachers. The National Education Association (16:5) stated that at the close of World War II thirty-five percent of the public school teachers held

degrees. They also stated that in 1965-66 it was estimated that ninety-two percent of the teachers held one or more degrees, and that the average amount of college preparation was 4.6 years. The National Education Association (16:4) indicated that if teachers were adequately prepared to teach the nation's youth, they were competent to have a role in the planning of education. The National Education Association also stated that the diminishing number of school districts and the growth in their size was a significant factor in the increase in power teachers had and would continue to get.

The role of the superintendent of schools in professional negotiation has been vaguely defined. The following studies give us some idea of what is expected from him by different organizations. The National Education Association (17:86) stated that the superintendent's role in professional negotiations was a dual one. He is the executive officer of the board and a member and teacher of the professional staff. His main role seems to be to provide information to both the teachers and the school board, to help clarify issues, and stimulate both groups to put forth their best efforts to achieve agreements which are to the best interest of all concerned.

The National Education Association (17:86) indicated that it was socially and professionally desirable for teachers to participate in decisions when related to educational programs and services. The teacher's special knowledge and competence as educational practitioners

should, when mixed with the "lay" perspective of the school board, produce better policy decisions. The National Education Association thinks the best way to accommodate the basic difference between teacher negotiations and other types of negotiations is to avoid prior restraints on the scope of negotiating and to adopt broad definitions of bargainable subject matter. This is pointed out by the following statement published by the National Education Association (17:84).

"Statutes governing negotiations restrict the scope of mandatory bargaining to wages, hours of work, and other terms and conditions of employment. However, such a definition applied to teacher negotiations makes mischief. Teachers will continue to accept their claim of special competence to participate in decision-making over educational programs and services."

The American Association of School Administrators (2:58) viewed the position of the superintendent during negotiations as an active participant who provides information and guidance to both the teachers and the school board. Evans (12:9) described his view as the man in the middle who invites attacks from both sides. He went on to say that this middle man role satisfies the role perception kept by superintendents and also provides an accommodation of their role conflict in that it permits the superintendent to continue to identify with both the teacher and the school board. Evans recommended that the superintendent, instead of being a middle man as recommended by the American Association of School Administrators, be a

non-participant in which he serves as the communication link for both the teachers and the school board. He does not advise or negotiate for either side. This role according to Evans allows the superintendent to maintain a dual allegiance to both parties and to satisfy his own role. The Connecticut Education Association (9:12) showed that when the superintendent was left to his own perception, he followed this role and showed the most success during professional negotiations.

The American Association of School Administrators (3:14) stated that the superintendent is the chief executive officer of the board of education, the professional leader of the staff and board, and the focal point of educational responsibility within the district. This means that he is the chief professional advisor to the board and staff, and holds the chief responsibility for developing appropriate educational opportunities to meet the needs of all the students. The American Association of School Administrators further stated that they would resist any efforts to displace the superintendent and his authority in matters affecting the interest and welfare of school personnel. The preliminary report from the 1967 meeting of the American Association of School Administrators indicated that the superintendents' association reaffirm their past attitude towards professional negotiating.

The American Association of School Administrators (3:2) published a document containing several statements affecting professional negotiations. The first statement pertained to the dual role of the superintendent of schools.

"Today, the superintendent of schools occupies a complex and demanding position. He is often torn between diverse alternatives, obligations, and responsibilities. Yet it seems clear that the professional superintendent has one allegiance that transcends all other commitments. His allegiance to the learner supersedes all other loyalties. One of the major concerns of the superintendent always has been and always should be to help provide those conditions which enable teachers and all other staff members to achieve their professional goals."

The second statement by the American Association of School Administrators deals with the relationship of the superintendent to the school board.

"Neither does this freedom of operation by the superintendent suggest disloyalty to the school board. It is his professional judgment, wisdom, and leadership that makes him valuable to the board. School trustees should never seek nor achieve subservience from the school administration. In fact, when controversy rages most violently, his role is one of independent, judicious statemanship governed largely by his depth of professional insights and his primary commitment to improved educational service to pupils and to basic human values."

These statements by the American Association of School Administrators seem to place the superintendent of schools in the middle with respect to boards of education and the teaching staff. He should align himself with neither side but operate in a manner calculated to bring both groups together in as harmonious a manner as possible.

The National School Boards Association (18:41) has continually opposed strikes, sanctions, and boycotts on the part of teachers. The National School Boards Association in 1963 passed the following resolutions:

"Procedures which will actively involve school boards, administrative staff, and teachers in discussion of total budget needs with particular emphasis on the determination of salaries, and the handling of grievances should be included in teacher-superintendent-board relations."

"Written policies concerning the above procedures that are widely disseminated, and presented in such a way that they are clearly understood by all parties concerned: the teachers, administrative staff, the board of education and the general public."

