COLLECTIVE NEGOTIATION AND THE EDUCATIONAL ADMINISTRATOR.
ANNOTATED BIBLIOGRAPHY COMPILED BY UCEA-UT REGIONAL GRADUATE
STUDENT SEMINAR. (TITLE SUPPLIED).
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*GOVERNMENT EMPLOYEES, TEACHER ROLE, ADMINISTRATOR ROLE,
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TEACHER STRIKES, STATE LEGISLATION, BOARDS OF EDUCATION,
PRINCIPALS, SCHOOL SUPERINTENDENTS, SANCTIONS, COLUMBUS,
KNOXVILLE,

THIS ANNOTATED BIBLIOGRAPHY LISTS 274 BOOKS, PAMPHLETS,
AND PERIODICALS ON COLLECTIVE NEGOTIATION PUBLISHED BETWEEN
1956 AND 1967. MOST OF THE SELECTIONS ARE MORE RECENT THAN
1963. PERIODICALS MAKE UP MORE THAN FIVE-SIXTHS OF THE
BIBLIOGRAPHY. ALSO INCLUDED ARE SEVERAL RECOMMENDED GENERAL
COLLECTIVE BARGAINING TEXTS AND A FEW SELECTED ENTRIES
DEALING WITH PUBLIC EMPLOYEES IN GENERAL. (TT)
This bibliography represents a comprehensive listing of collective negotiation literature currently available (February, 1967) in education.

In addition to this, a few selected entries are included which deal with public employees in general. Also included are several recommended general collective bargaining texts.

Annotations were prepared for all entries available in the U-T Library and personal collections.

The following graduate students assisted in the compilation of the material.

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THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A comprehensive booklet containing eight articles on negotiations. The implications for preparation of administrators, research, and the role of the superintendent are given excellent coverage. The impact of negotiations on administration receives ample treatment.


A policy statement of AASA on professional negotiations. It sets forth the beliefs of the school superintendents organization concerning personnel policies.


This booklet defines professional negotiations and traces their development in education since 1938. The view of A.A.S.A. on staff relations is stated and elements to be considered in negotiation are elaborated. The unique position of the superintendent is explained and the role he plays in negotiations is discussed. This is a commendable and instructive booklet that should aid school administrators preparing to come to grips with the problems of negotiation.


Personality differences, knowledge of teacher organizational affairs, degree of involvement in teachers' organizations and the effects of school organizational climate are investigated as factors affecting membership patterns of teachers between the National Education Association and the American Federation of Teachers.

The study was conducted using a sample of approximately 1300 teachers from a large metropolitan region. Instrumentation included the Sixteen Personality Factor Questionnaire, the Organizational Climate Description Questionnaire and an especially developed instrument to measure the knowledge of organizational affairs. A number of significant differences were found between the membership of the two groups as measured by these instruments.


This report is part of a project designed to keep members of the California Association of Secondary School Administrators abreast of the changes taking place in relationships between teachers and administrators in public schools. Information is provided concerning teachers' unions and nonunion teachers' associations to help "administrators and school board members understand the philosophy, objectives and techniques to teacher organizations as they pursue the development of collective bargaining (professional negotiations) programs."

A very short article that summarizes progress made in professional negotiations and lists benefits that have been won.


The general views of the association, as they pertain to professional negotiations are stated. The interest of the administrator in general, and the principal in particular are considered. The last half of the booklet gives eleven guidelines for action on the state and local levels.


This committee considered the basic problem of collective bargaining with public employee groups. Their report included such things as the determination of representation status, resolution of deadlocks, and necessary steps to organize the state for collective negotiations. Their recommendations also included suggestions for new legislation to implement their findings.


Through a review of teachers organizations in Canada the author suggests some possible directions for American education. Specific references are made to the Alberta Teachers Association.


Within these pages the authors have presented a candid and objective treatment of the broad subject of collective negotiations for teachers. Included in the appendix, is the text of numerous pertinent documents. At the present time, no more comprehensive treatment of the subject appears in print.

The NEA Commission on Professional Rights and Responsibilities developed these guidelines for professional sanctions to be used as a means of preventing arbitrary or unethical policies that have a deleterious effect on the welfare of schools. Included is a definition of sanctions and the general policies for applying them. The document also describes the relationships between the national, state and local group for the application of sanctions.


The guidelines present the suggested roles and responsibilities of the national, state, and local and a definition of terms. NEA suggests an outline for conducting professional negotiations and identifies ten principles of negotiation. Several organizational plans for agreements are presented for various types of communities, each with three levels of accomplishment. Also included are statements of AASA and NSBA regarding their positions on professional negotiations.


