

THE TEACHER'S PART IN COMMUNITY ORGANIZATIONS
IN THE FIRST CLASS HIGH SCHOOL DISTRICTS
OF OREGON

by

JOSEPH LACLAIR

A THESIS

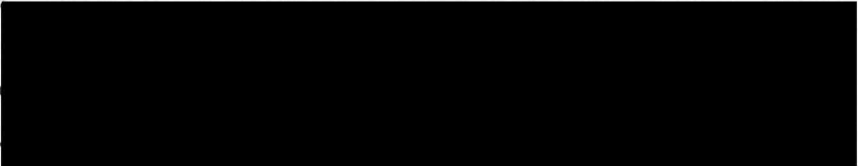
submitted to the
OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF EDUCATION


July 1947

APPROVED:

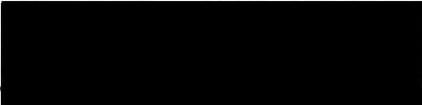


Professor of Education


In Charge of Major



Head of School of Education



Chairman of School Graduate Committee



Dean of Graduate School

ACKNOWLEDGMENT

The writer wishes to express sincere appreciation to Dr. R. J. Clinton for his editorial guidance, his helpful suggestions, and his criticism of the text.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Origin of the Investigation.	1
Purpose and Value of the Study	9
Method Employed in the Study	11
Organization of Results.	12
Limitations of the Study	12
II. TIME SPENT BY TEACHERS IN CLASS, EXTRA-CURRICULAR AND COMMUNITY ACTIVITIES	13
Amount of Time Spent by Teachers in Community Activities	13
Amount of Teacher Participation in Community Organizations.	14
Hours per Week Spent in Participation in Community Organizations.	18
Length of School Day	23
Number and Kind of Extra-Curricular Activities Supervised.	26
III. NATURE OF TEACHER PARTICIPATION IN COMMUNITY ORGANIZATIONS	32
Type of Community Organizations in Which Teachers Participate	34
Type of Community Organizations in Which Teachers Would Prefer to Participate	40
Type of Community Meetings Which Teachers Most Often are Urged to Attend	45
Amount of Teacher Participation in National Elections	51
Amount of Teacher Participation in State Elections	54
Amount of Teacher Participation in Local Elections	57
IV. ATTITUDE OF TEACHERS TOWARD CIVIC ACTIVITIES	61
Part Taken by Teachers in Community Activities	62
Use of Teacher-Community Contacts.	66
Reasons Given for Teacher Participation in Community Organizations.	71
Benefits Resulting from Teacher Participation in Community Organizations.	76

XIII.	Types of Community Organizations Which Teachers are Most Often Urged to Attend (Classified according to subject taught) . .	45
XIV.	Types of Community Organizations Which Teachers are Most Often Urged to Attend (Classified according to population) . . .	48
XV.	Amount of Teacher Participation in National Elections (Classified according to subject taught) .	51
XVI.	Amount of Teacher Participation in National Elections (Classified according to population) . . .	53
XVII.	Amount of Teacher Participation in State Elections (Classified according to subject taught) . .	54
XVIII.	Amount of Teacher Participation in State Elections (Classified according to population) . . .	55
XIX.	Amount of Teacher Participation in Local Elections (Classified according to Subject taught) .	57
XX.	Amount of Teacher Participation in Local Elections (Classified according to population) . . .	59
XXI.	Participation Taken by Teachers in Community Activities (Classified according to subject taught) .	62
XXII.	Participation Taken by Teachers in Community Activities (Classified according to population) . . .	64
XXIII.	Use of Teacher Community Contacts (Classified according to subject taught) .	66
XXIV.	Use of Teacher Community Contacts (Classified according to population) . . .	69

Table	Page
XXV. Reasons Given for Teacher Participation in Community Organizations (Classified according to subject taught). .	71
XXVI. Reasons Given for Teacher Participation in Community Organizations (Classified according to population) . . .	74
XXVII. Benefits Resulting From Teacher Participation In Community Organizations (Classified according to subject taught). .	76
XXVIII. Benefits Resulting From Teacher Participation in Community Organizations (Classified according to population) . .	82

LIST OF TABLES

Table	Page
I. Amount of Teacher Participation in Community Organizations (Classified according to subject taught)	14
II. Amount of Teacher Participation in Community Organizations (Classified according to Population . .	16
III. Hours Per Week Spent in Participation in Community Organizations (Classified according to subject taught)	18
IV. Hours Per Week Spent in Participation in Community Organizations (Classified according to population) . .	21
V. Length of School Day (Classified according to subject) . . .	23
VI. Length of School Day (Classified according to population) . .	25
VII. Extra-Curricular Activities Supervised (Classified according to subject taught)	28
VIII. Extra-Curricular Activities Supervised (Classified according to population) . .	30
IX. Type of Community Organizations in Which Teachers Participated (Classified according to subject taught)	34
X. Type of Community Organizations in Which Teachers Participated (Classified according to population . .	37
XI. Type of Community Organizations in Which Teachers Would Prefer to Participate (Classified according to subject taught	40
XII. Type of Community Organizations in Which Teachers Would Prefer to Participate (Classified according to population) . .	43

Chapter	Page
V. SUMMARY AND RECOMMENDATIONS	85
Summary	96
Recommendations	96
BIBLIOGRAPHY.	98
APPENDICES	
Questionnaire Sent to Teachers.	100
Letter Sent to Teachers	102

THE TEACHER'S PART IN COMMUNITY ORGANIZATIONS IN THE FIRST CLASS HIGH SCHOOL DISTRICTS OF OREGON

CHAPTER I

INTRODUCTION

A wide variety of opinion concerning the part which public school teachers should play in community affairs exists among both civic leaders and school personnel. With some degree of unanimity, however, the former have implied that the school has an obligation to assist in community projects and that teachers should consider whatever contributions they can make to be a part of their duties. Never before in the history of America, declare many civic spokesmen, have the city, the state, and the nation depended so much for help upon those engaged in education. Of course, such spokesmen usually admit also that civic organizations have a corresponding duty to aid and support both the academic and the extra-curricular programs of the schools, but they insist that the chief prerequisite for closer cooperation between school and community is the recognition and assumption by teachers of their responsibilities in community work.

Why has the teacher been selected as a subject for such discussion, rather than the banker, the merchant, or the carpenter? The answer is implicit in statistical information. "According to the 1920 Census Report, among the New York City adults over 24 years of age, 7.6 per

cent had no schooling, 7.2 per cent had from one to four years of schooling, and 48.7 had between five to eight years of schooling."¹ State Superintendent of Public Instruction, Rex Putnam reports that in Oregon adults have an average of 9.7 years of schooling.² By contrast the teacher's educational record of 16 to 17 years' minimum requirement for a high school credential is an impressive one. The summer school courses and preparation for higher degrees required for professional advancement are also factors in keeping the teacher far more mentally alert and better informed than the average member of the community. The Army and Navy commissioned a disproportionately large number of teachers in service during World War II because of their superior intelligence and qualities of leadership. Therefore it is only natural that a community should look hopefully toward its teachers for participation and assistance in civic affairs. It is our contention ... that no functional group has social and political obligations greater than those of the teaching profession.³

-
1. Knittle, Walter A., "Mohammed and the Mountain", Saturday Review of Literature, Vol. 28, p. 49, Sept. 15, 1945.
 2. Herald and News, Klamath Falls, Oregon, Feb. 6, 1947, p.1.
 3. Gans, Roma, "The Teacher in the Community", Teachers College Record, Vol. 43, p. 100, Nov. 1941.

A second reason for public interest in the contribution of the teacher to community life is the growing consciousness of the need for integration of the school and community, so that the student is prepared for life as he will find it and not taught meaningless abstractions. A high estimate is placed on "social" education. "It should be possible through education to reduce the frequency and tragedy of world-shaking disasters. Essentially the task is to help people learn to live well together. There is opportunity for educators in every community to teach youth and adults to live well together. . . . If a school contributes positively to learning to live together, it must increase the range and depth of experiences in community living."⁴

Now, certainly so desirable a goal cannot be attained if the teacher confines his activities to the classroom and school projects only. Among writers on education, there is a large measure of agreement on this point. Dewey, taking for his text, the preamble of the constitution of the national American Federation of Teachers, says:

A part of it reads as follows: We believe that the teacher is one of the most highly productive of workers, and that the best interests of

4. American Association of School Administrators, (Yearbook), Schools for a New World, 1947, p. 90.

the schools and of the people demand an intimate contact and an effective cooperation between the teachers and the other workers of the community--upon whom the future of democracy must depend.

In union there is strength, and without the strength of union and united effort, the state of servility, of undemocratic administration, adherence to tradition, and unresponsiveness to the needs of the community that are also pointed out in the same document, will persist.⁵

If pupils are to understand and engage in community activities, it is the teacher who must lead the way. To quote from Gann:

Those of the teaching profession who are attempting to develop a program of education which will enable each child to grow increasingly competent in social-civic action, will, in order to be honest and free from frustration, follow into the wider sphere of action to which their own insight and their guidance of pupils have led them.

This sequence, from child concern and understanding to a more vital, functional curriculum, which demands public and teacher contacts, leading ultimately to increased interest and participation in civic and political affairs on the part of the teacher creates an integral pattern, each part affecting all the others.⁶

Important educational projects such as the Springfield Plan, in which school and community cooperate fully in the teaching of tolerance, democracy, and the art of living, includes the following among its objectives:

-
5. Dewey, John, Education Today, 1940, p. 307.
 6. Gans, Roma, "The Teacher in the Community", Teachers College Record, Vol. 43, pp. 104-105, Nov. 1941.

The development of community thinking. To bring to every child a knowledge of the community obtained wherever possible by first hand observation; understanding through study and observation of the part played in the community by men and women of different occupations; participation in community service; the custom of using individual talents for common good.⁷

The problem is to make a connection between the schools and the community without sacrificing the efficiency which specialization has brought to the teaching profession. This can be accomplished only if the relation of teachers to community life is both real and penetrating.⁸

The growing importance of this subject is reflected in opinions expressed at a meeting of the Association of School Administrators in 1946. West said:

America was founded on a definite philosophy of equal rights and opportunities for all. We have fallen far short of this mark, and surely the public schools must bear a very large responsibility in attempting to fulfill the American Dream. If teachers are to be prepared for assignment for this sort, they will need to have broad general education and courses in sociology and economics which give them a realistic view of our world. They will have to have more opportunity than they have had in the past to take part in the activities of community life. They will have to be encouraged after they secure a position to become active citizens and to learn by participation what actually goes on in this world and what can be done in the schoolroom to meet the problems which the world deposits there.⁹

7. Chatto, Clarence I. and Alice L., The Story of the Springfield Plan, 1945 p. 20.

8. Ibid., p. 105.

9. West, Roscoe L., "The Preparation of Teachers to Meet New Problems." Official Report, American Association of School Administrators, 1946, p. 197.

Ferguson in pointing out qualities which a superintendent seeks in new teachers, stated:

Superintendents are looking for new teachers who have had rich educative experiences beyond the academic shades. Travel, summer employment in other fields, community work, church work -- these are suggestive of non-academic activities which contribute so vitally to the general education of the teacher.¹⁰

Another quotation from Dewey is very pertinent here:

The schools are not doing, and cannot do what the people want until there is more unity, more definiteness in the community's consciousness of its own needs; but it is the business of the school to forward this conception, to help the people to a clearer and more systematic idea of what the underlying needs of modern life are and of how they are really to be supplied.¹¹

The general opinion of educators is summarized by the following:

In the service of public intelligence the educator has at length become clearly conscious of what had all the while been implicit in his work: First, that his rendezvous with childhood and youth is a service to the whole culture and involves both keen insight and responsibility in community relations; and second, that the crux of the whole front of social intelligence is at these points where adults are making the decisions and shaping the influences which in turn shape the lives of the oncoming generation. If the educator will once realize that when he educates, he does something to the culture and then

-
- 10. Ferguson, Arthur W., "What a Superintendent Looks For in New Teachers". Ibid., p. 199.
 - 11. Dewey, John, Education Today, 1940, p. 37.

will follow on with a lively sense of responsibility into the paths and functions which that realization dictates, he will be close to the intelligent heart of society's urge toward a richer and more fitting culture. He will work at the task in the interests of the baffled and confused adults of the modern community. He will work with his profession to make our civilization give up its secrets and its leads, good and bad, and both singly and collectively with his colleagues he will use and multiply his powers for effectiveness in furthering the good and averting the bad.¹²

Thus we see that school life and community life are not and cannot be kept as separate entities if the broad concept of education for modern living is to be sustained.