"Policies whereby the superintendent, as administrative officer of the board can function as a channel and interpreter of teacher concerns to the board and the board responsibilities and concerns to the teacher. Direct hearings with the board should be arranged through the superintendent if this proves inadequate."

These policies indicate that the N.S.B.A. agree somewhat with the American Association of School Administrators. The N.S.B.A. does see the superintendent functioning as "channel and interpreter" but not as responsible and involved as the school board.

Abramson(1:3) conducted a study on the attitudes and opinions of different school people towards negotiations. Abramson interviewed a second grade teacher, a union leader, a National Education Association official, and a school superintendent. All four agreed that teachers should be allowed to negotiate with their school boards. The superintendent and teacher did impose certain restrictions on how this was to be conducted. There was also disagreement on what was negotiable. The superintendent limited negotiations to working conditions such as wages, hours of work, and other related benefits. The unions and teachers wanted to make everything negotiable. This study also indicated

that there was disagreement on the use of the strike or sanction for achieving objectives the teachers felt desirable for improving education personnel policies.

CHAPTER III

Results

Questionnaire responses were obtained from fifty-seven public school superintendents in Montana. The superintendents gave their opinions on what their role was during professional negotiations, how they would handle different situations dealing with negotiating, and rights teachers have in negotiations. Percentages and individual comments made by the superintendents reported below were computed and summarized for the various items of the questionnaire.

Role of the superintendent during negotiations.

1. What do you feel is the position of the superintendent during agreement talks?

a) He should coordinate the objectives between the two.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	6	100.0	0			
A	16	100.0	0			
B	19	61.3	12	38.7		
Total ave.	41	77.4	12	22.6		

b) He should remain inactive or on the sidelines.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA			6	100.0		
A			16	100.0		
B	6	19.4	24	80.6		
Total ave.	6	11.3	45	88.7		

c) He should represent the school board.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA			6	100.0		
A			16	100.0		
B	5	16.1	26	83.9		
Total ave.	5	9.4	48	90.6		

d) He should represent the teachers.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA			6	100.0		
A			16	100.0		
B	1	3.2	30	96.8		
Total ave.	1	1.9	52	98.1		

One class AA and one class B superintendent stated in their comments that they should remain inactive during salary negotiations and possibly some other unspecified areas of negotiations. Another class A superintendent stated that he would coordinate between the two by providing information for each side. One class A and one class B superintendent stated they should only make recommendations and corrections in content of statements made by each side. Five class B superintendents checked C (He should coordinate the objectives between the two) as the most ideal but stated that in the final analysis they were usually forced to represent the school board. Two class B superintendents stated that representing the children's interest during negotiations was the most important role of the superintendent.

2. If a mass refusal to teach or mass absenteeism occurred in your school system, which of the following would you recommend to the school board?

- a) Recommend that the teachers' demands be met if they are within reasonable limits.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	3	50.0	3	50.0		
A	7	43.6	9	56.4		
B	18	58.1	13	41.9		
Total ave.	28	52.8	25	47.2		

- b) Temporarily replace the teachers, as much as possible, with substitute teachers.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	2	33.3	4	66.7		
A	5	31.3	11	69.7		
B	17	54.8	14	45.2		
Total ave.	24	45.3	29	54.7		

- c) Close school until a settlement is reached.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	1	16.7	5	83.3		
A	3	18.8	13	81.2		
B	7	22.6	24	77.4		
Total ave.	11	20.8	42	79.2		

d) Secure a court injunction against the teachers.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	1	16.7	5	83.3		
A	2	12.5	14	87.5		
B	6	19.4	25	80.6		
Total ave.	9	17.0	44	83.0		

e) Dismiss the teachers.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	1	16.7	5	83.3		
A	3	18.8	13	81.2		
B	4	12.9	27	87.1		
Total ave.	8	15.1	45	84.9		

f) Undecided.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	2	33.3	4	66.7		
A	5	31.3	11	68.7		
B	11	35.5	20	64.5		
Total ave.	18	34.0	35	66.0		

Twenty-four of the superintendents stated that they would first attempt to find substitute teachers and then recommend to the board that all reasonable demands be met. Eleven superintendents would close school due to a shortage of qualified substitutes. The superintendents generally agreed that the cause of the strike or sanction and the attitude of the teachers towards the settlement of the strike would

determine their final actions.

3. In your opinion, should teachers negotiate directly with their school boards?

School Class	No. Agree	Percent Agree	No. Dis-agree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	5	83.3	1	16.7		
A	10	62.5	6	37.5		
B	24	80.6	6	19.4	1	3.2
Total ave.	39	73.6	13	24.5	1	1.9

Two class AA, four class A, and seven class B superintendents stated that the teachers must first consult, or go through, their principal and superintendent. If these two cannot solve the problem they may, through a committee, negotiate directly with the school board.

