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A SURVEY OF THE TEACHING LOAD
OF 108 COMMERCIAL TEACHERS

A Thesis
Presented to
the Faculty of the Graduate School
Indiana State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Robert L. Richeson
August 1950


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The thesis of Robert L. Richeson
contribution of the Graduate School, Indiana State Teachers
College, Number 702, under the title--

A SURVEY OF THE TEACHING LOAD OF 108 COMMERCIAL
TEACHERS

is hereby approved as counting toward the completion of the
Master's degree in the amount of 8 hours credit.

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CHAPTER I

THE PROBLEM

An important function of the administration of a school system is having a faculty in which can be found good fellowship and adequate co-operation. There are numerous problems the school administrators will encounter and must solve in order that the proper relationship prevails among the members of the faculty. One specific problem is that of an equalized teaching load for all teachers. This study is concerned with the teaching load of one member of the faculty, namely, the commercial teacher.

Statement of the problem. This study is a survey of the teaching load of commercial teachers in eighteen counties in West Central Indiana. Within this location can be found secondary schools of various sizes and types. Enrollment in the schools surveyed ranged from twenty-six pupils to a high school of 1400 students. There were township schools, county schools, city schools, a combination of two townships, and parochial schools located within the area surveyed.

This thesis is intended to be a study of certain information which seemingly has not been gathered recently. Numerous studies have been made in connection with the teaching load of all the teachers in the secondary schools, but no recent study has been made on the teaching load of the

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commercial teacher. Factors effecting the teaching load of teachers were surveyed. Size of classes, number of classes, number of classes taught per day, time spent in teaching, and time spent on extra duties connected with teaching were points investigated.

Because it seemed the most feasible procedure for making contact with teachers in commerce, a questionnaire was used to gather the data. The questionnaire lends itself to the easiest and simplest method of collecting data of this kind from busy teachers. It was designed to make answering easy and also require the minimum of time. A copy of the questionnaire and the accompanying letter may be found in the Appendix on page 37. The names of the teachers were obtained from "Indiana School Directory, 1948-49."¹

Importance of the study. This study will be of interest to several people. Such groups as prospective commerce teachers, in-service commercial teachers, school administrators, and instructors in teacher education institutions should be interested in this survey.

This study will tend to clarify to the prospective commercial teacher the duties he is required to perform. Duties assigned to the commercial teacher should be of interest to future teachers in this field. In this way a prospective teacher in commerce can prepare himself in accordance with

¹ Ben H. Watt, "Indiana School Directory, 1948-49." State Department of Public Instruction Bulletin.

the requirements.

The relationship of the teaching load of the commercial teacher to the teaching load of other commercial teachers should be of interest to in-service teachers.

This study should be of interest to the school administrator since he can obtain information relating to the teaching load of a number of commercial teachers. He can compare the load of the teachers in his system to the teaching load of teachers in other systems. Perhaps the teaching load of a teacher should be considered when salary is discussed.

A study such as this will help solve certain problems involved in teaching commercial subjects in the high school. The more known about problems of teaching, the better a teacher education institution can prepare the future teachers. The information relating to the extra duties the commercial teachers are requested to perform will enable the teacher education institution to educate the future teachers more thoroughly.

CHAPTER II .

REVIEW OF PREVIOUS RELATED STUDIES

A number of studies have been completed concerning the teaching load of teachers. Various methods of measuring the teaching load have been advocated by a number of writers. Attention has been focused as to the responsible person or persons in assigning an equalized teaching load for all teachers. The review of previous related studies will be presented in three parts. The discussion will be divided into (1) people responsible for an equalized teaching load of teachers, (2) assignment of extra work, and (3) the measurement of the teaching load.

People responsible for an equalized teaching load.

One of the outstanding jobs in the administration of a school is the assignment of classes and out-of-class duties to the teachers in the school. An equalized distribution of these assignments is necessary in order to avoid conflict among the members of the faculty.

Selvidge suggested some consequences that might result in the overloading of a teacher.

The equitable distribution of the teaching load is a serious problem in many high schools. To overload a teacher in size of classes, or in number of classes, inevitably will bring unfavorable results. The effect of the overloading usually is manifest in the lowered efficiency of the teacher, increased nervousness, irritability, contentiousness, petty difficulties with pupils, and a general decline in the morals of the organization.

Most administrative officers have been teachers of academic subjects and have some appreciation of the duties, difficulties, and responsibilities of such teachers. They know that such teachers must prepare lessons and grade papers outside of class and be alert and enthusiastic in class. They, therefore, wisely provide rest periods, or vacant periods, for such teachers to as great an extent as possible and try to provide pleasant and agreeable surroundings in the classroom.²

Douglass wrote on the subject of responsibility for an equalized teaching load. He is more explicit in naming the person or position wherein lies the responsibility for teacher assignments.

