



1936

The 1928 salary schedule of the City of Alameda and its effect upon the improvement of teachers in service

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THE
1928 SALARY SCHEDULE
OF THE
CITY OF ALAMEDA
AND ITS EFFECT UPON THE IMPROVEMENT OF
TEACHERS IN SERVICE

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By
James Mathews Bryan

June 1, 1936

A Thesis
Submitted to the Department of Education
College of the Pacific

In partial fulfillment
of the
Requirements for the
Degree of Master of Arts

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THE PROBLEM OF THE IMPROVEMENT
OF
TEACHERS IN SERVICE

The improvement of the teaching staff is a problem that constantly confronts every school department. Writers of leading books on school administration consider this problem so important that they almost universally devote one or two chapters to its discussion. Dr. Ellwood P. Cubberley suggests that the addition of a few young, well-trained teachers to the staff each year is one way of improving the work of a whole department.¹ In recent years, however, many school departments have been unable to add new strength to their school systems by the addition of new teachers, for the reason that there were no new positions to fill. Teacher Tenure laws on the one hand and a dropping off in school enrollments on the other have forced many departments to rely upon an almost static teaching force. In order to improve the teaching staff in such a system a second way must be found and that is by improving the teachers who are already in the system.

The salary schedule is one of the most potent instruments to bring about a desirable situation in regard to the training of teachers in service. Over fifty percent of the more than two billion dollars spent annually in the United States for education is devoted to teachers' salaries. How this amount of money is to be spent and how the salary

¹ Ellwood P. Cubberley, Public School Administration, 339-340.

schedule is to operate becomes a very vital and significant educational problem.

On the subject of the training of teachers in service, Dr. Ellwood P. Cubberley writes:

Teaching is a calling which demands continual growth on the part of those engaged in it. The advance of our schools is so rapid that teachers who do not continue to increase their capacity for service in time cease to be of large usefulness to the system. After all that the State can do to train a new teacher, even under the best of teacher-training conditions, the completion of the process must still take place in the classroom, under competent and helpful supervision. Someone must see that the teacher is applying the principles she has been taught, and that she is improving her technique with a view to becoming, if possible, a master teacher. Practice alone does not make perfect; it is practice guided by skilled supervision that is effective. The problem of training teachers in service is to a very large degree a strictly local problem.

The training that produced a satisfactory teacher for 1900 or 1910, or even for 1920, will not suffice for a teacher for 1930 or 1935. The teacher must know more, and her ideals for public service must have expanded along with her years of service. Teachers are in no way exempt from the same conditions which produce inefficiency in other professional workers. To insure this continual growth calls for continual personal training, and not only should a certain amount of such training be expected of and required of teachers, but certain definite premiums should be placed on the efforts of teachers who voluntarily do more than is required.¹

On the same subject H. Updegraff says:

The principles and practices, the theory and art of education are constantly undergoing, in common with all other phases of civilization, modification and development. Likewise the field of education in which instruction is given, and the habits which education seeks to form, are always changing. It is necessary, therefore, if the institution of education is to render its full service to humanity, if the public schools are to perform their full duty in the promotion of civilization, that every teacher, insofar as in his power lies, shall keep abreast of this development and change. No matter what the initial equipment of a teacher may be, he should be progressively efficient during his entire period of service. This means not that he should grow merely in those

¹ Ibid, 344-345-346.

ways which are inseparably connected with his own individual experience, but rather that he should profit by the experience of the race insofar as it affects his own work.¹

Ward G. Reeder writes:

Training in service is especially necessary for inadequately trained teachers, however, it is not urged for the inadequately prepared alone. It is of vital importance to those who have spent a much longer period of time in the teacher-training institutions. Complete training before the teacher enters service cannot be secured in a teacher-training institution. It cannot be secured because the novitiate lacks the experiential background. Before the novitiate can gain full competence and confidence he must try out his theories and techniques in an actual teaching situation; he must secure the feel of his work.

In the second place, training in service is necessary because teaching efficiency cannot remain static. Teaching, like most professions is progressing rapidly. Educational theories are under constant criticism and revision. Experimentation and investigation are constantly bringing forward new methods and new techniques, and are making us more familiar with that most baffling thing in the world---the working of the human mind. With such discoveries the teacher must be familiar if he expects to keep abreast of the profession.²

In a recent article Dr. Paul R. Hanna described the modern school and the demands made upon the modern teacher in such terms that I wish to quote from the article at some length:

The fact that our children are living in a world strikingly different from the one just sketched is obvious to everyone. The fund of organized knowledge is vastly more complex today in the fields of science, social sciences, aesthetics, ethics, philosophy, etc. Further, the position of childhood in society has been greatly changed. No longer is it possible for children and youth to learn day by day important concepts and attitudes through participation in the work of the community. The wide-spread use of power (gasoline, steam and electricity) and complex machinery have deprived our children of these vitally necessary educational experiences. Not only are the children denied first-hand contact with the serial processing of our common food, shelter and clothing, but are relieved of the responsibility of contributing to group welfare in any

¹ H. Updegraff, Proceedings, N.E.A., 1911, 434.

² Ward G. Reeder, The Fundamentals of Public School Administration, 91.

significant manner. This situation develops selfish and antisocial attitudes. Youth today lack emotional loyalty to our democratic ideals because they live in a world which is constantly thwarting them by denying them the chance to practice the principles of cooperation in the pursuit of commonly held goals.

The elementary school must seriously accept as one of its new purposes the task of teaching children and youth those democratic values of service to the group, equal opportunity for all, freedom, justice, cooperation, happiness and security; not alone an intellectual understanding of these values but the development of the loyalties and emotional responses which are essential to their safeguarding.

Further, the modern school must assume the responsibility for developing an understanding of our emerging pattern of culture; its potential strengths and its possible weaknesses, its promise of material abundance, and leisure time in which to develop rich personalities and a golden age of American culture. The core of this second major purpose consists of a comprehensive study of the present--the realities of our contemporary world. These realities include such major social functions as production and distribution of goods and services, protection and conservation of life and natural resources, transportation and communication, education, recreation, extension of freedom, expression of aesthetic impulses, expression of religious impulses, and the integration of the individual.

New Purposes Demand Master Teachers

In organizing a school to achieve such purposes as have been suggested, it is essential to consider first the selection and training of teachers. We are all aware that the learnings in the classroom are no better than the ability of the teacher to select for her pupils worth while activities and to guide the development and culmination of these activities in the best possible manner. Consider for a moment the type of teacher training adequate to the task of guiding children in the exploration of one phase of transportation, namely, aviation. The teacher must be familiar with such myths and legends of "wonder flights of long ago" as Daedalus and Icarus, Phaethon, Pegasus and Hellephon, The Magic Carpet, Perseus and the Gorgon's Head, Sindbad's Second Voyage, etc. She must know something of the history both of lighter-than-air and heavier-than-air flight including the contributions of such men as Leonardo Da Vinci, Cavallo, the Montgolfier brothers, Professor Charles, Count Zeppelin, Santos-Dumont, Henson, Stringfellow, Langley, the Wright brothers, and a host of heroes who made modern flight possible. The teacher should know something of the principles of flight, air-dynamics, and navigation; something of internal combustion engines and even of rocket engines; something of the principles of meteorology; of the use of balloons, dirigibles, and planes in war and peace. An imagination as to the future influence of air travel on

the people of the world would be essential. The scientific and social-science principles and their application to the area of aviation clearly demand an intellectual equipment and scholarship of the highest order. And the same is true in dealing with any aspect of modern living. Children demand pertinent facts and clear explanations about the origins, current practices, and future possibilities in a multitude of enterprises and a teacher must be equipped to guide children in their quest for such knowledge. To put the problem negatively, imagine a teacher whose intellectual boundaries are no wider than the curriculum she studied in the normal school of a decade ago, trying to measure up to the task imposed by the modern elementary school curriculum. No amount of administrative pronouncement or manipulation by a principal can compensate for the lack of a thorough intellectual training of the classroom teacher. A teacher must be intellectually conscious of the new task and adequately trained if the school is to make a major contribution to social reconstruction.

Some Needed Adjustments

In order to obtain a staff of teachers adequately trained for this task, certain educational changes will have to be made. In the first place, we must cease to think of the elementary school period as less important in a child's development than the later years. Certainly the elementary period is no less difficult for the child and teacher. Specialists in physical, emotional, and mental development of children indicate that each period has its own peculiar problems, but if any period requires more knowledge and competency on the part of teachers than another, it is the period of infancy and immaturity--the pre-school and elementary school years. We are not on a sound foundation when by lower minimum years of training, lower minimum salary schedules, etc., we differentiate between teachers in elementary and secondary schools to the detriment of the younger children.

Once the comprehensiveness of the task of elementary teachers is understood in terms of the professional knowledge and skill required in dealing with the psychological and physiological maturation of children, understood in terms of the complexity of modern society and teachers' ability to assist children to sense the important relationships therein, once we grasp the full significance of teachers in the lives of elementary children in contemporary America, we shall require just as much native and acquired competence of elementary teachers as of teachers of any level. In order to obtain such competency in elementary classrooms, salaries must be paid that will be sufficient to induce the ablest young people to prepare for a life work on this level. And these same high salaries will make it possible for the elementary teachers to keep abreast culturally and professionally through travel, study, recreation, and such pursuits as will enrich their knowledge and skill.

It is not unreasonable to expect that eventually all teachers of element-

ary children shall have the equivalent of a four-year liberal arts college course, plus one year of concentrated professional study, one year of internship, and opportunity for first-hand participation in one or more areas of social-economic endeavor--agriculture, industry, business, social service, home making, etc. It is hard to conceive how our newer purposes for elementary education are to be achieved unless our workers have some such pattern of development and training.

An adequate training period for teachers is not of itself sufficient. Opportunities must be provided for continued growth for teachers in service. If we receive into our schools live, vibrant personalities from the training institutions and then so organize and administer the school that these new teachers are exhausted in a round of professional responsibilities, the results will be disappointing. The teachers must be protected from annoying interruptions and from too much routine detail. They must be spared the fear of insecurity which often results when the best educational program runs counter to outworn customs or vested community interests.

But even more is necessary. Teachers must have opportunities to replenish and revitalize their professional equipment, to enrich their personalities. Opportunity must be available for teachers to participate in such recreational activities as music, literature, dramatics, painting, dance, and sports. Teachers should be encouraged to partake of the social, economic, and political life of the community. They should visit modern factories and farms and up-to-date transportation and communication centers to see the new forms of power and the new machines which make possible the potential wealth we are striving to utilize rationally. In short, we must organize and administer our schools so that we foster rather than inhibit those priceless qualities of good teachers--an interest in, an understanding of, and an enthusiasm for the world in which we live.¹

PURPOSE OF THE STUDY

The Alameda Board of Education of 1928, in considering this problem of the Improvement of Teachers in Service, passed a Salary Schedule which made it possible for teachers to receive extra salary increments for professional work done in their respective fields.

¹ Paul R. Hanne, *Master Teachers and Modern Education*, California Journal of Elementary Education, November 1935.

The purpose of this study is, to determine what effect the above Salary Schedule has had upon the Improvement of Teachers in the Alameda City Schools. In particular, answers have been sought to the following questions:

1. To what extent has the 1928 Salary Schedule stimulated professional growth?
2. What type of work has been taken?
3. Is the proper guidance being given teachers in their work?
4. Should the plan be continued?

The study is limited to a consideration of the actual work taken by Alameda teachers, which would apply to a higher classification upon the Salary Schedule, or would allow them to receive automatic advance or maintain their classification on the basis of experience. It does not take into consideration the improvement that may result from participation in curriculum construction, from supervision, from professional meetings or from Teachers' Institutes.

The data for the study has been taken from the files of the Alameda Credential Commission. This data consists of:

1. Transcripts of record from university or teachers' college accredited by the University of California.
2. Other official reports from a university or teachers' college accredited by the University of California.
3. Official records from other recognized schools, that is, those whose entrance requirements is high school graduation or its equivalent.
4. Written statement of time spent and work accomplished

in a business or scientific organization verified by said organization.

5. Travel.

In addition to the above, the salary schedules of some twenty cities have been examined in order that a comparison may be made of the Alameda Salary Schedule with that of other cities.

BASIC ASSUMPTION

It is the special business of teachers to direct the growing generation in becoming happy and efficient participants in the social order.

Our nation is committed to the concept of democracy. The bases of democracy are individual freedom and initiative. Yet there must be maintained a balance between rights and duties. Each individual must be permitted all possible freedom to work out his own destiny, but only insofar as this freedom will permit an equal freedom on the part of his fellows. The situation calls for a happy balance between authority and obedience, and yet such a balance is continually being disturbed by the introduction of new ideals, new principles, and new inventions.

Under the direction of the democratic ideal, great changes are continually taking place in every line of human endeavor. Science, politics, sociality, law, economics, industry, and education, to mention but a few of the more general fields, are continually subjected to searching scrutiny. Thousands of persons, backed by vast resources of wealth, are engaged in discovering new laws and new principles of action. On every hand, the resources of nature are being conquered for the benefit of man.

Ours is a dynamic civilization, and change is everywhere. Sometimes the change is slow and continuous; at other times it is sudden and revolutionary. At one instant the change takes place in one direction; at the next instant, in another direction.

To make even a pretense at keeping abreast of the times demands continual study. Teachers, by the very nature of the work they are delegated to perform, are charged with the necessity of keeping informed so that they may use their influence in stimulating and directing the growth and development that is taking place. They, in particular, have the growing generation in charge, and each generation must learn anew and gain insight into the social heritage of the race and prepare to take charge of the affairs of the world.

As a part of its sovereign authority, each state has the power to set up the requirements upon which an individual may be granted a teacher's certificate. By the same power, the state can prescribe the minimum requirements for keeping the certificate in force. When a state grants a permanent certificate, it must do so on the assumption that the individual to whom it is granted will keep up to the standard of proficiency which, considering all the changes that are taking place, will remain at least equal to the standard attained at the time the certificate was first issued. Such a standard can only be maintained by continual study.

It is further assumed that, in order to grow professionally, a teacher must engage in one or more professional activities of such a character that the activity, or activities, can be measured objectively.

THE KINDS OF IMPROVEMENT

In teaching there is an important trinity that in some degree must be present in every teacher. These are the mechanics of teaching, the knowledge that constitutes the teacher's "stock-in-trade" and probably most important of all, something that may be called the idealism that is behind both.

In these three ways a teacher may improve. They do not come singly perhaps, but it is certain that the improvement in one does not necessarily mean an equal improvement in the other. The teacher of broad knowledge and consummate skill in teaching may not have the requisite idealism to make his teaching successful. The teacher of high idealism without the skills and knowledge to back it up cannot be the best teacher. The teacher with broad knowledge and high ideals can do little without the necessary skills. The harmonious development of all three types of improvement constitutes the problem of the improvement of the teacher in service.

The mechanics of teaching consist in the skills that a teacher possesses. Improvement may come through the achievement of greater skill in presenting subject matter, or it may come in the development of those relations with children which are so important in giving to the work an effective appeal. Improvement may also come through becoming better adapted to the requirement of the school system, through increased ability to do well the routine tasks involved in "school housekeeping," through increased ability to cooperate with supervisors and fellow-teachers and through increased ability to deal thoughtfully with parents and with the public; in short, through becoming better able to assume the responsibili-

ties that come to every teacher. These all mean improvement primarily in the skills of teaching, and growth in any of them makes a better teacher.

The knowledge that a teacher has is a large element of his "stock-in-trade". A wider understanding of the subject matter which he teaches, a broader point of view with respect to it, a clearer understanding of its implications and connections, and a keener respect for it gained through a knowledge of its historical or technical derivations, will undoubtedly tend to make the teacher more proficient. Fresh knowledge, it is generally agreed, adds to the teacher's zest and interest in teaching, and therefore helps to improve that teaching.

What, for want of a better term, has been referred to as "idealism" is the motive or "drive" that actuates the teacher's work, and determines largely his attitude toward it. It may take the form of greater inspiration in the development of the work that he is doing, or it may be new perspectives or a more satisfying appreciation of his effort by others. It may be that a greater sympathy, or a new attitude may make his work more valuable. It is clearly predictable that fresh idealisms, or an enhanced conception of parts of his work will release new energy. All these forms of "idealism" and their improvement or their acquisition makes a teacher more capable and more useful to a school system.

THE PROBLEM OF THE ACQUISITION OF TECHNIQUE IN THE SCHOOL SYSTEM

The problem of the acquisition of technique is very largely the problem of habit formation. The right response must be learned and

wrong responses inhibited. Then the right responses must be repeated and repeated until they become habitual.

In professions the acquisition of technique takes two forms with respect to the period in which the learner makes the acquisition. On the one hand are those professions where it is expected that the greater part of the technique that is necessary to the practice of the profession will be gained after the learner has finished the accepted pre-service training. In medicine the young graduate may enter a hospital as an interne, where every act and every attempt at practice are closely watched, supervised, and corrected when necessary at the time the act is made. In law the young law graduate may spend an apprenticeship in the office of an experienced lawyer, where, too, every act may be watched and if needs be, corrected at the time that correction is most necessary to prevent wrong habit formation, that is at the time immediately after the wrong act is made. The essential characteristic of these two professions, in this respect, is that the young probationer is not expected to find in his professional preparation all the skills that are required for the successful practice of his profession.

On the other hand there are professions which must take into account the fact that on completing his pre-service training the young practitioner must in many respects succeed while standing on his own feet, or fail for lack of skill. In journalism and in agriculture the truth of this is illustrated. In journalism the cub-reporter must be able, practically from the start of his career, to turn in a creditable news story, and his success depends to a large extent upon that ability. In agriculture the young graduate, despite plenty of so-called "book

knowledge", who cannot actually do the job to be done and do it in a fairly skillful manner, is likely to fail.

At the present time, in most small communities and even in many cities the profession of teaching is recognized as belonging to the latter of these two professional classes. It is assumed the pre-service training has so prepared the prospective teacher that he is capable of assuming full responsibility. On this basis the new teacher is so placed in the school system that such responsibility must be either assumed by him or neglected. In spite of this assumption, however, it is recognized that most new teachers are not adequately prepared to take up the full burden of teaching. In spite of the fact that in many places the young teacher is expected to assume full responsibility, from the start, the profession of teaching really belongs in the group with medicine and law. In other words, there should follow a supervised period after graduation from the professional school.

If, without further help, the young teacher does carry the load creditably, he gains the necessary skill in the practice in the school room. His native fertility in devising schemes to meet the new situations and his native resourcefulness in meeting his problems plays a large part in his success. The method is largely one of trial and error, supplemented probably in rare instances by the deliberate application of the general principles that he has learned in the professional school. Such a method fixes habits of skill just as surely as any other method, and the habits thus fixed are just as strong. If the habits that eventually resulted from this procedure were always

good habits, practically the only arguments that could be urged against the practice would be the waste of time and the harm which would result to the children because of the uncontrolled experimentation. Far from being good habits the testimony of supervisors indicates that they are far more likely to be bad, wasteful and wrong habits, formed originally in the desperation of trying to solve problems of discipline method, or social contact. The chief reason that these habits are formed is that the adjustments involved have worked. Because they have seemed to solve the immediate problem they have given satisfaction and have been repeated. They remain thus bad, because the young teacher, by reason of his inexperience, his inadequate skill, his narrow background and the difficulty of analyzing a relatively new and extremely complex situation, apparently cannot usually or often distinguish between the good and the bad.