4. Should the school administrator be required to recognize a negotiating team from the teaching staff?

School Class	No. Agree	Percent Agree	No. Dis-agree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	3	50.0	2	33.3	1	16.7
A	10	62.5	4	25.0	2	12.5
B	22	71.0	8	25.8	1	3.2
Total ave.	35	66.1	14	26.4	4	7.5

One class AA, two class A, and two class B superintendents stated that if the negotiating team represented the local teachers they should recognize it. One class AA, one class A, and two class B superintendents did not like the word required but they would give any negotiating team favorable consideration.

5. Do you believe that a third disinterested party should be used to settle a deadlock when making contractual agreement with an organized teachers group?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	2	33.3	4	66.7		
A	3	15.8	10	62.3	3	15
B	4	12.9	27	67.1		
Total ave.	9	17.0	41	77.4	3	5.6

One class AA, four class A, and two class B superintendents stated that a third disinterested party should be used only in extreme situations and that board acceptance of a third party and the cost of using a third party could present more problems than it solved. Four class B superintendents definitely stated that all problems should be solved from within the school and no outside help should be used.

6. Do you believe that the use of the sanction is professionally within the rights of the teachers in order to achieve goals they believe beneficial to education?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	3	50.0	3	50.0		
A	12	75.0	4	25.0		
B	15	48.4	14	45.2	2	6.4
Total ave.	30	56.6	21	39.6	2	3.3

Two class AA and four class B school superintendents stated that circumstances would determine if this type of action was professionally

within the rights of the teachers. Low school standards such as extremely low salaries, unfair personnel policies, and the failure of school bond issues may warrant such action. One class AA superintendent and one class A superintendent stated that this type of action was a union approach and against the law.

Most superintendents, seventy-seven percent, felt their position during negotiation talks was to coordinate the objectives between the school board and the teachers. The superintendents felt this position would allow them to help each side without aggravating either. Eleven percent felt they should remain inactive during negotiations. Nine percent said they were responsible to their board or were forced to represent the school board. On the other hand, two percent felt the teachers cause was most important and the superintendent should represent the teachers. Seventy-three percent would allow the teachers to negotiate directly with their school boards. Twenty percent of these did want the teachers to consult or go through their principal and superintendent before going to the school board.

Slightly more than half (fifty-seven percent) of the superintendents said teachers may use the sanction in order to achieve goals they believe beneficial to education. Superintendents indicated teachers have the right to strike but most of them were unsure of their final actions if a strike or sanction should occur in their school. Forty-five percent indicated they might first try to find substitute teachers

in order to keep school going. If this was not possible they would close school. Twenty-one percent stated they would not attempt to find substitutes but would simply close school. The superintendents next action was to either recommend that all reasonable demands be met or to secure a court injunction against the teachers. Either type of action could return the teachers to the classroom. A few (fifteen percent) recommended dismissing the teachers for unprofessional behavior or unwarranted actions. The general opinion was that the teachers' attitude and the actions leading up to the strike or sanction would decide their final action. This study also indicated that superintendents (seventy-seven percent) were reluctant to use a third disinterested party to settle deadlocks when making contractual agreements with teachers. Many superintendents felt a third party was unaware of educational problems and could create additional budget problems.

The following questions deal with teachers' rights in helping to form personnel policies and policies dealing with physical plant.

7. Do you believe that teachers should have a responsibility for helping with the plans for new building construction?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
A1	5	83.3	1	16.7		
A	15	93.8			1	6.2
B	31	100.0				
Total ave.	51	96.2	1	1.9	1	1.9

One class AA, three class A, and three class B superintendents stated they agreed but would only consult teachers and not give them a responsibility in new building construction. Three class A and three class B superintendents stated that since teachers work in the school they should have some say in the planning of the whole school or at least individual classrooms.

8. Do you believe that teachers should be allowed to help form the personnel policies that regulate the faculty?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA	6	100.0				
A	14	87.5	2	12.5		
B	29	93.5	1	3.2	1	3.2
Total ave.	49	92.4	3	3.8	1	1.8

Two class AA, two class A, and seven class B superintendents stated they agreed but the teachers help should be limited to certain areas such as promoting effective teaching, health, and student comfort. The superintendents stated the school board must approve all policy changes suggested by the teaching staff. One class AA superintendent stated that this was part of democratic leadership. He also stated that teachers were reluctant to assume the responsibility for helping to form personnel policies.

9. Do you believe that the teachers should be allowed to help formulate grievance procedures?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA	5	100.0				
A	14	87.5	2	12.5		
B	27	87.1	1	3.2	3	9.7
Total ave.	47	88.7	3	5.7	3	5.6

One class A and one class B superintendent stated that as long as the grievance procedures include first going to their principal, superintendents and then to the school board they would agree to allowing the teachers help formulate grievance procedures. They also stated this must be done in a professional manner.