Administrative responsibility for teacher assignments. The problem of deciding who should arrange the assignments of teachers will naturally depend upon the size of the particular schools. In the smaller schools it should be a co-operative affair in which the superintendent, principal, other teachers directly concerned, and the teacher in question should all be consulted. If the school is very small, having, let us say, fewer than six or eight teachers, and the superintendent is virtually the high school principal as well, he should take the initiative. In larger districts, particularly those in which the schedule is made by the high school principal, the initiative in teacher assignment should rest in his hands. As the schools become larger and the importance of the department head as an assistant in administration increases, the consideration given his counsel naturally increases.³

Various problems are impending and must be confronted when the teaching load is studied. These problems should be made known and discussed by everyone concerned. Democratic procedure needs to be followed in detecting the best solution

² R. W. Selvidge, "The Teaching Load in High School," Education, 58:142-43, November, 1947.

³ Harl R. Douglass, Organization and Administration of Secondary Schools. (Boston: Ginn and Company, 1945) p. 111-2.

to the existing problems. Therefore, the board of education, the superintendent, the principal, the department head, and the teachers of a school system should discuss the problem co-operatively and arrive at the most agreeable solution possible.

Douglass and Parkhurst in their study, "Size of Class and Teaching Load" referred as follows to problems involved in the discussion of teaching loads:

The problem of teaching load cuts across both financial administration and personnel administration. Adequate school funds are essential if class size and pupil loads are to be held within reasonable limits. The fundamental problem further exists of creating and maintaining wholesome personal relationships and of making suitable personnel adjustments to the local situation. Consequently, the most promising avenue to a satisfactory solution of such teaching-load problems or to improve in the distribution of teaching assignment would seem to be that of local analysis of load problems followed by the formulation of policies and standards through friendly staff discussion in the typical democratic way.⁴

Assignment of extra duties. Class and extra class assignments should be distributed as equally as possible. Custom has established a certain amount of work relating to intra-school work. Just as the laborer is expected to work an eight hour day, the teacher is usually required to teach four or five classes per day in high school.

⁴ Harl R. Douglass and A. J. Parkhurst, "Size of Class and Teaching Load," Review of Educational Research, 10:217-21, June, 1940.

A certain amount of the teachers' load is outside of the class. Haggerston enumerated the types of activities which are a part of every teacher's job:

- 1 Teaching classes of students.
- 2 Preparation for teaching classes.
- 3 Consultation with students.
- 4 Record keeping and marking papers.
- 5 Assigned duties in connection with school activities other than classes.
- 6 Professional activities which benefit the school system, the teaching profession, or the teacher himself.
- 7 Civic responsibilities.⁵

Haggerston thought that teachers should be given extra pay for extra service, and, the entire teaching load of class and extra-class assignments should be taken into account in considering extra pay for extra service. It is necessary to establish that the services rendered make a demand in time and responsibility over and beyond what is normally expected of every teacher.

The normal load of every teacher should include responsibility for some out-of-class activity, but supplementary assignments involving an extraordinary amount of time or extra responsibility should be recognized in the form of additional compensation.

The schedule of extra-service pay should state clearly what activities are included, the conditions under which extra compensation will be paid, and the rate of payment. The school administration has the responsibility for making an equitable distribution of class and extra-class duties.⁶

The first of this chapter suggested that democratic procedures should be followed in the assignment of class and

⁵ A. I. Haggerston, "Extra Pay for Extra Work," The Bulletin of the National Association of Secondary School Principals, 32:146-55, November, 1948.

⁶ Ibid., pp. 146-55.

extra-class activities. In the selecting of prospective teachers the superintendent should explain the position thoroughly to the individual prior to the signing of a contract. This information should cover the intra-school duties as well as extra-school duties.

Lindsay discussed the position in which a new teacher is sometimes placed when accepting employment.

The new teacher rarely knows what her total load will be until she begins to take her place in the community life. The Sunday school classes, the boy and girl scout work, the school plays, entertainments, and other similar duties are a real portion of the teacher's work. They seldom enter into the salary schedule. Such items as coaching school plays or debating teams, or managing school entertainment, do sometimes appear in teachers' contracts and are allowed for in their schedule of work. So far as possible any duty that is considered by the community as an integral part of the teacher's responsibility, and upon which her success as a teacher depends, should be recognized in her contract and salary. The superintendent should always give his prospective teachers as full information as they may desire with regard to extra-school activities.⁷

Trump⁸ made a study of the teaching load and salary differentials of teachers. He considered four aspects of the problem: (1) the work of the teacher, (2) the degree of faculty responsibility, (3) equalizing teacher loads and paying the differentials, and (4) the amount of administration and supervision for which each teacher was responsible. He

⁷ E. E. Lindsay, Problems in School Administration. (New York: The Macmillan Company, 1928) pp. 192-3.