This report was made as a result of a formal request by the Oklahoma Education Association and contains the results of the investigation of school conditions in Oklahoma in 1964. The study was conducted by the NEA National Commission on Professional Rights and Responsibilities. The report contains background information about why the study was requested, summaries of the evidence presented to the committee and conclusions and recommendations for action.


This publication is a compilation of statements from professional negotiation agreements which have been approved in school districts throughout the nation. Reference is made to the publication "Guideline for Professional Negotiations with the statements reflecting the three levels mentioned in Part V.

Research Division. "Number of Voluntary Professional Negotiations Agreements in States with Neither Mandatory Nor Permissive Negotiation and the Percentage of the Total at Each Level," June 14, 1966.


This report relates the background conditions and events leading up to the Utah Education Association's request for possible professional sanctions at the national level. It includes a survey of twenty school districts and conclusions and recommendations for action.


This publication is a copy of the actual agreement between the above parties for the 1965-66 school year. Twenty-two articles cover all facets of personnel policies including a four level grievance procedure.


This handbook, prepared by the Personnel Guidelines Committee of the Ohio School Boards Association, is intended as a guide for Ohio board members. In a brief but candid fashion it treats all elements of the negotiation process.


This is the negotiated agreement of the above parties for the 1965-66 school year. It includes thirty-one articles.


Seven school districts were selected from the nation as representative of types of negotiations being conducted through the nation. A brief background of information is offered to give the reader some insight into the problem. Basically, this bulletin attempts to describe the current status (1963) of negotiations. Comparisons are drawn between the selected school districts and others. Topics that are deemed negotiable are discussed as are procedures for these negotiations.


An analysis of the collective bargaining process in the industrial sphere is the goal of this book. A development of theoretical models and the application of game theory is included. Communication and information transfer is a major part of the negotiation game. Step-by-step "rules" for the process are developed and discussed. Collective bargaining from first notice to arbitration is discussed in depth and located on the appropriate model.

The authors attempted by means of a questionnaire to determine how far teachers would go in support of the leadership of their professional associations in central Kentucky. Effort was also made to determine degrees of loyalty with reference to age, sex, grade level and the like. The findings are summarized in the publication.


This volume provides basic information on all aspects of the professional negotiation process. Such material as has been included on collective bargaining is for comparison, and not a comprehensive treatment. The authors adhere primarily to a discussion of professional negotiation per se. The authors seek to reflect accurately the official NEA policies, but at many points the views expressed are strictly their own.

Teacher-Administrator-School Board Relationships, published by: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. Copies may be obtained from the Council for a price of $2.00. The address is: 211 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455.

The ERDC in conjunction with the Department of Educational Administration, University of Minnesota produced this report from speeches presented at a workshop held for superintendents and board members. Fifteen major presentations on the general topics of collective negotiation are reported including such topics as - the role of management in negotiations, the law pertinent to collective bargaining, the scope of negotiations, negotiation strategies and tactics, contract administration and grievance - impasse procedures. A particularly good skit of a negotiation session is included in the publication.


This is the negotiated agreement between the AFT and the New York City School Board covering the two year period 1965-67.


Labor negotiations comprise four inter-related processes - distributed bargaining, integrative bargaining, attitudinal structuring, and internal bargaining. Models and tactics for these processes are designed and applies. Language, as a tool of collective bargaining, is illustrated. Labor negotiations are the particular emphasis of this book but application to other social negotiations are considered, specifically in this volume, international relations and civil rights.
PERIODICALS


A very brief article that simply lists the Ten Commandments of Negotiations.


Points up the need for professional negotiation legislation and states why such legislation is needed. Explains why labor's approach is rejected.


This publication is a comprehensive view of professional negotiations. It defines and gives a background of professional negotiations. Sets forth mature concepts of shared responsibilities in professional negotiations.


This article sets forth the role the superintendent should play in professional negotiation. It defines professional negotiation and gives a brief history leading up to current negotiation conditions.


Mr. Ball, a superintendent himself, explains the role of the superintendent in the pre-bargaining phase of negotiations. Consideration of the role the superintendent plays in the actual bargaining activity and his post-bargaining role.

"Bargain for Whom?" Massachusetts Teacher, 45, (November, 1965), 40.


This article sets forth the NEA stand on sanctions and illustrates the use of sanctions in education. Claims sanctions are more professional than strikes.