But what of the teacher who is thus requested to enter into close relations with the community? Has the overburdened teacher anything to gain, from a selfish point of view, by the expenditure of his already limited time and energy upon activities not directly related to the school? No matter how whole-hearted his devotion to his profession may be, there are certain essentials that a teacher wants for himself, such as an adequate salary, the right to live as an individual, exemption from constant scrutiny, criticism, unwarranted prohibitions. The general opinion seems to be that participation in community affairs will also benefit the status of the teacher. If he remains aloof in an ivory tower, goals may be dreamed of but never

12. Kilpatrick, Wm. H., The Educational Frontier, 1933, p. 120.

attained. As a social and political force in community affairs the teacher automatically improves his own position.

Gans says further,

The outlook for revitalizing the place of the teacher in American society is promising and much has already been accomplished. Of considerable promise is the move on the part of teachers themselves to bring about the greater influence in educational and civic affairs. This past summer a two-weeks' conference was held here at Teacher College at the request of the Department of Classroom Teachers of the National Education Association who wished to acquaint themselves with their responsibilities in curriculum revision. The Teachers' League has had conferences on educational, organizational, and legal problems for over ten years. The Teachers of some states have helped elect worthy members to their state legislatures.¹³

Political activity on the part of educators is stressed by Kermit Eby, Director of the Department of Education and Research, CIO, in his statement:

The academician must lead the way. He must emerge from the schoolroom and participate actively in the community's political life, both as spokesman for a particular interest and as the vanguard of his class. If he really wants to reform the political system, the teacher must get in there behind his candidates and his ideas and see that they come out on top.¹⁴

13. Gans, Roma, "The Teacher in the Community", Teachers College Record, Vol. 43, p. 107, Nov. 1941.

14. Eby, Kermit, "Labor's Program for Teachers", The Education Digest, Vol. 11, Jan. 1946, p. 19.

Burnham writes of politics in Nebraska Educational Journal:

To those who teach, politics has a dual aspect. In the classroom it is subject matter and a professional problem. Outside the classroom it is a matter of personal interest and civic responsibility. In a peculiar way politics comes the teacher's way whether she likes it or not. She has a professional obligation to promote all political policies furthering educational improvement. She has a personal interest in all legislation relating to teacher welfare. She has both a personal interest in and professional obligation to the children and youth of the state, and anything that affects them.¹⁵

It is apparent from the foregoing discussion that teacher participation in civic organizations may be considered desirable; first, because educational advantages have prepared teachers to be leaders; second, because full cooperation between school and community with consequent educational advantages cannot otherwise be attained; third, because the profession itself is benefited by community contacts.

Purpose and Value of the Study

An investigation of the opinions of educators and civic leaders has been made. What, then, is the view of the person most concerned -- the teacher who is already

15. Burnham, Archer, "Our Part in Politics", "The Clearing House", Vol. 21, Sept. 1946, p. 22.

carrying a full-time schedule of classwork and directing one or more extra-curricular activities? Exhaustive search of educational publications sheds no light; teachers have been inarticulate upon this subject.

The attitude seems to vary widely. Some are very conscientious and will respond to the limit of their ability no matter in what capacity they may be called upon to serve. A few will cooperate in civic projects merely to become socially prominent or even to hold through prestige in the community positions which they could not retain upon the basis of their academic work. Other teachers, however, admit only the obligation to teach during the school day, or at most to supervise school activities, and therefore make very few contacts with the community affairs. Some teachers who do accept community responsibilities complain that they donate more labor, accept lower salaries, and receive less appreciation than any other professional group in America.

This study endeavors to determine the reaction of teachers in first class high school districts in Oregon. An attempt will be made to clarify this whole problem, so that a definite policy may be arrived at, if possible, concerning the amount of time teachers should be expected to spend on school and non-school activities without allowing either the community or the school or the teachers to suffer. The discussion to follow attempts to make a con-

tribution to that end.

Little has been written on the subject of teacher-activity in community organizations, and the available material deals with the matter in general rather than specific terms. It is felt that a comprehensive survey revealing the actual amount of participation, time consumed, and benefits derived will be of value to teachers, administrators, and community leaders. Before a statement can be made in regard to what the teacher should do in community life, it is important to ascertain what is actually being done and with what effect.

Method Employed in the Study

Information for this study was secured by means of a questionnaire sent to 1480 teachers in the first class high schools of Oregon. This questionnaire was prepared to secure data concerning the time spent in community organizations, types of organizations, and opinions concerning resulting benefits, both for the teacher and for improvement of home-school relationship. Four hundred fifty-one teachers, or approximately one-third of those receiving questionnaires, answered all questions. Data were also secured concerning subjects taught, extra-curricular activities, and time spent on each. Prompt and enthusiastic response showed that the topic is of vital interest to teachers.

Organization of Results

Questionnaires were divided into two groups and classified first, according to subject taught; second, according to the population of the community. Tabulations showing percentage of answers were made for each group, covering every phase of the questionnaire.

Limitations of the Study

Perhaps the greatest weakness to be found in the questionnaire which forms the basis for the thesis is the probable misunderstanding of question number thirteen. The question deals with the maximum time a teacher is required to be on duty while classes are in session. Since most schools have a six-hour teaching day, and only a few have as much as six and one-half hours, it is rather doubtful that the question was understood by the 161 teachers who indicated that they spent more than six and one-half hours.

CHAPTER II

TIME SPENT BY TEACHERS IN CLASS,
EXTRA-CURRICULAR AND COMMUNITY ACTIVITIES

When a teacher is invited to join an organization, accept an office, or undertake some new responsibility apart from actual school work, it appears that the invariable plea is, "I haven't the time. I am required to do so much in connection with my position that I must neglect the things I would otherwise enjoy doing." If this is true, then there is something definitely wrong with a system which demands so much of its educators that they have not the opportunity of living normal lives as active, influential members of their communities.

Amount of Time Spent by Teachers
in Community Activities

The first consideration, therefore, will be to determine from statistics obtained by means of a questionnaire answered by 451 teachers, exactly how much time, if any, teachers are spending in community work. Subjects taught will be included in the analysis as being of value in indicating general interests and aptitudes, and as an aid in presenting an over-all picture of the existing situation. Results of the initial question, "Do you take part in any community organizations not sponsored by your school?", are shown in Table I.

TABLE I

Amount of Teacher Participation in Community Organizations
(Classified according to subject taught)

Subject Taught	Some Per Cent	None	No. of Ans.
Agric.	100	0	7
Art	86	14	7
Commerc.	58	42	24
Dean-Adm.	92	8	13
English	71	29	31
Home Ec.	93	7	30
Ind. Arts	94	7	31
Language	89	11	9
Math.	85	15	20
Music	95	5	37
Phys. Ed.	83	17	54
Science	92	8	25
Soc. Stud.	92	8	36

Table I indicates that the majority of teachers do participate in some type of community organization, since 87 per cent answered "Some", while only 13 per cent revealed that they took no part whatever in such activities. Some interesting differences are shown among teachers of various subjects. Teachers of agriculture lead in amount of

participation with 100 per cent. Music teachers were second, with an average of 95 per cent, and industrial arts teachers third, with 94 per cent. Other groups displaying more than 90 per cent participation were teachers of home economics, deans and others with administrative duties, science teachers and social studies teachers. Commercial teachers showed the least interest in community work; those giving an affirmative answer being only 58 per cent of the total. English instructors were next, showing an average participation of 71 per cent. Physical education, mathematics, and art teacher groups each gave less than the average number of affirmative replies, while language teachers were slightly above average with evidence of 89 per cent participation.

The above figures cannot be considered of profound significance until further examination is made to determine the actual amount of time consumed in such activity by each group. Also the variation in the number of replies might constitute a noteworthy factor; for example, seven replies were received from teachers of agriculture, whereas there were 37 from teachers of music. However, answers show the general trend in each subject classification.

In addition to the above grouping, it was deemed desirable to consider teacher participation in relation to the size of the community in which the school is located.

First class high schools are found in overgrown country villages, supplied with students by far-reaching bus services; in small towns, war-swollen to the size of cities; in newly-created communities with the ink on their charters scarcely dry; and in truly metropolitan districts. These variations present problems which cannot be considered within the scope of this study, but it was thought feasible to divide one set of questionnaires into classifications according to population of community. Table II shows the responses thus obtained.

TABLE II

Amount of Teacher Participation in Community Organizations
(Classified according to population of community)

	<u>Population of Community</u>			over 30,000
	1,000-5,000	5,000-15,000	15,000-30,000	
	<u>Number of Answers</u>			
	45	24	16	41
	<u>PER CENT</u>			
Some	82	92	87	70
None	18	8	13	30

It might have been assumed that in the state's smallest towns, the teacher would play a leading part in community affairs, since diversions are scarcer there than in larger places and since home and school life should be

more closely integrated.

To quote Overn:

In many communities of less than 2,500 population there is a decidedly friendly large family spirit. The skilful teacher can often turn this friendly attitude toward the school. The economic and social standing of the teachers in such small communities is relatively more favorable than it is often in larger places. This factor of socio-economic standing contributes its share to the possible influences which may be exercised by the teacher there....The teacher is one of the best educated and socially qualified individuals in the community. Naturally, there is considerable respect accorded his position. If he is wise enough to live up to the ideals set for him of how one in his position should behave, he can develop an almost limitless influence there.¹

However, the above figures show a substantial lead in community participation in cities of from 5 to 15 thousand, with a figure of 92 per cent. In cities of 15 to 30 thousand, the percentage is 87, whereas in towns of less than 5 thousand affirmative answers represent 82 per cent. The lowest figure is found in metropolitan areas, where only 70 per cent participation is shown.

Eighty-three per cent of the teachers answering in smaller towns indicated that they did participate in community organizations, while 17 per cent answered in the negative, whereas eighty-five per cent of all teachers returning completed questionnaires reported that they engaged in some form of civic activity, fifteen per cent did not.

1. Overn, Alfred V., The Teacher in Modern Education, pp. 238-9.

Since the time element appears to be a major factor, in Table III the number of hours per week actually spent is tabulated.

TABLE III

Hours per Week Spent in Participation in Community Organizations
(Classified according to subject taught)

Subject Taught	Hours Spent							No. of Ans.
	Less than 1	1	2	3	4	5	More than 5	
	Per Cent							
Agric.	14	14	29	14	14	14	0	7
Art	0	29	14	0	0	14	28	7
Commerc.	4	4	8	21	8	8	4	24
Dean-Adm.	0	8	31	23	8	8	15	13
English	6	17	10	19	3	6	10	31
Home Ec.	13	27	20	17	10	7	0	30
Ind. Arts	10	6	19	19	19	7	13	31
Language	11	11	22	11	22	0	11	9
Math.	10	25	25	5	10	0	10	20
Music	3	5	24	22	5	8	27	37
Phys. Ed.	6	19	16	13	11	7	11	54
Science	12	20	24	8	16	8	4	25
Soc. Stud.	19	22	28	8	3	3	8	36

In evaluating the results found in Table III, the number of hours per week spent by teachers in the groups showing greatest amount of participation will first be considered. Two hours per week is spent by 29 per cent of the agriculture teachers, 100 per cent of whom participated in community organizations. Less than one, one, three, four, and five hours were put in by 14 per cent each in this group, and no one contributed more than five hours weekly. Of music teachers, who came second in participation, 27 per cent spent more than five hours weekly, while only 3 per cent spent less than one hour. Five per cent spent one and four hours; 24 per cent spent two; 22 per cent spent three; 8 per cent spent five hours per week. Industrial arts teachers constituted the third-ranking group; they show 13 per cent devoting more than five hours, 10 per cent, less than one, approximately 6 per cent one and five hours each, and 19 per cent two, three and four hours. Therefore, it appears that among the three leaders in participation, music teachers have a substantial lead in the amount of time offered to community work.