10. In your opinion, should teachers be allowed to help decide how much in-service training is to be provided and what subjects are to be covered?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA	5	83.3	1	16.7		
A	9	56.3	6	37.5	1	6.2
B	27	87.1	4	12.9		
Total ave.	41	77.5	11	20.6	1	1.9

Two class AA, three class A, and three class B superintendents stated that teachers may help decide how much in-service training is to be provided and what subjects are to be covered as long as the superintendent has the final decision. On the other hand, one class A and two class B superintendents stated that lack of teacher involvement is what kills good in-service training.

11. Do you agree that teachers may help decide the procedures for hiring new teachers?

School class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA	3	50.0	3	50.0		
A	6	37.5	9	56.3	1	6.2
B	4	12.9	25	80.6	2	6.6
Total ave.	13	24.5	37	69.8	3	5.7

One class A and six class B superintendents stated the teachers could help decide hiring procedures but precautions should be taken to prevent teachers from taking over "administrative tasks".

12. Do you agree that teachers may help decide the length and frequency of faculty meetings?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA	2	33.3	3	50.0	1	16.7
A	5	31.3	10	62.5	1	6.2
B	12	38.7	18	58.1	1	3.2
Total ave.	19	35.8	31	58.5	3	5.7

One class A superintendent wondered if teachers could accept this responsibility. Another class A and five class B superintendents indicated that the teachers' responsibility should be held to just suggestions.

13. Do you agree that teachers should be allowed to help set the pattern and conditions for leaves of absence?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	6	100.0				
A	12	75.0	4	25.0		
B	19	61.3	11	35.5	1	3.2
Total ave.	37	69.8	15	28.3	1	1.9

One class AA superintendent stated that leaves of absence should be set on an individual basis when they are needed. Two class A and six class B superintendents stated the teachers should only make suggestions. The school board and superintendent would make all final decisions.

14. Do you agree that teachers should have a responsibility in deciding the conditions and the length of sick leave they should receive?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	6	100.0				
A	15	93.8	1	6.2		
B	19	61.3	12	38.7		
Total ave.	40	75.5	13	24.5		

One class AA, one class A, and five class B superintendents stated that all decisions relating to sick leave policy should be from the school board and superintendent, but they would accept recommendations from the teachers.

15. Do you agree that teachers should have a responsibility in helping to decide the promotional policies among the teaching staff?

School Class	No. Agree	Percent Agree	No. Dis-agree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	5	83.3	1	16.7		
A	9	56.3	6	37.5	1	6.2
B	11	35.5	18	58.1	2	6.4
Total ave.	25	47.2	25	47.2	3	5.6

One class AA, one class A, and five class B superintendents agreed that teachers could make recommendation concerning the promotional policies in their school but the final decision should rest with the school board.

16. Should teachers have a voice in helping to decide how they should be rated professionally?

School Class	No. Agree	Percent Agree	No. Dis-agree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	5	83.3	1	16.7		
A	10	62.5	3	18.8	3	18.7
B	24	77.4	4	12.9	3	9.7
Total ave.	39	73.6	8	15.1	6	11.3

Two class A superintendents stated that teachers do not want to be rated professionally. Two class A and three class B superintendents said the teachers could set up guide lines for professional rating but not do the actual rating. This was an administrative task. One class A superintendent said "present salary schedules take care of professional rating automatically".

17. Do you believe a teachers' committee should have a right to review contemplated teachers' dismissals?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	2	33.3	2	33.3	2	33.3
A	5	31.3	10	62.5	1	6.2
B	10	32.3	19	61.3	2	6.4
Total ave.	17	32.1	31	58.5	5	9.4

Two class AA, two class A, and three class B superintendents stated that in certain cases a teachers' committee might review teacher dismissals. Teachers could and should discipline their own members but extreme care should be taken not to draw too much public attention to this aspect of the school because of the bad effects it may have on the public image.

18. If teachers have group problems, could they go directly to the school board to get things done without negotiating?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	1	16.7	5	83.3		
A	4	25.0	11	68.8	1	6.2
B	6	19.4	23	74.2	2	6.4
Total ave.	11	20.8	39	73.6	3	5.6

All superintendents stated the teachers should first bring any problem to the attention of their principal, superintendent, and then if need be, to the school board. Superintendents disagreeing stated that the chain of command should be followed before negotiating with the school board.

19. Do you go along with the idea that if teachers' salaries were higher, negotiating in other areas would be less of a problem?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	2	33.3	4	66.7		
A	9	56.3	5	31.2	2	12.5
B	14	45.2	17	54.8		
Total ave.	25	47.1	26	49.1	2	3.8

Two class AA, and four class B superintendents stated that higher salaries would help but due to the many "inadequacies" in our school systems professional negotiations would continue.