An analysis of the 1965 Teacher Negotiation Law passed by the Connecticut Legislature. The events that have occurred under its first six months of operation are reviewed.

The concept of professionally oriented participation by teachers with boards of education is set forth for determining educational policies.


Batchelder, R.D. "Unionism vs. Professionalism," Ohio Schools, 44 (March, 1966), 24-29+

The NEA objections to unionism are spelled out in this work. The objectives of the unions and reasons for their recent drive in school are discussed.


Calls attention to the need of collective bargaining being a two-way street. Boards, as well as teachers, need to be able to make requests when negotiations are undertaken.


Defines what is meant by professional negotiations. Explains the role of the superintendent in negotiations. Outlines the role of other administrators in negotiations.


The author identifies various categories of public employees including school employees and reviews existing labor laws of the seven states that had established procedures for resolving disputes over contracts involving public employees. He identified three forms of arbitration and analyzes their success with the various groups. He goes on to relate the impact of these laws on collective bargaining and how they modify the balance of power between employers and employees.

Betchkal, J. "NEA and Teacher Unions Bicker and Battle for Recognition," The Nation's Schools, 74 (August, 1964), 35-41+

This article is a national survey on the battle between NEA and unions. The various regions of the country have their feelings regarding the situation expressed.


This is an excellent article well worth reading. The role of the superintendent is spelled out and policies and procedures to be followed in negotiations are outlined.

This business oriented view considers the real nature of collective bargaining: A large share of such negotiation is a process by which the main terms of the agreement, already understood by the negotiators, are made acceptable not to those in charge of the bargaining but to those who will have to live with the results. Collective bargaining is a form of communication. Debate in negotiations not only has the goal of convincing the other side; it also has the equally important goal of convincing one's own side.


Mr. Boznango states the reasons for having professional negotiations from the philosophical view of teachers. The need for professional negotiations because of outdated present methods of board-staff relationships are explained.


Mr. Brandau is president of the Pennsylvania State Education Association and he sets forth its viewpoint on professional negotiations. How they should be carried on and the aims and objectives of professional negotiations.


"Breakthroughs of This Year Must Become Followthroughs of The Next Years," *Utah Education Review*, 59 (September-October, 1965), 9.


An analysis of the militancy among teachers through which teachers seek to obtain better education for children. A possible program and process that might be undertaken is outlined.

This outline summarizes a seminar held by the A.A.U.P. Experts on the various forms of collective negotiations made presentations to the seminar and these presentations are synthesized in the report.


This editorial traces what has been happening between teachers and school boards. The trends in professional negotiations are set forth and the hope for guiding and directing legislation is expressed.


This article is a roundup report of the changing superintendent-teacher relationships due to negotiations. It suggests the superintendents must take an active role in seeking comprehensive legislation regarding negotiations that will be attuned to the conditions of the state and its educational problems.


The article explains how the professional association of the State of Nevada is attempting to create, by means of a state professional practices act, a legal structure in which some of the rights and responsibilities of all the state's educators - administrators, as well as teachers, are clarified.


This article sets forth the National Union of Teachers belief in free negotiations between teachers and employers. In its meeting, the union decided on one committee for primary and secondary negotiation.


Dr. Caliguri makes clear the fact that within the framework of public education, school officials and teachers representatives will have to make concessions in their deliberations for the best interests of the public as well as the profession's good. The road to negotiations needs to be studied so real progress can be made in the future.


Arnold Cantor tells the story of how the Rochester Teachers Association became the representative for all the Rochester teachers and how the first negotiated contract in the history of the Rochester school system came into being.

Arnold Cantor tells how a successful teacher and school board written agreement can be worked out and the conditions that need to prevail for such an agreement's successful use.


This is an excellent article and well worth reading. It sets the role of the principal in perspective and outlines his duties in straightforward fashion regarding professional negotiations.


A shortened version of Dr. Carr's article "Principals Role in Professional Negotiation."


Barbara Carter reports on the conditions that lead to the use of sanctions by the NEA against the State of Oklahoma, Comments by the governor and other leading Oklahoma figures are included relative to the sanctions.


Robert Catlett, Superintendent of Cahokia schools outlines the legal responsibilities of the board of education and the need for defining the roles of board, superintendent, and staff. A formula for healthy board and staff relations is also provided.


Calvin Gross expresses the feeling that teacher militancy will lead to higher stature for teachers. He does not feel that union activity will change the superintendents role. The article is largely the reaction of Gross to the New York bargaining agreement of 1963-65.