The problem of technique with the young teacher, then, is primarily the problem of fixing right habits, of correcting wrong habits, and of never allowing mistakes to remain long uncorrected. Boards of education recognize this problem when they provide superintendents, principals, directors and supervisors to direct and supervise the work of teachers.

THE PROBLEM OF THE INCREASE OF MASTERY OF SUBJECT MATTER WITH THE TEACHER IN SERVICE

The problem of the increase of mastery of subject-matter by teachers has been an insistent one, and at least indirectly recognized for many years. Teachers and boards of education have felt it and the

problem is closely connected with the growth of teachers' colleges, and with University Departments of Education. It is shown in the development of study groups, of special classes for special instruction, of University-extension classes, and in the growth of correspondence study courses. The inducements and incentives for study that are offered by boards of education in salary schedules recognize the problem in a practical way. These devices show not only the need of teachers for further study in the subject-matter field, but also the varied measures that have been taken to provide for teachers the educational opportunities that they want and need.

THE PROBLEM OF THE INCREASE IN THE IDEALISM OF TEACHERS

The motive or "drive" which carries teaching to a successful conclusion has both emotional and intellectual qualities. It serves to make the teaching process full of meaning and to point the work which the teacher does. This important characteristic of the make-up of a teacher has been variously styled, no one term completely covering the whole meaning of the concept. Here it has been called idealism. Others have referred to it under the terms "ethical attitude", "attitude", "inspiration", and "changes in purpose".

A formulation in objective terms has not been satisfactorily accomplished at this time. Nevertheless, it is recognized as being both a very real thing, or a number of things, and an element the possession of which makes for better teaching. Regardless of its non-objectivity, there can be no doubt that idealism, plays a very large part in the success of the teaching process.

Dealing as he must with individuals of a somewhat lower level than himself with respect to what is being consciously taught, the teacher who lacks the stimulus that comes from personal recognition of the worth of his services tends to look upon his work as perfunctory and routine--an attitude that inevitably reduces the values, both immediate and ultimate, of what he does. The integrating forces that fuse into a consistent unity his skills in teaching, his mastery of knowledge, and all of the varied ends of education are his far-seeing ideals. These serve to give him new points of view or new perspectives. These in turn make his work more meaningful to himself as well as to those whom he teaches. They aid in giving him a wider sympathy with the efforts of his pupils, and a truer measure of their progress. They tend to create a more wholesome attitude on his part both toward his pupils and toward the diverse elements in the work that he does.

A clearer understanding of difficulties which have surrounded the development of our educational ideals, a broader and brighter vision with regard to these ideals, a clearer translation of his daily tasks into these ideals and a finer appreciation of the responsibilities which are involved in teaching, all tend to release new energy. To increase this energy is clearly a form of real and vital improvement. In the final analysis the possession of these ideals, both in relation to past experience, to present necessities, and to ultimate educational ends makes the profession of teaching more desirable, more satisfying, and infinitely more worthwhile.

Teachers doubtless gain much from inspirational lectures.

There are among educators those who can transmit their enthusiasm and ideals to others and who can in well chosen words bring teachers to see their work in new lights and in new perspectives. The good that such educators do on the whole is unquestionably of large value.

On the intellectual side there are many ways in which teachers may be led to a higher idealism. One of these is through the reading of good books. In addition to an informational improvement which may result there may come a new reorganization of the teacher's purposes, a clearer understanding of the teacher's place in education, or a fresh stimulation toward the realization of better ends. A second way is similar to this -- really an extension of it. It consists in the enlargement of the teacher's knowledge of the subject-matter that he teaches. This has certain cultural aspects as well as certain professional aspects. If it gives wider appreciation and respect for the materials of the curriculum, if it shows the way toward utilizing better the energy of pupils, and if it, too, stimulates the teacher toward ever better ends, it contributes much toward the improvement of the teacher.

A third way is through a more intelligent and thoughtful improvement in the philosophy of the teacher. This may come in many ways, through contacts with pupils, and colleagues, through wide and understanding reading, through classes conducted by students of educational theory, and through the guidance of superior teachers. Whatever may be the means, the ends are all one -- namely a clearer vision of the varied and especially the more comprehensive aims of education; a better understanding of the capacities, needs, and possibilities of

pupils a greater appreciation of the social consequences of the teacher's work; and ever better, ever higher, and ever more valid ideals of democratic education.

The limiting factors connected with the work that the teacher might do consist in the continuity, the sequence and the distribution of the study. The main duty of the teacher is the work that he does for and in the classroom with his pupils. Anything else that he does must not prejudice his work there. This must be recognized as the great differentiating principle that distinguishes pre-service and in-service study of the same character.

There must be continuity in the work that is recognized. It is generally agreed that a policy which allows work to be taken irregularly, and in isolated and unrelated units is wasteful and ineffective.

To be of greatest value the study of the teachers should be so planned that the growth is continuous. This is the problem of sequence as well as the problem of continuity. In addition the work must be so distributed that the teacher does not take the same type of study over too long a period so that the interest which he may have in it is allowed to diminish. These three factors -- continuity, sequence, and distribution of the study -- are the important factors in determining the curriculum for the teacher in service. The time that is necessary for the teacher through in-service courses to cover a certain amount of ground is so much greater than if the same ground is covered in pre-service courses, that these factors become of tremendous importance.

CHAPTER II.

TANGIBLE REWARDS FOR ADDED PROFESSIONAL TRAINING
AS INDICATED BY SEVENTEEN CITIES

The inspirational institute, and similar indirect attempts to cause teachers to improve professionally, are in many systems giving way to methods of motivation which accord more nearly with human nature as it is and which make efforts toward growth palatable and concretely profitable. This change to more psychological methods of motivation is illustrated in two studies which attempted to list agencies used for the improvement of teachers in service. The first, published in 1911 gives little space to a discussion of plans which involve specific rewards.¹ But the second, published in 1922, has a separate heading for plans which have as their objective greater money returns.² The following outline, taken from Russell's dissertation, shows this change of emphasis. The majority of the thirteen items make some mention direct or indirect of money compensation.³

"Devices for Teacher Improvement"

I. Incentives and inducements of the Board of Education

1. Salary Schedule

- a. mandatory study
- b. voluntary study

¹ W. C. Ruediger, Agencies for the Improvement of Teachers in Service.

² C. Russell, The Improvement of the City Elementary School Teacher in Service.

³ Ibid

2. Bonus
3. Reward for exceptional service
4. Scholarship
5. Leave of absence
 - a. without pay
 - b. without pay but with salary increase
 - c. with pay
 - d. special negative cares
6. Board of Education requirements
 - a. license plan
 - b. requirements for professional study

To illustrate the relationship between teacher improvement in service and tangible rewards as practiced in different localities a number of City Salary Schedules will be given.

SALARY SCHEDULE TRINDAD, COLORADO, 1924

- I. The teachers are advanced at the end of the year upon an efficiency basis which is decided as follows:
 - A. Their efficiency sheets consisting of thirty points (15 points, personality items; 13 points technic; 2 points 'results secured') are marked by the Principals and Supervisors. A numerical value is fixed to them, the grades in different buildings are evaluated, and this evaluated grading counts fifty percent of the teacher's efficiency rating.
 - B. A score card in the Educational Tests has been arranged which will show the results of testing in the Educational Tests early in the year and upon the results of the tests given toward the end of the year. The number of points advanced at the start of the course upon the second tests over the first tests constitute fifty percent of the teacher's efficiency rating.
- II. The salary advance based upon efficiency furnishes sufficient motivation for growth of teachers.

SALARY SCHEDULE GRAND ISLAND, NEBRASKA, MARCH 12, 1924

- I. A single salary schedule was adapted last spring based upon preparation and experience. Teachers by improving their training, advance from lower to higher gains.

II. Teachers are classified in groups according to their preparation.

Group A: Includes those who are graduates of a four-year standard college. Teachers who have a Master of Arts degree from a University of recognized standing will be allowed one hundred dollars per year above the Group A.

Group B: Includes those who have been graduated from a standard two year course in a state normal school or the equivalent department of an approved teachers college. Those teachers who although not graduates, have completed two years work above the standard four year high school in recognized normal schools or teachers colleges are also included in this group.

Group C: Applies to those who cannot meet the requirements of Group A or Group B.

In determining salary no credit will be given for experience in rural and non-accredited schools unless such experience shall exceed five years, in which case, one year's credit will be allowed. Full credit will be given for all experience in accredited schools.

SALARY SCHEDULE

Years Experience	Group A	Group B	Group C
None			
1	1215	990	900
2	1305	1035	945
3	1395	1080	990
4	1485	1125	1035
5	1575	1170	1035
6	1575	1170	1080
7	1575	1170	1080
8	1575	1170	1080
9	1575	1215	1125
10	1620	1215	1125
11 - 17	1620	1260	1170
18	1620	1260	1170
	1650	1260	1270
	1650		

While these qualifications and salaries shall be observed generally the Board of Education reserves the right to vary there-

from as circumstances may required.

SALARY SCHEDULE LEOMINSTER, MASSACHUSETTS

Two years after reaching the maximum, teachers may receive a further increase of fifty dollars by complying with the following conditions.

1. By maintaining a satisfactory rating of efficiency to be determined largely by a self rating chart.
2. By completing an approved course equivalent to six university credits.

SALARY SCHEDULE ANN ARBOR, MICHIGAN

Any teacher who has served the public schools of Ann Arbor satisfactorily for one school year may receive an increase in his regular salary of one hundred dollars per year for a period of three years by complying with either of the following plans for the promotion of efficiency, provided that notice shall be given to the superintendent of the teacher's intention to qualify under either plan not later than June 25 preceding the school year when the first benefit is to be earned.

Plan 1: The conditions to be met shall be: (a) the securing of not less than six hours credit in an educational institution and in lines of study approved by the superintendent; (b) attendance at a national education meeting approved by the Superintendent and a meeting of the Michigan State Teachers Association; (c) the reading regularly of a general educational magazine and a periodical devoted to the teachers special field; (d) reading of two educational books approved by the superintendent; (e) reports satisfactory to the Superintendent on (b), (c), and (d).

Plan 2: The conditions to be met shall be: (a) six weeks European or equivalent travel previously approved by the Superintendent, (b) a report satisfactory to the Superintendent to be rendered not later than September first preceding the school year when the first award is to be made under this plan; (c) the reading regularly of general education magazines and a periodical devoted to the teacher's special field; (d) reading of two educational

books or other books approved by the Superintendent; (e) reports satisfactory to the Superintendent on (c), and (d).

SALARY SCHEDULE ROCK ISLAND, ILLINOIS

The professional growth in the teaching corps is motivated by making it necessary for teachers to obtain credit in professional study before they can make each third step in the salary schedule.

SALARY SCHEDULE OAK PARK, ILLINOIS

Stable equilibrium is unknown in the teaching profession. A teacher who ceases to grow is destined to become a professional liability for some system. An important part of the supervisory service in any school system is the stimulation and direction of teachers in professional growth and improvement. This motivation is often supplied in larger cities by an advance in salary upon the presentation of credit earned in academic work completed in accredited schools and colleges. The value of this kind of academic training in the instruction of boys and girls is an open question. Professional growth which has for its aim 'more pay' and has been reduced to the common denominator of dollars and cents, may become selfish individualism, and is not in keeping with the spirit of service in the larger sense. The Oak Park plan does not require credits for advancement in the salary schedule. Study in a professional school once in five years is expected of teachers who remain in the AA classification, but academic credit is not demanded. The purpose of this study is to aid the teachers in keeping informed as to changes in educational methods. It has been observed that our teachers who are interested in professional study and investigation are the most progressive in their instructional service. Any study during the school year should be carefully planned in order to avoid over taxing the mental and physical strength. Professional growth may be aided by active participation in the research studies of the Teacher Councils, attendance at meetings of teachers, membership in the Lake Shore Division of the State Teachers Association, membership in the PTA of your school, and in an intelligent effort to cooperate with the supervisory officers under the efficiency rating systems employed in the Oak Park Schools.

SALARY SCHEDULE LANSING, MICHIGAN

The salary of the teachers shall be determined by the following factors:

- I. Salaries based upon experience
- II. Salaries based upon educational qualifications

- 1. Credit not to exceed two hundred forty dollars will be given to a teacher who increases her educational qualifications.
- 2. Travel of educational and professional value and attendance at educational meetings and conventions held outside the state shall be evaluated in terms of university semester units, not to exceed eight hours allowed for any one vacation.

SALARY SCHEDULE RICHMOND, INDIANA

The following salary schedule shall become effective with the provisions herein indicated, beginning with the year 1930-31, subject to change from year to year by the Board of School Trustees, in accordance with the provisions of the statutes. It is understood that the Board of School Trustees may remove any class of assignment from the schedule if it is found necessary or advisable because of some special conditions.

(a) Basic Schedule (Minimum, based on no experience).

Classification	Min.	Max.	Add'l. Max.
1. Two years standard normal school training	\$1000	\$1600	\$1850
2. Three years of standard normal or college	1100	1700	1950
3. Four years of standard normal or college with bachelor's degree	1200	1800	2050
4. One full year of approved graduate work above bachelor's degree	1300	1900	2150
5. Five years of standard college or university with Master's degree in Education or special field of teacher	1400	2000	2250

	Min.	Max.	Add'l Max.
6. Special teachers and boy's practical arts	(no sched)	\$2000	\$2250
7. Chairmen of departments	One hundred dollars above schedule		
8. Heads of departments (deans and assistant principals)	Two hundred dollars above schedule		
9. Elementary school principals (forty weeks) Ten teachers or less	Two hundred-fifty dollars above schedule		
Eleven to twenty teachers	Four hundred dollars		
10. Secondary school principals (forty weeks)	Not on schedule		
11. Supervisors (forty weeks)	Not on schedule		
12. Superintendent and Assistant Superintendents (calendar month basis)	Not on schedule		

(b) Increases in Salary

1. In April of each year the Superintendent shall report to the Board on the efficiency of the teachers, principals, and supervisors, with recommendations pertaining to continuance of contract and salary increases. All teachers shall be given a rating for the year by the superintendent, such rating to take into account the reports on teachers by principals and supervisors having jurisdiction over the teacher and such other information as may be in possession of the superintendent. The rating shall be on a five-point scale as follows:

- (a) Teachers - Superior and outstanding
- (b) Teachers - Excellent
- (c) Teachers - good
- (d) Teachers - Fair, but showing tendency to improve, and, therefore, recommended for retention on the staff for one year.
- (e) Teachers - Not satisfactory

2. (a) Teachers rating B or C shall receive yearly increases at the rate of \$50.00 per year during their first six years of experience. Beginning with the seventh year of experience the teachers rating B or C shall receive annual

increments in salary of \$75.00 up to the maximum for their class.

- (b) Teachers rating A shall receive annual increases at the rate of \$75.00 during the first six years of experience, and at the rate of \$100.00 during the seventh to tenth years of experience until the maximum for their class has been reached.
 - (c) Teachers rating D shall receive no increase but may be retained. Teachers rating E shall not be retained in the system.
 - (d) All salary increases shall be subject to the provisions in IV-B-3 following.
3. (a) Yearly increases in salary beginning with the seventh year of experience will be on condition that the teacher has during the first six years of experience secured at least five semester hours of credit in approved college or normal school, or eight semester hours in approved university extension or correspondence courses, or not less than three hours in summer school and four hours in extension work. It is preferred that the work be done in approved summer school, and in all cases the credit must be in courses which are in advance of the highest grade of training previously secured by the teacher.
- (b) All standard credit hours shall count toward the qualification for the next higher salary classification. Whenever a teacher has completed thirty-semester hours of advance college or university work he shall be entitled to transfer in salary classification and adjustment in salary beginning with the following school year. In cases of transfer from class 2 to 3, or from class 3 or 4 to 5, the degree requirement must be fulfilled.
 - (c) **Additional-Maximum**
 - 1. All teachers, principals and supervisors, at maximum salary, who have been in the service of this system for fifteen consecutive years, beginning with the sixteenth year of service, may receive ten yearly increases of \$25.00 each up to the additional maximum for their class, on condition that since the teacher's tenth year of experience and since April 1, 1930, the teacher shall have completed at least four hours of advanced credit in an approved summer session to be in Education or the teacher's special field. The annual

increase on the "additional-maximum" schedule, after the twentieth year of service, shall be contingent upon the teacher completing an additional four hours of advanced college or university study and credit.

2. All increases on the "additional-maximum" schedule shall be contingent upon the teacher rating A or B.
3. For the year 1930-31, teachers otherwise eligible for "additional-maximum" schedule may substitute either of the alternatives (c) and (d) under E (requirements for bonus).

(d) Increases for Non-schedule Teachers

1. The rate of increases for teachers not on schedule shall follow the general plan of such yearly increases for teachers on regular schedule.

(e) Bonus for Additional Training

1. On condition that any schedule requirements for training as included above have been met, the teacher, principal, or supervisor may receive an additional increase or bonus of \$25.00 for one year by filing evidence of any one of the following:
 - (a) Completion of three semester hours of advanced credit in an approved college or university summer session.
 - (b) Completion of five semester hours in an approved extension or correspondence course.
 - (c) Travel in a foreign country for six weeks or more.
 - (d) Approved special travel, experience, or special study related to the teacher's special field, which may be considered equivalent to study.
2. Evidence of any of the above for the purpose of claiming credit and bonus must be filed not later than September 1st in the year for which bonus is claimed. Credit or travel used for schedule

increases cannot be used for bonus.

3. No bonus will be granted for study, travel, or other experience secured before April 1, 1930.

(f) Leave of absence

1. On recommendation of the superintendent the Board of School Trustees may grant a leave of absence to a teacher, principal, supervisor, assistant superintendent or superintendent, for one year or one semester for the purpose of advanced professional study, on the following conditions:

(a) Sabbatical leave shall not be granted to more than two percent of the teaching staff, nor more than one principal, nor more than one member of the general administrative and supervisory staff for any one school year or semester.

(b) Sabbatical leave will be granted only to those meeting the following requirements:

(1) Teacher, principal, supervisor or member of the general administrative staff shall have been in service of the system for at least ten consecutive years.

(2) Shall hold a first grade Indiana license in the work in which employed.

(3) Must agree to remain in the employ of the system at least three years following sabbatical leave of absence.

(4) Shall file with application for sabbatical leave of absence a comprehensive statement of intended plan for study during leave of absence.

2. (a) The teacher, principal, supervisor, or member of general administrative and supervisory staff granted sabbatical leave of absence shall receive for the year the difference between that person's

regular stated salary and the salary paid to person employed as substitute in the position for the year.

(b) Such salary shall be paid to the person on leave at the end of the first four weeks of the school year following the year in which leave was taken and after certificate is filed showing completion of work as planned.
(see 1, b, 4 above).

(c) From salary paid to person on leave shall be deducted the regular State Retirement Fund, the teacher on leave being given credit for the year as experience.