⁸ J. Lloyd Trump, "Teaching Load and Salary Differentials," The American School Board Journal, 117:17-18, December, 1948.

included under the work of the teacher--class activity.

Class activity considered actual class time in classroom plus time spent outside the classroom in preparing for class activities, marking papers, giving personal help to students, and conferring with parents. A decision was made not to consider load differences in relation to number of students in class, the committee believing that efforts should consistently be made to balance class size so as differentials of this nature would not be significant.⁹

Trump¹⁰ summarized the job of a classroom teacher as including twenty-five hours per week in actual class instruction or its equivalent plus fifteen hours per week in activities associated with class instruction but performed outside the classroom. Teachers who spent more than fifteen hours per week in activities associated with class instruction should re-evaluate the time thus spent.

Similar procedures were followed in analyzing time spent in extra class activities. Consideration was given to the problem of whether or not as much time should be spent as was reported by certain sponsors. As an example, one school reported 343 hours of faculty time was required in assisting with the Junior Prom. This would mean the equivalent of one person working more than eight weeks full time. Was the outcome worth the effort?

Measurement of the teaching load. Authorities differ as to the best method of measuring the teaching load. There

⁹ Lindsay, op. cit., pp. 192-3.

¹⁰ Trump, op. cit., p. 18.

appears to be a lack of uniformity as to which method is most favorable.

Newsom and Pollack made an analysis and comparison of ten methods of computing teaching loads. The methods compared are listed below.

- 1 Middle State Association.
- 2 Middle State Association.
- 3 Almack and Bursch.
- 4 Brown and Fristzemeier.
- 5 Douglass 1928.
- 6 Douglass 1932.
- 7 Philadelphia Public Schools.
- 8 Reichard and Koos.
- 9 Tritt and Keyes.
- 10 Ward.¹¹

Certain standards were established by Newsom and Pollack by which a comparison could be made of the ten methods of measurement. Because of the length and number of the standards, no listing of such will be made. The authors did prepare a check list of the factors affecting the teacher's load. This list comprised the following points:

- 1 General factors concerned with pupil-hour load (total number of pupils, total number of hours spent in teaching classes.)
- 2 Specific factors concerned with pupil hour load (number of pupils per period, number of periods per day.)
- 3 Factors concerned with differentiating study rooms, home rooms, and laboratories from recitations.
- 4 Factors concerned with differentiation between subjects on the basis of difficulty in teaching (subject weights and other blanket corrections.)

¹¹ Nathan W. Newsom and R. S. Pollack, "Computing Teacher Load; 'Analysis and Comparison of Various Methods,'" School Review, 47:586-96, October, 1939.

5 Factors concerning with general school duties other than actual classroom instruction and its requisites of preparation, pupil conferences, and paper work (extra-curriculum duties, assemblies, clubs, sponsoring, teachers' meetings, administrative conferences, and required social and civic services.)

6 Factors concerning with number of different preparations.

7 Factors concerning with number of different teaching fields.

8 Factors concerning with class periods per teacher, both instructional and extra-instructional.

9 Factors concerning only with class periods per teacher.¹²

"The units most commonly employed in measuring teaching loads are, in the order of their importance: (1) the number of sections, (2) the number of pupils, and (3) the number of free periods. It should be obvious that neither of these units taken separately is a satisfactory measure of the time required of instructors or of the teaching load."¹³

The investigator has chosen to employ the Douglass formula. Douglass seems to have included many of the factors relating to the teaching load. The following paragraph explains the formula.

Since schools differ materially in the length of the class periods and in the length of the school day, the number of free periods is clearly not serviceable. It is equally obvious that still other factors affect the teaching load. The principal factors determining the teaching load are:

- 1 The number of sections taught daily (or weekly).
- 2 The number of pupils taught.
- 3 The number of different preparations required.
- 4 The amount of time required for co-operation: study halls, activities, etc.
- 5 The length of the class period.
- 6 The nature of the subject taught and the consequent amount of time required for preparation, for marking

¹² Ibid., p. 94.

¹³ Douglass, op. cit., p. 112.

papers and notebooks, and for arranging equipment, apparatus, and materials.