Ninety percent of the superintendents agreed that teachers have some rights in helping form personnel policies. Seventy-seven percent agreed that teachers should help decide what is to be covered during inservice training. On the other hand, only thirty-six percent stated that the teachers should help decide the length and frequency of faculty meetings. Eighty-eight percent would allow the teachers to help form grievance procedures but many of these indicated that it must follow the normal chain of command; principal, superintendent, school board. This policy was more firmly established when only twenty percent agreed that teachers may negotiate directly with their school boards. Seventy-six percent would allow the teachers to help decide the conditions and length of sick leave and seventy percent would allow them to help set the pattern and conditions for leaves of absence. Forty-seven percent would allow the teachers to help decide the promotional policies

among the teaching staff, while seventy-four percent stated that teachers should have a voice in helping to decide how teachers should be rated professionally. Superintendents also agreed (fifty-nine percent) teachers should not review contemplated teacher dismissals.

The following questions deal with the rights teachers have in effecting the curricular offering in their schools.

20. Should a committee of teachers be allowed to aid the administration in making teaching assignments?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA	1	16.7	4	66.7	1	16.7
A	2	12.5	12	75.0	2	12.5
B	6	25.8	23	74.2		
Total ave.	11	20.7	39	73.6	3	5.7

One class AA, four class A, and five class B superintendents stated they would consult or let their teachers help the superintendent or principal make teacher assignment in an unspecified limited way. Most of these thought teachers lacked competence, interest, or were trying to do what is considered by most an administrative function.

21. Should teachers be allowed to help decide policy relative to class size?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Undecided	Percent Undecided
AA	2	33.3	2	33.3	2	33.3
A	8	50.0	8	50.0		
B	17	54.9	13	41.9	1	3.2
Total ave.	27	50.9	23	43.4	3	5.7

One class AA, two class A, and two class B superintendents stated that Montana law already sets class size so it may not be negotiable. One class AA, four class A, and eight class B superintendents stated that if teachers recognized the effect this may have on the budget, they might be consulted but final decision on class size should be left with the administration.

22. Do you believe that teachers have the right to help decide the maximum and minimum number of classes and the hours of work required daily?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	2	33.3	1	16.7	3	50.0
A	6	37.5	9	56.3	1	6.2
B	12	38.7	19	61.3		
Total ave.	20	37.8	29	54.7	4	7.5

General agreement among all the superintendents was that accreditation standards controlled the number of classes taught and the hours of work but that teachers could be consulted for possible changes.

Three class B superintendents stated that this was strictly an administrative function and teachers should not get involved.

23. Do you believe teachers should help decide what extra curricular activities they should sponsor?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	5	100.0				
A	13	81.3	2	12.5	1	6.2
B	26	83.9	5	16.1		
Total ave.	45	84.9	7	13.2	1	1.9

One class A and two class B superintendents stated that their teachers decided what extra curricular activities they would sponsor by signing, or not signing, their contracts. One class AA, two class A, and six class B superintendents indicated that teachers should be consulted and not forced to sponsor any group they are not qualified to sponsor.

24. Should teachers be allowed a voice in the selection of the textbooks to be used?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	6	100.0				
A	16	100.0				
B	31	100.0				
Total ave.	53	100.0				

There was one-hundred percent agreement on this question. All superintendents agreed that teachers should select the actual textbooks to be used plus other teaching equipment. Others stated the teachers should be consulted either individually or through a committee.

25. Should teachers be allowed to help decide curricular offerings in your school?

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	6	100.0				
A	15	93.8	1	6.2		
B	25	80.6	6	19.4		
Total ave.	46	86.8	7	13.2		

Three class AA, two class A, and three class B superintendents agreed as long as the teachers only make recommendations and not any final decisions. One class A superintendent put it this way, "school curriculum is controlled by Montana law and teachers may not have the background to establish a curriculum that would fit the needs of every student".

26. Pay received for extra duty, outside the classroom teaching, should be pre-set through discussion with representatives of the teachers and the school board.

School Class	No. Agree	Percent Agree	No. Disagree	Percent Disagree	No. Un-decided	Percent Un-decided
AA	6	100.0				
A	10	62.5	3	18.8	3	18.7
B	27	87.1	4	12.9		
Total ave.	43	81.1	7	13.2	3	5.7

Three class A superintendents said in their comments that their teachers decided the pay they received for extra duty by signing or refusing to sign their teaching contract. One class B superintendent agreed as long as the board had the final voice on the amount of pay teachers were to receive for extra duty.

This study also indicated that superintendents would allow teachers a voice in helping to set certain policies affecting the curricular offering and physical plant.