3. Sabbatical leave of absence will be considered and granted to eligible persons in order of the applications filed with the Board.
4. On application of the teacher, the Board may grant to any teacher who has been in the service of the system for five consecutive years a leave of one semester or one year for the purpose of pursuing advanced work in normal, college or university. Such leave shall not count as a year of experience on the salary schedule and teacher receiving such leave shall receive no compensation during the year. Teacher receiving such leave may return at the end of the year to such assignment as may be available and at the regular schedule salary.

SALARY SCHEDULE FRESNO, CALIFORNIA

Salary Schedules

The figures hereinafter given represent the normal standard schedule used in the Fresno City Schools. To find the amount adopted for any position for the year 1934-35, subtract 10% from the figure shown. The Board hopes to adjust the salaries which have been adopted for 1934-35 upward, and will if it becomes satisfied the finances of the district warrant such adjustment.

Class I

On regular Elementary, Kindergarten-Primary Certificate in any school or on other certificate if teaching in elementary schools.

Class II

- (1) On Junior High Certificate in a junior high school.
- (2) Teachers in elementary school who hold A. B. degrees and who have taught two years in Fresno.
- (3) On Special Secondary Certificate if subject is being taught by holder in a junior high school.

Class III

- (1) On Unlimited or Regular Secondary Certificate in any school of legal secondary rank.
- (2) On Special Secondary Certificate if subject is taught by holder in a high school.

SCHEDULE A - TEACHERS

Experience:	Class I	Class II	Class III
First year	\$1,320	\$1,440	\$1,740
Second year	1,380	1,500	1,800
Third year	1,440	1,560	1,860
Fourth year	1,500	1,620	1,920
Fifth year	1,560	1,680	1,980
Sixth year	1,620	1,740	2,040
Seventh year	1,680	1,800	2,100
Eighth year	1,740	1,860	2,160
Ninth year	1,800	1,920	2,220
Tenth year	1,860	1,980	2,280
Eleventh year	1,920	2,040	2,340
Twelfth year			2,400
Thirteenth year			2,460

SCHEDULE B - TEACHERS

I. Rules Governing Placement Upon Schedule A

1. New teachers:

Every person appointed to the teaching staff under the provision of this plan shall be classified upon the basis of experience, certification, and type of school which assignment is made.

Full credit for whole years of outside teaching experience shall be allowed, provided:

1. that experience and certification shall be evidenced;

2. that appointees may not be placed above the schedule higher than the eighth year of Schedule A, Class I, and Class II, nor higher than the eleventh year of Class III.
3. that such appointees may not be placed above the sixth year unless they present official letters, or documents which demonstrate the completion of the six Professional Growth Credits during the four years immediately preceding appointment.

2. Transfers from One Class to Another

No teacher shall benefit in any year by reason of the provision of this schedule in excess of the amount of the annual increment obtaining in the class to which he belongs before benefit is claimed, except, in those cases in which the teacher is receiving a salary on or below the sixth year of Class I at the time he is transferred to Class III, when he shall be placed on the first year of Class III.

3. Placement Upon the Sixth Year of Schedule A.

In order to qualify for placement upon the sixth year of Schedule A, each teacher must present official letters or documents which show that he has earned six Professional Growth Credits during the four years or immediately preceding.

II. Rules Governing Placement Upon Schedule B (Professional Growth Bonus)

1. A teacher who has received a maximum salary on Schedule A for at least one year may enjoy the benefits of Schedule B by presenting official letters or documents which show that he has earned six Professional Growth Credits during the four years immediately preceding.
2. A teacher may remain upon this schedule after placement by presenting official letters or documents which show that he has earned six additional Professional Growth Credits during each subsequent four year period of service. In the event that this privilege is not desired and the Professional Growth Credits are not presented, he shall be placed upon the maximum of Schedule A.

III. Professional Growth Credit

1. Definition: A Professional Growth Credit is defined as follows: (a) One semester hour (University of California Standard) in approved colleges, universities, special schools, and (b), and equivalent amount of professional activity such as especially valuable work on a course of study committee, special research projects, creation of professional materials, travel for study, and the like. Such professional activities may be counted as Professional Growth Credits only if arrangements with the superintendent's office before engaging in the activities. A maximum of three credits may be secured in this way during any four year period. (Such credits shall be designated as Professional Growth Credit Equivalents).
2. Rate of Accumulation: For teachers engaged in full time teaching, credits to qualify for participation in any of the benefits of Schedule A or B may be accumulated at the maximum rate of four Professional Growth Credits per semester or six credits in a summer session of six weeks.
3. Time for Filing: Official letters, documents, and reports, must be placed on file in the superintendent's office not later than March 1 each year.

SALARY SCHEDULE ROCKFORD, ILLINOIS

Trainings:

1. Fifty dollars will be added to the minimum salary for each one-third year of training (10 semester hours or equivalent thereof) beyond Teacher College graduation or the equivalent. Training will be recognized until a total of four years beyond Teacher College is attained.
2. Credit for training is cumulative, and salaries will be adjusted at the beginning of the first semester each school year. Credits for adjustment of salaries should be filed in the office of the Board of Education on or before September 10th.
3. Courses to be applied as credit on the salary schedule must be approved in advance of their pursuit by the Superintendent of Schools.

4. In estimating credit, only 120 hours of under-graduate credit will be allowed; all above 120 hours must be graduate credit.
5. Credit for travel may be given on this salary schedule. The credit for travel must be worked out in advance of the trip by the Superintendent of Schools, and approved by the Educational Committee of the Board of Education.
6. Credit not to exceed 30 undergraduate semester hours shall be allowed for teachers in vocational work who have had sufficient experience and training to qualify under the Smith-Hughes Law. This applies only to teachers when they are teaching one half or more of their time in Smith-Hughes classes.

Exceptions:

7. Teachers whose present salaries are below this schedule will be given increases not exceeding \$150 per year until they reach the schedule.
8. The salary of an Advisor in the Senior High School is determined by adding \$250 to his regular place on the salary schedule.
9. The salary of a Head of Department in Junior or Senior High Schools is determined by adding \$250 to his regular place on the salary schedule.
10. Salaries of Assistant Principals of the Junior High Schools and the Dean of Girls in the Senior High School is determined by adding \$350 to their respective places on the salary schedule.
11. Salaries of teachers of Opportunity, Deaf, and Crippled Rooms is determined by adding \$100 to their respective places on the salary schedule.
12. Salaries of Assistant Supervisors of Art, Music, Health, and Penmanship is determined by adding \$250 to their respective places on the salary schedule.
13. Teachers in order to receive contracts with the Board of Education, must attend an approved College or University at least 6 weeks once in each 5 years, beginning July 1, 1929.
14. The differential for men teachers on this schedule is \$350.

SALARY SCHEDULE CLAYTON, MISSOURI

(Revision March 21, 1932)

1. Teachers are appointed, on recommendation of the Superintendent, by the Board of Education.
2. This salary schedule is a single schedule. It provides that is, equal for teachers of equivalent training, experience and success without reference to their teaching assignments. It applies to all of the full-time white classroom teachers in the Clayton Schools.
3. Salaries will be paid according to the following basic schedule:

<u>Years Previous Experience</u>	<u>Class 1</u>	<u>Class 2</u>	<u>Class 3</u>	<u>Class 4</u>
None	\$1100	\$1300	\$1500	\$1700
One	1175	1380	1590	1800
Two	1250	1460	1680	1900
Three	1325	1540	1770	2000
Four	1400	1620	1860	2100
Five	1475	1700	1950	2200
Six	1550	1780	2040	2300
Seven	1625	1860	2130	2400
Eight	1700	1940	2220	2500
Nine	1775	2020	2310	2600

(Possible outside credit)

	4 x 75	4 x 80	4 x 90	4 x 100
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- Class One - implies two years of training beyond the high school.
- Class Two - implies three years of training beyond the high school.
- Class Three - implies four years of training beyond the high school and the granting of a Bachelor's Degree, by an accredited College or University.
- Class Four - implies five years of training beyond the high school and the granting of a Bachelor's and a Master's Degree by a reputable college or university.

4. In every case, to be placed in any particular class, a teacher must present training which qualifies her directly for the work she is to handle. Training shall be evaluated by the superint-

endent of Schools and teachers placed by him in a certain class shall so remain for salary schedule purposes except as they may be raised to another class thru additional training.

5. Teachers in Class Three may be appointed to positions in the elementary schools. Teachers in Class Four may be appointed to positions in elementary schools or in the High School.

Teachers with less training than that required for the positions they seek will be appointed only in such exceptional circumstances as may, in the judgment of the superintendent and the Board of Education, justify such action.

6. Applicants for teaching will be required to have experienced two years of successful teaching before being employed in the Clayton Schools.

Teachers with less than two years' experience will be appointed only in such exceptional circumstances as may, in the judgment of the superintendent and of the Board of Education, justify such action.

7. Experience of teachers entering the system shall be evaluated by the superintendent. Credit not exceeding four years may be allowed therefor, on the initial salary of the applicant.

8. In no case during the time this salary schedule is in effect shall a teacher be paid less than the schedule indicates, except:

- (a) It is understood that the superintendent's evaluation of outside experience, as approved by the Board of Education, is permanent.

- (b) On recommendation of the superintendent a teacher may, on account of work which has not been up to standard, be reemployed for the next year without increase in salary, such a year to be ignored in the computation of experience credit in later years. Teachers not bringing their work to standard during such a year will be released at its close.

- (c) Teachers not attending summer school or a regular university session within three years prior to the opening of school in September of each year shall not receive the regular salary increase. Teachers receiving maximum salaries will be required to attend summer school once in three years. Cases in which the summer school attendance requirement is not met in four years will be considered

individually, without reference to the salaries scheduled above.

(d) On recommendation of the superintendent, the Board of Education may remove the salary of any teacher or group of teachers from the influence of the salary schedule. In such cases salaries will be determined individually. This provision has particular reference to teachers who have reached the maximum salary and whose work may justify the payment of a lower salary than that indicated by the schedule.

9. During the time this salary schedule is in effect a teacher may be paid more than the schedule indicates:

(a) In the event that an initial salary above the scheduled level is necessary to staff the schools properly, such payment may be authorized by the Board of Education. Later salary increments, as indicated in this schedule, will be added to this initial salary.

(b) On recommendation of the superintendent a teacher may, for highly meritorious work, be awarded an increase of salary greater than the scheduled annual increase.

(c) All teachers positions are regarded as carrying an appropriate amount of extra-curricular work. In cases where an inordinate amount of such work is performed, however, additional salary payments may, at the discretion of the Board of Education, be arranged for.

10. Teachers who attend sessions in accredited summer schools and receive credit for work done in two courses whose classes meet for one hour a day, five days each week for six weeks shall be given an increase of salary of \$50 for the next ensuing year only, this sum to be apportioned equally among the monthly salary payments received provided that the courses are approved by the superintendent of schools. In this connection the principle laid down in Section 4 shall hold.

11. Not oftener than every third year, extensive travel, the itinerary having been approved by the superintendent of schools, under the direction of the Board, may be substituted for summer school attendance. No teacher may expect salary schedule credit for a second school summer of travel unless a summer school has been successfully attended since the first travel credit was given.

12. Teachers advanced from one class to another, shall be transferred for the next ensuing year directly to the step on the schedule to which their training entitles them.
13. Teachers beginning service in the Clayton Schools after November 1 shall receive credit for but one-half year's experience in the next year's salary. Those taking up their work in Clayton after March 1 shall receive no experience credit in computing the next year's salary.
14. In adopting this schedule the Board of Education expresses the policy which its members expect to follow in fixing salaries. It is understood that the schedule may be revised or abandoned at any time the Board of Education may find it advisable for such action to be taken.

SALARY SCHEDULE SUMMIT, NEW JERSEY

The revised salary schedule for the Summit Public Schools has been prepared to serve the following purposes:

1. To enable the Board of Education to secure competent and well trained teachers of merit.
2. To provide for the retention of those teachers who are rendering efficient service.
3. To encourage and stimulate teachers to improve the quality of their teaching service through professional growth.
4. To guide administrative officials in the selection and assignment of teachers and in the fixing of their compensation.
5. To provide for the Board of Education a means of determining year by year the financial needs required for teachers' salaries.

The present salary schedule is a guide for teachers and the Board of Education but it is not a contract between the Board of Education and the teachers. Under the schedule presented advancement and promotion will depend upon meritorious service. Recommendation for such advancement in salary or position shall be made to the Board of Education by the Superintendent of Schools. The Summit Salary Schedule assumes that the teaching staff will be divided into four groups or levels of experience:

1. Beginners or new teachers with less than three years teaching experience in Summit.
2. Journeyman teachers. Those who have passed the three year tenure period and who continue to grow professionally from three to five years.
3. Graduate teachers. Those who have obtained graduate degrees or have met the requirements for special training and are rated as superior teachers.
4. Master teachers. Those who have unusual ability and are rendering special contributions to the school system as department heads, demonstration teachers, curriculum specialists and educational leaders.

It is the purpose of this schedule to encourage all teachers to improve and grow professionally so that they may pass from beginner or novice class to the master teachers with adequate financial remuneration.

The following rules will govern the operation of the attached salary schedule:

1. Two years successful teaching experience is usually required before a teacher will be appointed under standard training.
2. A year of special training shall be interpreted to mean 480 recitation hours of professional work approved for State Certification or one year's credit in a degree granting institution of college rank.
3. All courses submitted for special training must receive the approval of the Superintendent of Schools and the Board of Education.
4. Annual increases may be granted only to those teachers who are rendering exceptional service and are showing continued professional growth.
5. Superior teachers who lack professional credit for special training may receive consideration by the Board of Education providing they have had 15 or more years of successful teaching experience in Summit.
6. Elementary teachers who have obtained college degrees

and are continuing professional improvement may be granted the same annual increase as teachers in the secondary schools. The maximum for those teachers may be greater than the present elementary maximum.

SALARY SCHEDULE, SACRAMENTO, CALIFORNIA

Class I	Elementary & Kindergarten	- Bachelor's Degree
Class II	Junior High School	- Bachelor's Degree plus one semester
Class III	Senior High School	- Bachelor's Degree plus two semesters
Class IV	Junior College	- A Master's Degree or equivalent, such as M.E., C.E., E.E., etc., or higher degree such as Ed.D., Ph.D., etc.

Annual Increments

Class	I	II	III	IV
	\$60	\$72	\$96	\$108

All teachers are required to have legal credentials before employment. (State Law).

Year of Service	I	II	III	IV
1	\$1440	\$1488	\$1548	\$1884
2	1440	1488	1548	1884
3	1440	1488	1548	1884
4	1560	1632	1740	2100
5	1620	1704	1836	2208
	Conditioned Increase	Conditioned Increase	Conditioned Increase	Conditioned Increase
6	1680	1776	1932	2316
7	1740	1848	2028	2424

Class	I	II	III	IV
8	1800 Conditioned Increase	1920	2124	2532 Conditioned Increase
9	1860	1992 Conditioned Increase	2220	2640
10	1920	2064	2316	2748
11	1980 Conditioned Increase	2136	2412	2856
12	2040	2208	2508	2964 Conditioned Increase
13	2100	2280 Conditioned Increase	2604	3072
14		2352	2700 Conditioned Increase	3180
15				3288
16				3396 Conditioned Increase
17				3504

Provisions of the Schedules

1. In placing new teachers who have had experience, on these schedules, one step on the schedule starting from the first year's minimum will be allowed for each two years of satisfactory experience offered, provided, however, that not more than five steps on the schedule shall be allowed for experience submitted when entering the Sacramento City Schools.
2. The Conditions referred to in these schedules are that 6 semester units shall have been completed in an institution or institutions accredited by the State Department of Education, in courses open to undergraduates, and four units open to graduates only. (Note: Four units only of graduate work

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are permitted in summer sessions.) Courses organized by the local School Department, comparable to standard college courses shall fulfill the requirements of these schedules for four or six units, according to evaluation by the Superintendent.

In conformity with this principle, the Superintendent will prepare a set of written standards against which training taken to meet the conditions for advancement on these schedules, will be judged. When a condition is not met within four years, one annual increment will be deducted each year until the condition is met, whereupon one annual increment per year shall be restored until a training requirement is again reached.

3. THE TRAINING REQUIREMENTS OF ANY CONDITIONED STEP IN THE SALARY SCHEDULE MUST HAVE BEEN MET PRIOR TO JUNE 1st OF THE PREVIOUS SCHOOL YEAR. (Note: 1935 SUMMER COURSES TO BE ACCEPTED).
4. Only teachers with no outside experience allowed will remain at the initial salary for the entire probationary period. A teacher with one year of allowed experience would remain at the initial salary two years. All teachers with more than two years of allowed experience entering the system would remain at the initial salary (providing any conditions set for increase are met) for one year only.
5. Having reached the maximum salary, in order to retain it, the training condition must be met each four year period. If condition is not met by the beginning of the fifth year, the salary will be decreased by one annual increment each year until the condition is met, whereupon one annual increment per year shall be restored until the maximum is again reached.
6. Necessary Rights Reserved by the Board: The right of the Board of Education to authorize a special salary for any special position it may create, or to raise any salary above what it would be on these schedules, or to stay the operation of these schedules whether to meet an emergency, or to conform with legislation limiting the amount of school money available, is in no way impaired.
7. The Superintendent shall make a report to the Board of Education not later than June 15th of each year, of all teachers who are certified for increases on the salary schedules by reason of having complied with the professional training conditions, and also a list of those who are to remain at the same salaries, or who are to be reduced by reason of having failed to meet the condition

set for an increase.

Special Provisions

1. Method of transferring teachers from present schedule to new schedule.

Teachers will be transferred to the step on the new schedule, or, where this figure does not appear on the new schedule which is identical with their scheduled salary of 1935-36 old scheduled salary, provided, however, that no teacher shall receive more on the new schedule than the scheduled maximum for the school year 1935-36 on the old schedule until a training requirement has been met.

2. Special grace period after new schedule goes into effect.

Teachers other than those at the maximum salaries on the old schedules, when being placed on the new schedules, if located immediately before a condition, shall be allowed two additional summers, (starting with the summer of 1936) to meet this condition. During this period of grace, the annual increments shall be added to their salaries.

SALARY SCHEDULE EAST ORANGE, NEW JERSEY

Principals	Min.	Max.	Annual Increase
High School	\$3500	\$7100	\$ 200
Junior High School		6500	200
Elementary School	2200	6000	200
Vice-Principal, High School . .	2500	4800	150
Supervisors	2500	4450	150
High School Teachers			
Department Heads	2500	4600	150
Men	1800	4100	150
Women	1600	4100	125
Junior High School Teachers . .	1600	3100	100

	Min.	Max.	Annual Increase
Elementary Teachers			
Departmental	1400	3100	100
Kindergarten through 6th grade . .	1300	3000	100
Kindergarten assistants	1200	2400	100
General assistants	1200	3000	100
Special Teachers			
Men	1500	3100	125
Women	1400	3100	100
Subnormal classes	1400	3100	100

Adopted January 1924, Revised 1926, 1928, 1930

All increases will be based on meritorious service; such service as would be generally expressed by such terms as good, or B, or better. A favorable report by the principal and superintendent will be prerequisite to the granting of all increases in the salaries of teachers. In making such recommendations the following factors will be considered; ability to teach; ability to manage; general and school interests; professional improvement. About equal weight should be given each factor.