In this very brief article, the author is simply stating that teacher militancy in both the NEA and the AFT is growing. If school boards are caught unprepared, it is simply because they are ignoring what is going on. Teachers have made significant gains through collective action and they are not going to stop now.


"Counter-Proposal by Board is not Acceptable to HEA," *Hawaii Education Association News*, 26 (February, 1965), 1.


Written by an NEA salary consultant, this article states the NEA position on negotiations. "The superintendent has the responsibility in the negotiating process to provide information to both teachers and the board...." Daly states teachers of an earlier day were content just to gripe; today they are making demands.


Each year legal procedures for collective action by teachers have been strengthened. Some of the characteristics of state legislation on the subject are summarized. Basically, the article emphasizes gains made by teachers since the NEA adopted its first resolution in professional negotiations in 1962.


Professor Doherty, in what could be considered an open letter to school boards, surveys the overall implications of collective bargaining for education. Collective bargaining is here now and is expanding rapidly; boards should assume a realistic position and make the most of the situation for the good of education.


Legislation affecting collective bargaining in the U.S. is discussed. A summary is given for each state which has enacted such legislation. Probably the most useful part of the article is the section which presents a proposed model for collective negotiation legislation.


Negotiation is a process in which boards and teacher organizations test each other's strength. Teachers are demanding a voice in matters which affect their working conditions. The problem is how to balance the interests of teachers with the needs of children and what the community can afford.

The authors present separate statements for management, for mediators, for collective bargaining, and for professional negotiations. The entire presentation is based on a debate presented by the Association of School Business Officials. This article gives a good overview of opposing viewpoints.


This is a good treatment of the entire subject by five different authors in separate articles. The author represent opposing viewpoints. All agree that the time is here to take a positive approach and make the most of negotiations for the good of students, teachers, and all of society.


This report is based on a publication of AASA. School boards are urged to accept the view that professional negotiations are here to stay and that the pace will quicken. They state that school superintendents should play the role of an independent third party - that this role has no equal in commercial or industrial fields.


This article is an account of the power struggle between the NEA and the AFT. Relative gains are assessed. The author concludes that teachers should be goal oriented, not organization oriented. "They must make their organizations serve their just goals."


Basically this article presents the professional versus the union point of view. Considerable attention is given to the gains made by the UFT in New York City and the controversy which was stirred up in Utah by the proposal of sanctions by the UEA. Except for some semantical differences, the article presents the AFT affiliate and the NEA affiliate as looking similar.


In order to inject the administrator's role, Epstein covers the entire field of collective negotiations for teachers. He makes fourteen general recommendations pertaining to the role of administrators, one of which is that administrators should set up organizations to present their views separately and distinctly.
Epstein reviews a book authored by three members of the NEA professional staff. He says, "Professional Negotiation in Public Education says what the NEA wishes to say, avoids saying what the NEA wants to avoid saying, and reasons with problems as the NEA does."


The author presents a very brief look at the status of salary negotiations in Michigan.


John C. Evans, executive secretary of the Utah Education Association, presented a brief account of the crisis in education which Utah experienced in 1964.


As the title indicates, this article presents the NEA point of view. Included also is the position of the National School Board's Association. The article is concluded with a listing of some NEA activities in professional negotiations.


The author makes the point that teachers are now in a position to challenge unilateral control of the conditions pertaining to their employment. Some attention is given to the guidelines prepared by the NEA.


An interview with former NEA President, Robert H. Wyatt, revealed the point of view expressed by the NEA some three years ago.


"First in the State," Massachusetts Teacher, 44 (October, 1964), 24.


This article by the executive secretary of the Minnesota Education Association concerns the status of state legislation on collective negotiations. It is an attack upon the union position.

Garber, Lee O. "How to Free Superintendents From Negotiation Hazards," *The Nation's Schools*, 77 (March, 1966), 139.

The author gives a good brief discussion of the dilemma of the superintendent. Although some of his suggestions are constructive, he does not satisfactorily answer the impossible question posed by the title.


Gibbs is saying that teacher participation in educational policy formulation must come. The question is whether it will come by evolution or revolution. The answer to this question must be provided by each community through its board of education.


The authors present a brief discussion of the elements of negotiating arrangements from the NEA point of view. Fourteen Michigan locals which have negotiating arrangements are listed.


Gleckler, B. "Dodge City Sets Kansas Pace With Board-Staff Statement," *Kansas Teacher*, 73 (December, 1964), 24-27.


This is a policy statement approved by the Board of Directors of the Minnesota Educational Association and the Minnesota School Boards Association. The recommendations that are offered are on means for school boards and teachers to establish and maintain good working relations.