7 The personnel of the pupils taught: tractability, range of individual differences in ability, etc.

8 The age and maturity of the pupils taught and the consequent character of the subject matter.

Any accurate means of measuring the teaching load should take into consideration several of these factors at least, if not all of them.¹⁴

A formula for measuring the teaching load. Below is the formula for measuring the teaching load of teachers in the junior and senior high schools. This is the formula prepared by Douglass.¹⁵ It takes into consideration the more important factors in the teaching load.

$$TL = \left(CP - \frac{2 \text{ Dup}}{10} + \frac{(NP - 20CP)}{100} + \frac{PC}{2} \right) \left(\frac{PL + 55}{100} \right)$$

TL - units of teaching load per week.

CP - class periods spent in classroom per week.

Dup - number of class periods spent per week in classroom teaching classes for which the preparation is very similar to that for some other section, not including the original section.

NP - number of pupils in classes per week.

PC - number of class periods spent per week in supervision of the study hall, student activities, teachers' meeting, committee work, assisting in administrative or supervisory work, or other co-operations.

PL - gross length in minutes of class periods.

An application of this formula to a real situation will create a better understanding. A teacher has five classes daily consisting of the following: typing I, typing II, bookkeeping I, shorthand I, and typing II. The daily enroll-

¹⁴ Douglass, loc. cit.

¹⁵ Douglass, loc. cit.

ment in each class is: nine, twenty, twelve, fifteen, and eighteen, respectively, constituting a total of seventy-four pupils per day. This teacher spends an average of 235 minutes per week in supervision of the study hall, thirty minutes in teachers' meetings, 360 minutes on checking papers and preparing lessons, and eighty minutes on hall duty, making a total of 705 minutes. The class period in the school is fifty-five minutes in length; therefore, he spends 12.8 class periods per week on the factor PC ($705 \div 55$). By applying the formula to this information the units of teaching load may be computed in the following manner.

$$TL = \left(CP - \frac{2 \text{ Dup}}{10} + \frac{(NP - 20CP)}{100} + \frac{PC}{2} \right) \left(\frac{PL + 55}{100} \right)$$

$$TL = \left(25 - \frac{2(1)}{10} + \frac{(45+100+60+75+90 - 20(25))}{100} + \frac{12.8}{2} \right)$$

$$\left(\frac{55 + 55}{100} \right)$$

$$TL = (25 - .2 - 1.3 + 6.4) (1.1) = 29.9 \times 1.1$$

$$TL = 32.89 \text{ load units weekly or } 6.58 \text{ load units daily.}$$

The $\frac{PC}{2}$ as explained above is the time spent in co-operation such as supervision of study hall, student activities, teachers' meetings, committee work, assisting in administrative or supervisory work, or other co-operations. This figure will vary with the individual teacher and should be studied in evaluating the responsibilities in term of load units. To do so will prevent the possibility of the teaching load being

calculated as higher than it should be attributable to the employing of an excessive amount of time in these activities. Chapter III illustrates the teaching load computed by two methods, one in which the $\frac{PC}{2}$ was included, and the other by excluding this factor.

Douglass explains the assumptions and units involved in the formula for measuring the teaching load.

Assumptions and units involved in the formula. In the formula as given, the teaching load (TL) is furnished in units, each of which is theoretically equivalent to teaching one period a class which requires preparation, in which there are twenty pupils and which meets for 45 minutes.

The assumptions underlying the formula are as follows:

1 That in teaching two sections requiring practically identical preparation the amount of total work for the duplicate section in class and out is reduced approximately 20 per cent if the quality of preparation is held constant.

2 That the additional teaching load resulting from large sections may be expressed in terms of the teaching load incidental to one section of average size by counting each 100 pupils met daily, in excess of an average load of 20 pupils per section, as equal to the load resulting from teaching one section of average size.

3 That two class periods spent in co-operation are equivalent to teaching for one day one section requiring normal preparation.

4 That increasing the length of the class period by five minutes is equivalent to increasing the teaching load by one twentieth of a normal class with preparation for each period taught daily.¹⁶

A survey was made by Myers called, "Teaching Loads in Large City High Schools." In this survey the Douglass for-

¹⁶ Douglass, op. cit., p. 115.

mula was selected as the method of measuring the teaching load. Myers explained why the Douglass formula was used instead of another method of measuring the teaching load.

As compared to these formulae the Douglass formula is the most complete, since it includes the important items of duplicate assignments, the number of preparations, the weighting of the co-operation load, and subject coefficients as well as the pupil load, and adjustment to length of periods. Although other formulae include one or more of these items, no other combines them into a single measure. Furthermore, the Douglass formula results in a mathematical total which facilitates objective comparisons. In fact, it probably includes all of the important elements which are now measurable.¹⁷

Odell utilized the Douglass formula in a study, "Expanding the Secondary Schools." This study of the teaching load was made in Illinois high schools during the school year 1946-47. It includes a sample of almost ten per cent of the recognized four year high schools outside the city of Chicago. The results attained and the recommendation set forth by Odell are as follows.