The minima and maxima and increases above stated shall be the normal ones; but they may be increased, if the law of supply and demand, or special efficiency warrant such changes.

SALARY SCHEDULE MEDFORD, MASSACHUSETTS

Preparation - Development - Merit Salary Schedule for Regular Teachers

No. of Yrs. Prep. beyond High School	*Minimum	*Increments	Maximum	Supermaximum
2 years	\$1000	3 x \$100 4 x 125	\$1800	A supermaximum salary of \$100 based on the value of the service rendered may be granted to any teacher who is receiving the maximum salary.
3 years	1100	3 x 100 4 x 125	1900	

Jars.

No. of Yrs. Prep. beyond High School	*Minimum	*Increments	*Maximum	Supermaximum
4 years	1200	3 x 100 4 x 150	2100	To be eligible for the supermaximum, a teacher must have served on the maximum rating at least a full school year
5 years	1300	3 x 100 4 x 150	2200	

Salary Schedule for Men Teachers in the Vocational School

1900	3 x 100	
	3 x 150	2500

1. Salaries of men teachers shall be \$500 above that of women teachers.
2. Heads of Departments shall receive \$400 additional.
3. Salaries of supervisors and special teachers shall be determined upon an individual basis.
4. Teaching principals and special class teachers shall be entitled to the benefits of this new schedule.
5. Vocational teachers shall be eligible to receive the supermaximum.

*Beginning in September 1933, the minimum salary in each classification shall be reduced \$100 and the increments advancing to the maximum shall be \$100 per year.

Beginning September 1934, the increments on the present schedule, beginning with the fourth, shall be \$100 in all classifications.

Determination of Supermaximum

<u>Years</u>	<u>Service Credit Points</u>	<u>Teaching Skill</u>	<u>Professional Improvement</u>
5	60	20	20
10	65	20	15
15	70	20	10
20	80	20	

Total number necessary, equal 80 (Before September 1932).
After September 1932, a total of 100 points will be necessary for obtaining the supermaximum.

A teacher shall not be eligible to receive the supermaximum until at least one year after a maximum has been reached and until she has served as a teacher in Medford at least two years.

NOTE: A two-hour course for one semester (or its equivalent) may be given 5 points of professional improvement credit.

Salary Schedule for Supervising Principals of
Elementary Schools

<u>Number of Rooms</u>	<u>Minimum</u>	<u>Increments</u>	<u>Maximum</u>
4 - 7	\$ 2000	2 x \$100	\$ 2200
8 - 11	2200	3 x 100	2500
12 - 15	2300	3 x 100	2600
16 - 19	2400	3 x 100	2700
20 Plus	2500	3 x 100	2800

Steps in advance from initial ratings shall be made by meeting the following requirements:

1. All courses presented for credit must be of college or normal school grade.
2. All credits shall be presented in terms of semester hours. A semester hour consists of fifteen hours of classroom work.
3. Not more than eight semester hours may be offered by teachers in service as having been completed within a period of twelve months.
4. Teachers must present certificates showing satisfactory completion of the work. Such certificates must be presented to the Superintendent of Schools not later than September 1, if salary consideration is expected for the following school year.
5. A teacher shall teach at least one year at each of the successive steps of the salary schedule before being eligible to receive the salary of the next step.

6. A teacher shall inform the Superintendent, before January 1, of her intention to try to meet the requirements for any salary step which she would not gain automatically, yet hopes to obtain the following September.
7. Any teacher with less than the minimum two years' preparation shall not be transferred to the new schedule until the general maximum of two years of preparation has been reached or until the minimum two years of preparation has been completed, except by special vote of the Committee.
8. A teacher having signed a contract under the old schedule shall not be changed to the new schedule unless he is financially benefited thereby.
9. In putting the proposed schedule into effect, the new salary will be the step on the new schedule corresponding to the present step on the old schedule.
10. This schedule shall become effective September 1, 1930.
11. The fact that a teacher remains on the old salary schedule shall not prevent her being eligible for the super-maximum.

SALARY SCHEDULE PASADENA, CALIFORNIA

Character and Scope of the Schedule

1. This schedule is a modified single salary schedule, the provisions of which shall apply to all grades in the Pasadena City Schools, including the kindergarten, the elementary school, the junior high school, the senior high school and the junior college, provided that this regulation shall not prohibit the Board of Education from making additions and changes to this schedule, or from adopting additional minimums, increments or maximums for any district or division of the school system, provided that such regulations shall not be discriminatory within any district or division of the school.
2. Whenever it shall be impossible for any reason to satisfactorily fill any position at the entering salary specified in this schedule, the Board of Education, upon the recommendation of the Superintendent, may make exceptions as are necessary to protect the best interest of the children.

Schedule "A" which follows immediately sets up the minimums, maximums and increments for the various classifications provided in the schedule. It is the plan and intent of the Board of Education to proceed as rapidly as possible to a single salary schedule, and the set-up of minimum, maximums and increments has been made with that in view. Certain adjustments in transferring of the teaching corps from the old schedule to the new have necessitated the administrative modifications of the single schedule principle. These modifications will from time to time be readjusted until the schedule becomes a single schedule in fact for all employees.

Schedule "A"

(This schedule applies to classroom teachers only)

The salaries for the various classes, with minimums, increments and maximums and corresponding years of experience shall be as follows:

Years Experience	Class I	Class II	Class III	Class IV	Class V	Class VI
1	\$1400	\$1400	\$1600	\$1800	\$2000	\$2200
2	1400	1400	1600	1800	2000	2200
3	1500	1500	1700	1900	2100	2300
4	1600	1600	1800	2000	2200	2400
5	1700	1700	1900	2100	2300	2500
6	1800	1800	2000	2200	2400	2600
7	1900	1900	2100	2300	2500	2700
8		2000	2200	2400	2600	2800
9		2100	2300	2520	2720	2920
10		2200	2400	2640	2840	3040
11		2300	2500	2760	2960	3160
12				2880	3080	3280
13				3000	3200	3400

Classification of Teachers

For the purpose of administering this schedule the following classification of teachers with the requirements specified is hereby constituted:

Class I

Graduation or its equivalent from a standard high school.
 Graduation or its equivalent from a standard normal school, requiring two full years of training in addition to the high school graduation.

Class II

Graduation or its equivalent from a standard high school.
 Graduation or its equivalent from a standard normal school, requiring two years of training in addition to high school graduation. One year of training or its equivalent in addition to a high school and normal school graduation above specified, said training to be obtained in a standard college or normal school and to be selected from approved professional subjects or from subjects matter in which the teacher is teaching or expects to teach.

Class III

Graduation or its equivalent from a standard high school.
 Graduation or its equivalent from a standard college, requiring four years of training in addition to high school graduation.

Class IV

Graduation or its equivalent from a standard high school.
 Graduation or its equivalent from a standard college, requiring four years of training in addition to high school graduation.
 Possession of master's degree.

Class V

Graduation or its equivalent from a standard high school.
 Graduation or its equivalent from a standard college, requiring four years of training in addition to high school graduation.
 Possession of master's degree. Post-graduate study in pursuit of a doctor's degree, amounting to six years of training to be eligible to increments up to \$3200.

Class VI

Graduation or its equivalent from a standard high school.
 Graduation or its equivalent from a standard college, requiring four years of training in addition to high school graduation.
 Possession of master's degree and the actual possession of a doctor's degree to be eligible for the full maximum of \$3400.

General Regulations in Regard to Professional Training

In cases of controversy as to the evaluation of professional training the Committee will be guided in its judgment by evaluations made at a standard teacher training institution in California.

1. Training beyond high school graduation in order to meet the requirements of this schedule must include strictly professional training including courses in Psychology, Principles of Education, History of Education, Methods of Teaching, and Practice Teaching, equivalent to those required for graduation from standard two-year course in standard normal schools.
2. To obtain credit for three years of training in addition to the high school course the candidate must present fifteen hours credit in Education; to obtain credit for four years of training in addition to high school course the candidate must present eighteen hours credit in Education; and to obtain credit for five years of training in addition to the high school course the candidate must present twenty-one hours in Education, or the equivalent.
3. In order to qualify for Class III teachers must have obtained their degrees or their equivalents in courses that will better prepare them for subjects which they are teaching or which they expect to teach.
 - A. Teachers in the elementary school, kindergarten to sixth grade inclusive, should choose majors in the fields of English, Sociology, Economics, Philosophy, Psychology, or other approved subjects.
 - B. Teachers in the junior or senior high schools should choose subject matter from the department from which they are teaching or which they expect to teach.
 - C. Teachers preparing to teach special subjects would be expected to prepare especially in the subject matter of the courses in which they are to teach, but as far as possible the minors should be chosen from the list named in A. Teachers of special subjects must have the required professional training.
4. In order to qualify for Class IV
 - A. Teachers in the junior or senior high school must have had special preparation for teaching the courses which they are giving in the schools.
 - B. Teachers in the elementary school, kindergarten to sixth grade inclusive, must present evidence of training which better prepares them to teach in the elementary school.

5. In order to qualify for Classes V and VI
 - A. As these classifications carry what is in effect super-maximums in salary it is required that both the preparation and the teaching ability should be of corresponding merit.
6. For the purpose of administering this schedule a list of approved colleges, universities and normal schools supplied by the United States Bureau of Education shall be recognized as constituting a list of standard institutions.
7. Where applicants present credits from institutions not upon the approved list, the Board reserves the right to accept or reject these courses, and may evaluate the units presented from unapproved schools, arbitrarily, in administering the schedule.
8. No credit for travel within the United States shall be allowed unless the travel has been for the purpose of study or special scientific investigation.
9. Credit for travel in foreign countries where it may be shown that said travel is specifically related to the improvement of the teacher's service to the schools may be evaluated as applying to the training prerequisite to a higher classification upon the salary schedule, provided that the credit allowed for travel shall not be greater than that obtainable in a standard teacher training institution for an equivalent period of time.
10. During any teaching year not more than ten semester hours of training may be applied toward the requirements necessary to qualify for the next higher classification on this salary schedule, and not more than four of these semester hours may be offered from credits earned outside of summer school. Credit for training secured during leave of absence in approved institutions of higher learning, may be applied in full.
11. In music, art, or other subjects wherein the usual method of stating and evaluating credits is not applicable, twelve hundred hours of practical or laboratory work shall constitute a year of training.
12. The Board of Education may, through such an agency as it may see fit to set up for such a purpose, accept or reject at its discretion, training, travel, or experience offered for the purpose of fixing classification of any employee with respect to the salary schedule.

13. In addition to all the requirements described in this schedule each teacher in the Pasadena City School system must possess and must keep in force a credential prescribed by the State of California, and must have a Los Angeles County certificate on file in the Personnel Office, Board of Education, pertaining to the subject the teacher teaches or the services which the teacher renders.
14. Approved experience in other school systems may be recognized in bringing teachers into the Pasadena City Schools, but experience outside the Pasadena City Schools, shall not be appraised more highly than would similar experience within the Pasadena City Schools.
15. Except by special action on the Board upon the recommendation of the Superintendent, credit for experience exceeding four years in other approved school systems shall not be given for placement on this schedule.
16. In the administration of the salary schedule teachers who have done the required number of days' teaching while on a leave of absence as exchange teachers shall be given the annual increase in salary of \$100.

SALARY SCHEDULE PITTSBURGH, PENNSYLVANIA

Classification of and Assignment to Salary Schedules

1. Schedule A: The following named groups of teachers shall be assigned to Schedule A:
 - a. Elementary teachers
 - b. Kindergarten teachers
 - c. Household Economy teachers in Elementary Centers
 - d. Speech Improvement, Adult Foreign, and Home Class teachers who are fully qualified under State Law
 - e. Mental Deviate teachers
 - f. Swimming teachers in Elementary Centers
 - g. Teachers in Special Schools - Open Air Schools, Children's Hospital and Home for Crippled Children
 - h. Advisers to Girls who have not qualified as high school teachers
2. Schedule B: The following named groups of teachers shall be assigned to Schedule B:

- a. Junior High school teachers
- b. Continuation school teachers
- c. Girls' Trade school teachers
- d. Manual Training teachers in Elementary schools and Elementary Centers
- e. Supervisors in the Elementary schools and kindergarten field.
- f. Pre-vocational school teachers
- g. Advisers to girls who have qualified as high school teachers

3. Schedule C: The following named groups of teachers shall be assigned to Schedule C:

- a. High school teachers
- b. Frick training school teachers
- c. Teachers in the Boys' Trade Schools

Schedule "A"

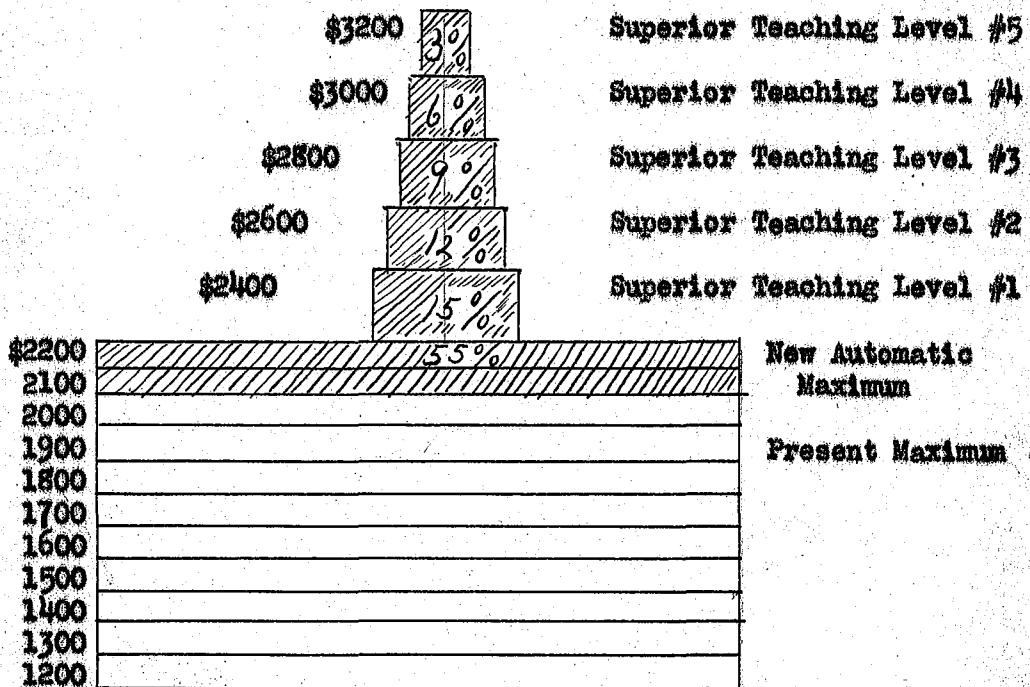
A. Schedule "A" shall be Modified as follows:

1. The minimum salary of Schedule A shall be \$1200 and the automatic maximum shall be \$2200.
2. The number of automatic annual increments shall be 10 increments of \$100 each.
3. Five specific salary levels above the automatic maximum shall be established for those teachers who have demonstrated their superior ability and who have attained additional specific qualifications as hereinafter set forth. The increment for each such superior teaching level shall be \$200. In order to establish budgetary limits no more than forty-five per centum (45%) of the teachers who have reached the automatic maximum (\$2200) shall be distributed in the superior teaching levels at any one time.
4. The following table gives (a) the five superior teaching levels, (b) the salary of each level, and (c) the percentage of those having reached the automatic maximum, who may be at each superior teaching level at a given time.

**TABLE 1 SUPERIOR TEACHING LEVELS
MODIFIED SCHEDULE A**

Levels	Salary	Per centum of those having reached auto- matic maximum
Superior Teaching Level No. 1	\$2400	15%
Superior Teaching Level No. 2	\$2600	12%
Superior Teaching Level No. 3	\$2800	9%
Superior Teaching Level No. 4	\$3000	6%
Superior Teaching Level No. 5	\$3200	3%

5. The following chart shows the new Schedule A as it may appear at the end of six years, the shaded portions representing the salary additions made over the old Schedule A.



- 6. Each superior teaching level is to be filled by selections from the next lower level. This establishes a continuous and progressive selection for the higher classifications. The following concrete situation will serve to illustrate the functioning of the foregoing:

In the second year a maximum of 45% of those at \$2200 may be advanced to \$2400, provided they show superior teaching ability. In the third year, 15% would remain at the \$2400 level and 30% may move into the \$2600 group. In like manner the fourth, fifth and sixth year would finally set up the complete schedule under the conditions prescribed for the operation of such schedule.

- 7. The filling of each superior teaching level to its maximum allowance is not mandatory upon the Board of Public Education. The percentage limits established are set solely for budgetary control.
- 8. The superior teaching levels are not a permanent classification for any teacher, and a failure of a teacher to keep up a high grade of work should result in a change to a lower salary level.

B. The Superior Teaching Level Requirements for Schedule A Teachers shall be as follows:

The following shall be the requirements governing all salary advancements above the normal maximum of \$2200 on Schedule A:

- 1. Superior Teaching Level No. 1. The increment from \$2200 to \$2400 in the modified Schedule A shall be open to all teachers whose service is of such conspicuous quality as to justify this action, regardless of the amount of general and professional training which the teacher had at the beginning of service in the system or may have subsequently acquired.
- 2. Superior Teaching Level No. 2. The increment from \$2400 to \$2600 in the modified Schedule A shall be open to all teachers whose service is of such conspicuous quality as to justify this action, and who in addition have completed not less than two years of professional training following the completion of a four year high school course, or who, in lieu thereof, have completed not less than twenty years of

satisfactory teaching service in the public schools of Pittsburgh.

3. Superior Teaching Level No. 3. The increment from \$2600 to \$2800 shall be open to those teachers only of conspicuous service and who in addition have completed not less than three years of training or preparation beyond the completion of a four year high school course.
4. Superior Teaching Level No. 4. The increment from \$2800 to \$3000 shall be open to those teachers whose service is of a high order and who in addition have completed four years of training or preparation, beyond the completion of an approved four year high school course.
5. Superior Teaching Level No. 5. The increment of \$3000 to \$3200 shall be open only to those teachers whose service is of a conspicuously high order and who, in addition, have completed four years of training or preparation beyond the completion of an approved four year high school course.

Schedule "B"

A. Schedule B shall be modified as follows:

1. The minimum salary of Schedule B shall be \$1800 and the automatic maximum shall be \$2850.
2. The number of automatic annual increments shall be 6 increments of \$175 each.
3. After reaching the automatic maximum (\$2850) set for Schedule B forty-five per centum (45%) of those teachers at the automatic maximum who show superior teaching ability shall be eligible for entrance to the superior teaching level.

SUMMARY OF SALARY SCHEDULES

A brief summary of the means by which teachers are given salary increases, for each city under consideration, follows:

Trinidad, Colorado

Efficiency basis.

Grand Island, Nebraska

Preparation and experience.

Leominster, Massachusetts

Efficiency-professional improvement, six units of approved work.

Ann Arbor, Michigan

Professional improvement, six units of approved work each three years or six weeks of approved European travel each three years.

Rock Island, Illinois

Professional work must be taken for each third step on the salary schedule.