Mr. Hipp is making an appeal for professional negotiations. He outlines three steps that should be used by teachers and administrators to solve any problems.

Loynes suggests in this article that negotiation laws that have been enacted in several states have resulted not from need but because of competition between professional organizations and labor unions. He says that legislation can create problems where none existed before.


Jaggers says that Kentucky has had professional negotiations for a long time under another name. He states that professional negotiations, in and of itself, will not be our "salvation", we will succeed in terms of the effectiveness of our work, and not through some "gimmick."


In this article Mr. Kennan defines sanctions and gives some of the pros and cons of using sanctions.


Mr. Kennan discusses the use of sanctions against states and local school districts. The latest one in this article was the state of Oklahoma.


This article by Kennedy is the result of letters received after passage of Public Acts 282 and 379 by the 1965 Michigan Legislature.

Kennedy is pointing out that bills are being introduced by teachers organizations to secure collective negotiation rights outside Michigan. He is saying that negotiations procedures will not separate administrators from their staffs unless they have been in the habit of doing so before but it is a real opportunity to bring them closer.


Kite, R. H. "Negotiation or Collective Bargaining?" Florida Education, 41, (September, 1965), 40-45.

Dr. Kite discusses the two options that teachers are taking to help make educational policy: professional negotiations and collective bargaining. The article is written primarily for teachers in Florida, but is applicable anywhere.


This is the result of a study that was conducted in Ohio to see what headway was being made between teachers and teacher organizations and boards of education in securing professional negotiations agreements.


Kruger thinks that a professional negotiations program that is well organized will strengthen the teaching profession. He gives four phases of a total professional negotiations program in addition to negotiations.


Acts 282 and 379 that were passed by the Michigan Legislature and pertaining to collective negotiations are explained.

The question of whether or not teachers should strike is explored. Lieberman suggests that the public interest in continuous educational service will be best served by avoiding punitive anti-strike legislations and by the development of realistic, equitable procedures for resolving whatever issues may arise between teachers and their employers.


The author looks at the problems which teachers strikes raise and some of the issues involved. He defines and describes teachers strikes, investigates their various aspects and considers their legal status. Much of the material is very similar to the material in the chapter on teachers strikes found in the recent book by Lieberman and Moskow, Collective Negotiation for Teachers.


This study attempts to identify significant differences between teachers who join one of the teacher organizations or the other. It was conducted among approximately 600 teachers in one suburban school system in New York. A number of differences were found mainly related to morale and dissatisfaction. The lack of a broad base for the sample makes it impossible to generalize to other groups and situations.


McKenny, J. W. "Big City Teachers Discover a New Tool," CTA Journal, 61 (May, 1965), 18-24


The author proposes that collective bargaining should be an informal forum where labor-management relations are discussed in a leisurely manner. Essential elements of such an approach are: (1) parties must have freedom of discussion without commitment, (2) this discussion should be supplementary to actual contract negotiations.


Mr. Megel, in his keynote address before the August convention of the AFT, is pointing out that of the 22 collective bargaining elections in which there was a contest between the AFT and NEA that each have won eleven. AFT won bargaining rights for 62,502 teachers while NEA represented only 7,881.

"Can a Case Be Made for Teacher Unions?" The Nation's Schools, 73 (February, 1964), 51+.

This is a general outline adapted from the list of recommended negotiation procedures developed by the Michigan Education Association's Professional Negotiations Committee.


The changing role of the teacher and the impact this status change will have on curriculum improvement is discussed.


This article reviews the developments in collective negotiations in education. The author points out how the similarities and differences between education and labor negotiation procedures and recommends a number of steps which need to be taken to formalize and equalize bargaining in education. These recommendations basically follow established labor practices.


Today, more than one-quarter of the nation's teachers are covered by collective negotiations agreements of one kind or another, up at least 25 percent from 1964-65. Here an authority on the subject analyzes the new state laws in California, Connecticut, Michigan, Oregon, Washington and Wisconsin.


This was a survey by the NEA Research Division. The results of the survey indicated: (a) an overwhelming majority of classroom teachers favored formal group actions in determining salary and welfare benefits, and (b) teachers greatly favored the process of professional negotiations over that of collective bargaining.


A statement of question ask, ".... favor or oppose the use of professional sanctions ....?" Results listed as strongly favor to strongly oppose. Two tables, men-women and geographic area.