Although 14 per cent of art teachers answering the questionnaire stated that they did no community work, this group ranks next to music instructors in the amount of time spent. Twenty-eight per cent show more than

five hours per week; 14 per cent, five hours; the remainder, one or two hours. Third in this classification come deans and those whose chief function is administrative, with 23 per cent donating five hours or more of their time per week.

Instructors of home economics rank lowest in amount of time expended, in spite of the fact that this group showed 93 per cent participation. No one of this number showed an expenditure of more than five hours a week; only 7 per cent devoted five hours; whereas 27 per cent gave one hour, and 13 per cent less than one hour. Social studies teachers were next to the bottom of the list, with 11 per cent devoting five hours or more, and 42 per cent spending one hour or less. Mathematics teachers were third; 10 per cent of this group spent more than five hours, while 35 per cent contributed one hour or less. This group also reported less than the average amount of participation, as 15 per cent answered "None".

Most teachers spent two hours per week in participation in community organizations, 21 per cent of the total answering questions one and three giving this figure. The next-ranking amount of time was one hour a week, with 16 per cent. Fourteen per cent devoted three hours; 11 per cent more than five hours; 10 per cent, four; while 8 per cent gave less than one hour; and 7 per cent five

hours. The remainder of those included in this tabulation (13 per cent) reported no participation in community activities.

Table IV deals with the same material, considered in relation to size of community.

TABLE IV

Hours per Week Spent in Participation
in Community Organizations
(Classified according to population of community)

	<u>Population of Community</u>			
	<u>1,000-5,000</u>	<u>5,000-15,000</u>	<u>15,000-30,000</u>	<u>over 30,000</u>
	<u>Number of Answers</u>			
	45	24	16	41
	<u>Per Cent</u>			
Less than one	4	17	13	17
One	20	13	13	31
Two	47	21	30	31
Three	13	37	30	17
Four	2	4	7	4
Five	4	4	0	0
More than five	9	4	7	0

The largest number of hours per week is shown to be closely correlated with the greatest amount of community

participation, in the above table. Teachers in cities of from five to 15 thousand lead in this respect, with 50 per cent showing that they devoted three hours or more per week to community affairs. Forty-four per cent of those in communities of from 15 to 30 thousand spend three hours or more, while in towns of from one to five thousand only 29 per cent contributed this much time. Results from metropolitan areas show the least time expended in this way, with no teachers reporting five or more hours per week; 17 per cent, three hours; and 4 per cent, four hours. Small towns showed the largest percentage of expenditure of five hours per week or more, with 13 per cent; cities of 5 to 15 thousand gave 8 per cent, and of 15 to 30 thousand, 7 per cent. No instructors in metropolitan areas of over 30,000 answered that they spent five or more hours a week in community activity.

Results revealed in Table IV adhere closely to those found in Table III, two hours a week being the most popular figure, with 33 per cent representation. Three hours was claimed by 24 per cent of teachers engaged in any form of community work; 19 per cent spent one hour; 13 per cent less than one, while 5 per cent indicated more than five hours, 4 per cent four hours, and 2 per cent five hours.

Amount of Time Spent by Teachers in the Classroom

Consideration will now be devoted to actual amount of time spent in the classroom by teachers in the first class high school districts in Oregon.

TABLE V

Length of School Day
(Classified according to subject taught)

Subject Taught	Less than	Hours Spent							More than	No. of Ans.
	6	6	6½	7	7½	8	9	9		
	Per Cent									
Agric.	0	14	0	43	0	43	0	0	7	
Art	0	33	17	33	0	17	0	0	6	
Commerc.	8	29	12	41	4	4	0	0	24	
Dean-Adm.	0	25	8	8	25	17	8	8	12	
English	7	14	18	18	14	29	0	0	28	
Home Econ.	4	22	15	7	37	15	0	0	27	
Ind. Arts	4	21	4	42	8	8	0	0	24	
Lang.	13	13	25	13	13	25	0	0	8	
Math.	0	17	28	11	28	17	0	0	18	
Music	0	28	3	44	9	13	0	0	32	
Phys. Ed.	0	27	27	17	13	11	6	8	46	
Science	8	24	4	36	20	8	0	0	25	
Soc. Stud.	3	35	6	23	10	23	0	0	31	

Most teachers put in a six, seven or eight hour day in the classroom, according to the above table. Four per cent reported less than six hours. Sixteen per cent of deans and those doing primarily administrative work and 15 per cent of physical education instructors reported a school day of nine hours or more; however, it is doubtful if they were referring to authentic classroom teaching. The seven-hour day lead with an average of 26 per cent; 23 per cent were in the classroom 6 hours a day, and 20 per cent, eight hours. Seven and a half hours were reported by 13 per cent; six and a half by 12 per cent of all teachers answering.

Teachers of agriculture apparently carry the heaviest load, as 43 per cent of this group spend eight hours a day in classwork; English instructors are second, with 29 per cent, and language teachers third, with 25 per cent. Social studies teachers show the greatest percentage of six-hour days, 35 per cent; art teachers are next with 33 per cent, and commercial teachers, third, with 29 per cent.

It is also interesting to observe the differences in amount of classwork required of teachers in communities of varying size. Table VI demonstrates these differences.

TABLE VI

Length of School Day
(Classified according to population of community)

Hours Spent	<u>Population of Community</u>			
	<u>1,000-5,000</u>	<u>5,000-15,000</u>	<u>15,000-30,000</u>	<u>over 30,000</u>
	<u>Number of Answers</u>			
	44	23	15	40
	<u>Per Cent</u>			
Less than six	6	4	0	0
Six	20	35	13	28
Six and one-half	23	13	13	15
Seven	26	22	27	53
Seven and one-half	10	0	13	3
Eight	14	22	33	3
Nine	0	4	0	0

Only two per cent of all teachers reported that they spent less than six hours in classroom work; one per cent gave nine hours, while the majority showed a six, seven, or eight-hour day. Seven hours was the predominating figure, with an average of 32 per cent, 24 per cent put in six hours, and 18 per cent eight hours. A six and one-half hour day was listed by 14 per cent, seven and one-half

by 6 per cent.

Teachers in communities of from 15 to 30 thousand apparently carry the heaviest schedules, as 33 per cent in this category report an 8-hour day, as compared to 22 per cent in cities of from 5 to 15 thousand, 14 per cent in small towns, and 3 per cent in metropolitan areas. Those in cities of from 5 to 15 thousand, who have shown the greatest participation in community organizations, also reveal the lightest teaching load, the six-hour day leading here with 35 per cent. Metropolitan instructors are next with 28 per cent; small towns have 20 per cent; and in cities of 15 to 30 thousand, 13 per cent reported six hours daily in the classroom.

Number and Kind of Extra-curricular Activities Supervised

Another important factor to be considered is teacher participation in extra-curricular activities of the school. Since amount of time spent in this manner is so variable, it has been found feasible to classify information in relation to the number and nature of activities supervised.

For purposes of this study, clubs are considered as relatively small groups of students with an interest in some specific study or hobby; for example, art clubs, science clubs, Spanish clubs, and camera, chess, or dancing clubs. Activities are counted as more comprehensive

in scope, including class advisership, athletics, dramatics, school newspaper or annual. There is no way of determining with any exactness the amount of time and energy expended in this way on any comparative basis, and the following tables are offered only to show in a general way what teachers are doing directly for the school, in addition to classroom work.

Table VII shows the relationship between subjects taught and extra-curricular activities supervised.

TABLE VII

Extra-Curricular Activities Supervised
(Classified according to subject taught)

Subj. Taught	One Club	Two Club	One Act. & One Club	One Act. & Two Clubs	Two Act. & One Club	One Act.	Two Act.	More Than Two Act.	No. of None	No. of Ans.
Per Cent										
Agric.	0	0	29	0	0	43	14	14	0	7
Art	34	0	17	0	17	17	17	0	0	6
Commer.	12	0	12	4	8	12	30	4	17	24
Dean- Adm.	18	0	0	0	0	18	0	55	9	11
English	13	0	4	0	4	19	38	4	19	26
Home Econ.	57	17	13	7	0	7	0	0	0	30
Ind.Arts	17	0	54	10	0	13	7	0	0	30
Lang.	22	11	22	11	0	0	11	0	22	9
Math.	0	6	17	0	17	40	11	0	11	18
Music	0	0	0	6	0	17	29	38	11	35
Phys.Ed.	6	0	26	24	0	42	2	0	0	54
Science	4	4	20	4	12	20	8	8	20	25
Soc. Stud.	8	0	6	6	3	44	8	8	17	35

The greatest number of teachers show that they supervise one activity, the average being 23 per cent. Seventeen per cent mentioned one activity and one club, while 16 per cent are in charge of one club only. Thirteen per cent name two activities; 11 per cent, two activities and one club; 7 per cent, one activity and two clubs; 5 per cent, more than two activities; 3 per cent, two clubs, and only 5 per cent state they have no connection with the extra-curricular activities of the school. It thus seems apparent that, in addition to a classroom day of from six to eight hours, teachers gave a substantial amount of time to school affairs.

Deans and administrative workers seem to supervise the greatest number of student undertakings, as their answers show 55 per cent in charge of more than 2 activities. Music teachers are next, with 38 per cent; physical education instructors appear to come third, with 24 per cent supervising one activity and two clubs. Language teachers represent the largest percentage of those who undertake no extra-curricular work, with 22 per cent; science instructors are next, with 20 per cent; and English teachers, third, with 19 per cent.

Extra-curricular activity in terms of community size is presented in Table VIII.

TABLE VIII

Extra-Curricular Activities Supervised
(Classified according to population of community)

Activity	Population of Community			
	1,000-5,000	5,000-15,000	15,000-30,000	over 30,000
	Number of Answers			
	44	23	15	40
	Per Cent			
1 club	5	13	20	15
2 clubs	0	4	7	3
1 act. & 1 club	7	17	13	13
2 acts. & 1 club	7	4	7	5
1 act.	30	18	27	10
2 acts.	10	4	13	10
More than 2 acts.	26	17	13	5
None	16	22	0	20

Twenty-one per cent of all teachers reported supervision of one activity, and 13 per cent, one club, while 15 per cent showed more than two activities. The latter figure was raised considerably by teachers in towns of from 1 to 5 thousand, who gave 26 per cent participation in more than two activities. Populations of 5 to 15 thousand were next, with 17 per cent, while this amount

of participation was shown by 13 per cent in cities of 15 to 30 thousand, and by 5 per cent in larger areas.

No extra-curricular work was reported by 28 per cent of those answering. Forty per cent of teachers in the over 30,000 division gave a negative answer; 22 per cent, in the 50 to 15 thousand group; 16 per cent, in the smaller towns, while in communities of 15 to 30 thousand, no teachers were without some type of extra-curricular activity.

Significant aspects of available statistics have been presented in this chapter, and will be considered later in relation to other findings. Chapter III deals with the type of community organizations in which teachers participate, their preferences, the organizations which they are most frequently urged to join, and their political activity in the community.

CHAPTER III

NATURE OF TEACHER PARTICIPATION ON COMMUNITY ORGANIZATIONS

Since it has been shown in Chapter II that 87 per cent of Oregon teachers engage in some form of community activity, it is now considered advisable, for the attainment of a detailed picture, to observe the manner in which such activity is carried on. In Chapter III an attempt was made to answer the following questions: In what organizations do teachers chiefly participate? In what organizations would they prefer to participate? In what activities are they most often urged to engage? What is the existing teacher-interest in politics and government?

For purposes of classification, community organizations have been divided into five broad groups. Under the first, religious, is included every phase of church work, from inactive membership to leadership as a Sunday school teacher or superintendent; by social is meant fraternal societies such as Masons, Elks, Rebeccas; groups of ex-service personnel, represented by the American Legion, Marine Corps League, Disabled American Veterans; organizations such as Business & Professional Women's Club, Seroptimist, Rotary, and Kiwanis; sports or hobby clubs. Under educational are listed such organizations as

Parent-Teacher Associations, American Association of University Women, national and state teacher associations, library and study clubs, as well as boy and girl scout work and leadership in other youth groups. Relief includes assistance in Red Cross, Salvation Army, or Cancer Club work, and similar participation in local welfare organizations. Special service assemblies such as the Chamber of Commerce, or civic improvement societies are classified under others; also political clubs, city recreation activities, and anything else which does not clearly fall under one of the preceding headings. Many teachers, in checking this division, made marginal notes to indicate what specific activities were intended.