Oak Park, Illinois

Teachers must study in a professional school once in five years to stay in the highest classification. Credits not demanded.

Lansing, Michigan

Experience and educational qualifications, such as, travel and professional study.

Richmond, Indiana

Preparation and merit. After six years of experience an increase in salary will be given if the teacher has in the past six years received five semester hours of approved college or normal school courses, or eight semester hours of extension or correspondence courses. Further increases will be granted upon further professional work or travel.

Fresno, California

Position and preparation. To go on the sixth year of the Schedule a teacher must have taken six Professional Growth credits during the four years immediately preceding. To go on Schedule B a teacher must have taken six Professional Growth credits during the four years immediately preceding. To remain on Schedule B the teacher must take six additional credits during each subsequent four year period. Failing to present the credits, the teacher drops back to Schedule A.

Rockford, Illinois

Preparation, Single Salary. Fifty dollars for each ten semester hours or their equivalent beyond Teachers College Graduation, until four years work beyond teachers college graduation is attained.

Clayton, Missouri

Preparation, merit (single salary schedule). Summer session courses and travel increase the salary by \$50 for the next ensuing year only.

Summit, New Jersey

Position, preparation schedule. Teachers who are doing approved work in professional schools and who are rendering exceptional service may be granted increases.

Sacramento, California

Preparation, position. Increases based upon teacher having taken six units of undergraduate work and four units of graduate work. When a condition is not met within four years

one annual increment will be deducted each year until the condition is met whereupon one annual increment per year shall be restored until a training requirement is again reached.

East Orange, New Jersey

Position, type schedule. Increase based upon professional improvement and merit.

Medford, Massachusetts

Preparation, merit (single salary). Supermaximum to be gained by points given for experience, teaching skill and professional improvement.

Pasadena, California

Preparation, merit (single salary schedule). Courses to be taken by each group are suggested and must be approved.

Pittsburgh, Pennsylvania

Position, preparation, merit schedule. To reach highest levels a teacher must have a high merit rating and must have taken additional professional training.

The salary schedules of the cities studied differ considerably in the details of operation but they are quite uniform in the provisions whereby teachers may receive an increase in salary.

Preparation and professional improvement are the terms that are common to sixteen of the seventeen cities studied. In the seventeenth it is implied when considering the efficiency basis of the teacher. University or college work, in terms of semester hours, and travel are the common means by which the professional improvement work is rated.

The requirements for increased salary are not exorbitant in any of the cities studied and in many of the cities the increase goes on for the full experience of the teacher.

On page one of this thesis it was stated that, the salary schedule is one of the most potent instruments to bring about a desirable situation in regard to the training of teachers in service. If university work and travel do improve teachers in service, then a study of the salary schedules of the seventeen cities would lend strength to the above statement.

The plans in these cities indicate the trend or practice and demonstrate the feasibility of attempts to establish a direct positive relationship between improvement in service and the compensation of teachers. Each Superintendent must study his own situation and recommend a plan that will meet the particular social situation as presented by the personnel of his staff, on the one hand, and his board of education, on the other.

CHAPTER III

THE PROFESSIONAL WORK ENGAGED IN BY THE
ALAMEDA TEACHING STAFF

In a study of the professional work of the Alameda Teaching staff, one of the first questions that presents itself is, "What kind of a staff does Alameda have?" One answer to that question is to show how long the present teachers have been in Alameda.

In the Pasadena Survey of 1931 it was stated that:

An effective educational program may best be provided where the teaching staff is comparatively stable; a large turnover results in lack of continuity.¹

An inspection of the records shows that the problem of turnover in Alameda is anything but acute. Table 1 (page 62) shows the years of experience of the teaching staff in the Alameda Public Schools. The average years of experience in Alameda for the elementary teachers (17.1) considerably exceeds that of the high school teachers (11.5). Twenty-five elementary teachers and one high school teacher have had twenty-five or more years of experience in the Alameda Public Schools. Of the total teaching staff, ninety-five have been in Alameda more than fifteen years. This is 45% of the total teaching staff. Obviously, the stability of the Alameda teaching personnel imposes a problem of considerable importance upon the administrative and supervisory staff if they are to prevent an increasing mechanism and deadening formal routine in

¹ Survey of the Pasadena City Schools, California Taxpayers' Association, Los Angeles, 1931, p. 63.

the educative process.

Analysis of individual cases revealed but relatively few instances where any one person had had experience in a number of different school levels. The changes that did occur have for the most part taken place in the elementary staff and have been from lower grades to higher grades. This has been due to a falling off in enrollment in the primary grades. Teachers who have made a change seem to be most happy in their new work. Tears were shed when the changes became necessary but once made the teachers seem to appreciate the opportunity offered them to become acquainted with new work and with new children of different age levels.

Stability of the teaching staff is desirable and when it is accompanied by continued professional training and an adequate salary schedule it leads to a more worthwhile program for boys and girls.

In the Chicago Survey the relations of the salary schedule to the welfare and happiness of teachers was stated as follows:

Adequate remuneration for the teaching service has two important results. The primary one is basic economic security. In the trend of social thinking it is becoming increasingly recognized that the social structure exists for the security of the group, not only as a group but as individuals. In professional service this solid basis of economic support is of special significance since the teacher, like the physician, for example, is dealing with the welfare of human beings. It is of the utmost importance that her judgment, her attitudes, and her procedures be not undermined by the nagging worry of the threat of insecurity. Moreover, there must be a substantial base of actual material welfare so that the professional activity may command a measurable social respect. The second kind of result is the psychological effect upon the teacher's attitude toward her work. The psychiatrists have made increasingly clear the importance of the feeling of security and the feeling of what is called status -- a feeling of "belongingness." These are the important bases underlying proper professional pride and respect for one's work. No arrangement for the payment of teachers which overlooks the importance of these psychological facts can hope to gain full value in buying

teaching service.¹

Table 1

Years of Experience in Alameda
School Year 1934-35

		High School Teachers	Elementary Teachers
43	-		1
40	-		1
37	-		1
34	-		1
31	-		1
28	-	1	1
25	-		1
22	-	7	1
19	-	2	12
16	-	6	13
13	-	18	13
10	-	30	22
7	-	10	6
4	-	6	1
1	-	3	1
<hr/>			
N =		85	125
Mean		11.5	17.1

Table 2 (page 68) shows the number of units taken annually by the elementary teachers of Alameda over a period of ten years 1926 to 1935 inclusive. It also shows the number of units that were taken prior to 1926. The second part of Table 2 shows how many units of the total for each teacher were devoted to: I, Subject Matter Improvement; II, Professional aspects of Subject-Matter and III, Cultural Courses.

¹ Report of the Survey of the Schools of Chicago, Illinois. Bureau of Publications, Teachers College, Columbia University, New York City, 1932, Vol. I, p. 298.

The division of the work into the three courses was made upon the following basis:

THREE TYPES OF IMPROVEMENT

I. Subject-Matter Improvement

This means the enrichment or extension of the subject-matter knowledge of a teacher with respect to content of the school curriculum.

II. Professional aspects of subject-matter which have to do with the teacher's technic. The courses included in this group are:

Philosophy of education; Educational Psychology; Educational Sociology in a broader sense; Psychology of the special subjects; such as the psychologies of reading, spelling and arithmetic.

Material dealing with tests and measurements.

Methods courses.

Courses in mental hygiene.

Child Psychology.

III. Courses or activities not directly connected with the work of the teacher but which adds to his culture, or his idealism.

The three types of work which may be included in this group are: (a) academic courses, taken to satisfy the requirements for a degree, (b) general courses, taken for their intrinsic interest, (c) those activities partaking of the qualities of entertainment such as concerts, musicals, forum courses, chorals, lectures, and (e) travel.

A course that was subject-matter improvement for one teacher was often cultural improvement for another. For instance, the teacher of music who took the work of the Alameda Choral Society would be given credit for subject-matter improvement, while the teacher of Arithmetic who took that work would be given credit for cultural improvement. Likewise, the teacher of science who took a course in Astronomy would be given credit for subject-matter improvement and the teacher of Physical Education who took that course would be given credit for cultural improvement.

There were many of the courses that overlapped the divisions set up and it became necessary to place them in a somewhat arbitrary manner. On the whole, however, the courses fitted the three divisions remarkably well.

All units listed in Table 2 are semester units as defined by the University of California and were taken after the teachers were in service as teachers.

Before 1926 seventy-nine elementary teachers had taken a total of 1076 semester units of work. This was an average of 13.6 units for those who had taken work and an average of 8.6 units per teacher for the whole elementary staff. Most of the work had been taken in the five or six years preceding 1926.

About 1920 the Alameda Board of Education discussed the question of establishing Junior High Schools in Alameda and for several years the teachers felt that at least two such schools would be established. Many of the upper grade teachers wishing to continue in the upper grades took additional work during those years in order to qualify for

the Junior High School Credential.

In 1926 the average number of units taken by the elementary teachers was 1.6 units per teacher and in 1927 1.7 units per teacher. In 1928, the year that the present salary schedule went into operation, the average per teacher jumped to 3.4 units per teacher. This was double the average of 1927. In 1929 there was a still further increase, the average for that year reaching a peak of 4.9 units per teacher. After 1929 there was a gradual decrease in the average number of units taken annually until 1933 when the average was only .5 of a unit per teacher. The reason for the decline, as I see it, was that many teachers had made an effort to reach the next higher step on the salary schedule and after reaching it they had decided to rest a bit before starting another 30 unit step. Another factor that made 1933 the low year was that we were operating on an 8% salary cut and there was some talk of suspending the salary schedule as far as advances in classification were concerned. Teachers hesitated to spend the money for additional training while working under a cut and also feared that the additional training might not count toward an advance to a higher classification. The record seems to speak for itself in this case and shows conclusively that the salary schedule does have a decided effect upon the improvement of teachers in service.

In 1934 the Amended rules to the salary schedule went into effect. They required that every certificated employee of the Board of Education must take 2 units of work each and every year or drop back one step on the salary schedule horizontally, that is, in regard to advance made for experience. In that year all 125 of the elementary teachers took work

and the average went to 2.9 units per teacher. Apparently the teachers felt that as long as they must take work under the new provisions of the salary schedule they might as well take more and receive a higher classification, for in 1935 the average increased to 3.3 units per teacher.

The elementary teachers of Alameda have taken a total of 4228 units of work since receiving their teachers credentials. This is an average of 33.8 units per teacher. Of the 4228 units taken, 2739 have been taken since the 1928 Salary Schedule became effective. This is 65% of the total number. In this connection it should again be pointed out that the average number of years of experience for the elementary teacher of Alameda was 17.1 years. Sixty-five per cent of the total number of units completed were taken in the last eight years, since the new salary schedule has been in operation. This is another indication that the 1928 salary schedule has had an effect upon the work taken by teachers.

The second part of Table 2 shows that 33% of the work taken by elementary teachers was in the subject-matter field, 45% in the professional field, or that field having to do with teachers' technic, and 22% in the cultural field. While I have no means of knowing what the proper balance should be, it seems to me that the Alameda teachers have planned their work well.

The courses most frequently mentioned in the subject-matter field by elementary teachers were: English, History, Literature, Science, Physical Education, Penmanship, Music, Art and Geography. Those most frequently mentioned under the professional aspect of teaching were:

Educational Psychology, Philosophy of Education, Mental Hygiene, Growth and Development of the child, Abnormal Psychology, Child Hygiene, History of Education, Theory of Education, Reading in the Primary grades, Recreational Reading, Educational Tests and Measurements, The Junior High School, The Activities Program, Critical Difficulties of Arithmetic and other method courses. In the cultural field; The Oakland Forum, The Alameda Choral Society, Current Events, International Relations, Travel, Literature of the Bible and Foreign language courses were most frequently mentioned.

Any device, whatever it may be, that would lead teachers to take courses such as were listed above would necessarily improve the educative process. The courses in Mental Hygiene and in the Growth and Development of the Child have been especially worthwhile in that teachers have gained new insight into the manner in which children grow physically and mentally, and are thus better able to direct that growth.

Mr. William G. Paden, the Superintendent of Schools of Alameda, Mr. Edward Albert, the Assistant Superintendent of Schools, and the elementary Principals have expressed themselves as feeling that there has been a decided improvement in teaching during the past five or six years. They have especially stressed the point that teachers seem to know how to deal with children in a more friendly, kindly way and that as the nagging ceased, the children responded by working harder on their problems.

Table 2
Units taken by the Elementary Teachers
of Alameda Before 1926 and annually
thereafter to 1935

Table 2
Part Two
Types of work engaged in by the
Elementary Teachers of Alameda

Teacher	Cert. Before 1926	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	TOTAL	I	II	III
1					1		2			2	2	6	2	2	2
2	5	8		2	3	2				2	10	32	7	20	5
3			6	5	4					2	3	20	10	10	
4	17	10	2	2	2		6			2	2	43	16	20	7
5		2	6		2	11	10			2	2	35	12	16	7
6										3	7	10	2	6	2
7			2	2	6		2		1	2	3	20	11	6	3
8	60		2	8	3	2				2	2	79	48	17	17
9								A.B.		2	2	A.B. 4		2	2
10			2	2	4	4	4	A.B.		2	4	26	6	16	4
11			1	7	6	2	6			2	4	28	7	16	5
12	20	2	5	10	5	7	5	3	4	2	4-2/3	68-1/6	29	32-2/3	6
13	12	2	3	8	5	4	4	6	4	2	3-2/3	53-2/3	16	25-2/3	12
14					A.B.					2	14-2/3	16-2/3	4-2/3	8	4
15	1			2	2					2	4	11	2	5	4
16	10	3	4	9	10	4				7	8	55	21	26	8
17	13	2		3					2	5-1/5	3-2/3	28-13/15	23-13/15	5	
18			8	16	17	8	6	5		2	2	64	28	20	16
19	4			2	4	6	3			2	4	26	7	11	7
20		2			8					2	2	14	2	8	4
21	6	8	6	6	6					2	4	38	8	22	8
22	13	11			7	2	2	8		2	2	41	6	22	13
23						15	3		2	18	2	40	28	9	3
24	1			10	14	7		A.B.		2	8	42	16	15	11
25				2	6	9	14		A.B.	2	2	35	18	9	8
26	36		5							2	2	45	25	8	12
27				13			2			2	2	A.B. 19	2	15	2
28				8	10	12				2	2	34	6	19	9
29	20	3	2	7	11	9	14			2	6	74	18	39	17
30	56	4	2	5	12					2	2	83	39	42	2
31	21	10	4							2	2	39	13	18	8
32					A.B.					2	2	A.B. 4	2	2	
33	2	2	2	4	8	6	2	4		2	2	34	10	22	2
34	2				3					2	4	11	5	2	4
35					2	5	9	6	5	2	2	31	6	15	10
36	4	2		4	10	10				2	2	34	8	19	7
37	9			1	2	2	1			2	2	A.B. 19	4	9	6
38	66	14	2	12						2	2	98	42	44	12
39			4	4	2	3	9			2	2	26	3	12	11
40	9	2	3	4	14					6	2	40	9	25	2
41		2		2	6	8	8	4		2	4	36	6	22	8
42	5	2	5	4	10	4				1	5-1/3	37-5/6	3-1/3	26	8
43	5	2	2	4	4	4	3			2	5	31	6	13	12
44	2		2	2			2		2	2	3	15	6	7	2
45		A.B.	9	3	7	5		2		11	2	A.B. 39	16	15	8

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Table 2 con't.

Table 2 con't.

Cert.	Before 1926	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	TOTAL	I	II	III
46				2	8					2	4	16	2	10	4
47			4			2	6			2	2	16	6	8	2
48	4	2		2		2				2	2	14	2	10	2
49			4	2	4	4	4	2		5	5	30	4	20	6
50	35		2	8	13	8	8	3	13	3	2	95	33	49	13
51								2		3	2	7		5	2
52	11	6	11	2	8	1	9	10	2	4	2	66	16	17	33
53	21	4		6				A.B.		2	6	39	18	15	6
54	29		4							6	2	41	9	25	7
55				2	10	4	4	6		6	2	34	4	25	5
56	5				10					4	2	21	15		6
57	84-1/6	4	6	11	15					1	9	130-1/6	46-2/3	53-1/2	30
58	5							2		3	2	12	3	5	4
59										2	2	4		2	2
60		2	2	1	1	4-1/2	6			2	2	15-1/2	6	8	1-1/2
61	12	2	2	3	2	2	4	4		2	2	35	10	14	11
62	12		6		10	12	A.B.			2-2/3	6	48-2/3	19-2/3	17	12
63								A.B.		2	2	A.B.	4	2	2
64	1		2		7-1/2					2	3	15-1/2	2	8-1/2	5
65	22			6	4					3	2	37	17	8	12
66	7			2	8	6	8	2		2	2	37	11	19	7
67	20		3	9	8	8	8	4		2	2	64	12	33	19
68	9	2		2	3	4				3	2	25	8	12	5
69		6			3	8	1	4		2	32	56	19	21	16
70	9	5	3	3	10					2	2	34	2	28	4
71	13	6	6	7						2	10-1/2	44-1/2	8-1/2	30	6
72			2	2	2	4				5	6	21	2	17	2
73	6	1		4	6	7	4	4		4	2	38	11	14	13
74	13				4	5	1	6	1	2	2	34	13	12	9
75	9	9	2	10						3	2	35	15	10	10
76				2	4	4				2	2	14		10	4
77	12		4	7	11					3	2	39	12	25	2
78	8	8	2	10	16	8	8			2	2	64	13	33	18
79			3	4	4	10	14			2	2	39	20	19	
80				2	8	4	2	4		2	2	24	4	12	8
81					4	6				2	2	14	2	10	2
82	9			6	2	14				2	2	35	7	21	7
83	12	2	4	2						2	2	24	14	6	4
84	15-2/3	6	4	6						A.B.	2	33-2/3	10	12	11-2/3
85	1	2	2	5	14	6				2	2	34	6	23	5
86	23	8	2							2	2	37	17	6	14
87	12-2/3		2	8	5	3				2	4	36-2/3	12-2/3	16	8
88	5	2	3	1	16	9	16	10		2	2	66	20	25	21
89	16		4	5	7					3	2	37	11	22	4
90	6	2	2	4	9	8				2	2	35	12	14	9

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Table 2 con't.

Table 2 con't.