An attempt to answer questions about negotiating with teachers. A summary of experiences of three school districts that have successfully dealt with this problem. Guidelines used by them and issues and answers that were faced by these boards and administrators are summarized.


Brief review of beginnings of professional negotiations in Warren, Michigan. Followed by interviews with persons in leadership positions on both sides. An in-site is gained in an area that is relatively new, but is rapidly spreading in many sections of the country. Most of those involved feel that a written agreement of procedures is a must prior to professional negotiations.


"Neighborly Advice," The Ohio Education Association Report Card, (September, 1966), 1-2.


"Newark: An Example of Professional Negotiations," Maine Teacher, 26 (September, 1965), 37.


A summary of how Denver's classroom teachers proceeded to establish professional negotiations in their city. Brief comments on parts of the professional negotiations statement are used to indicate the evolution that took place from the inception of the attempt to establish professional negotiations to its adoption by the board and classroom teachers association.


A case brought to the Kansas Supreme Court to determine if a school board is an "employer" in the usual sense of the word as it is used in the Kansas Employer and Employee Relations Statutes. Court concluded that it was not as
it, the Board of Education, is a political subdivision of the state and as such, it was not the intent of the legislature to embrace them in the term "Employer" as used in the act.


Pressures of society upon education in general, and on teachers in particular, are considered. A somewhat unique theory is then advanced that growing teacher militancy may very well be a counterpressure to these pressures upon them. Technological and financial pressures combine to provide the largest group of pressures on teachers and are, in part, ones which teachers may be able to change.

Nolte, M. C. "Teachers Face Boards of Education Across the Bargaining Table; Legally," The American School Board Journal, 150 (June, 1965), 10-12.

Collective bargaining laws in the public sector of the economy undoubtedly will incorporate many of the provisions found to be of value to labor in the past three decades. This article considers collective bargaining in an historical context and the implications of professional negotiation for education.


The author discusses recent legislation aimed at improving the professional autonomy of teachers. General categories considered include (1) worker benefit statutes, the so-called "fringe benefits" laws; (2) "anti" laws, prohibiting practices prejudicial to the teaching profession; (3) professional practice acts by which the profession polici-es its own ranks; and (4) professional negotiations and collective bargaining statutes.


The experiences of the Warren Education Association of Michigan with professional negotiations are described. Participants representing both the teachers and the school board give views on professional negotiations before and following these sessions. The function of a mediation board is discussed in some detail. Negotiations were conducted under an agreement adopted earlier by the school district.


This editorial comment considers pending legislation in New York State which would establish procedures guaranteeing teachers the opportunity to participate in the formulation of policies related to their professional service.


Patterson treats the growth of professional negotiations in education since its introduction at the 1962 NEA Convention. Professional negotiations is a new experience for teachers, and one in which professional associations can provide valuable assistance.
Teachers are turning increasingly to organization and direct influence in the educational decision-making process. This article discusses the current status of school board-staff relationships. The structure of negotiations, and the scope of the bargaining procedure are considered: Is negotiation and the exercise of power implied by it an appropriate vehicle for the resolution of professional questions in school board-staff relationships? Clear patterns have not yet evolved in professional negotiations. Legislation and current trends, however, are expanding the role of collective bargaining in this area.


"The Professional Negotiation Committee of the Michigan Education Association offers its professional negotiation procedures as a sample agreement which includes many of the principals that the committee believes should be embodied in professional negotiation agreements."


Michigan legislation has authorized local units of the Michigan Education Association to negotiate with boards of education on salary and conditions of work. The implications of this legislation are discussed, and the pioneering negotiating election in Highland Park is described.


As the Milwaukee public school teachers face a representation election, the merits of a professional organization are contrasted with those of a teacher union.


The author, a past president of the National School Boards Association presented this paper to a state Chamber of Commerce meeting. It explains the vigorous opposition of the NSBA to any form of collective bargaining based on the belief that the authority of the board of education is established by law and this authority cannot be delegated to others. The articles goes on to point out some of the implications of teacher militancy and how school boards can cope with it.


Weaknesses in the present system of collective bargaining and arbitration and the possible reasons for them are explored by the author in this article. He submits that the role of government in arbitration hampers the entire process and proposes, as a remedy, the organization of a national body, free from government control, which would disseminate information on the economic and collective bargaining policies of the parties.

Reuther, W. B. "Road to a Brighter Tomorrow for Teachers," The American Teacher Magazine, 48 (April, 1964), 5-6+


This article is a report on the 1965 NEA convention. Executive Secretary, William G. Carr cites growth in the use of sanctions and professional negotiations. As of June 21, 1965, he says, 364 written professional negotiation agreements were on file with NEA.