There is of course no generally accepted standard as to what is the ideal teacher load. It is reasonable to suggest that as a standard which schools should try to meet in the very near future a median of 28.00 with no indices below 24.00 or above 32.00 is reasonably satisfactory. As an ideal to work toward, a median of 25.00 with limits of 22.00 and 28.00 is suggested.¹⁸

¹⁷ L. L. Myers, "Teaching Loads in Large City High Schools," Doctor's Thesis, Cleveland, Ohio (Western Reserve University 1939) pp. 160.

¹⁸ C. W. Odell, "Expanding the Secondary Schools," The Bulletin of the National Association of Secondary School Principals, 33:91-4, January, 1949.

CHAPTER III

PRESENTATION OF DATA

This chapter will cover the information relating to the data presented in the study. Points to be explained are: gathering of the data, the size of the schools surveyed, and the teaching load of the teachers. A number of comparisons will be made of the teaching load.

Gathering the data. The questionnaire method was employed to gather the necessary information for this study. A total of 213 questionnaires were mailed to commercial teachers. One hundred and thirty-six questionnaires were returned which is a 63.85 per cent return. Although this questionnaire appeared to be rather easy to complete--twenty-eight had to be discarded because of insufficient information. One hundred and eight of the 136 were complete and usable.

The questionnaires were rejected due to a number of factors. No responses coming from people serving as principals and part time teachers were utilized. In cases where the principal was a teacher, he taught only a few classes. Eight returns were in this category.

The majority of the discarded questionnaires were not usable because of insufficient information. Part three, "number in minutes spent per week in. . ." was left blank in eighteen of the questionnaires returned. Two were returned because the teachers received duplicate copies.

Size of schools surveyed. The enrollment of the schools surveyed ranged from a school with twenty-six students to a school of 1400 students. Table I shows the size of the schools, the number, and the per cent of the total number of schools in each classification.

The writer has accepted the classification suggested by Eells¹⁹ in the classifying of the schools in accordance to size. That is, a small school is one with an enrollment of under 200, a medium size school has an enrollment of 200 to 499, a large school is one with from 500 to 999 students, and a school of an enrollment over 1000 would be classified as very large. This classification will be followed throughout this survey.

¹⁹ Kenneth W. Eells, "Measuring Teaching Load," Nation's Schools, 23:49-51, February, 1939.

TABLE I

THE NUMBER AND THE PER CENT OF THE TOTAL NUMBER OF
SCHOOLS SURVEYED ACCORDING TO SIZE

Classification	Enrollment	Number	Per Cent
Small	Under 200	68	63
Medium	200 - 499	14	13
Large	500 - 999	22	20
Very Large	Over 1000	4	4
Totals		108	100

The above table closely conforms with a survey by Gaumnitz and Tompkins²⁰ in which the enrollment of 24,314 schools was studied. The Gaumnitz and Tompkins study divided the enrollment into smaller classifications than the above table, but the following percentages show the agreement of the corresponding sizes. The study revealed the following percentages of enrollment for the sizes of schools surveyed: small (under 200) 63.7 per cent, medium (200-499) 20.7 per cent, large (500-999) 9.3 per cent, and extra large (over 1000) 6.3 per cent. There is a slight variation in the percentages but nothing significant. Therefore, this seems to be a good representative group of schools in relation to enrollment.

²⁰ Walter H. Gaumnitz, and Elsworth Tompkins, "A Look at the Size of Our High Schools," School Life, 31:4-5, June, 1949.

Teaching load. The Douglass²¹ formula was used to compute the teaching load. "In the formula as given, the teaching load (TL) is furnished in units, each of which is theoretically equivalent to teaching one period a class which requires preparation, in which there are twenty pupils and which meets for forty-five minutes."