Cert.	Before 1926	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	TOTAL	I	I	III
Teacher															
91										2	2	4		2	2
92	13	1	1		2	2	2			3	2	26	4	11	11
93	4			2	7	7	2	4	4	2	2	34	12	8	14
94	1		4	2	3					2	5	17	5	8	4
95	70									2	2	74	44	19	11
96				2	1			3	4	2	2	14	4	1	9
97										2	2	4			4
98				4	8	8	8	2		2	8	40	12	22	6
99	13									2	2	17	11	4	2
100	4	3	3	12	5					2	2	34	9	18	7
101	5	2	2	2	1	4	2			2	4	27	4	19	4
102	7		4		10							23	3	12	8
103	5-1/2	1	2	5	7	14	14		12	5	2	67-1/2	31-1/2	16	20
104										2	2	4	2		2
105	6		1	4	2	4	4			2	2	25	10	11	4
106	17			4	6	4				2	2	35	21	10	4
107	14									2	2	18	2	12	4
108			1	6	8	7	7	2		2	4	37	10	15	12
109	4				2-1/2		2			2	2	12-1/2	2-1/2	8	2
110	1/2		2	4	16	7	2			2	2	35-1/2	8-1/2	18	9
111	4		2	4	16	4				2	2	34	12	15	7
112					2	6	5			3	2	18	4	7	7
113	22	6		14	12	6				3	6-2/3	69-2/3	38	21-2/3	10
114	1-1/2		8	2	6	6	6	6	2	2	2	35-1/2	22	10	3-1/2
115	11			10	2	6	1			2	2	34	13	10	11
116										2	5	7	1	4	2
117	14	4	1	10	19	12	5			2	2	69	25	34	10
118										4	6	10		4	6
119	2			4	9	4	2			2		23	9	10	4
120	1	10	2	13						2	2	30	8	14	8
121										2	3	5	2	2	1
122			4	1	6					10	7	28	9	17	2
123	3	1	1	3	9	10	4	8	8	8	8	63	17	29	17
124	5			3	6	7-1/2	4			5	2-2/3	33-1/6	13-2/3	19-1/2	
125										28	2	30	16	8	6
Total	1076	199	213-1/2	422	609-1/2	430	292-1/2	140	66	359-13/15	419-5/6	4228-1/5	1420-1/30	1896	912-1/6
No. taking work	79	46	62	82	88	71	54	31	15	125	125	125			
Av. for those taking work	13.6	4.3	3.4	5.1	6.9	6.0	5.4	4.5	4.4	2.9	3.3	33.8	33%	45%	22%
Av. for the whole staff	8.6	1.6	1.7	3.4	4.9	3.4	2.3	1.1	.5	2.9	3.3				
Units taken before 1928	1488 1/2 or 35%			Units taken after 1927 -- 2739-7/10 or 65%											

Table 3 (page 75) shows the number of units taken annually by the Alameda High School teachers over a period of ten years, 1926 to 1935 inclusive. As in Table 2 the work taken before 1926 is also shown. The second part of Table 3 shows the distribution of units for high school teachers on the same plan as was followed in Table 2, that is, according to subject-matter courses, professional courses, and cultural courses.

Before 1926 thirty-five high school teachers had taken 609 units of work, and an average of 7.2 units for the whole high school faculty. In 1926 the average per teacher was 1.4 units and in 1927 it was 1.9 units. In 1928, the year that the present salary schedule became effective, the average per teacher went to 2.3, and in 1929 to 2.8 units. After 1929 there was a gradual decline in the number of units taken annually until 1933 when only .6 of a unit per teacher was taken. The decline in the high school staff paralleled that of the elementary staff rather closely and probably resulted from the same causes. The 8% cut in salary in 1933 undoubtedly caused the average number of units for that year to drop to .6. In the high school salary schedule, those teachers who came into the department with a Master's Degree were able to reach the highest classification in a short time and were inclined to take less work after reaching the top.

As was pointed out previously, in 1934 the amended rules to the salary schedule became effective in Alameda. In that year eighty-two teachers took 312 units of work which gave an average of 3.7 units per teacher. While 1929 was the peak year for the elementary teachers with an average of 4.9 units per teacher, 1934 became the peak year for high school teachers. In 1934 the opening of school took place three

weeks later than it had previously opened and in the change of school year, the summer vacation period was lengthened three weeks. Fifteen high school teachers took advantage of the longer vacation period to travel to Europe, the Orient, Mexico, South America and the different Islands.

The travel reports that were submitted by the High School teachers were exceptionally fine. The Credential Commission and the Board of Education commended them highly. For the longer trip to Europe and to the Orient, and in two cases for trips to Mexico, where the teachers spent twelve weeks in Mexico, the Credential Commission recommended that five (5) units of advanced credit be allowed. The teachers themselves felt that the trips were far more valuable to them than six weeks of summer school would have been.

The total average number of units taken by the High School teachers was 28.8 units per teacher. This was 5 units per teacher less than the average for the elementary teachers which was 33.8 units per teacher.

Before the salary schedule became effective the high school teachers had taken 887 units of work. In the eight years that it has been in operation the same group has taken 1559 units of work. Of the total number of units taken 36% was taken before 1928 and 64% was taken after the 1928 Salary Schedule was adopted.

The percentage for the elementary teachers was almost the same. Thirty-five per cent of the total number of units was taken before 1928 and 65% after the adoption of the New Salary Schedule. Two separate groups of teachers working under the same salary schedule reacted to it in almost the same manner. If the assumption made in Chapter One

of this paper that, in order to grow professionally, a teacher must engage in one or more professional activities of such a character that the activity, or activities, can be measured objectively, is at all sound; then it may be said that the 1928 Salary Schedule has been effective in improving teachers in service. Both the elementary and high school teaching groups have taken almost twice as much work of a nature that may be measured objectively, in the eight years that the salary schedule has been in operation as they did before it was adopted.

The second part of Table 3 shows that out of the total number of units taken by the high school teachers (2446) 1250 were classified as subject-matter courses, 765 as dealing with professional courses and 430 as cultural courses. The percentages show that 51% of the work was devoted to the first classification; 31% to the second and 18% to the third. The percentages for the elementary group were 33% for the first classification, 45% for the second and 22% for the third.

It was quite noticeable in working on the cards that the high school teachers were taking work in their own subject-matter field, rather than education courses or method courses. The Art teacher took Art, the Sewing teacher took sewing and tailoring, the Science teacher took particular science courses and the foreign language teacher took foreign language. It seems only natural that they should take most of their additional work along the lines of the subject that they are teaching. High School teachers are dealing with boys and girls, however, and courses in Mental Hygiene, Educational Psychology, Growth and Development of the Child, Adolescent Psychology, and courses in modern trends of education should not be neglected. It is more

important that teachers know how to deal with boys and girls than it is that they know the latest experiment in chemistry or latest method of electric welding. Of course both are important but subject-matter courses should not be taken to the exclusion of all others. In the last two years under the guidance of the Superintendent of Schools and the High School Principal two courses have been given in Mental Hygiene that have been widely attended by high school teachers.

The High School teachers took a wide variety of subject-matter courses in a number of different educational institutions. It would be difficult to say which courses were most common to the group. In the strictly professional courses taken, Philosophy of Education, Educational Psychology, Secondary Education, The Junior High School, and Guidance courses were most frequently mentioned. In the cultural field Travel outdistanced all other courses. High school teachers traveled outside the United States a great deal more than did elementary teachers and spent more time in traveling.

During the Spring Semester of 1936 Mr. Paden, the City Superintendent of Schools of Alameda, asked the Administrative staff of the Alameda High School, the heads of the various departments of the high school, the Principals of the larger elementary schools and the Assistant Superintendent of Schools to attend a conference for one hour each week and discuss current educational problems. The panel discussion method was used in conducting the conference. Five members were selected to act as a panel each week and were given a problem to discuss.

The conferences have been so successful that the Superintendent of Schools has indicated he will continue them in the Fall.

Table 3
Units taken by the Alameda High School
Teachers Before 1926 and annually
thereafter to 1935

Cert. Before Teachers	1926	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	TOTAL	I	II	III
1	16		4	13	12					2		47	34	9	4
2	14-1/2	4	10	7-2/3	6		2	2		2	2	50-1/6	25-1/6	17	8
3										4	2	6	2	2	2
4				1	4	10	2	2		2	2	23	5	8	10
5	19									2	2	23	8	11	4
6										3	4	7	2	2	3
7	18-1/2			6	2	9	1	2		6-1/2	2	47	42	1	4
8						12	6			4	14	36	18	14	4
9			6	1	2	6				2	13	30	12	13	5
10							9	2		6	8	25	15	6	4
11		6			9	3	15			5	2	40	33		7
12	21			1	9					5	2	38	19	5	14
13										14	3	17	10	4	3
14				1			1			2	2	6	2	2	2
15	4			9	2	3	6	7		3	2	36	8	17	11
16	10	6		4	10			4		4	2	40	32	6	2
17	11-1/3	6	6	8						2	2	35-1/3	15-1/3	18	2
18	9	6				2	4	2	4	4	2	33	9	22	2
19										4	A.B.	4	4		
20	20	4	6			6			6	5	2	49	34		15
21	10				12	8				5	4	39	23	4	12
22	4	6				4	4			5	2	25	12	6	7
23					4					2	2	8	2	2	4
24						7			1/2	7	2	16-1/2	7-1/2	2	7
25		4		5	8-2/3		4	5	4	2	2	34-2/3	11-2/3	9	14
26	7	2	4	10	10	8	4			5	2	52	3	35	14
27	42		4							5	5	56	32	6	18
28	25	6	10	4						2	2	49	25	24	
29										4	2	6	4	2	
30	40	6		12						2	2	62	42	6	14
31	8	2	2								4	16		14	2
32				16	26	3-1/3				4	2	51-1/3	41-1/3	8	2
33										2	7	9	3	4	2
34			30	1		5	5			2	2	45	36	5	4
35										2	2	4		2	2
36	25-3/5			4-1/2	6	9-1/2	2		6	2	2	57-3/5	23-3/5	28-1/2	5-1/2
37										2	2	4		2	2
38			2	6	8					6	7-1/2	29-1/2	6	10	13-1/2
39	35	4	6							2	2	49	15	30	4
40					2					2	3	7	1	4	2
41										4	16	20	8	8	4
42										2	3-1/2	5-1/2		2	3-1/2
43			4	1	10	4	4	7		4	5	39	6	19	14
44	34	4	7							4	2	51	10	40	1

Table 3
Part two
Types of work engaged in by
Alameda High School Teachers

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Table 3 con't.

Table 3 con't.

Teacher	Cert. Before 1926	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	TOTAL	I	II	III
45							20			2	6	28	12	8	8
46										2	2	4	2	2	
47				8-1/3	2	7	1			4	2	24-1/3	15-1/3	3	6
48				2	8	8	8	6		2	2	36	14	22	
49	5	6	4	6						5	2	28	11	10	7
50	14	6					6	6	6	12	2	52	20	16	16
51							2	8	5	9	6	30	19	6	5
52	22		8							2	2	34	22	8	4
53										2	2	4		2	2
54			6	1		7	2			4	6	26	19	5	2
55					4	6	6	4		2	2	24	10	8	6
56						7		8	11-1/20	6	2	34-1/20	30-1/20	2	2
57	2	2			4	7-1/2			3	10	2-1/2	31	15-1/2	10	5-1/2
58										2	2	4		2	2
59			4							4	6	14	4	8	2
60			1		2	2	2	4	2	2	2	17		14	3
61	6	2	4	4						2	4	22	8	12	2
62										7	2	9	7		2
63				4	3	8		3		5	3	26	24	2	
64						10	9				2	21	12	8	1
65											2	2		2	
66										2	2	4		2	2
67		3		9	4	8		6		4	2	36	28	1	7
68	18	8	6	4	16-2/3	3				2	3-1/3	61	5	54	2
69										3	2	5	5		
70	29	6		10						4	2	51	39	12	
71	44-1/3		2							5	2	53	44-1/3	2	7
72										5	6	11	2	4	5
73	15				8	7				5	1	36	24		12
74				2	8	8		6		2	6	32	14	16	2
75	3		8		1	4	20	1		6	2	45	36		9
76	25	6		4	10					2	2	49	22	19	8
77				4	8	2	1			2	2	19	2	14	3
78	24	7		4	2	2		4	2	3	2	50	23	10	17
79										5	2	7		2	5
80	24		6							5	2	37	30		7
81					9	21				2	2	34	30	2	2
82	2	4	2	5	2	8	10			5	7	45	29	12	4
83		2	4	6		6		4		4	2	28	18	10	
84											7	9	5	2	2
85	2		4	10	6		2	5	2	2	2	35	8	24	3
Total	609-4/15	118	160	194-1/2	240-1/3	231-1/3	158	98	51-11/20	315-1/2	272-5/6	2446-19/60	1250-49/60	765-1/2	430
No. taking work	35	25	27	35	35	35	27	22	12	82	84	85			
Av. for those taking work	17.1	4.7	5.9	5.5	6.8	6.6	5.8	4.4	4.2	3.8	3.2	28.8	51%	31%	18%
Av. for the whole staff	7.2	1.4	1.9	2.3	2.8	2.7	1.8	1.1	.6	3.7	3.2	28.8			
Units taken before 1928	887-4/15 or 36%			Units taken after 1927 - 1559-1/20 or 64%											

Even before 1934, when it became necessary for every teacher to take work, the Alameda personnel ranked well in recency of training. Sixty percent of the teachers had in 1933 taken some institutional training since 1929. It was found that most of this recent institutional training consisted of (1) extension courses offered by the University of California and the San Francisco State Teachers College and (2) summer sessions in many different institutions. In considering the institutional training of the teaching staff, some mention should be made of the training institutions. Table 4 shows the total number of different institutions represented in Alameda; the 5 leading institutions with the frequency of their mention; and the frequency of attendance at the different types of institutions by the various divisions of the Alameda personnel.

TABLE 4

Institutional Training of Alameda Professional Personnel

I. Institutions Represented (duplicates out)	
1. State Universities	15
2. State Teachers Colleges and Normal Schools	17
3. All other State Colleges	8
4. Non-state (private) Universities	9
5. All other Non-state (private) Colleges	<u>16</u>
Total	65
II. States Represented	
	28
III. Leading Institutions with Frequency of Mention	
1. University of California	215
2. San Francisco State Teachers College	93
3. San Jose State Teachers College	34
4. Stanford University	17
5. Chico State Teachers College	11

Frequency of mention by:

	Elementary	High
All Universities	120	102
All Teachers Colleges and Normals	127	14
All others	11	19
Total - - - - -	<u>258</u>	<u>135</u>
Average per person	2.00	1.65

A total of 65 different institutions, located in 28 different states have been instrumental in training of the Alameda personnel. As might be expected the five training institutions most frequently attended by the Alameda teachers are all within the State of California and, with the exception of Chico State Teachers College, less than 50 miles distant from Alameda. The typical high school teacher has trained in a university and the elementary teacher in a teachers' college and a university. For the total personnel the frequency of university training is considerably in excess of that obtained in all other types of institutions.

Table 5 groups the teachers according to the number of units they have taken since receiving their teaching credentials. In the grouping of less than 10 units it should be noted that several elementary teachers listed in that group have but recently received their A.B. degree and several high school teachers have but recently received their M. A. degree. The work that was required to get the degree is not shown. According to the Alameda Salary Schedule the teacher may advance by either one of two methods, (1) by obtaining a higher credential or (2) by doing specialized work in the field of which he is teaching. In a few cases in both the elementary and high school groups the teachers have not reported all the units necessary to get a higher degree. This factor would tend to increase slightly the total number of units taken for each group.

Most of the teachers for the elementary group have elected to do specialized work in the field in which they are teaching and have not worked for higher credentials. This feature of the Alameda Salary

Schedule deserves high praise for it gives the teachers an opportunity to better themselves financially without having to get a higher credential which would require them to use their energy in courses that would be of little benefit to them.

TABLE 5

Alameda Teachers Grouped according to the Number of Units They Have Taken Since Receiving Their Basic Teaching Credential

<u>Number of Units</u>	<u>Elementary</u>	<u>High</u>
Less than 10	11	20
10 to 19	25	7
20 to 29	16	15
30 to 39	44	20
40 to 49	9	11
50 to 59	3	10
60 to 69	10	2
70 to 79	3	
80 to 89	1	
90 to 99	2	
100 to 109	0	
110 to 119	0	
120 and over	1	
	<hr/>	
	N	85
	Median	30

It may be of interest to show how the Alameda Teaching Staff compares with 20 California cities for the school year 1932-33 in the matter of degrees held. Table 6 makes such a comparison. The percentage of elementary teachers in Alameda having a Bachelor's or higher degree compares favorably with other California cities, Alameda's rank falling slightly above the median city.

In comparative training of high school teachers, however, only one city of the 20 selected for comparison ranks lower than Alameda.

This is undoubtedly due to the fact that the vocational department of the Alameda High School is included in the percentages and it has been the policy for a number of years to get experienced, competent men from industry to handle the various shops. These men are capable in their trade but do not hold degrees. The Alameda High School Vocational Department ranks with the best in the state so the policy listed above is succeeding remarkably well. Over 60 graduates of the vocational department of the high school were placed in industry in February of this year and more could have been placed had they been available. The heads of many large industries of the Bay Region feel that the Alameda program of vocational training is excellent and as a result are willing to employ the boys as they graduate. With the vocational department excluded, Alameda High School teachers would rank much higher in comparison with the 20 other cities.

In the matter of guidance, in the work that the Alameda teachers have taken, the Credential Commission has endeavored to guide teachers into work that would be acceptable and to inform them of courses that could not be accepted. In the Amended Rules to the Salary Schedule and in the plan that was set up for a three year program (see pages 98-99) there was a definite method of guidance provided. The Approval Receipt that is necessary for every teacher to obtain before starting a course, makes it possible for the Principal of each school to discuss the course with the teacher and suggest courses that he believes the teacher should take. The Superintendent of Schools also has a better chance to direct the teachers into the courses that he believes are most desirable. The Alameda Board of Education has sponsored and will

probably continue to sponsor certain courses that meet the needs of the Alameda Teaching Staff.

TABLE 6

Percentages of Certificated Employees with Bachelor's Higher Degrees in 21 California Cities, 1932-33¹

HIGH SCHOOL		ELEMENTARY	
City	Percentage	City	Percentage
1. Palo Alto	98.5	1. Palo Alto	53.3
2. Tulare	90.6	2. Santa Barbara	53.2
3. Santa Ana	88.6	3. San Bernardino	39.2
4. Santa Cruz	87.9	4. Riverside	38.3
5. Bakersfield	86.5	5. Santa Ana	37.5
6. Riverside	84.8	6. Glendale	37.3
7. Glendale	84.1	7. Inglewood	34.7
8. Santa Monica	83.8	8. Modesto	32.9
9. Alhambra	82.8	9. Pomona	32.4
10. Santa Barbara	82.7	10. ALAMEDA	30.8
11. Richmond	82.4	11. Alhambra	30.3
12. Fresno	81.2	12. Fresno	30.3
13. San Bernardino	79.5	13. Santa Monica	27.6
14. Modesto	78.3	14. Bakersfield	25.7
15. Pomona	78.2	15. Santa Rosa	21.6
16. San Jose	76.7	16. Stockton	21.6
17. Santa Rosa	75.4	17. Tulare	18.9
18. Chico	74.4	18. Chico	17.9
19. Inglewood	74.3	19. Richmond	16.3
20. ALAMEDA	72.6	20. San Jose	9.3
21. Stockton	65.9	21. Santa Cruz	7.9
27 California Cities	76.2	47 California Cities	27.4

1

F. W. Hart and L. H. Peterson, Report of the Survey of the Alameda Public Schools, 1934.

CHAPTER V
SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of this study was to determine what effect the 1928 salary schedule had upon the improvement of teachers in the Alameda Public Schools. In Chapter I the importance of teachers constantly keeping abreast of the times was discussed and the opinions of leading men in education on the subject were noted. Four questions in particular were set up that the study attempted to answer. It was assumed that modern teachers must continually study in order to render the best service to the children who are in their charge. The last part of Chapter I was devoted to a discussion of three ways in which teachers may improve.