"The militant mood of teacher groups as set back the goal of school public relations programs."

Rice, A. H. "Why Teachers Do Not Accept the Superintendent as Spokesman: Review of the Unique Role of the Superintendent," The Nation's Schools, 75 (April, 1965), 36+.

This article considers the role of the superintendent in professional negotiations. How can the superintendent act simultaneously as an agent of the school board and as a leader of the professional staff?


The increasing militancy of teachers and the power struggle between the AFT and NEA, have caused considerable uneasiness on the part of school board members and superintendents across the country. In recognition of this new militancy, NEA has urged its local associations to engage in "professional negotiations." Conflicts which have arisen in New York and Utah are examined for similarities.

This report on a Professional Negotiations Conference in Ohio discusses the common goals outlined by board members, administrators, and teachers. Participants agreed that all school groups must be brought into the development of any effective policies on professional negotiations. Boards of education should begin to develop specific policies to cover negotiations, and the superintendent was recognized as the key to successful negotiating practices.

A review is made of educational needs and forecasts of needs in the State of Missouri.

A union organizer explains the position and role of the American Federation of Teachers in collective bargaining.

David Selden, professional organizer for the United Federation of Teachers in New York City, considers certain aspects of a contract between the union and the City Board of Education. The union negotiated successfully for restriction in maximum class size. By establishing limits on class size, the union has entered the arena of budget-making implications are that in future negotiations teachers might give consideration to matters once exclusively the concern of the Board of Education.

The author points legal implications of the right to organize and participate in collective negotiations. This is carefully developed through historical developing that indicate the rights of public employees. An effort is made to look at some recent changes and the tolerance level that organizations must look for in pushing issues.

A prediction was made that more state statutes would provide for collective negotiations in the future. The author does not believe that a statute should make a union shop clause appropriate for public employment. Other viewpoints of an appropriate statute or statutes are discussed in a meaningful manner.


The authors of this article are criticizing the colleges and universities for not conducting more research in the area of public administration. They build their case and submit evidence why the colleges and universities should offer more courses for students and help prepare them better for public administration.

Spragge, J. A. "How Shall Teachers Negotiate," North Carolina Education, 31 (September, 1964), 23+. Teachers are reluctant to demand quality education. The answer to the economic problems faced by education lies in public enlightenment. A public demand for educational quality must be generated which will outweigh reluctance to incur taxation. Secondly, teachers must be lead to see beyond their immediate responsibilities and "perceive a transcendent responsibility for the future of their profession."

Steet, M., and Ryan, J. "Airing the Issue: Concerning the Rights and Obligations of Teachers to Negotiate," The Instructor, 73, (February, 1964), 49+.

The article reports a discussion between representatives of the Philadelphia Teachers Association and the Philadelphia Federation of Teachers concerning the rights and obligations of teachers to negotiate.


This general discussion of board-staff negotiations considers the following questions: (1) What types of matters are defined as "negotiable?" (2) What action might follow an impasse between the teachers' organization and the board of education? (3) What is the role of the superintendent in professional negotiations?


This article is a brief review of policy and procedures in professional negotiations in Pennsylvania. Included in this issue of the Pennsylvania School Journal is a reprint of the suggested form for a professional negotiations instrument.


In the light of evolving school board-staff relationships; this discussion attempts to define professional negotiation and collective bargaining. The distinctions between a strike and professional sanctions are enumerated. Sanctions, says the author, do not propose to violate a contract, do not interrupt services to children, and do not use the picket line to assure the closing of schools. Different types of sanctions are defined and discussed.

The Executive Secretary of the Illinois Education Association encourages agreements between boards of education and professional organizations. Challenges of changing times may best be met, says the writer, by cooperative efforts between independent professional organizations and boards of education.


A Wisconsin school board member offers an analysis of collective bargaining with teachers organizations as an introduction and aid for persons not familiar with negotiation procedures.


The article reviews Wisconsin's Act of 1959 giving teachers the right to self-organize and affiliate with labor organizations. A list of collective bargaining steps is given and would be helpful especially if one organization has been named as the exclusive representative. Of significance is WERB's "no-strike-fact-finding" solution to teacher negotiations.


The how and why teacher militancy has probably come about from past experiences. A hard look at some of the previous administrative behavior causing a change in teachers behavior.


This summary of recent events in the Lincoln Park School District of Michigan lists the problems facing the district. The board of education accepted a professional negotiations agreement as a step toward the solution of these problems.