Ninety-six percent stated that since teachers have such an important role in the school building they should have a role in planning its construction whenever possible. There was one-hundred percent agreement among the superintendents that teachers should help select the textbooks used in their classroom. Only fifty percent of the superintendents felt that teachers should help decide class size and thirty-eight percent would allow the teachers a voice in helping to set policies affecting the number of classes and the hours of work required daily. Eighty-six percent indicated that teachers should be allowed to help decide the curricular offering in their school and eighty-five percent would allow the teachers to help decide what extra curricular activities the teachers would sponsor. Eighty-five percent of the superintendents might allow the teachers to help decide what extra curricular activity they would sponsor but only eighty-one percent would allow the teachers to help set the pay received for this extra duty. Some superintendents indicated the teachers lack an understanding of budget resources and needs in the school to help make this decision. Because of this teachers should not decide monetary needs of the school.

The superintendents agreed (seventy-four percent) that the making of teaching assignments was an administrative task

and teachers should not have a voice in this policy.

Less than half (forty-nine percent) of the superintendents thought higher salaries would make negotiating in other areas of education easier. Teachers are trying to improve the profession and right now this seems to be the best way of doing it. Four percent were undecided on the effect higher salaries would have on other areas of negotiating.

CHAPTER IV

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to survey the attitudes and opinions of fifty-seven class AA, A, and B public school superintendents towards their role in professional negotiations in their school system, personnel policies they felt were negotiable, curricular offerings they felt are negotiable, and rights superintendents felt teachers had in negotiations.

A questionnaire was mailed to the fifty-seven public school superintendents sampling their opinions and attitudes concerning professional negotiations. The questions were secured through consultation with professors at Montana State University and from various educational journals. A letter explaining the nature of the study and a stamped, self-addressed return envelope were included along with each questionnaire.

The majority of the questions were examined individually and percentages were computed for each item answered according to agreement, disagreement, or undecided. One question allowed the superintendent more than one course of action in handling the situation. The responses from this question were rated according to what the superintendent would do first, what his next course of action would be, and so on until all possible courses of action had been rated. The selection of questions and the way they were presented may have influenced the replies of the superintendents. Since professional negotiating is relatively new to

education a lack of knowledge about negotiating may have influenced superintendents according to their opinions on some of the questions, their answers, and their individual comments qualifying their answers. Previous experiences in professional negotiations in some cases may have influenced their replies.

Conclusions

Several conclusions seemed warranted from the data and individual comments compiled in this study.

1. This study found that the ideal role of the superintendent during negotiation should be to clarify the issues and coordinate the objectives between the teachers and the school board during contract negotiating. Representing the teachers or the school board according to the replies received usually lead to distrust and dissatisfaction from the party not being represented. In some specific instances, such as salary negotiations, the superintendents should remain inactive or on the sidelines during the negotiating process.
2. The superintendents generally agreed that substitute teachers should replace striking teachers whenever possible. A few superintendents indicated that they would close school during a teacher strike. Over half of the superintendents recommended that the school board should meet all reasonable demands the teachers make when a strike or sanction is threatening or in process. The use of an injunction or firing of the striking teachers was generally rejected as a possible avenue of action for ending

a strike or sanction. Also, the use of a third disinterested party was unanimously rejected as a method to be used for settling a deadlock when making contractual agreements.

3. Superintendents generally agreed that teachers should negotiate directly with their school boards. Many indicated that teachers should follow the chain of command first: principal, superintendent, school board. Most superintendents indicated that they would recognize any negotiating team that was representative of the teaching staff.

4. The superintendents generally agreed that teachers should have some rights in helping form personnel policies. They agreed that teachers should help form grievance procedures, help decide how much in-service training is to be provided and what subjects are to be covered, help set the pattern and conditions for leaves of absence and sick leave, and have a voice in setting up the policies determining how teachers will be rated professionally.

Superintendents generally also agreed that teachers should not help set the policy for hiring new teachers, help decide the length and frequency of faculty meetings, or formulate a committee that could review contemplated teacher dismissals.

5. Superintendents agreed to some teachers' rights in helping to determine policies effecting the school's curricular offering. There was complete agreement that teachers should have a voice in the text-book selection, general agreement that teachers should have a voice in

helping with the plans for new building construction, extra curricula activities teachers sponsor, pay received for extra duty outside of the classroom, and a voice in helping to decide the actual curricular offering in the school. A slim majority would allow the teachers to help set policies determining class size.

On the other hand, superintendents generally agreed that teachers have no rights in determining the policies effecting the making of teacher assignments and the maximum and minimum number of classes or the hours of work required daily.

6. The superintendents indicated that higher teachers' salaries would not appease the teachers' desire to have a voice in other areas of negotiations affecting their professional lives.