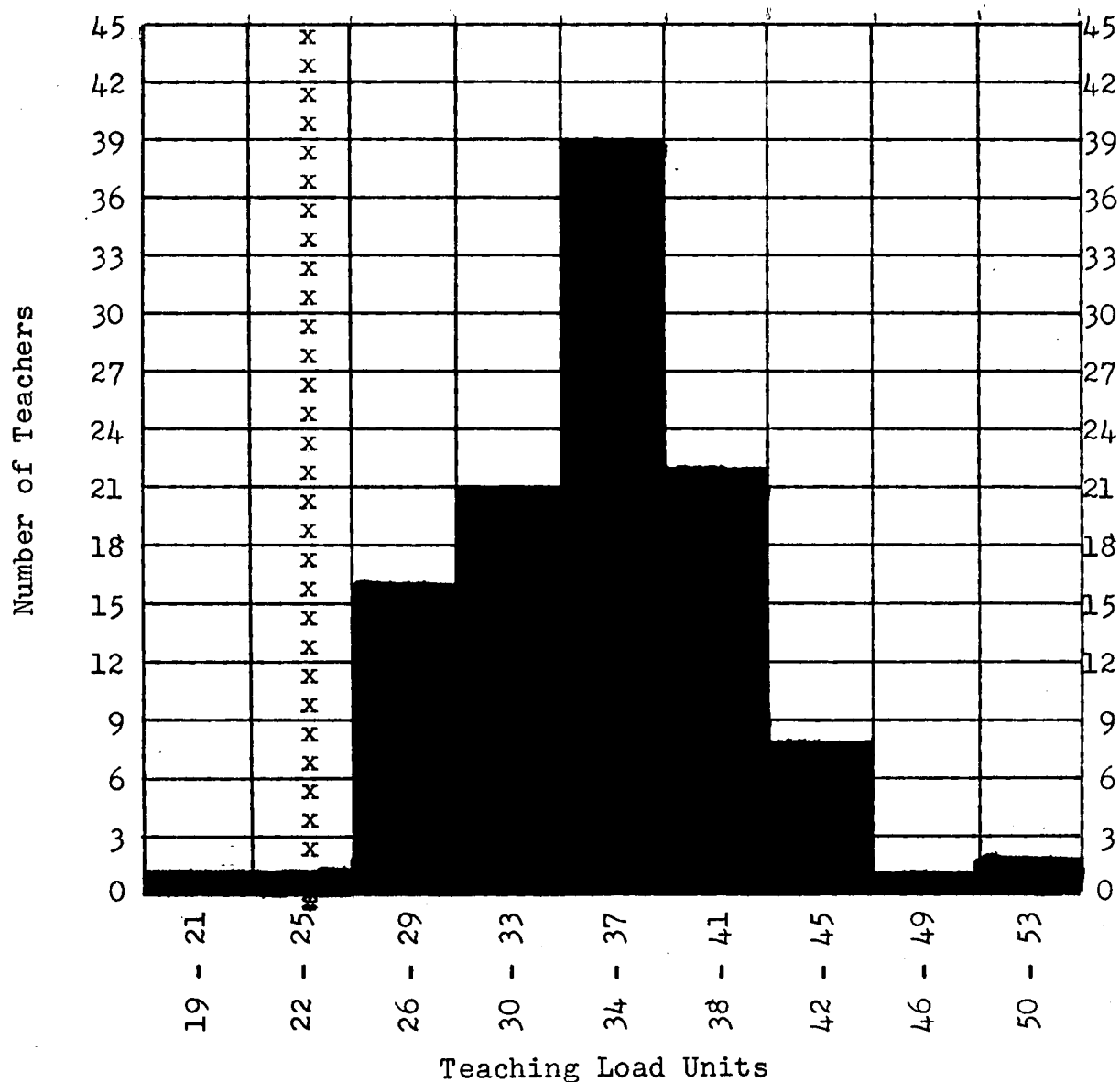
Figure I shows the teaching load of the commercial teachers surveyed. The teaching load ranged from a load of 19.6 units to 52.1 units per week. To ascertain the daily teaching load, divide the weekly teaching load by five. According to the above explanation of a teaching load unit, the teaching load of 19.6 units per week would be the equivalent of teaching four classes of twenty students daily for class periods of forty-five minutes. The teaching load of 52.1 units per week would be the equivalent of teaching approximately ten classes of twenty students daily for forty-five minute periods.

Table I indicates the largest number of teachers has a teaching load of thirty-four to thirty-seven units. Within this group can be found the median teaching load of all the teachers. Therefore, the teacher with a teaching load of thirty-five units would be teaching seven classes of twenty students each day for forty-five minute periods.

²¹ Douglass, op. cit., p. 115.

FIGURE I

TEACHING LOAD OF 108 COMMERCIAL TEACHERS
(BASED ON THE DOUGLASS FORMULA)



* The ideal teaching load as suggested by Douglass

This would represent a higher teaching load than Douglass considers ideal.