Table IX demonstrates the type of organizations in which teachers of various subjects are at present participating.

TABLE IX

Type of Community Organizations in which
Teachers Participate
(Classified according to subject taught)

	Type of Organization					
Subj. Taught	Relig.	Soc.	Educ.	Relief	Others	No. of Ans.
	Per Cent					
Agric.	22	29	29	7	14	14
Art	9	36	18	18	18	11
Commerce.	21	40	31	5	2	42
Dean-Adm.	7	36	36	7	14	28
English	28	21	26	10	16	58
Home Econ.	29	26	30	11	5	75
Ind. Arts	18	31	31	4	18	57
Languages	30	35	25	0	10	20
Math.	22	34	30	5	10	41
Music	26	33	33	4	5	77
Phys. Ed.	17	33	26	7	16	94
Science	31	31	27	7	4	55
Soc. Stud.	20	31	31	5	13	75
Average	22	32	29	7	11	50

Social organizations lead in the above tabulation, with 32 per cent participation out of the total number answering; while educational activities are a close second with 29 per cent. Twenty-one per cent display religious activity; 11 per cent name others, chiefly political and recreational; and 7 per cent engage in relief work. Commercial teachers lead in social club participation with 40 per cent; art instructors are next, with 36 per cent; deans and administrators third, with 36 per cent. Other teacher groups which are above the average in this classification are instructors in languages, 35 per cent; mathematics, 34 per cent; music, 33 per cent; and physical education, 33 per cent.

Deans and administrators lead in the educational field, showing 36 per cent participation; music teachers are second, with 33 per cent; and commercial teachers third, with 32 per cent. Other above-average answers in this division came from teachers of social studies and industrial arts, reporting 31 per cent participation each.

Predominant in the religious field are science instructors, with 31 per cent naming this type of activity; language teachers follow, with 30 per cent, then home economics teachers, who have an average of 29 per cent. More than the average religious activity is also shown by instructors of English, 28 per cent; agriculture, 22 per

cent; and commercial subjects, 21 per cent.

Relief group activity is headed by art teachers, reporting 18 per cent; home economics teachers gave 11 per cent; English teachers, 10 per cent, while no others show more than a fraction over the average of 7 per cent.

Art teachers also take the lead in mentioning organizations other than these included in the general classification, with 18 per cent; industrial arts teachers follow with 18 per cent; and physical education instructors come third, with 16 per cent. It is believed that these deviations result from the specialized subject matter taught by each of these groups.

The least religious participation is shown by deans and administrators, with 7 per cent; art teachers show 9 per cent; physical education teachers, 17 per cent. Variation in the social classification is not great; however, English instructors are low, with 21 per cent; home economics next, showing 26 per cent; then teachers of agriculture, with 29 per cent. Art teachers reveal the least participation in educational organizations, with 18 per cent; next language teachers and English teachers with 25 per cent. No language teachers engage in relief work, while music and industrial arts instructors show only 4 per cent each in this activity. Other organizations were listed by only 2 per cent of commercial

teachers, 4 per cent of science teachers, and 5 per cent of music teachers.

Similar or identical percentages in various groups may be explained by the fact that most teachers showed participation in more than one type of organization.

Table X is devoted to the study of activity in different fields in communities of varying size.

TABLE X

Type of Community Organizations in which
Teachers Participate
(Classified according to population of community)

Pop. of Commun.	Type of Organization					No. of Ans.
	Relig.	Soc.	Educ.	Relief	Others	
	Per Cent					
1,000- 5,000	21	29	33	8	9	86
5,000- 15,000	19	38	33	6	4	52
15,000- 30,000	17	29	25	7	7	23
over 30,000 $\frac{1}{2}$	27	25	31	11	7	56

Averages shown in Table X closely approximate those of Table IX. Social and educational activities come first,

with 31 per cent each of the total number of replies. Those who participate chiefly in religious organizations represent 21 per cent; relief, 9 per cent; while 8 per cent mentioned others.

It is interesting to note that small towns, whose paucity of entertainment facilities might give rise to the assumption that both social and religious community activity would be prevalent, are leaders in neither of these categories. Religious groups came first in metropolitan areas, with 27 per cent; in small towns, 21 per cent is shown; in cities of 5 to 15 thousand, 19 per cent; and among populations of 15 to 30 thousand, 17 per cent. Teacher activities in cities of 5 to 15 thousand are predominantly social, with 38 per cent. Small towns and those of from 15 to 30 thousand show 29 per cent each in this classification; metropolitan areas, 25 per cent. The latter group leads in relief work, showing 11 per cent; small town teachers are 8 per cent active in this line; those in communities of 15 to 30 thousand, 7 per cent; and in those of 5 to 15 thousand, 6 per cent. Other activities were named by 9 per cent of the teachers in small towns, by 7 per cent in areas from 15 to 30 thousand and over, by 4 per cent in towns of 5 to 15 thousand. Those who noted other specific organizations mainly mentioned "political".

Both teachers in small towns and metropolitan areas revealed that their chief activity was in the field of educational organizations, the former with 33 per cent and the latter with 31 per cent. Social activities lead in communities of 5 to 15 thousand, with 38 per cent; and also in cities of 15 to 30 thousand, with 29 per cent.

Tables IX and X demonstrate the forms of community organizations in which teachers were actively participating. Their reasons for such participation are discussed in Chapter IV. It is considered of importance to determine whether teachers are taking part in the kind of activity which they sincerely prefer, or if, given the opportunity, they would choose other types of organization. Tables XI and XII present statistically the types of community organizations in which teachers declared they would prefer to participate.

TABLE XI

Type of Community Organizations in which Teachers
would Prefer to Participate
(Classified according to subject taught)

Type of Organization							
Subj.	Relig.	Soc.	Educ.	Relief	Others	None	No. of Ans.
Taught	Per Cent						
Agric.	23	31	38	8	0	0	13
Art	7	36	22	7	29	0	14
Commerc.	23	37	23	11	5	0	43
Dean-Adm.	45	32	27	18	18	0	22
English	23	25	34	12	4	2	49
Home Econ.	23	28	28	8	13	0	64
Ind. Arts	15	30	33	2	20	0	46
Language	29	29	22	7	14	0	14
Math.	22	31	31	3	14	0	36
Music	21	34	35	7	3	1	74
Phys. Ed.	10	30	25	9	26	0	83
Science	24	38	26	7	5	0	42
Soc. Stud.	25	32	37	4	4	0	57

From the close resemblance of the figures in Table XI to those in Table IX, it appears that teachers are

exercising free choice and were actually participating in those organizations which they prefer. Many teachers who stated that they took no part in community activity also listed preferences. Thirty-two per cent showed that they engaged chiefly in social organizations, while 31 per cent gave this classification as their first choice. Twenty-nine per cent revealed that they were primarily interested in educational civic work; the percentage was the same for participation. There was no variation of more than 1 per cent in other groups.

Deviation was also slight in subject-classification divisions. English and music instructors were the only groups indicating that they wished no community participation, the former with 2 per cent and the latter with 1 per cent. Deans and administrators displayed a strong preference for religious activity, with 45 per cent; teachers of other subjects showed from 20 per cent to 28 per cent interest in this field. The average here was lowered by instructors of art and physical education, with 7 per cent and 10 per cent respectively. Science teachers were first in the choice of social organizations, with 38 per cent; other above-average groups in this respect were instructors of commercial subjects, art and music. English teachers were least inclined toward social clubs, their average being 25 per cent.

All teachers showed some preference for educational organizations, instructors of agriculture leading with 38 per cent; social studies, second, 37 per cent; and music, third, 35 per cent. Lowest in this classification were language and art teachers, with 22 per cent each. Deans and administrators revealed the greatest inclination toward relief work, showing 18 per cent preference; English teachers next, with 12 per cent; then commercial instructors, with 11 per cent. Least interest in this classification was shown by teachers of industrial arts, mathematics, and social studies, with 2 per cent, 3 per cent, and 4 per cent, respectively.

Those indicating marked preference for activities other than those included in the general groupings were instructors of art, 29 per cent; physical education, 26 per cent; and industrial arts, 20 per cent. This agrees with the percentages shown in Table IX, and may also be attributed to special interests in relation to subjects taught.

The most outstanding distinction between activities engaged in and those preferred was displayed in the religious field. Here deans and administrators showed only 7 per cent participation, as contrasted with 45 per cent preference. Physical education teachers, on the other hand, revealed that while 17 per cent actually

participated in religious activity, only 10 per cent gave it as first choice.

Table XII demonstrates teacher preference in community work classified according to population.

TABLE XII

Type of Community Organizations in which Teachers
would Prefer to Participate
(Classified according to population of community)

Pop. of Commun.	Type of Organization						No. of ans.
	Relig.	Soc.	Educ.	Relief	Others	None	
	Per Cent						
1,000- 5,000	22	26	33	10	9	1	83
5,000- 15,000	20	29	38	9	2	2	45
15,000- 30,000	16	38	27	16	4	0	26
over 30,000	20	24	30	19	7	0	54

Table XII confirms the evidence revealed in Tables IX and XI of similarity between fields of actual activity and of preferred activity. Percentages obtained in the above tabulation are almost identical with those of Table X, with the exception of relief work, in which 3 per cent more would prefer to engage than the number which actually

did so. One per cent indicated that they would prefer to participate in no organizations.

Small towns have a slight lead in religious preference, showing 22 per cent as compared to 20 per cent in metropolitan areas. The latter revealed 6 per cent less preference than participation in religious work. In other cities participation and preference were substantially the same. Communities of 15 to 30 thousand showed an increase in interest over participation in social clubs, with 38 per cent, while those of 5 to 15 thousand displayed a corresponding decrease, showing 10 per cent less preference than participation. Choice of and participation in educational activity were almost identical, except that 4 per cent more teachers in the 5 to 15 thousand group gave preference above participation. More relief work was desired by all teachers except those in small towns, with 19 per cent in communities over 30,000, 16 per cent in those of 15 to 30 thousand, and 9 per cent in those of from 5 to 15 thousand. Other activities were engaged in and preferred to practically the same extent. The few desiring no activity were in communities of 1 to 5 and 5 to 15 thousand.

The community organizations in which teachers participate and those in which they would prefer to engage have been shown. Another point of view considers participation in response to community demand. In the following

tables, teachers report the sort of civic organizations in which they most often are urged to participate.

TABLE XIII

Types of Community Meetings which Teachers
Are Most Often Urged to Attend
(Classified according to subject taught)

Subj. Taught	Type of Meetings						No. of ans.
	Relig.	Soc.	Educ.	Relief	Others	None	
	Per Cent						
Agric.	0	17	17	17	17	33	6
Art	11	11	33	0	22	22	9
Commerce.	14	17	29	3	9	29	35
Dean-Adm.	15	45	10	10	20	0	20
English	16	12	32	8	2	30	50
Home Econ.	22	27	29	7	4	11	46
Ind. Arts	11	21	42	4	13	9	47
Language	15	15	38	8	0	23	13
Math.	21	21	38	0	0	21	24
Music	25	21	41	3	5	5	61
Phys. Educ.	19	20	38	3	8	13	75
Science	9	21	50	3	6	12	34
Soc. Stud.	24	18	37	4	2	16	51

The above tabulation shows that teachers are most often urged to engage in educational work, the percentage being 33. Social activity came second, with an average of 21 per cent. Seventeen per cent of instructors answering report that they have not been urged to attend any community meetings, 15 per cent were sought for religious work, 5 per cent for relief, and 9 per cent for other types.

Teachers of music submitted the largest percentage of answers indicating community demand for religious activity, with 24 per cent; social studies were next, with 24 per cent; then home economics, with 22 per cent.

Agriculture teachers reported no requests for religious work; commercial teachers, 14 per cent; and science instructors, 9 per cent. Heaviest social activity demands were made on deans and administrators, who show 45 per cent in this division; all others maintain the 21 per cent average or less except home economics instructors,

with 27 per cent. Science teachers lead in the percentage column of those urged to attend educational meetings, with 50 per cent; industrial arts teachers are next with 42 per cent, then music teachers, with 41 per cent.