A written agreement that could be adopted for usage between teacher organizations of Pennsylvania and school districts.


An account of problems in Lincoln Park, Michigan and how the Michigan Education Association imposed sanctions and for what reasons.


A study conducted by the NEA Research Division using a national sample of NEA members and non-members (not defined). Several questions were asked regarding teachers beliefs on the strike issue. An analysis is made of the responses of sub-groups from the sample.

A proposed bill of policy on teacher-school board relations was introduced to the education committee. This article explained why such a bill was needed and the benefits that it would provide.


Tenure of teachers is a prime reason for negotiations. Tenure will help ensure basic stability which education as a profession needs in order to attempt to achieve its ultimate goal; the best attainable education for every person.


The article states how the School Board in Geneva, Illinois, used a little preventative medicine by making sure its policies on teacher negotiations were clear and in writing. The teachers and board including superintendent set out plans for agreements on "salary, welfare provisions, working conditions, and other problems of mutual concerns."


The results of a mail survey to members of the Chamber of Commerce showed that they were against collective bargaining between unions and governmental agencies (school boards).


A short article stating facts on Utah Education Association's vote to reopen negotiations and their demands.


A consideration of why teachers should choose professional negotiation over collective bargaining. This article, by an attorney, delineates some of the questions raised in any consideration of professional negotiation as opposed to collective bargaining. Illustrations are drawn to emphasize the differences between these two procedures.


Some basic procedures for negotiations are listed. These are along lines recognized by most people who write in this area as basic. Several paragraphs emphasize that teachers readily negotiate benefits and working conditions other than salary.


Two view points on the division of educational forces in Wisconsin. One (Watson) is unhappy since this tends to further separate school administrators from teachers, and forces a non-education body into making educational decisions. Anderson feels that Wisconsin is ahead of the game in negotiations as compared to other states.

"Ways to Deal With Teacher Militancy: Interview With Calvin Gross," Phi Delta Kappan, 46 (December, 1964), 147-151.

This article is the transcript of a telephone interview with the battle-scarred veteran Superintendent of New York City. Gross gives his views on boycotts, administrators positions, etc. At the present time (after Gross' departure) the article seems to carry more significance.


A short article on WERB's action in Milwaukee. A brief review of the hearing and the teacher organizations involved.


An overview of NEA's role in aiding and assisting local associations in preparing for negotiations. The places where movements are being made are identified along with their problems.
This article is centered on the Milwaukee approach by conflicting teacher organizations. The writer, an NEA employee, gives an account of NEA's and AFT's success or failures. As expected, the article is slanted toward NEA's success and viewpoints.

An article urging professionalism of teachers in their actions with boards of education. The author distinguishes between professional negotiations and collective bargaining in five steps. He urges teachers to remove themselves from labor laws and precedents.

A quiz to administrators about teachers ability to organize and what they could do if organized. Seven basic items are given to be defined and then the readers answers can be compared with the answers of W. A. Wildman.

The author covers the "water front" on collective negotiations by teacher groups. How teachers have organized, NEA's views, AFT's views, AASA's reaction, NSBA's reaction and many other reactions are discussed in depth along with appropriate statistical data relating to current trends of organizing.

A definition of terms used in collective bargaining in private employment is the subject of the first section of this article. Generalization of labor laws and court decisions in regard to the public employee is attempted. The teacher's position in collective bargaining or professional negotiations with school boards is assessed. Some problems for future research are indicated.

The role of an administrator is changing and will change even more with the current trend of professional groups. The article also discusses the role of the administrator during bargaining activities.

The author lists seven key elements of bargaining from the right to organize to the strike. Attention is brought to Wisconsin and the groundwork that has been established there. Some basic differences between teacher bargaining and industry bargaining are discussed.

A candid look at many conflicts of teacher organizations and school boards whether the conflicts are derived from teacher duties, wage and benefits, or issues in negotiations. The authors give viewpoints of both the NEA and AFT on several conflicts.

Winick, Charles. "When Teachers Strike," Teachers College Record, (April, 1963), 593-604

Results of interviews with selected students, parents and teachers indicate a different perception of teacher strikes by each of these groups. All groups indicated uncertainty concerning the role of the teacher. Findings suggested that the strike provided a vehicle for the expressions of personality factors and pre-existing attitudes by and toward teachers.


The author takes up the question of the differences in collective bargaining in the public sector as opposed to the private. His major example is that of the teachers. Wollett points up problems caused by differing public attitudes, fiscal dependence illegality of the strike and others.