A teaching load of six sections daily should be regarded as a maximum to be avoided wherever possible, and an assignment of five sections daily should carry with it little or no study-hall or other extra-class duties. Where as much as an hour a day is given over to those or other co-operations, the load should be not greater than four daily sections. In other words, the daily teaching load, including co-operations, should not exceed the equivalent of five sections daily. For teachers of subjects requiring double periods one or more days a week, the load should obviously be less.²²

The teaching load as computed by the Douglass formula includes not only the classroom teaching but also the duties performed out of class.

Douglass suggested that the formula may be best employed to measure only instructional load.

Perhaps the formula may be best employed to measure only instructional load, omitting the factor relating to "co-operation"; that is, $\frac{PC}{2}$. In larger city systems investigations may be made²³ to advantage upon the data of which equivalents of performing extra-instructional duties (for example, coaching an extra-curricula organization in terms of teaching-load units) may be standardized.²³

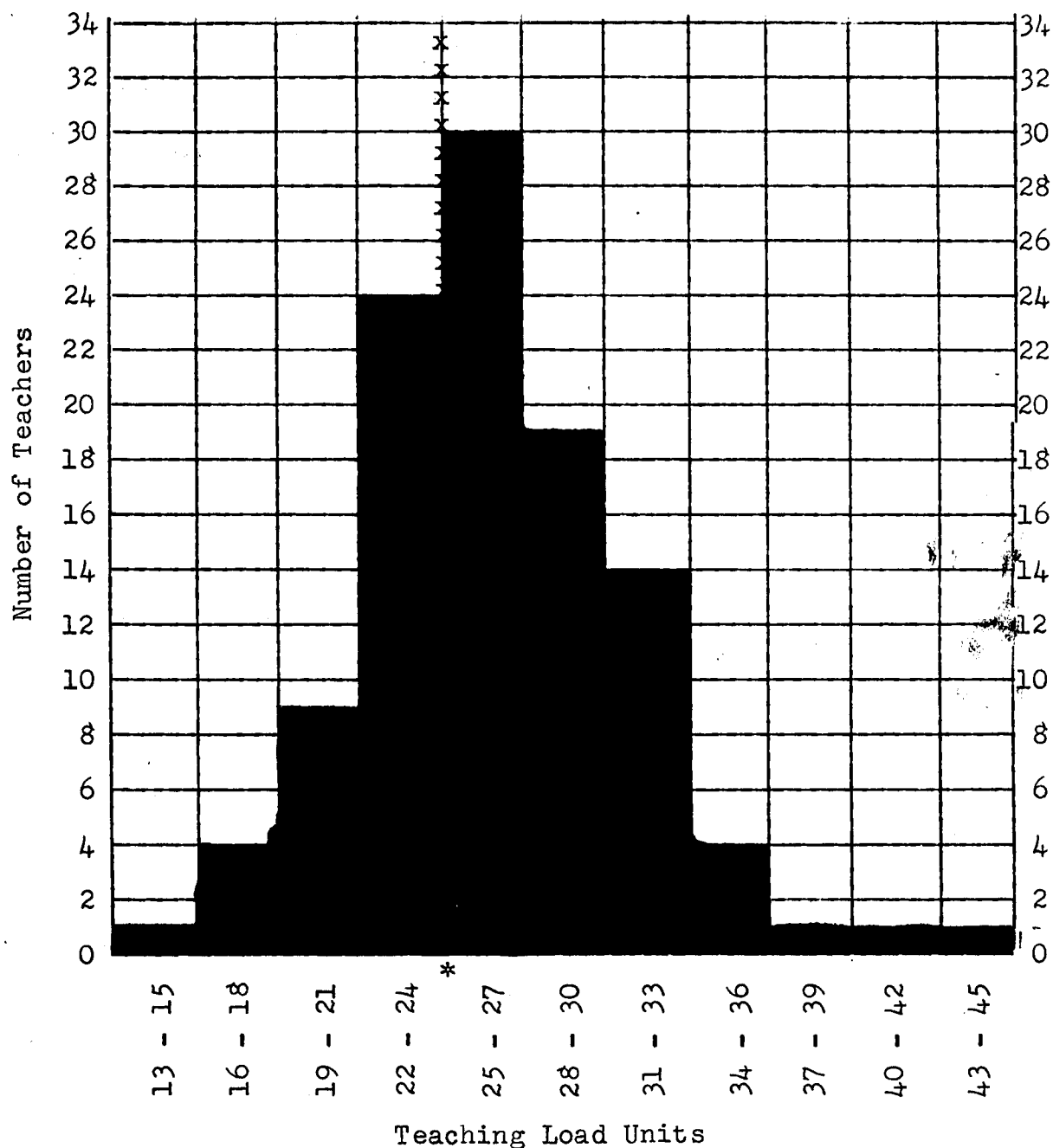
Figure II shows the teaching load of the commercial teachers surveyed based on the Douglass formula, omitting the $\frac{PC}{2}$ (co-operations) factor.