Relief organizations sought the services first of agriculture teachers, who show 17 per cent; second, deans and administrators, 10 per cent, and third, English instructors, 8 per cent. Art teachers, with 22 per cent, deans,

with 20 per cent, and agriculture teachers with 17 per cent were most often urged to participate in other community meetings.

Agriculture teachers lead among those who were not urged to attend community meetings, with 33 per cent; English instructors were next, with 30 per cent, and commercial teachers third with 29 per cent. No art or mathematics teachers were asked to do relief work; no language or mathematics instructors were invited to participate in other than the classified organizations. Deans and administrators were the only group indicating that 100 per cent had been urged to attend some type of community meeting.

Table XIV presents the answers to this question arranged in tabular form according to size of community.

TABLE XIV

Type of Community Meetings which Teachers
Are Most Often Urged to Attend
(Classified according to population of community)

Pop. of Commun.	Type of Meetings						No. of ans.
	Relig.	Soc.	Educ.	Relief	Others	None	
	Per Cent						
1,000- 5,000	25	17	33	4	7	15	72
5,000- 15,000	18	35	28	3	3	15	40
15,000- 30,000	18	10	26	10	0	36	19
over 30,000	17	17	37	6	4	20	51

Again educational meetings show a substantial lead in the group which teachers are most often urged to attend, with 30 per cent of the total answers. Those who were not urged to attend any meetings display slight increase, with 21 per cent; religious and social activities average 19 per cent each, relief, 8 per cent, and others 3 per cent.

Small town teachers were most often invited to engage in religious work, showing an average of 25 per cent; in cities of 5 to 30 thousand, the average is 17 per cent; above 30,000, 17 per cent. Social predominance in requests is revealed principally in communities of 5 to 15 thousand,

with 35 per cent; in both small towns and metropolitan areas, the average here is 16 per cent, and in cities of 15 to 30 thousand, only 10 per cent. Cities of over 30 thousand and small towns lead in invitations to educational meetings--the former with 37 per cent, the latter with 33 per cent. Other communities average 26 per cent in this division. Only one group was asked to do relief work to a greater extent than the average, that being in cities of from 15 to 30 thousand, with 10 per cent. This group had no requests for other activities; small town teachers reported 7 per cent in this classification, metropolitan, 4 per cent, and teachers in cities of 5 to 15 thousand, 3 per cent.

Those reporting the least solicitation to participate in community affairs were teachers in cities of 15 to 30 thousand, their answers representing 36 per cent of the total. In metropolitan areas 20 per cent were not urged to participate; in cities of one to 15 thousand, the average was 15 per cent. Least urged in religious activity were those in metropolitan areas, with 17 per cent.

Since we now have a comprehensive picture of general teacher activity in the community, from the standpoint of organizations in which they actually participate, in which they would prefer to engage, and in which they are most often urged to take part, it is deemed pertinent to

conclude this chapter with an examination of their interest in politics and government. It is not within the scope of this study to conduct a full investigation of the amount and nature of such activity. However, it is believed that the voting habits of an individual constitute an index to his attitude toward the affairs of state. Therefore, the amount of voting done by teachers of various subjects and in communities of different size is presented in the

		Frequency with which teachers vote			
		Always	Often	Seldom	Never
following tables.		17	0	0	6
Commercial	38	6	0	4	24
Dean-Idm.	100	0	0	0	15
English	86	7	4	4	27
Home Econ.	82	14	0	4	29
Ind. Arts	96	0	4	0	29
Language	100	0	0	0	8
Math.	96	6	0	0	16
Music	89	6	0	5	37
Phys. Educ.	79	15	2	5	56
Science	94	12	4	0	24
Soc. Stud.	24	3	3	0	35

Considerable interest in national elections is evidenced by the frequency with which teachers vote, according to the above table. Eighty-eight per cent of all teachers answering report that they always vote; 9 per cent often; 2 per cent, seldom; and less than 1 per cent, never.

TABLE XV

Amount of Teacher Participation in National Elections
(Classified according to subject taught)

Subj. Taught	Frequency with which teachers vote				No. of Ans.
	Always	Often	Seldom Per Cent	Never	
Agric.	72	29	0	0	7
Art	83	17	0	0	6
Commercial	88	8	0	4	24
Dean-Adm.	100	0	0	0	13
English	85	7	4	4	27
Home Econ.	82	14	0	4	29
Ind. Arts	96	0	4	0	29
Language	100	0	0	0	8
Math.	95	6	0	0	18
Music	89	5	0	5	37
Phys. Educ.	79	13	2	5	56
Science	84	12	4	0	24
Soc. Stud.	94	3	3	0	35

Considerable interest in national elections is evidenced by the frequency with which teachers vote, according to the above table. Eighty-eight per cent of all teachers answering report that they always vote; 9 per cent often; 2 per cent, seldom; and less than 1 per cent, never.

It is significant that this question was answered by many who failed to reply to the majority of other queries included in the questionnaire.

Language teachers and deans were first among voters, responding 100 per cent under "always"; industrial arts instructors were third with 96 per cent. Those answering "often" were headed by agriculture teachers, with 29 per cent, then art instructors, with 17 per cent, followed by home economics teachers, with 14 per cent. Least frequent voters were agriculture teachers, who answered "always" with 72 per cent; teachers of physical education gave 79 per cent affirmative replies to this question, and those of home economics, 82 per cent. Among those who reported that they never voted in national elections, music and physical education teachers led, with 5 per cent each, and commercial teachers were third, with 4 per cent. Science, English, and industrial arts instructors predominated among those who "seldom" voted, with 4 per cent each.

Answers to the same question are tabulated below, under community-population classification.

TABLE XVI

Amount of Teacher Participation in National Elections
(Classified according to population of community)

Pop. of Commun.	Frequency with which teachers vote				No. of Ans.
	Always	Often	Seldom	Never	
	Per Cent				
1,000- 5,000	95	5	0	0	43
5,000- 15,000	96	4	0	0	23
15,000- 30,000	93	7	0	0	15
over 30,000	100	0	0	0	39

Teachers in the above group were almost unanimous in their voting frequency, 96 per cent reporting that they always voted, and 4 per cent giving the answer "often". None reported that they seldom or never voted in national elections. Metropolitan areas were 100 per cent in replies of "always", while cities of 15 to 30 thousand were low, with 93 per cent. Small towns and those of 5 to 15 thousand showed 95 per cent participation in national election voting.

Since the teacher might also be considered as having a vital interest in state affairs, the following tables

concern participation in state elections.

TABLE XVII

Amount of Teacher Participation in State Elections
(Classified according to subject taught)

Subj. Taught	Frequency with which teachers vote				No. of Ans.
	Always	Often	Seldom	Never	
	Per Cent				
Agric.	57	28	14	0	7
Art	67	33	0	0	6
Commerc.	80	16	0	4	24
Dean-Adm.	100	0	0	0	13
English	75	14	7	4	28
Home Econ.	67	26	4	4	27
Ind. Arts	81	16	3	0	31
Language	86	14	0	0	7
Math.	95	6	0	0	18
Music	81	16	3	0	37
Phys. Educ.	74	20	2	4	54
Science	67	29	4	0	23
Soc. Stud.	90	3	7	0	31

Somewhat less interest is shown in state than national elections, with 79 per cent reporting that they voted always, 17 per cent often, 3 per cent seldom, and 1 per

cent, never. Deans and administrators again lead, with 100 per cent voting always; mathematics instructors are next, with 95 per cent; and social studies teachers third, with 90 per cent. Those voting often were art, agriculture, and science instructors, with percentages of 33, 28 and 29 respectively. Least interest in state elections was shown by commercial teachers, physical education and home economics instructors, 4 per cent of whom reported that they never voted.

Participation in state elections according to size of community is shown in Table XVIII.

TABLE XVIII

Amount of Teacher Participation in State Elections
(Classified according to population of community)

Pop. of Commun.	Frequency with which teachers vote				No. of Ans.
	Always	Often	Seldom Per Cent	Never	
1,000- 5,000	91	9	0	0	43
5,000- 15,000	74	22	0	4	23
15,000- 30,000	73	27	0	0	15
over 30,000	92	8	0	0	39

Teachers show intense interest in state elections, with 83 per cent reporting that they always vote, 16 per cent "often", none "seldom", and only 1 per cent "never". Metropolitan areas lead small towns by a small margin in percentage of "always" voting; the former answering 92 per cent and the latter 91 per cent. Communities of 5 to 15 thousand and 15 to 30 thousand show approximately 74 per cent each. The only group who reported no participation in state elections was that representing cities of 5 to 15 thousand, with 4 per cent.

TABLE XIX

Amount of Teacher Participation in Local Elections
(Classified according to subject taught)

Subj. Taught	Frequency with which teachers vote				No. of Ans.
	Always	Often	Seldom Per Cent	Never	
Agric.	17	67	17	0	6
Art	29	57	15	0	7
Commerce.	67	21	4	8	24
Dean-Adm.	92	8	0	0	13
English	55	34	7	3	29
Home Econ.	41	33	4	22	27
Ind. Arts	71	23	3	3	31
Language	56	22	22	0	9
Math.	60	35	0	5	20
Music	77	20	3	0	34
Phys. Educ.	42	35	17	6	54
Science	55	27	9	9	22
Soc. Stud.	73	15	12	0	34

A sharp decline is revealed in teacher participation in local elections, with 57 per cent voting "always", 30 per cent "often", 9 per cent "seldom", and 4 per cent "never". This may be partially explained by the fact that

many teachers follow their profession in an itinerant fashion, and do not remain in one locality long enough to establish legal residence, or acquire community interests.

Among local voters, deans and administrators lead in the group answering "always", with 92 per cent; music instructors are second, with 77 per cent, and social studies teachers third, with 73 per cent. Agriculture instructors lead among those answering "often", with a percentage of 67, followed by art teachers with 57 per cent, and physical education instructors, with 35 per cent. Language teachers were predominant among those who voted seldom, with 22 per cent; followed by instructors of physical education, with 17 per cent and of agriculture with 17 per cent. Least interest in local elections is shown by home economics teachers, who never vote according to 22 per cent of their answers; science teachers report 9 per cent total lack of participation, and commercial instructors, 8 per cent.

Interest in local elections in relation to size of communities will be demonstrated in Table XX.

TABLE XX

Amount of Teacher Participation in Local Elections
(Classified according to population of community)

Pop. of Commun.	Frequency with which teachers vote				No. of Ans.
	Always	Often	Seldom	Never	
	Per Cent				
1,000- 5,000	68	23	7	2	43
5,000- 15,000	71	16	13	4	23
15,000- 30,000	73	27	0	0	15
over 30,000	87	13	0	0	39

Table XX shows that 75 per cent of teachers answering "always" vote in local elections, 20 per cent "often", 4 per cent "seldom", and only 1 per cent "never". Metropolitan areas lead in frequency, with 87 per cent answering "Always", seconded by small towns, with 68 per cent. Communities of 5 to 30 thousand average 72 per cent complete participation. In cities of 15 to 30 thousand, 27 per cent of the teachers often vote in local elections; in towns of less than 5 thousand the figure is 23 per cent. Sixteen per cent often show interest in local elections in communities of 5 to 15 thousand, and 13 per cent in metropolitan districts. Answers of "seldom" were given

only in communities of 15 thousand or less, and teachers who never voted in local elections were represented by 4 per cent in cities of 5 to 15 thousand, by 2 per cent in small towns.

Chapter III has been devoted to a consideration of types of teacher-activity in the community, both in respect to actual participation and to preference. An effort has been made to ascertain teacher-interest in politics and government. Chapter IV will continue with a discussion of the capacity in which Oregon teachers participate in community organizations, the extent to which such participation is utilized, reasons for such activity, and benefits which may or have been derived from it.

CHAPTER IV

ATTITUDE OF TEACHERS TOWARD CIVIC ACTIVITY

The amount of time spent by teachers in community organizations in relation to hours devoted to class and extra-curricular activities has been determined. The type of community activity in which teachers engage, that which they would prefer, and that in which they are most often urged to participate has been demonstrated; together with a consideration of interest in national, state, and local politics and government. Having established this background, the writer believes it of interest and value to continue the study with a revelation and discussion of subjective factors. Therefore Chapter IV will deal with opinions and attitudes of Oregon educators. Answers have been obtained showing to what extent community contacts have been used to improve home and school relationship, giving reasons for participation in community organizations, and naming benefits which teachers believe have resulted from civic activity.