In Chapter II the provisions of the salary schedules of seventeen cities of the United States that were pertinent to this study were presented. It was found that in every one of the cities studied there was a chance for increased financial gain for those teachers who increased their training or who rendered exceptional service to the school system. In two of the cities studied there was a provision that teachers who did not take a certain amount of work periodically would not only not be advanced but would go back a step on the salary schedule. Alameda has such a provision in its salary schedule.

In Chapter IV the professional work engaged in by Alameda teachers was studied.

In Appendix A, the 1928 Salary Schedule of the Alameda Public Schools is given.

In Appendix B the modifications and changes that have been made are given and also certain minutes of the Credential Commission.

Appendix C shows the method of reporting annually the courses taken by the teacher, to the Board of Education.

CONCLUSION

1. To what extent has the 1928 salary schedule stimulated professional growth?

The writer feels that this question has been answered in a rather definite way. Almost twice as many units of work have been taken by the Alameda teachers since the salary schedule became operative as were taken in the years before it became operative. In the elementary group of teachers the percentages were 35% taken before 1928 and 65% taken after the new schedule became operative. In the high school group the percentages were 34% taken before 1928 and 66% taken since. The average number of years of experience for the elementary group was 17.1 years and for the high school 11.5 years. All teachers with the exception of those who are on leave of absence have taken work during the past two years.

2. What type of work has been taken?

In the elementary group of teachers 33% of the courses taken were classified as subject-matter courses, 45% as courses which dealt with the professional aspects of subject-matter, and 22% of the courses were listed as cultural courses. The writer feels that for elementary teachers the above percentages

are well balanced. In the high school group the percentages for the three classifications are somewhat different. Subject-matter courses lead with 51% of the total, courses having to do with the technic of teaching accounted for 31%, and cultural courses made up the balance of 18%. The writer feels that some of the high school teachers who are devoting all of their time to subject-matter courses should be urged to take certain courses in the second classification. There is evidence to show that at the present time this is being done.

Travel reports submitted by the teachers from both groups have been of an exceptionally high grade.

3. Is the proper guidance being given teachers in their work?

When the salary schedule was first adopted the Credential Commission probably held the high school teachers to a study of subjects in their own field too closely. A much broader interpretation is now being made by the Commission. The Approval Receipt that every teacher must file with the Superintendent of Schools and which must have the approval of the principal will also tend to improve the matter of guidance in the selection of courses.

4. Should the plan be continued?

The writer believes that it should be continued. The teachers are happy working under the plan. The Board of Education feels that the plan is successful and the supervisory staff is satisfied that the teachers are better today than they were six or seven years ago. The modern trend in the payment of salaries

to teachers is along the lines of the Alameda schedule. It would not be consistent to expect teachers to keep up-to-date in modern trends in education and to disregard the modern trend in the payment of salaries. The plan should be continued and as changes become necessary to improve it they should be made.

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Appendix A

The Alameda Salary Schedule

ALAMEDA PUBLIC SCHOOLS

BULLETIN

CLASSIFICATION OF TEACHERS

AND

SCHEDULE OF SALARIES

ALAMEDA, CALIFORNIA

GENERAL INFORMATION RELATIVE TO SALARY SCHEDULE

It is the desire of the Board of Education to reward Teachers, in their endeavor to improve themselves, by allowing extra increments for work done in their respective fields.

A teacher may elect to advance in classification by either one of the two ways:

- (1) By obtaining a higher credential; or
- (2) By doing specialized work in the field in which he is teaching.

In cases where a teacher is advanced from one class to another, he should be advanced for the next ensuing year directly to the class in the schedule to which his training and experience entitles him.

A Credential Commission will be created, whose function will be to evaluate from year to year all experience, diplomas, certificates, and degrees, and equivalent practical and professional training, and report same to the Board of Education for its action. Record of such work must be in the hands of the Commission not later than the first day of March of each year.

THE CREDENTIAL COMMISSION

I. PERSONNEL OF THE COMMISSION

1. Classification Committee of the Board of Education (exercising but one vote)
2. Superintendent of Schools
3. Member of High School faculty
4. Elementary classroom teacher
5. Principal of Elementary school.

II. METHOD OF SELECTING COMMISSION

1. Member of High School faculty shall be selected by the faculty of the High School.
2. Elementary classroom teacher shall be selected by a committee composed of one representative from each school; said representative to be elected by the classroom teachers of the respective schools.
3. Principal, selected by the principals of the Elementary Schools.

Members of the Credential Commission shall be appointed at the call of the Board of Education during the Spring school term each year to serve commencing July 1st next following; the term of office of a member of the Commission shall be three years, except as to members appointed prior to July 1, 1928, and as to such members the member of the High School Faculty shall serve to July 1, 1929, the Elementary Classroom Teacher to July 1, 1930, and Principal of Elementary School to July 1, 1931.

In the event of a vacancy occurring in the Commission, an appointment to fill such unexpired term shall be made at the call of the Board of Education, in the same manner as prescribed for the election of new members.

III. PLACE OF MEETING

The office and regular meeting place of the Commission shall be the office of the Board of Education.

IV. DUTIES OF COMMISSION

It shall be the duty of this Commission to receive and evaluate all applications for credit offered by teachers who are working for advanced classification on the salary scale.

Only the following will be accepted as entitling a teacher to advanced classification:

1. Transcripts of record from university or teacher's college accredited by the University of California.
2. Other official reports from a university or teacher's college.
3. Official records from other recognized schools, that is, those whose entrance requirement is high school graduation or its equivalent.
4. Written statement of time spent and work accomplished in a business or scientific organization verified by said organization.
5. Travel.

After having been approved by the Credential Commission and accepted by the Board of Education, the record of each teacher's extra credits shall be kept in the office of the Board of Education, and such records may be consulted by the teacher.

All transcripts of record, official reports or records must be in the hands of the Credential Commission not later than March 1st; and must be reported to the Board of Education, not later than April 1st following, in order to be considered for advancement

in the next school year.

Any teacher desiring credit for work along lines of practical training in a business or scientific organization in the field in which he is teaching, shall file a written statement of intention with the Credential Commission, giving a detailed program of the prospective work. Upon completion of the work, the teacher must present an official record from the organization showing time spent and work accomplished, and shall file a written account of activities engaged in, with statement of benefits believed to have been received and practical value thereof in his field of teaching. The Credential Commission shall then evaluate the work in terms of units allowing no more credit for this type of work than could be obtained in the same time in a university. No credit shall be allowed for less than three weeks work.

Any academic teacher desiring credit for travel shall file a written statement of intention with the Credential Commission outlining the proposed trip. Upon his return, the teacher shall present a written thesis showing time spent and evidencing the academic, professional or cultural value in the field in which he is teaching. The Commission shall then evaluate the trip in terms of units.

Thirteen units shall be the limit allowed an elementary teacher for travel, 3 of which may be applied toward advance to Class II, 5 of which may be applied toward advance to Class III, and 5 of which may be applied after Class III. Fifteen units shall be the limit allowed any secondary teacher for travel, 5 of which may be applied toward advance to Class III, 5 of which may be applied toward advance to Class IV, and 5 of which may be applied toward advance to Class V. (Note: Units for travel are not accumulative).

Course and place of travel must show in the thesis submitted that teacher has gained sufficient knowledge in the field which he is teaching to entitle him to credit for the same.

No credit shall be allowed where less than three weeks is actually spent in the locality chosen for study.

The Credential Commission may decide that certain type of activity on the part of a teacher shall or shall not be credited, but decision as to any activity does not establish a precedent.

All the work of the Credential Commission, together with all the records of procedure shall be held strictly confidential at all times.

New teachers coming into Alameda will receive credit for one year less of experience on the Salary Scale than they have actually had, and under no circumstances shall any new teacher be given

credit for more than 5 years experience on the Salary Scale.

A special secondary credential is not recognized on salary schedules unless candidate is assigned to teach the subjects for which the credential is granted.

SALARY SCHEDULE CLASSIFICATION

Elementary	High
Class I Elementary Credential	Class I Special Sec. Cred. Class B (Smith-Hughes) Special Sec. Cred. Class A
Class II Jr. High Cred. or Elem. plus 30 units	Class II General Secondary Credential
Class III B. A. Degree Jr. High Cred. plus 30 units or Elem. plus 60 units	Class III M. A. Degree or Spec. Sec. (A) plus 15 or Gen. Sec. plus 15 units
Class IV Gen. Sec. Cred. or B. A. Degree plus 30 or Jr. High plus 60 units or Elem. plus 90 units	Class IV M. A. Degree plus 15 units or Spec. Sec. (A) plus 30 units or Gen. Sec. plus 30 units
Class V M. A. Degree or Gen. Sec. plus 15 units or B. A. plus 45 or Jr. High plus 75 or Elem. plus 105 units	Class V M. A. plus 30 or Spec. Sec. A plus 45 units
Class VI M. A. plus 15 or Gen. Sec. plus 30 or B. A. plus 30 or Jr. High plus 90 or Elem. plus 120 units	

NOTE: Equivalent units shall be progressively accumulative.

SALARY SCHEDULE ADOPTED 1929-1930
(Approved for Fiscal Years 1931-1932, 1932-1933)

ELEMENTARY-TEACHERS

Super. Max.
10 years
plus 10
approved
units

Sup. Max.
10 years
plus 20
approved
units

YEAR	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	
Class One	\$1500	\$1500	\$1550	\$1600	\$1675	\$1750	\$1825	\$1900	\$1975	\$2050	\$2125	\$2175
Class Two	1650	1650	1700	1750	1825	1900	1975	2050	2125	2200	2275	
Class Three	1800	1800	1850	1900	1975	2050	2125	2200	2275	2350	2425	
Class Four	1950	1950	2000	2050	2125	2200	2275	2350	2425	2500	2575	
Class Five	2025	2025	2075	2125	2200	2275	2350	2425	2500	2575	2650	
Class Six	2100	2100	2150	2200	2275	2350	2425	2500	2575	2650	2725	

HIGH

YEAR	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	
Class One "B"	\$1715	\$1715	\$1785	\$1855	\$1925	\$1995	\$2065	\$2135	\$2205	\$2275	---	
Class One "A"	1965	1965	2035	2105	2175	2245	2315	2385	2455	2525	2600	
Class Two	1965	1965	2035	2105	2175	2245	2315	2385	2455	2525	2600	
Class Three	2040	2040	2110	2180	2250	2320	2390	2460	2530	2600	2675	
Class Four	2115	2115	2185	2255	2325	2395	2465	2535	2605	2675	2750	
Class Five	2190	2190	2260	2330	2400	2470	2540	2610	2680	2750	2825	

The Annual Increase for Years of Experience:

	Elementary	High
2nd year	None	None
3rd year	\$50.00	\$70.00
4th year	50.00	70.00
5th year	75.00	70.00
6th year	75.00	70.00
7th year	75.00	70.00
8th year	75.00	70.00
9th year	75.00	70.00
10th year	75.00	70.00
	<hr/>	<hr/>
	\$550.00	\$560.00
10th year plus 10 units	50.00	None
10 years plus 20 units	50.00	None
	<hr/>	<hr/>
	\$650.00	\$560.00

The increase for training is:

Elementary		High	
Class I to II	\$150.00	Class I to II	Same
Class II to III	150.00	Class II to III	\$ 75.00
Class III to IV	150.00	Class III to IV	75.00
Class IV to V	75.00	Class IV to V	75.00
Class V to VI	75.00		

Appendix B

AMENDED RULES TO SALARY SCHEDULE

In 1934 the Alameda Board of Education felt that certain teachers in the department were not taking courses and were apparently satisfied to remain in Class I of the salary schedule. In order to remedy this situation and make it necessary for every certificated employee to take work annually, the Board of Education adopted the following rules to be effective July 1, 1934:

1. In order that a certificated employee may be able to receive automatic advance or to maintain classification on the basis of experience, it will be necessary for the employee to submit a minimum of two (2) units of approved university work or the equivalent each and every year.

2. A certificated employee may accumulate during a summer session four (4) units of university work or the equivalent to receive automatic advance or to maintain classification on the basis of experience, the same to be applied in lieu of two (2) years of two (2) units each.

3. Any certificated employee who fails to meet the requirements of Section 1 or Section 2, will automatically move back one step on the salary schedule.

4. All credits earned in this manner may be used for advancement in classification in the usual manner if acceptable to the Commission of Credentials. All credits for work to receive automatic advance or to maintain classification on the basis of experience must be acceptable to the Superintendent of Schools.

5. The above is hereby made effective January 1, 1934. Two (2) units or their equivalent must be submitted on or before February 1st of each year.

SALARY MAINTENANCE BULLETIN

January 16, 1935.

TO ALL CERTIFICATED EMPLOYEES

This bulletin is in the nature of a clarification of existing rules, with additional informational data, in regard to the requirements for maintenance. In order to simplify the requirements, a three-year program has been decided upon, effective February 1, 1935, and terminating February 1, 1938. According to our present rules, every certificated employee will be required, during this three-year period, to take and to submit not less than six units of work. (See attached Bulletin No. 266, Giving rules of the Board of Education.)

I. During this period of three years, a certificated employee will be required to take not less than two (2) units of collegiate work in the field of his major subjects or in the field of education.

For verification of the above, only the following will be accepted as entitling a certificated employee to maintenance of classification:

1. Transcripts of record from university or teachers' college accredited by the University of California.
2. Other official reports from a university or teachers' college.
3. Official records from other recognized schools, that is, those whose entrance requirement is high school graduation or its equivalent.

II. Two (2) units of the six required for the three-year period may be in travel.

Any certificated employee desiring credit for travel shall file with the principal an "Approval Receipt" Blank. Upon the employee's return, he shall present a written thesis showing time spent and evidencing the academic, professional or cultural value in the field in which the certificated employee is engaged.

No credit shall be allowed where less than three weeks is actually spent in the locality chosen for study.

Two (2) units of credit for travel will be the maximum credit allowed during the three-year period for maintenance.

III. Two (2) units may be in cultural subjects. Verification of attendance at any university course, or the equivalent, will satisfy this requirement.

Two (2) units of credit in cultural subjects will be the maximum credit allowed during the three-year period for maintenance.

(Explanation: If you will read the above bulletin carefully, you will note that the first two-unit requirement is the only definite requirement made. A certificated employee may, if he so desires, take six units in his own field to meet the three-year requirement; or he may take four in his own field and the remaining two units in travel or cultural subjects).

1-36 1000

ALAMEDA PUBLIC SCHOOLS
ALAMEDA-CALIFORNIA

APPROVAL RECEIPT

(For automatic advance or maintainance of classification on the basis of experience)

Date.....

Name..... School.....

- 1. Nature of proposed work to be submitted (Please check thus)
 - a. Required.....
 - b. Cultural.....
 - c. Travel.....

2. Probable Unit Value:.....

N. B. Evidence of completed course must be submitted to the Superintendent of Schools on or before February first of each year.

Approved:.....
Principal

Approved:.....
Superintendent

An "Approval Receipt" blank must be filed with, and need have only the approval of, the principal before enrolling in courses to be applied for maintenance.

It will materially assist this office if you will file with the Superintendent's Office, immediately upon completion of your work, verification of the same. If you desire the original transcripts which you submit for maintenance passed on to the Commission of Credentials, submit a copy of your

transcript with the original. This copy may be in your own handwriting. Travel thesis will be sent on to the Commission of Credentials if written request is made.

Credential Commission Minutes

The Credential Commission that was established in 1928 to help administer the salary schedule has held regular and called meetings since that time. Many of the recommendations of the Commission in regard to the actual working out of the salary schedule have been ratified by the Board of Education and hence have become a part of the schedule. In addition the minutes of the commission show many instances of how individual teachers have been guided in the work they were to take by the commission. In order to fully understand the Alameda Salary Schedule and how it works it will be necessary to cite from the minutes of the Credential Commission at some length.

August 24, 1928

The Credential Commission met in the office of the Board of Education at 8:30 a.m., August 24, 1928. The members present were Mrs. Powell, Mr. Faden, Mr. Bryan, Miss Powers and Miss Johnson.

Mr. Bryan nominated by Mr. Faden, seconded by Miss Powers, was elected Chairman.

Miss Johnson, nominated by Miss Powers, seconded by Mrs. Powell, was elected Secretary.

In the question of courses to be counted for Secondary Teachers, it was decided that any units along the line of a teacher's major or minor subject, or in her teaching field, should be allowed.

The remainder of the meeting was devoted to answering

communications, and copies of such answers are on file.

Signed (Wilma Johnson, Secty.)

August 31, 1928

The Credential Commission met at 8:30 a.m., in the office of the Board of Education, with Mrs. Powell, Mr. Paden, Mr. Bryan, Miss Powers, and Miss Johnson present.

Several urgent cases were discussed and disposed of as follows:

E. M. requests that course in Commercial Occupations 49AB be counted for 2 units. We recommend that this course be counted for next year (not to be retroactive).

In her further request that we reconsider last year's decision regarding courses in Business Law and Commercial Law, we do not believe that more than two units would be of any real help in Elem. School Arithmetic, and we have already allowed 2 out of the 4 submitted.

September 14, 1928

The Credential Commission met in the office of the Board of Education on Sept. 14, 1928 with the following present: Mrs. Powell, Miss Powers, Mr. Lanktree, Mr. Paden, Mr. Bryan and Miss Johnson.

Case of E. M. A motion was made by Mr. Paden, seconded by Mrs. Powell, that she be allowed 2 units for commercial Occupations, 48 a.b. to take effect July 1, 1929, but that no more units would be allowed her for her Business Law. Carried.

Case of L. T. It was decided that her letter from the Arts & Crafts School is not a true evaluation and that the Secty. should request that she secure such an evaluation.

Motion made by Mr. Paden and seconded by Mr. Lanktree that J. G's application for credit for foreign travel and conducting tours be denied. Carried. (This was foreign travel of 1913 and 1914.)

The Secretary was instructed to write to Mr. H. requesting that he file an affidavit of his trade experience. His application for credit based on University work taken prior to the

granting of his certificate was denied.

The secretary was further instructed to write to Mr. S. asking him to submit a similar affidavit, at which time the Commission will reconsider his application.

The records of Mr. G. B. were examined and he was found to have 15 years of trade experience. It was moved by Mr. Paden, seconded by Mrs. Powell, that the Commission recommend to the Board of Education that Mr. B. be allowed 5 years of experience for his 15 years of practical experience. Carried.

Miss L's application for credit for Physical Education was denied because it is neither her major, or minor, or teaching field.

It was moved by Mr. Paden, seconded by Mrs. Powell, that duplicate cards be made of each teacher's record - one for the teacher and one for our files. Carried.

Miss O's request for 2 units of credit for Commercial Occupations 48 a.b. was granted and her two letters returned her.

Signed (Wilma Johnson, Secty.)

September 20, 1928

The Commission met in Room 9, City Hall, Alameda, at 9:30 a.m. with the following present: Mrs. Powell, Mr. Paden, Miss Powers, Mr. Bryan and Miss Johnson.

Mrs. M. was notified that the Course in Child Health will be credited.

The Credentials of Miss F. were examined and she was granted 34 units of credit above the General Secondary, entitling her to Class IV. The Secretary was instructed to file a recommendation with the Board of Education that Miss F. be placed in Class IV.