Recommendations

The following recommendations were formed from the results and comments made by the administrators who participated in this study:

1. It is recommended that course work dealing with professional negotiations be included into the graduate administrative program. This experience would perhaps be beneficial to potential and returning administrators in handling negotiations when the need arises.
2. It is recommended that further research be conducted on professional negotiations in our public schools. Since this is new to education many confusing views have been presented in recent literature.
3. A similar evaluative study could be conducted at a later date so

that revision could be made in the negotiation process.

4. A similar study could be made involving teachers and school board members to see how they feel professional negotiations should be handled in education.

5. Some superintendents felt teachers were inadequately prepared to make decisions relative to the educational policies in their school. It is, therefore, recommended that either course work be offered to bring teacher preparation up to what is expected and needed or that superintendents be informed of the professional preparation teachers receive.

6. It is recommended that materials on professional negotiations in education be made available for in-service training, P.T.A. meetings, and training to help keep school administrator, teachers, school boards, and the public up to date on this process of negotiating and its effect on education.

APPENDIX

Appendix A

Class AA

Mr. Paul T. O'Mare
101 10th St. West
Billings, Montana 59101

Mr. Charles C. Davis
Butte, Montana 59701

Dr. Harold Wenaas
P.O. Box 2669
Great Falls, Montana 59401

Mr. A. G. Erickson
7th and Allan
Helena, Montana 59601

Mr. D. P. Langbell
P. O. Box 788
Kalispell, Montana 59901

Mr. Karl D. Bell
Missoula, Montana 59801

Class A

Mr. William C. Greer
Glasgow, Montana 59230

Mr. Clifford A. Harmala
Glendive, Montana 59330

Mr. H. B. Ensrud
P.O. Box 791
Havre, Montana 59501

Mr. Francis L. Savage
Lewistown, Montana 59457

Mr. George A. Berges
Miles City, Montana 59301

Mr. Harry F. Eikelson
Sidney, Montana 59270

Mr. Paul Stengel
Wolf Point, Montana 59201

Mr. James E. Gardner
Anaconda, Montana 59711

Mr. L. E. Scarr
Columbia Falls, Montana
59912

Mr. Peter Vukad
Hamilton, Montana 59840

Mr. Frank D. Lewis
Deer Lodge, Montana 59722

Mr. John J. Womack
Dillon, Montana 59725

Mr. Carl R. Engebretson
Libby, Montana 59923

Mr. Lloyd A. Muldown
Box 198
Whitefish, Montana 59937

Mr. Milton K. Negus
P.O. Box 520
Bozeman, Montana 59715

Mr. H. R. Salyer
Hardin, Montana 59034

Mr. Leonard A. Wollan
Laurel, Montana 59044

Mr. Keith W. Haines
P.O. Box 669
Livingston, Montana 59047

Class B

Mr. Ed. Schiller
Choteau, Montana 59422

Mr. Richard M. Aast
Fairfield, Montana 59436

Mr. Hazen Lawson
Sunburst, Montana 59482

Mr. D. L. Johnson
Shelby, Montana 59474

Mr. Steve Ruffatto
Chinook, Montana 59523

Mr. Elmer M. Main
Lodge Grass, Montana 59050

Mr. Ernest Copenhaver
Red Lodge, Montana 59068

Mr. S. O. Nefty
Conrad, Montana 59425

Mr. Kedric W. Flint
Cut Bank, Montana 59427

Mr. Hugh G. Simmons
Fort Benton, Montana 59442

Mr. James C. Nordlund
Malta, Montana 59538

Mr. Boyd E. Romine
Big Sandy, Montana 59520

Mr. Thomas L. McKeown
Browning, Montana 59522

Mr. C. E. Murphy
Chester, Montana 59522

Mr. Robert S. Sindelar
Valier, Montana 59436

Mr. James D. Hoffman
Baker, Montana 59313

Mr. Louis M. Schnebly
Circle, Montana 59215

Mr. Jack Kreitinger
Fairview, Montana 59221

Mr. Jack Rober
Hahua, Montana 59248

Mr. Eugene V. Lagerquist
Plentywood, Montana 59254

Mr. Delmar K. Lewis
Poplar, Montana 59255

Mr. R. Gene Busch
Scobey, Montana 59263

Mr. Thorill S. Averett
Absarokee, Montana 59001

Mr. Andrew C. McDonald
Big Timber, Montana 59011

Mr. Darle Hemmy
Columbus, Montana 59019

Mr. Robert S. Bitney
Forsyth, Montana 50327

Mr. Delbert M. Hartwick
Harlowton, Montana 59036

Mr. Robert D. Krogh
Roundup, Montana 59072

Mr. T. Carl Johnson
Worden, Montana 59088

Mr. A. J. Unterscher
Corvallis, Montana 59828

Mr. Roger A. Ranta
Eureka, Montana 59917

Mr. Al L. Cooper
Ronan, Montana 59364

Mr. Earl J. Barlow
Stevensville, Montana 59870

Mr. Evertt W. Long
Thompson Falls, Montana 59873

Appendix B

Directions: Read each statement and check the appropriate box for agreement or disagreement as to how you believe each should be handled.