Before undertaking this analysis, it has been deemed desirable to examine the part taken within the organization by those participating, in order to better understand the viewpoints expressed. Table XXI displays the percentages of teachers who act as officers, as workers, and as

relatively inactive members.

TABLE XXI

Part Taken by Teachers in Community Activities
(Classified according to subject taught)

Subject Taught	Officer	Officer & Worker	Worker Per Cent	Rela- tively Inactive Member	No. of Ans.
Agric.	0	83	16	0	7
Art	0	17	50	33	6
Commerce.	36	29	36	0	14
Dean-Adm.	50	25	17	8	12
English	5	18	50	27	22
Home Econ.	4	7	60	29	28
Ind. Arts	23	3	37	11	29
Language	36	25	25	13	8
Math.	18	24	29	29	17
Music	29	17	51	3	35
Phys.Educ.	20	15	56	9	45
Science	17	22	44	17	23
Soc. Stud.	9	36	27	27	33

It has been pointed out in Chapter I that a community rightfully expects leadership of its teachers because as a group they are among those best qualified to lead.

It would appear, then, that those who engage in community work might be expected to do so in an official capacity. However, the above statistics show that 43 per cent, less than half the total number, list themselves as "officer" or "officer and worker". Since a number of answers indicated both officer and worker, probably meaning membership in these capacities respectively in two or more organizations, a separate classification was made for this group. Workers represented 31 per cent of all replies, and relatively inactive membership was admitted in 26 per cent.

Agriculture teachers were first in leadership, 83 per cent answering that their participation included activity as both officer and worker; deans and administrators came second, with 75 per cent acting as officers; commercial instructors third, with 64 per cent. Those who held the fewest positions as officers were teachers of home economics, 11 per cent; art, 17 per cent; and English, 23 per cent. Most active among workers were home economics teachers, with 60 per cent, perhaps because their competence in culinary arts might automatically relegate them to woman's usual province. Physical education instructors showed 56 per cent worker-participation; and music teachers, 51 per cent. Those who included the least number of workers were agriculture teachers, 16

per cent; deans and administrators, 17 per cent; and language instructors, 25 per cent.

Among relatively inactive members, art instructors were first, with 33 per cent; mathematics teachers second, with 29 per cent; and home economics instructors third, with 29 per cent. Those showing the least amount of inactivity were teachers of agriculture and commercial subjects, who had no answers in this category; and music instructors, with only 3 per cent.

Variations in the roles played by teachers in communities of different sizes are taken up in Table XXII.

TABLE XXII

Part Taken by Teachers in Community Activities
(Classified according to population of community)

Pop. of Commun.	Officer	Officer & Worker	Worker Per Cent	Rela- tively Inactive Member	No. of Ans.
1,000- 5,000	22	13	51	14	37
5,000- 15,000	14	23	32	32	22
15,000- 30,000	14	29	43	14	14
over 30,000	10	14	38	38	29

The above tabulation shows considerable increase in the percentage of those serving as workers as compared to those participating in the capacity of officers. The officer and officer and worker group numbers 36 per cent of total answers, whereas 40 per cent act as workers. Relatively inactive members represent 24 per cent of all teachers replying to this question.

Cities of 15 to 30 thousand showed the greatest per cent of teacher-officers, 43 per cent answering in this category; those of 5 to 15 thousand are second, with 35 per cent. Metropolitan areas lag in such leadership, indicating a 24 per cent participation in official capacity; small towns have 35 per cent. Small towns lead in the number of workers in civic activities, with 51 per cent; followed by cities of 15 to 30 thousand, with 43 per cent. In metropolitan areas, 38 per cent of those participating do so as workers, and 32 per cent of those in communities of 5 to 15 thousand. Relative inactive members are found in the greatest percentage in communities of over 30,000, with 38 per cent; then in cities of 5 to 15 thousand, with 32 per cent. Small towns have the fewest number of participants in this classification, giving 13 per cent; while cities of 15 to 30 thousand reveal 14 per cent inactivity.

In the field of teacher-opinion, the first topic to

be examined is the extent to which teachers feel that contacts made in civic activity are used to improve home and school relationships. Table XXIII presents the first group of statistics on this subject.

TABLE XXIII

Use of Teacher-Community Contacts

Subject Taught	Extent contacts used to improve home and school relationship			No. of Ans.
	Much	Little	None	
	Per Cent			
Agric.	57	43	0	7
Art	33	17	50	6
Commerc.	43	57	0	14
Dean-Adm.	83	8	8	12
English	27	41	32	22
Home Econ.	29	57	14	28
Ind. Arts	45	48	7	29
Language	13	75	13	8
Math.	35	65	0	17
Music	43	43	14	35
Phys. Educ.	33	49	18	45
Science	25	60	15	23
Soc. Stud.	49	39	12	33

The information presented in Table XXIII shows that only 40 per cent of all Oregon teachers who participate in community activities feel that they use contacts thus made to a large extent in the improvement of home and school relationships. Forty-six per cent answered that contacts were used little, and 14 per cent, none. Deans and administrators revealed the greatest percentage of those answering "much", with 83 per cent; agriculture teachers were second, with 57 per cent; and social studies instructors third, with 49 per cent. Others above the 40 per cent average in this category were teachers of music and commercial subjects, 43 per cent each, and of industrial arts, 45 per cent. Least number of those using civic contacts to a large extent was represented by language teachers, with 13 per cent; science instructors answered this question with 25 per cent; and English teachers, 27 per cent.

Among those who disclosed the fact that contacts were little used to improve home-school relationship, language teachers led, with 75 per cent; mathematics instructors were second, with 65 per cent; and science teachers third, with 60 per cent. More than half the commercial and home economics teachers replying also answered "little", 57 per cent each. Fewest number of answers in this group was received from deans and

administrators, whose percentage was 8 per cent; art teachers were also low, with 17 per cent.

Three groups of teachers indicated that their community contacts were used to some extent in improving relationship between home and school by showing no answers to the question under "none"; these were agriculture, commercial and mathematics instructors. Low percentages were also shown by industrial arts teachers, 7 per cent; deans and administrators, 8 per cent; and social studies teachers, 12 per cent. The average percentage in this group was substantially increased by the answers of art teachers, 50 per cent of whom reported that their community contacts were used in no way to improve home-school relationship; 32 per cent of English instructors answered "none"; also 18 per cent of physical education teachers.

Table XXIV continues the examination of this topic, in classifications according to community population.

TABLE XXIV

Use of Teacher-Community Contacts
(Classified according to population of community)

Pop. of Commun.	Extent contacts used to improve home and school relationship			No. of Ans.
	Much	Little Per Cent	None	
1,000- 5,000	30	35	35	37
5,000- 15,000	32	59	9	22
15,000- 30,000	14	50	36	14
over 30,000	31	55	14	29

Teacher responses in this grouping show even less use of civic contacts in the improvement of home and school relationship than those previously considered. Fifty per cent report that such contacts are little used, 27 per cent that they are much used, and 23 per cent that no use is made of them.

Communities of 5 to 15 thousand had the largest percentage of "much" answers, with 32 per cent; metropolitan areas were next with 31 per cent. Small town teachers showed use of contacts to a great extent in 30 per cent of their answers; those in cities of 15 to 30 thousand, 14

per cent. "Little" was the reply given by 59 per cent of those in cities of 5 to 15 thousand, and by 55 per cent in metropolitan areas. Fifty per cent showed little use of contacts in cities of 5 to 15 thousand, 35 per cent in small towns. The highest percentage of those admitting no use of contacts was found in the 15 to 30 thousand population group, with 36 per cent; small towns came second with 35 per cent. In cities of over 30,000, 14 per cent reported no use of contacts; communities of 5 to 15 thousand were low, with 9 per cent.

The comparatively low percentages of teachers who use community contacts to improve home and school relationships bring up the interesting question, "If contacts are being used to a relatively small extent, why do teachers participate in community organizations at all?" The reasons given by Oregon teachers for their participation in community work are set forth in the following table.

TABLE XXV

Reasons Given for Teacher Participation in
Community Organizations
(Classified according to subject taught)

Subj. Taught	Result of immediate interest in work	Indirect benefits to self or school	Pressure from school	Pressure from community	No. of Ans.
Per Cent					
Agric.	42	42	8	8	12
Art	83	17	0	0	6
Commerc.	59	35	0	6	17
Dean-Adm.	47	53	0	0	15
English	79	17	0	4	24
Home Econ.	65	29	3	3	34
Ind. Arts	73	24	0	3	33
Language	55	36	0	9	11
Math.	77	23	0	0	22
Music	74	21	0	5	42
Phys. Ed.	69	27	0	4	52
Science	64	24	4	8	25
Soc. Stud.	56	35	2	7	43

That those teachers who engage in community work find keen personal pleasure in so doing is evidenced by the fact that a majority of them reported their chief reason for participation "result of immediate interest in the

work". Sixty-five per cent of their answers were in this category; 30 per cent checked "indirect benefits to self or school", 4 per cent showed that they had been subjected to pressure from community, and only 1 per cent to pressure from the school. The large number of answers in this tabulation is explained by the fact that many teachers gave more than one reply, generally indicating that their activity was the result of both immediate interest and the provision of indirect benefits to self or school.

The greatest percentage of those who participate as a result of immediate interest in the work was represented by art teachers, with 83 per cent; next were English instructors, 79 per cent; then mathematics teachers, 77 per cent. Others above the average were teachers of music, 74 per cent, industrial arts, 73 per cent, and physical education, 69 per cent. All groups showed substantially greater percentages in this category than in any other.

Leading among the ones who felt that they were benefiting self or school were deans and administrators, with 53 per cent; second, agriculture teachers, 42 per cent; and third, language instructors, 36 per cent. Lowest percentages here were demonstrated by teachers of English, with 17 per cent; art, with 17 per cent, and music, 21 per cent.

Only four teacher groups showed that they had experienced any pressure from the school: these were instructors of agriculture, 8 per cent; science, 4 per cent; home economics, 3 per cent; and social studies, 2 per cent. Community pressure had been felt most by language teachers, with 9 per cent; then agriculture and science instructors, with 8 per cent each. Reports from deans and administrators, teachers of art and mathematics, reveal that no community pressure had been experienced.

The same subject will be considered in Table XXVI in terms of community populations.

TABLE XXVI

Reasons Given for Teacher Participation in
Community Organizations
(Classified according to population of community)

Pop. of Commun.	Result of immediate interest in work	Indirect benefits to self or school	Pressure from school	Pressure from community	No. of Ans.
Per Cent					
1,000- 5,000	71	27	0	2	45
5,000- 15,000	72	28	0	0	25
15,000- 30,000	88	7	0	7	15
over 30,000	84	16	0	0	32

In the above groups, immediate interest in the work has an overwhelming lead as chief reason for teacher participation in civic organizations, showing 79 per cent as compared to 19 per cent who engage in such work because of benefits which might accrue to individual or school, 2 per cent who act in response to community pressure, and none who have been subjected to pressure from the school.

Cities of 15 to 30 thousand lead in the interest classification, with 88 per cent; metropolitan areas come second, with 84 per cent. Teachers in smaller communities

show somewhat less immediate interest, 72 per cent in towns of 5 to 15 thousand, and 71 per cent in those of one to five thousand. Benefits to self and school were stressed by 28 per cent of those answering in the 5 to 15 thousand group; 27 per cent among small town teachers. Such benefits are named by 16 per cent of those in communities of over 30,000 and by only 7 per cent in localities of 15 to 30 thousand population. Community pressure was felt by 7 per cent of those in the 15 to 30 thousand classification, and by 2 per cent of those in small towns.

Perhaps the most interesting phase of this entire study is the consideration of teacher opinion in regard to the benefits which they have derived from activity in community work. Table XXVII presents a summary of answers received.