Signed (Wilma Johnson, Secty.)

October 8, 1928

The commission met in Room 9, City Hall, Alameda, at 7:30 p.m., with the following members present: Mrs. Powell, Mr. Paden, Mr. Lanktree, Miss Powers, Mr. Bryan, and Miss Johnson.

The status of Miss L. S., recently transferred from the Washington Elementary School to the Alameda High School, was discussed. It was the general opinion that Miss S. should not lose the advantage of her 24 years of experience because of her transfer. It was moved by Miss Powers and seconded by Miss Johnson that the Commission recommend to the Board of Education that Miss S. be credited with the maximum experience on the High School Salary Scale. The motion was carried.

The letters submitted by Mr. S. of the High School, in verification of his four years of trade experience, were examined and found to be satisfactory. It was moved by Mr. Paden and seconded by Mrs. Powell that Mr. S. be credited with one year of experience on the Salary Scale. Carried.

The status of Miss L. was discussed and Mr. Paden ruled that it is the same as that of a Probationary Teacher.

Mrs. L. T. submitted an evaluation from the California School of Arts and Crafts giving credit for 2 units. These were allowed by the Commission.

Transcripts were submitted by Miss A. and Mrs. B. from Colorado University Summer Session. It was decided that these would have to be evaluated by the University of California before we can count them.

Signed (Wilma Johnson, Secty.)

November 5, 1928

The Credential Commission met in Room 9, City Hall, on November 5, 1928, at 7:15 p.m., with the following members present: Mrs. Powell, Mr. Paden, Miss Powers and Miss Johnson.

The case of Mr. A. W. was considered and his training and experience found to place him in Class IV. The Secretary was instructed to file with the Board of Education a recommendation that he be so classified.

Mr. J. H.'s affidavits were examined and it was moved by Mrs. Powell, seconded by Miss Powers, and carried, that he be given 2 years for his 7 years and 6 months of trade experience. The Secretary was instructed to file a recommendation with the Board of Education to this effect.

The secretary was instructed to write Miss D. L. that her Summer Session courses are satisfactory to the Commission.

Signed (Wilma Johnson, Secty.)

January 10, 1939

The Credential Commission met in Room 9, City Hall, Alameda, with the following members present: Mrs. Powell, Mr. Paden, Miss Powers, Mr. Bryan, and Miss Johnson.

Case of Miss L. The Secretary was instructed to write her and refer her to the ruling of the Board of Education regarding substitutes.

In answer to several requests, the Secretary was instructed to send written notice to each school that the course in Mental Hygiene will count for all Alameda teachers.

Case of Mrs. L. T. Moved by Mr. Paden, seconded by Miss Powers, and carried, that the evaluation by Mr. V. of her wood-working be accepted and allowed by the Commission.

Case of Mrs. S. All courses listed in her letter of January 7, approved. Secretary to write letter to her.

Signed (Wilma Johnson, Secty.)

January 29, 1939

The Credential Commission met in Room 9, City Hall, Alameda, with the following members present: Mrs. Powell, Mr. Lanktree, Mr. Paden, Mr. Bryan, Miss Powers and Miss Johnson.

It was decided that it is unnecessary to make a duplicate of the letters sent to teachers showing the Commission's allowance for units and credentials up to 6/12/28. The form for this letter was corrected and passed on.

Mr. Paden was appointed as a committee of one to return any transcripts, credentials, certificates or other papers, in teacher's folders, should the teacher request them. It was decided that any certificates, etc., on which no credit was allowed might be returned but others only upon the filing of a certified copy. This applies to Master's Degrees, also.

Permanship Certificates:

Moved by Mr. Paden, seconded by Miss Powers, that we allow 1 unit for a Permanship Certificate granted after Teaching Certificate has been issued.

Supervisors & Special Teachers:

It was decided to make cards for them, listing any approved work which we have on file, but to send them no letters.

F.P. Regarding her request for information about Science courses listed under "Lower Division" in the University - the Secretary was instructed to write Miss P. and tell her that these lower division courses have received the okeh of the Credential Commission.

Notes to accompany letters to teachers:

The Secretary was instructed to enclose with teach letter a note to the effect that each teacher would be notified of the additional credit allowed by the Credential Commission in its March 1, 1929 evaluation.

A meeting of the Commission was called for Friday, February 1, 1929, at 9 o'clock.

Signed (Wilma Johnson, Secty.)

August, 1929

(Matters taken up at this meeting, and action taken, given as follows):

1. M. D.: Mr. Paden moved that Mrs. D's application for credit on the correspondence course in Journalism under the University Extension be granted, providing she files with the Commission evidence that she has satisfactorily completed the course. Seconded by Miss Powers. Carried.

2. Costume Designing & Sketching. H. B., H. F., E. H., and E. S. Mr. Paden moved that the same motion made for Mrs. D. be granted for the above. Seconded by Miss Powers. Letters were authorized sent to the four.

3. Historical Geology Course given at Haight School. Mr. Paden recommended that same be granted, seconded by Miss Powers. Recommendation corrected to read "this term." Miss N. Franklin School, was authorized notified. It was suggested that the number of the course, name of instructor, and the fact that the course is being given in the Fall, 1929, be mentioned.

4. Mr. G. At the request of the Commission, Mr. G. was present. Mr. Paden suggested that Mr. G. give examination sheets or anything he thought necessary to explain his course, to Miss Powers. Mr. Paden, Miss Powers and Mr. Bryan will make a report or recommendation to the Commission in regard to same.

5. D. K. Only six units to be allowed on Summer Session. Miss K. to be notified that the Commission allowed her 18 units.

6. V. H. Regarding her request for number of units on course in Italian, Mr. Paden moved that she be notified that same would not be granted. Motion seconded by Miss Johnson, and carried.

7. J. O. Regarding her thesis on Alaska. Mr. Paden moved that three units be allowed. Seconded by Mr. Keane and carried.

8. The question of the number of units allowed a teacher at summer school and during the school term will be taken up at some future meeting.

9. The matter of notifying above teachers in regard to action taken during this meeting, was discussed.

Mr. Keane reported that in order to protect the Commission, the action taken for credit allowed on Extension courses to these teachers, letters should be written notifying them, that final ratification would be granted by the Board of Education.

After discussion, Mr. Keane moved that action on letters sent to the Commission on Extension Courses be reported to the applicants - Mrs. D., Miss N., and the four Domestic Science teachers, informing them that final action is in the hands of the Board of Education. Motion was seconded by Miss Johnson and carried.

November 16, 1929

(Matters taken up at this meeting, and action taken, given as follows):

1. Matter of number of maximum units to allow for one semester was discussed. Mr. Paden moved that Commission allow the maximum of five units during the one semester, then further moved that the Commission establish five semester units as the maximum during one Alameda school semester, or a total of sixteen units per annum. Motion seconded by Mrs. Powell and carried.

2. Mrs. C's application based on her attendance at Miss S's School, summer session, a total of 135 hours. Upon motion of Mrs. Powell seconded by Miss Johnson, it was recommended that Mrs. C. be allowed three units for this work. Motion carried.

3. A communication was received from Mr. G. requesting allowance of units for his work in R.O.T.C. Camp and on war correspondence. Upon motion of Mrs. Powell seconded by Miss Johnson, it was recommended that Mr. G. be allowed six units for this work. Motion carried.

4. Matter of practical music and practical art was discussed. Mr. Paden moved that a maximum credit of three units be allowed for private music and art. The motion was seconded by Mrs. Powell and carried.

5. In view of the above motion, the following cases were taken up:

- (a) M. L. Total of 7 units. Miss Johnson moved that Miss L. be allowed a maximum of three units in regard to evaluation from the College.
- (b) L. T. Total of 26 units. After discussion, and upon motion of Mr. Paden seconded by Mrs. Powell, it was recommended that Mrs. T. be allowed two units on her private art work and one unit on her private music work. Motion carried. (The maximum of three units each on music and art was not allowed due to the time which has elapsed since Mrs. T. took the course).
- (c) A. M. Total of 26 units. Upon motion of Mr. Paden seconded by Mrs. Powell, Miss M. was allowed three units on her music. Motion carried.

6. A communication was read from Miss B. D., advising of her leave of absence. Miss Johnson was instructed to acknowledge the letter. New transcripts submitted on Education were granted as follows:

Education s120	2 units
" 105	2 units
" s175	2 units

7. A communication was received from the Alameda Grade Teachers' association in regard to giving credit for a course on physiography. Mr. Paden moved that the Association, through Miss N., be notified that the same is an acceptable course.

It was suggested that the motion regarding a maximum of five units being allowed for one Alameda school semester, should be included in the material for the Superintendent's Bulletin.

March 14, 1930

Mr. Paden moved that kindergarten teachers be put on the Elementary schedule, with the privilege of advancing through training; this Committee to go on record as having so recommended. Seconded by

Mrs. Powell. Carried.

Mr. B: Matter of Mr. B. discussed. Mr. Faden moved that the case of Mr. B. be made retroactive, having worked all of this time under the flat schedule. Seconded by Mrs. Powell. Carried.

Mrs. H: Mr. Faden moved that Mrs. H. be notified that under the rules of the Commission of Credentials, it is impossible to allow any credit on the seven units asked for in her recent communication. Seconded by Mrs. Powell. Carried.

Miss W: The case of Miss W. will be taken care of when the above recommendation for kindergarten teachers is authorized by the board.

Mr. W: Mr. W's case was discussed. Mr. Faden suggested that Mr. W. be allowed only two units thereby penalizing him for neglecting to follow the rules of the Commission. Mr. Faden moved that Mr. W. be allowed two units and a letter sent to him explaining why the Commission did not allow three units. Motion seconded by Mr. Farwell. Carried. (Letter to be sent after the Board meeting).

Mr. Faden moved that recommendations and other material as listed by the Commission on sheets be submitted to the Board for final action together with a letter from the Secretary.

April 6, 1931

Present: Directors: Powell, Farwell and Fogarty.
Commission Members: Mr. Bryan, Chairman; Miss Johnson,
Secretary; Miss Powers and Mr. Faden.

1. Mrs. H. The case of Mrs. H. was taken up and discussed. It was decided that Mr. Faden dictate and send the following letter to Mrs. H:

"In order that you may enter Class V, it will be necessary for you to have at least forty-five units over and above your AB Degree and fifteen over and above your General Secondary. You now have on file in this office only fourteen over and above your General Secondary, which places you in Class IV."

2. Various cases were discussed as follows:

- a. Thesis -- Miss D. B.
- b. Thesis -- E. J. B.
- c. Thesis -- B. C.
- d. Thesis -- A. D.

3. Mr. Paden moved that the Commission accept this report (material as listed on the sheets), subject to any auditorial changes and recommend its adoption by the Board. Motion seconded by Miss Johnson. Carried.

April 1, 1932

Present: Directors: Powell, Farwell and Lanktree.
Commission Members: Mr. Bryan, Chairman; Miss Powers,
Miss Mensing and Mr. Paden.

The report as prepared by the Credential Commission was studied. Each case was taken up individually and the basis of each advancement noted.

The theses of the following teachers were reviewed:

Miss B.
Miss D.
Miss C.
Miss H.

The paragraph in the Salary Schedule covering units given for travel was discussed. There was much discussion regarding whether or not units for travel should be accumulative. Upon motion of Miss Powers seconded by Mr. Farwell, that section of the paragraph in the Salary Schedule covering units given for travel for secondary teachers was changed to read as follows:

"15 units shall be the limit allowed any secondary teacher for travel - 5 of which may be applied toward advance to Class III, 5 of which may be applied toward advance to Class IV, and 5 of which may be applied toward advance to Class V. (Note: Units for travel are not accumulative.)"

Upon motion of Miss Mensing seconded by Mr. Paden, the Commission accepted the report, subject to any auditorial changes, and recommended its adoption by the Board.

April 5, 1934

The Commission of Credentials met at the place and on the date above mentioned.

Present: Mr. Bryan, Mr. Farwell, Mr. Hitchings, Dr. Lum, Miss Mensing, Mr. Paden and Miss Powers.

Upon motion of Mr. Hitchings, seconded by Dr. Lum, a communication was authorized addressed to Mr. L. J. informing him that he may take duplicate courses in Typing, Shorthand, etc; and that courses at Armstrong's College of Business are acceptable.

Upon motion of Mr. Farwell seconded by Dr. Lum, the following items were authorized sent in bulletin form to schools for the information of all teachers:

1. Teachers applying for credit for U. C. Extension Courses which are non-credit courses, are required to file a grade and unit value with the Commission of Credentials, otherwise this work will not be considered.
2. Address all communications to Commission of Credentials, Board of Education, not to individual members of the commission. For the teacher's protection and for the protection of the Commission, it is required that communications containing credentials be registered, and return receipt requested.

Upon motion of Mr. Farwell seconded by Dr. Lum, the Commission accepted the report for the Elementary Department, subject to any auditorial changes, and recommended its adoption by the Board of Education. Motion carried.

Upon motion of Mr. Farwell seconded by Dr. Lum, the Commission accepted the report for the High School Department, subject to any auditorial changes, and recommended its adoption by the Board of Education. Motion carried.

September 11, 1934

The Commission of Credentials met at the place and on the date above mentioned.

Present: Miss Mensing, Miss Powers, Mr. Farwell, Mr. Hitchings, Mr. Bryan and Mr. Paden. Absent: Dr. Lum.

The case of Miss B., formerly principal of Everett School, now discontinued, was discussed. It was decided that Miss B. should be allowed 15 units for the approved University work she had submitted, plus 2 units for administrative work, giving her a total of 20 units. This automatically placed her in Class I, Super-Maximum 2. Upon motion of Mr. Farwell seconded by Mr. Hitchings, it was moved that Miss B. be placed in Class I, Super-Maximum 2, retroactive to July 1, 1934. Motion carried.

Upon motion of Mr. Hitchings seconded by Mr. Farwell, it was moved that Miss H. S. be placed in Class I, Super-Maximum 1, retroactive to July 1, 1934. It was explained that this recommendation should have been made previously inasmuch as Miss S. had attained the necessary ten years of experience. Motion carried.

The case of Mrs. V. L., teaching in the elementary department under a special secondary credential, was laid over until such time as she has completed the 30 units necessary to advance her to a higher classification.

Upon motion of Mr. Hitchings seconded by Mr. Farwell, it was decided that no credit would be allowed for advancement in classification on lecture courses as offered by the Oakland Forum. Motion carried.

After discussion, it was decided that credit would be allowed on choral work to those teachers teaching music, provided that the maximum of three units allowed for private music and art, as ruled under date of November 16, 1929, had not already been given. Motion carried.

A request of Miss A. A., that she be allowed credit for a trip taken two years previously was denied because she had not complied with the rules regarding travel, requiring a written statement of intention.

March 21, 1935

The Commission of Credentials met at the place and on the date above mentioned.

Present: Miss Mensing, Miss Powers, Mr. Bryan, Mr. Farwell, Dr. Lum, Mr. Paden, Mr. Smith and Mr. Williamson.

There was discussion regarding allowing advancement on Forum lectures. Mr. Paden explained the standards he had set up for those attempting to attain advancement on these lectures, viz: regular attendance, notes on all lectures, and written reports on book assignments. Mr. Paden stated that he felt these standards were comparable to those of extension courses.

Upon motion of Mr. Paden seconded by Dr. Lum, the former motion of the Commission of Credentials under date of September 11, 1934, denying credit for Forum Lectures, was rescinded. Motion carried.

Upon motion of Mr. Paden, seconded by Dr. Lum, those teachers who had satisfactorily fulfilled the requirements as set forth above,

for the two series of Forum lectures, were allowed credit toward advancement. Motion carried.

The matter of accumulative travel units was discussed and it was decided that a trip taken before the Class is reached to which it may apply could not be counted. That is, an elementary teacher who is in Class I and has used her three travel units toward advancement to Class II cannot use units of a second trip that has been taken before she reaches Class II. The idea being that travel should be scattered over a larger period.

Mr. Bryan also explained that there were complaints from the elementary teachers because the secondary teachers were allowed to apply more travel units toward advancement than the elementary. The Commission felt that the distinction is valid as there are more teachers in the secondary department to gain advantage from travel, viz: teachers of languages, art, music and history.

It was decided that no work taken at a college or university prior to the obtaining of a basic credential could be used toward advancement.

It was decided that a special secondary credential, when used to teach subjects for which credential is granted, should be used as the basic credential upon which a teacher may build toward advancement.

Upon motion of Mr. Paden seconded by Mr. Farwell, a section was authorized added to the Schedule of Salaries stating "that the term 'unit' as used in this bulletin refers to the definition of the 'semester unit' as referred to in the general catalog of the University of California, dated 1934-35."

The case of Miss Lucille di Vecchio was studied as she had submitted work apparently not applicable to her subjects. Mr. Bryan's committee was authorized to discuss the matter with Miss di Vecchio, explaining to her that work toward advancement should be applicable to her subjects.

Appendix C
(Sample Page)

RECOMMENDATIONS, COMMISSION OF CREDENTIALS

HIGH SCHOOL

March, 1935

Teacher	Units Rec. (Academic)	Travel or Tech.U.	Prev. Units	Total	Class 1934-35	Class 1935-36
1.	15	-	35	50	IV	V
2.	9	-	15	24	III	III
3.	17½	-	15	32-1/20	III	IV
4.	4	-	16	20	III	III
5.	2	-	M.A. + 20	M.A. + 22	IV	IV
6.	12	-	26	38	III	IV
7.	31	-	--	31	II	IV
8.	4	-	4	8	I,A	I,A
9.	2	-	13	15	II	III
10.	7	-	48	Spec. Sec. - 55	V	V
11.	8	-	15	23	III	III
12.	2	-	--	2	II	II
13.	4	-	M.A. + 30	M.A. + 34	V	V
14.	3	-	--	3	I,A	I,A
15.	4	-	45	49	V	V
16.	-	5 Travel in Orient	46-1/3	51-1/3	V	V
17.	-	5 Travel in Mexico	-	5	III	II

(Sample Page)

RECOMMENDATIONS, COMMISSION OF CREDENTIALS

ELEMENTARY

March, 1935

Teacher	Units Rec. (Academic)	Travel	Prev. Units	Total	Class 1934-35	Class 1935-36
1.	2	-	31	35	II	II
2.	3	-	-	3	I	I
3.	2	-	15	17	I S.M.-1	I S.M. - 1
4.	2	-	75½	77½	III	III
5.	2	-	20	22	I S.M.-2	I S.M. - 2
6.	2	-	61½	63½	III	III
7.	2	-	30	32	II	II
8.	7	-	-	7	I	I
9.	7	-	40	47	II	II
10.	5-1/5	-	20	25-1/5	I S.M.-2	I S.M.-2
11.		3	AB + 6	AB + 9	III	III
12.	2	-	20	22	I S.M.-2	I S.M.-2
13.	2	-	32	34	II	II
14.	19	-	20	39	I S.M.-2	II
15.	2	-	30	32	II	II
16.	2	-	J.H. + 49	J.H.+51	III	III
17.	2	-	AB	AB + 2	III	III
18.	2	-	30½	32½	II	II
19.	7	-	-	7	I	I