Dis-
Agree agree

1. What do you feel is the position of the superintendent during agreement talks?

- a) He should represent the teachers.....
- b) He should represent the school board.....
- c) He should coordinate the objectives between the two.....
- d) He should remain inactive or on the sidelines.....

Comments: _____

2. Do you believe that a third disinterested party should be used to settle a deadlock when making a contractual agreement with an organized teachers' group?.....

--	--

Comments: _____

3. If a mass refusal to teach or mass absenteeism occurred in your school system, which of the following would you recommend to the school board?

- a) Temporarily replace the teachers, as much as possible, with substitute teachers.....
- b) Close school until a settlement is reached.....
- c) Secure a court injunction against the teachers.....
- d) Recommend that the teachers' demands be met if they are within reasonable limits.....
- e) Dismiss the teachers.....
- f) Undecided.....

Comments: _____

4. Do you believe that the use of the sanction is professionally within the rights of the teachers in order to achieve goals they believe beneficial to education?.....

--	--

Comments: _____

5. Do you believe that teachers should have a responsibility for helping with the plans for new building construction?...

--	--

Comments: _____

6. Do you believe that teachers should be allowed to help form the personnel policies that regulate the faculty?.....

--	--

Comments: _____

7. In your opinion, should teachers negotiate directly with their school boards?.....

☐☐

Comments: _____

8. Do you believe that the teachers should be allowed to help formulate grievance procedures?.....

☐☐

Comments: _____

9. In your opinion, should teachers be allowed to help decide how much in-service training is to be provided and what subjects are to be covered?.....

☐☐

Comments: _____

10. Should the school administration be required to recognize a negotiating team from the teaching staff?.....

☐☐

Comments: _____

11. Should a committee of teachers be allowed to aid the administration in making teaching assignments?.....

☐☐

Comments: _____

12. Should teachers be allowed to help decide policy relative to class size?.....

☐☐

Comments: _____

13. Do you believe that teachers have the right to help decide the maximum and minimum number of classes and the hours of work required daily?.....

☐☐

Comments: _____

14. Do you believe teachers should help decide what extra curricular activities they should sponsor?.....

☐☐

Comments: _____

Do you agree that

15. Teachers may help decide the procedures for hiring new teachers?.....

☐☐

16. Teachers may help decide the length and frequency of faculty meetings?.....

☐☐

17. Teachers should be allowed to help set the pattern and conditions for leaves of absence (or sabbatical leaves).....

☐☐

Comments: _____

Do you agree that	Agree	Dis- agree
18. Teachers should have a responsibility in deciding the conditions and the length of sick leave they should receive....	☐	☐
19. Teachers should have a responsibility in helping to decide the promotional policies among the teaching staff.....	☐	☐
Comments: _____		

20. Should teachers have a voice in helping to decide how they should be rated professionally?.....	☐	☐
Comments: _____		

21. Should teachers be allowed a voice in the selection of the textbooks to be used?.....	☐	☐
Comments: _____		

22. Should teachers be allowed to help decide curricula offerings in your school?.....	☐	☐
Comments: _____		

23. Do you believe a teachers' committee should have a right to review contemplated teachers' dismissals?.....	☐	☐
Comments: _____		

24. If teachers have group problems, could they go directly to the school board to get things done without negotiating?....	☐	☐
Comments: _____		

25. Do you go along with the idea that if teachers salaries were higher, negotiating in other areas would be less of a problem?.....	☐	☐
Comments: _____		

26. Pay received for extra duty, outside of classroom teaching, should be pre-set through discussion with representatives of the teachers and the school board.....	☐	☐
Comments: _____		

Please place the finished questionnaire in the enclosed envelope and return it.
Thank you again for your cooperation in this study.

Appendix C

This questionnaire is part of a study on the attitudes and opinions of school administrators concerning professional negotiating in Montana. The results will be used to write a professional paper for partial completion of a masters degree in education at Montana State University, Bozeman, Montana.

Professional negotiation has been defined as a set of procedures written and officially adopted by the local teachers organization for an orderly manner in which they may negotiate on matters of concern in order to reach a mutual agreement on these matters, and to establish channels for mediation in case of persistent disagreement.

Please feel free to answer the questions exactly the way you believe they should be handled. All questionnaires, answers, and comments will be held confidential. No identification marks are required in returning this questionnaire.

The space below each question has been provided for further explanation or qualification of your answers.

Thank you for participating in this survey. Your prompt action on the questionnaire will be greatly appreciated. Please return the completed form in the envelope provided.

If you would like a summary of this study, please put your name and address on this letter and return it with your questionnaire.

Sincerely yours,

Chandler G. Newhall

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