TABLE XXVII

Benefits Resulting from Teacher Participation
in Community Organizations
(Classified according to subject taught)

Subj.	Soc.	Soc.	Soc.	Aid	Aid	Aid	School	No.		
Taught	Soc.	Pers.	Pers.	istic	to	to	-Com.	Oth-	of	
					School	Com.	co-ord.	er	None	Ans.
					Per Cent					
Agric.	20	0	10	0	20	10	30	0	10	10
Art	17	34	0	0	0	0	17	17	17	6
Commerc.	48	5	5	11	0	5	21	5	0	19
Dean- Adm.	27	7	13	0	0	13	33	0	7	15
English	33	18	21	0	4	7	7	0	21	29
Home Ec.	42	7	36	0	0	0	7	0	7	14
Ind.										
Arts	15	15	20	10	10	10	5	10	5	20
Lang.	63	0	25	0	0	0	13	0	0	8
Math.	58	16	11	0	0	5	11	0	0	19
Music	25	0	19	11	4	19	11	11	0	27
Phys.										
Ed.	5	8	24	5	5	5	11	8	27	37
Science	48	17	17	0	4	8	8	0	8	24
Soc.										
Stud.	26	16	16	6	0	10	20	6	0	31

Since answers to the question from which the above tabulation was made were individual in character, a wide variety of replies was received. These have been divided into the following broad general classifications:

Social. This includes all answers which mentioned primarily association with others. Examples are: "Social"; "Become better acquainted with the people of the community"; "Meeting of people, particularly those who are not teachers"; "Made many friends"; "Acquaintance with people whom I would otherwise never contact"; "Gives more contact with the community and its views"; "Broader viewpoint--more social diversion"; "Only social contacts this community affords"; "I've become known to community"; "Come in contact with parents of students". This was much the most popular group of benefits mentioned, the average being 34 per cent.

Personal. In this category all benefits pertaining to the teacher's development as an individual have been placed. Typical answers: "Personal enjoyment"; "pleasure"; "personal benefit and satisfaction"; "personal recreation and inspiration"; "has aided in my own development in mixing and working with people". Ten per cent of teachers replying mentioned personal elements as a chief source of benefit from participation in community work.

Social and personal. So many answers were received which included both the above groupings, that it was deemed appropriate to make separate classification. Some teachers gave the brief response, "Social and personal". Others elaborated, such as, "Fun--know my students and their parents better--feel have accomplished something"; "Meeting the public, providing for your own recreation"; "Made many friends, developed poise and self-confidence"; "Relaxation for nerves, social contact with those of my own age". This division provided the second-ranking number of answers, with 16 per cent.

Altruistic. In a few instances the satisfaction of service to others was stressed. For example: "My church work with children may help the future church members"; "Recreation program for youth worth while"; "Philanthropic"; "An opportunity to do my share of the community's work"; "Satisfaction which comes from doing relief work". Only 3 per cent listed this type of benefit.

In 3 per cent of the answers aid to school was specifically mentioned, in 7 per cent, aid to community; and 15 per cent of the teachers answering felt that school and community coordination was benefited by their participation in community work. Four per cent named other benefits, which did not fall into any of the general

classifications; these included such responses as "Increases enrollment in my classes"; "Promotion of my subject"; "A more tolerant attitude"; "An interest in international and inter-racial affairs"; "Incidental"; "Keeping own work in proper perspective". One teacher thought his activity was "just a lot of extra work, some sociability". The most common benefit listed under "other" was better understanding, either of students or of the general public.

Many teachers whose questionnaires were otherwise complete failed to answer this question.

The greatest percentage of those who derive social benefits is found among language teachers, with 63 per cent; next are mathematics instructors, 58 per cent; then science teachers, 48 per cent. Others who list more than the average number of social benefits are teachers of home economics, 42 per cent. Least in this category are physical education instructors, with 5 per cent; followed by industrial arts teachers, 15 per cent, and art instructors, 17 per cent.

Personal benefits were claimed chiefly by art teachers, with 34 per cent; English instructors are second, with 18 per cent; and science teachers third, with 17 per cent. Teachers of agriculture, language, and music listed no personal benefits. Higher than average in this

category were instructors of English, 18 per cent; science, 17 per cent; social studies, 16 per cent; mathematics, 16 per cent; and industrial arts, 15 per cent.

Social and personal benefits were found greatest among home economics teachers, with 36 per cent; then language instructors, with 25 per cent; and physical education teachers, with 24 per cent. No art teachers gave answers in this group; only 5 per cent of commercial instructors; and 10 per cent of agriculture teachers. Above the 16 per cent average were teachers of English, 21 per cent; industrial arts, 20 per cent; and music, 19 per cent.

Those who found altruistic satisfaction in their community work were limited to five groups: Instructors of music, 11 per cent; commercial subjects, 11 per cent; industrial arts, 10 per cent; social studies, 6 per cent; and physical education, 5 per cent. Seven groups listed aid to school as a benefit: teachers of agriculture, 20 per cent; industrial arts, 10 per cent; physical education, 5 per cent; science, 4 per cent; music, 4 per cent; and English, 4 per cent.

Community aid was mentioned as a benefit by 19 per cent of music teachers; 13 per cent of deans and administrators; 10 per cent of agriculture and industrial arts instructors. Art, home economics, and language

teachers named no benefits in this field. Social studies instructors were slightly above the average, with 10 per cent.

School and community coordination was selected as a benefit to some extent by all those answering. Deans and administrators named this classification first, with 33 per cent; agriculture teachers were second, with 30 per cent; and commercial instructors third, with 21 per cent. Social studies and art teachers were above average, with 20 per cent and 17 per cent respectively. Fewest answers here were from instructors of industrial arts, 5 per cent; English, 7 per cent; and home economics, 7 per cent.

Six teacher groups mentioned other benefits: teachers of art, 17 per cent; music, 11 per cent; industrial arts, 10 per cent; physical education, 8 per cent; social studies, 6 per cent; and commercial subjects, 5 per cent. Those who felt that no benefits were derived from participation in community work were led by physical education instructors, with 27 per cent; second were English teachers, with 21 per cent; and third art instructors, with 17 per cent. Six groups had no answers in this classification, indicating that they felt some benefit was derived from civic activity.

The concluding table in this chapter reveals teacher opinion of benefits derived from participation in

community organizations classified according to population of the community.

TABLE XXVIII

Benefits Resulting from Teacher Participation
in Community Organizations
(Classified according to population of community)

Pop. of Commun.	Soc. Soc.	Pers. Pers.	Soc. & Pers.	Altru- istic	Aid to School Per Cent	Aid to School Com.	School co-ord.	Oth- er	None	No. of Ans.
1,000- 5,000	18	4	29	8	2	4	8	8	18	49
5,000- 15,000	28	28	12	0	3	8	4	9	8	25
15,000- 30,000	56	0	13	0	4	0	0	9	19	16
over 30,000	30	27	13	7	3	3	3	3	10	30

The social aspect of community activity was again stressed in answers from which the above tabulation was made, 35 per cent naming social benefits. Social and personal came second, with 16 per cent; personal, third, with 15 per cent. Four per cent each named "aid to community" and "school and community coordination"; three per cent each listed "altruistic" and "aid to school". Thirteen per cent believed that no benefits were derived, while 7 per cent referred to "others".

First among those specifying social benefits were teachers in cities of 15 to 30 thousand, with 56 per cent; metropolitan areas were second, with 30 per cent; communities of 5 to 15 thousand third, with 28 per cent; and small towns were low, with 18 per cent. Personal benefits led in cities of 5 to 15 thousand, 28 per cent; next, cities of over 30,000, 27 per cent. Four per cent of those in small towns claimed personal benefits, and none in cities of 15 to 30 thousand. Under the classification "social and personal", 29 per cent of small town teachers listed benefits; 13 per cent of those in metropolitan areas; 13 per cent and 12 per cent respectively in cities of 15 to 30 thousand and 5 to 15 thousand.

No altruistic benefits were named in the latter two groups; small towns responded with 8 per cent and metropolitan areas with 7 per cent. Cities of 15 to 30 thousand led in the listing of "aid to school", with 4 per cent; small towns were low here with 2 per cent. "Aid to community" was considered a benefit by 8 per cent of teachers in communities of 5 to 15 thousand, by 4 per cent of those in small towns, by 3 per cent of those in cities of over 30,000. Teachers in cities of 15 to 30 thousand listed as benefits neither aid to community nor school-community coordination. The latter benefit was mentioned

by 8 per cent of small town teachers, by 4 percent in cities of 5 to 15 thousand, and by 3 per cent in metropolitan areas.

Each group named "other" benefits to some extent: 9 per cent was high, in communities of 5 to 15 thousand, and 3 per cent low in cities of over 30,000. Teachers in cities of 15 to 30 thousand answered that no benefits resulted from community activity 19 per cent; small town instructors shared this feeling, as demonstrated by 18 percent answering "none". Those in communities of 5 to 15 thousand were low here, with 8 per cent.

Chapter IV has presented a statistical analysis of the attitude of teachers toward civic activity, including a study of the part taken by them in such work. The extent of use of community contacts has been shown; reasons for participation examined; and a consideration has been given to benefits which teachers believe have been derived. Chapter V, which concludes this study, will summarize the material set forth in the preceding chapters.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

It has been shown in Chapter I that the participation of teachers in community activities is desirable; first, because they represent a group well-qualified to act as leaders; secondly, because such participation is advantageous in integrating school and community life; thirdly, because the teacher is thereby benefited as an individual and his status as a member of the community thus improved.

Chapters II, III, and IV have dealt with the amount and nature of civic activity engaged in by Oregon high school teachers; time spent in class and extra-curricular work; and teacher opinion in relation to community projects. It is now possible to present a composite picture of the teacher in connection with his community relationships.

The average Oregon high school instructor participates to some extent in community organizations, spending about two hours a week in this way. He puts in seven hours daily in the classroom, and supervises one school club or one extra-curricular activity. His community

service is chiefly social and educational, with the former holding a slight lead. These are the fields in which he desires to participate, with some preference for social. He is urged to attend educational meetings more often than any other type. He is interested in politics and government to the extent that he always votes in national and state elections, and in local elections whenever possible, or almost always. He is a worker, rather than an officer, in the organizations in which he takes part; and uses his contacts little in the improvement of home-school relationships. He participates in community activities because he is interested in the work, and generally for no other reason. The chief benefits which he derives are social in character. He meets people, makes friends, and becomes known as an individual rather than an educator.

There are significant deviations from this portrait among teachers of various subjects. The instructor of agriculture spends 8 hours a day in the classroom. Although his chief activities are social and educational, he indicates religious participation to an extent above the average. He has been urged to engage chiefly in relief work. He votes often, rather than always. He is an officer in the organizations in which he takes part and uses the contacts thus made to a great extent to improve home-school relationships. He engages in such

activities primarily to benefit himself or his school, and finds that the results are equally desirable socially and as aid to the school.

Many art teachers disclose that they participate in no way in community work. A member of this group who does participate spends five hours or more a week in his activity. He has a six-hour day in the classroom, and supervises one club. His activity is chiefly social, but he does more relief work than the average teacher. He prefers "others" rather than the activity-groups listed, probably work more directly related to the subject he teaches. He is also most often urged to attend "other" meetings. He always votes in national and state elections, often in local. He is a worker in civic organizations, but those in his group showed the largest percentage of relatively inactive members. He uses his contacts in no way to improve relationships between school and community. The benefits which he derives from community work are personal.

The teacher of commercial subjects belongs to the group which reveals the least interest in civic organizations. He spends six hours a day in the classroom, and supervises two clubs or activities. Although he participates chiefly in educational activities, he prefers those more social in nature. Like other teachers, he is most

often urged to attend educational meetings. The typical commercial teacher always votes, although his group also contains the largest percentage of those who never vote. He usually serves as an officer, participates because of interest in the work, derives social and a few altruistic benefits from his activities, and makes little use of his contacts in the improvement of community-school relationships.

Deans and those whose functions are, in the main, administrative show a considerable amount of participation; spending more time than the average in this way. This type of educator has the responsibility for more than two activities. He engages chiefly in social and educational activity, but shows a strong religious preference. He is most often urged to attend social meetings. His group contains the greatest number of those who always vote. He is an officer in civic organizations, and uses the contacts thus made to a great extent in the improvement of school and community relationships. In addition to personal interest, he engages in community work for the benefits he feels that this activity brings to himself and his school. He finds that such participation on his part is of value in coordinating school and community life.

The English instructor is a member of the group showing next to the least interest in community work. He

spends seven or eight hours a day in the classroom, and probably supervises one activity, although many of the English teachers indicated that they did no extra-curricular work. He belongs principally to religious and educational organizations, but prefers the latter. If he is urged to attend any meetings, they are apt to be in the educational field; frequently he is urged to attend none. He is a worker in those organizations which are of interest to him; his benefits are social and personal; he uses his contacts to little or no extent in the development of better community-school relationships.

The teacher of home economics puts in a class day of seven and one-half hours, devotes one hour or less a week to community work. Religious activity ranks equally with educational in her participation; she would prefer social or educational. She always votes in national and state elections, frequently not at all in local elections. She is primarily a worker, makes little use of her contacts, finds her benefits mainly social, and shows little effort to aid school-community coordination thereby.

The mathematics instructor differs little from the average, except that he participates chiefly in social activities but shows a preference for educational. He always votes, and is generally an officer in the organizations to which he belongs.

The teacher of music spends more time in community work than any other; also he supervises more than two extra-curricular activities. In addition to interest in the work, he has experienced some pressure from the community as an inducement to participation. Besides social and personal benefits, he also lists a few which come under the "altruistic" and "aid to community" classification.

The industrial arts teacher is active in civic organizations, spending about four hours a week in this way. He supervises one activity and one club in connection with the school. His benefits are listed as equally social and personal. In other respects he closely resembles the average.

Three hours a week in civic activity are spent by the instructor of languages, who principally acts as officer. He ordinarily supervises one school club, presumably related to his curriculum; many of his group supervise none. He participates in religious almost as much as social organizations, and gives the two equal rating in preference. His benefits are chiefly social; among his major reasons for participation, he lists benefit to self or school and admits that community pressure is a factor to some extent.

The one activity for which the physical education

teacher is responsible is almost invariably athletics, which may include various ramifications and prove extremely time-consuming. Nevertheless, he spends slightly more time on community work than the average, or about three hours a week. His interests, reasons, and benefits are the usual ones; he employs his contacts to little or no extent in fostering school-community relationships, and frequently derives no benefits himself.

The science teacher has charge of one activity; many in his group have none. The age-old conflict between science and religion does not prevail in this case, as he is more interested in religious activity than most other teachers, ranking it equally with social in his participation. He actually prefers social organizations, however. In other ways he does not deviate from the average, except that among his reasons for participation, he mentions some community pressure, and a little from the school.

Lightest working day was disclosed by instructors of social studies, who spend six hours in the classroom. A teacher in this group adheres closely to the usual pattern, except that he devotes a little less than two hours weekly to community work. He is apt to be an officer in the organizations to which he belongs, and feels that in addition to social benefits, he has achieved some progress toward school and community coordination.

There was striking similarity among groups taken from communities of different size, and a few essential differences, which follow.

The smalltown teacher shows a slight lead in participation in educational over social activity. He is often urged to attend religious meetings, as well as educational. He usually votes, but occasionally does not do so in local elections. He uses his contacts little or none to improve school-community relationship; the benefits which he derives are social and personal, or, in many cases, none.

In communities of 5 to 15 thousand, the teacher puts in three or more hours a week in civic activity. He engages chiefly in social participation, but would prefer educational, and is most often urged to do the latter type of work. He sometimes does not vote in state and local elections. He is generally a worker or an inactive member in community organizations.

Those who teach in cities of 15 to 30 thousand spend seven and one-half hours in classroom teaching and about two hours a week in community work. They participate in and prefer social activity, with some preference indicated for relief work. They are not urged to engage in any type of civic duty. Such contacts as are made are used little or none to improve school and community relationships. The benefits which they derive are mainly social; they

list no aid to community or school-community coordination.

In cities of over 30,000 the teacher spends less than two hours in community work. He supervises no more than one, probably no extra-curricular activity. Educational organizations rank first among those in which he participates, which he prefers, and which he is urged to join. He shows considerable religious participation. He votes more frequently than those in other population groups. He acts as a worker or inactive member, uses his contacts little or none to promote coordination, reaps only social and personal benefits to any extent.

Results of the survey were disappointing in some respects and encouraging in others. In the latter category were the voting habits revealed. The following quotation is pertinent here:

The number of voters in the United States is about 91 million. In the national election of November 1946, only 35 million of these voters went to the polls. The number of voters participating in elections in England is 50 per cent greater than in the United States; and in a recent election in France, the fourth national election in a single year, the number of voters in proportion to the population was twice that of this country. Fewer people vote in proportion to the voting population in this country than was the case 50 or 100 years ago.¹

1. Myer, Walter E., "Weekly Talks to Teachers", The Civic Leader, Vol. XIV, No. 28, April 28, 1947, p. 2.

Teachers in every subject matter and population classification showed that they were frequent and consistent voters, thus indicating a sense of civic responsibility which might be utilized in larger fields.

Although the fact that most teachers participate in some form of community work is apparent, it is also significant that an overwhelming majority employ the contacts thus made to very little extent in developing better relationship between school and community. In this connection:

To succeed, a teacher must recognize his obligations to the community as well as to his pupils. The teacher who feels that his work is confined to the classroom may be able to impart knowledge skillfully, but he is unable to build up in his pupils wholesome emotionalized attitudes, which, after all, is the major aim of education.... To build new interests is difficult and often impossible; to take the interests that the pupils already have as a starting point and broaden and enrich them is easier and more scientific. The better the teacher is acquainted with the institutions and activities that have built up these interests, the more successful he will be in connecting the new with the old, and in so doing he will make schoolwork a dynamic part of the real life of his pupils.²

Teachers revealed that they participated in community affairs as workers or inactive members, rather than as officers. This is contrary to the concept set forth in

2. Sanford, Chester M., Developing Teacher Personality That Wins, pp. 103-4.

Chapter I, where it is shown that the teacher is logically a leader, rather than a follower. Along this line, Overn contends:

The teacher has two prominent objectives in his policy of community leadership. The first one is to inform the people effectively and adequately of the educational and financial needs of the schools. The second is to build up in them not only a goodwill toward the educational policies initiated by the superintendent and adopted by the school board, but also a militant, purposeful interest in local and state educations and a determined attitude that they shall be based upon sound policies and shall be adequately supported.³

It seems apparent that Oregon teachers have a heavy schedule of class and extra-curricular work. However, the two hours a week which they spend in civic activity can scarcely be considered excessive; particularly since the primary reason given for such participation was immediate interest in the work.

Apathy toward benefits for school or community, either as a reason for or a result of participation, may be partially explained by the fact that neither school nor community has exerted any appreciable effort to secure such participation. Also, in many cases, it appears that teachers have not been encouraged, or perhaps even invited, to share in any form of civic responsibility. Widespread

3. Overn, Alfred V., The Teacher in Modern Education, p.237

indifference toward the broader significance of teacher-participation in civic affairs seems to present the most serious problem.

Recommendations

1. The teacher should allot additional time to community work, and the amount of time should be determined by the type of position and the community.
2. No teacher should be responsible for more than eight hours of school work per school day.
3. There should be a more equal distribution of extra-curricular activities among the teachers of a school.
4. The teacher should look outside the field of his immediate concern in an attempt to discover new interests.
5. He should become familiar with various aspects of community life by taking a more active part in community organizations.
6. He should become aware of community interests, trends, and special problems by participation in community organizations.
7. Teachers should take a more active part in organizations other than social and educational.
8. He should consider to a greater extent factors other than social and personal in his choice of activities.

9. Teachers should devise ways in which to relate community contacts to school life.
10. The teacher should be aggressive and articulate in his civic relationships; in addition to obtaining deeper insight into community life, he should see that people become conscious of the school and its problems.
11. More leadership in community organizations should be shown by teachers.
12. Community organizations should solicit teachers' aid.
13. The school administrators should urge teachers to take a more active part in community organizations.

BIBLIOGRAPHY

- American Association of School Administrators, Schools for a New World, Year Book, Washington, D. C.: National Educational Association of the United States, 1947.
- Burnham, Archer L., "Our Part in Politics", The Clearing House, Vol. 21, p. 22, September, 1946.
- Chatto, Clarence I. and Halligan, Alice L., The Story of the Springfield Plan, New York: Barnes and Noble, 1945.
- Dewey, John, Education Today, New York: G. P. Putnam's Sons, 1940.
- Eby, Kermit, "Labors Program for Teachers", The Education Digest, Vol. II, pp 17-19, January, 1946.
- Ferguson, Arthur W., "What A Superintendent Looks For In New Teachers", Official Report, American Association of School Administrators, Washington, D. C.: 1946.
- Gans, Roma, "The Teacher in the Community", Teachers College Record, V. 43, pp 100-107, November, 1941.
- Herald and News, Klamath Falls, Oregon, P. 1, February 6, 1947.
- Kilpatrick, William Heard, The Educational Frontier, 1933.
- Knittle, Walter A., "Mohammed and the Mountain", Saturday Review of Literature, Vol. 28, pp 9-10, September 15, 1945.
- Myer, Walter E., "Weekly Talks to Teachers", The Civic Leader, Vol. 14, No. 28, P. 2, April 28, 1947.
- Overn, Alfred Victor, The Teacher in Modern Education, New York: D. Appleton-Century Company, 1935.
- Sanford, Chester Milton, Developing Teacher Personality That Wins, Evanston, Illinois: 1938.

West, Roscoe L., "The Preparation of Teachers to Meet New Problems", Official Report, American Association of School Administrators, Washington, D. C.: 1946.

TEACHERS' QUESTIONNAIRE

Please indicate your answers by filling in the blanks accompanying the following questions.

1. Do you take part in any community organizations not sponsored by your school? _____ Yes _____ No
2. What part do you take in such organizations? An officer _____ a worker _____ a relatively inactive member?
3. Approximately how many hours per week do you spend on the average in this work? _____ Hours
4. Is your participation (a) _____ the result of immediate interest in the work? (b) _____ something you engage in spontaneously for the indirect benefits it may bring to you or your school? (c) _____ the result of pressure from the school? (d) _____ or community?
5. If you do take part in civic projects of any type, list any benefits which you think may have resulted from your participation. _____

6. To what extent do you use contacts in these community enterprises for improving relationships between home and school? _____ Much _____ Little _____ None
7. In what type of community organization do you prefer to take part? _____ Religious _____ Social _____ Educational
_____ Relief _____ Others _____ None
8. In what type of community organization would you prefer to take part? _____ Religious _____ Social _____ Educational
_____ Relief _____ Others _____ None
9. What type of community meetings are you most often urged to attend? _____ Religious _____ Social _____ Educational
_____ Relief _____ Others _____ None
10. How often do you vote in the following types of elections?

National Elections	State Elections	Local Elections
_____ Always	_____ Always	_____ Always
_____ Often	_____ Often	_____ Often
_____ Seldom	_____ Seldom	_____ Seldom
_____ Never	_____ Never	_____ Never

11. What was your college major? _____
12. What subject do you teach? List them according to the amount of time which you devote to each, from the greatest to the least.
- | | |
|---------|---------|
| _____ 1 | _____ 2 |
| _____ 2 | _____ 4 |
13. How long is your school day--the maximum time a teacher is required to be on duty while classes are in session? _____ Hours
14. What extra-curricular school activities do you supervise?
- | | |
|---------|---------|
| _____ 1 | _____ 2 |
| _____ 3 | _____ 4 |
| _____ 5 | _____ 6 |

736 Upham Street
Klamath Falls, Oregon
February 1, 1947

Dear Fellow Teacher:

I am making a survey in the First Class High School Districts in Oregon in an attempt to learn what the teacher's part in community organizations is. In order that I may intelligently complete this survey it is essential that I secure the information requested on the enclosed questionnaire.

This study will not mention any specific name or school, and I intend to send a copy of the results to anyone who would like to receive one.

I realize that your time is well occupied and I have, therefore, made this questionnaire as simple as possible. I hope that you can grant me a few moments of your time to check it and return the completed questionnaire in the enclosed envelope.

Thank you for your assistance.

Very truly yours,

J. V. LaClair

Enclosure