²² Douglass, op. cit., p. 108.

²³ Douglass, op. cit., p. 116.

FIGURE II

THE TEACHING LOAD OF 108 COMMERCIAL TEACHERS
OMITTING THE CO-OPERATIVE FACTOR
(BASED ON THE DOUGLASS FORMULA)



* The ideal teaching load as suggested by Douglass when the co-operative factor is omitted.

To omit the out-of-class duties in computing the teaching load reduces the range of the teaching load of the commercial teachers surveyed. The teaching loads in Figure II ranged from 14.8 units to 43.1 units--lower than the range of 19.1 units to 52.1 units as illustrated in Figure I. The median teaching load unit in Figure II is twenty-six units as compared to the median of thirty-five units in Figure I.

The teaching load of 14.8 units per week would be the equivalent of about three units per day. The 43.1 units per week would be teaching about eight and one-half units per day. The twenty-six units would be the equivalent of teaching five classes per day with twenty students for periods of forty-five minutes in length.

The median teaching load of five units per day with no extra-curricular duties would constitute a desirable load. Douglass explains what he considers an ideal teaching load.

A teaching load of six sections daily should be regarded as a maximum to be avoided wherever possible, and an assignment of five sections daily should carry with it little or no study-hall or other extra-class duties. Where as much as an hour a day is given over to those or other co-operations, the load should be not greater than four daily sections. In other words, the daily teaching load, including co-operations, should not exceed the equivalent of five sections daily. For teachers of subjects requiring double periods one or more days a week, the load should obviously be less.²⁴

From the data in Figure II it is apparent that including the co-operation factor is more effective in showing the teaching load in the type of schools surveyed. The co-operation

²⁴ Douglass, op. cit., p. 108.

factors are performed by the teacher; consequently they should be considered in figuring the teaching load. The remaining part of this survey will use the teaching load as computed with the co-operation factor included.

The teaching load in relation to the size of the school.

Table II shows the comparison of the teaching load of the teachers in relation to the size of schools. Only the two classifications of schools are considered due to the difference in the number of teachers in each classification. The table shows the teaching load range of teachers teaching in high schools of two size groups.

TABLE II

A COMPARISON OF THE TEACHING LOAD IN
RELATION TO SIZE OF SCHOOL

Size of School	No. of Teachers	Teaching Load Range (Per Week)		
		Minimum	Maximum	Median
Under 200	69	25.9	52.1	37.8
Over 200	39	19.6	42.8	33.4

The median teaching load probably carries more significance than the minimum or maximum loads. Table II indicates that the teaching load of the teachers in the smaller schools is slightly heavier than that of the teachers in the larger schools. The teaching load of 37.8 units per week would be the equivalent of 7.6 units per day. The teaching load of

33.4 units would be the same as 6.7 units per day. Therefore, the teachers in schools with an enrollment of below 200 would be teaching the equivalent of one class more per day than the teachers in schools of over 200 enrollment.

Teaching load in relation to degree the teacher holds.

The next comparison is that of the teaching load of commercial teachers in relation to the degree the teacher holds. Of the 108 teachers responding, seventy-five had the bachelor's degree, thirty-one had the master's degree, and two did not hold a degree.

TABLE III

A COMPARISON OF THE TEACHING LOAD IN
RELATION TO DEGREE HELD

Degree	No. of Teachers	Teaching Load Range (Per Week)		
		Minimum	Maximum	Median
Bachelor	75	25.9	52.1	35.5
Master	31	19.6	45.6	31.5
No degree	2	36.7	36.8	36.7

Table III shows the median teaching load of the teachers holding the bachelor's degree to be 35.5 units per week or 7.1 units per day. The median for teachers with the master's degree is 31.5 units per week or 6.3 units per day. The number of teachers without a degree is of such an insig-

nificant number that no attention will be given to that category. It is interesting to note that there are two teachers who do not have a degree.

In view of the data presented in Table III the teachers holding the bachelor's degree teach approximately the equivalent of one more class per day than do the teachers holding the master's degree.

The teaching load in relation to sex. Table IV shows a comparison of the teaching load range of the male and female teacher.

TABLE IV
A COMPARISON OF THE TEACHING LOAD IN
RELATION TO SEX

Sex	No. of Teachers	Teaching Load Range (Per Week)		
		Minimum	Maximum	Median
Female	67	25.9	52.1	34.9
Male	41	19.6	52.0	35.1

Table IV shows that there is only two tenth of a per cent variation per week in the median teaching load of the female and male teachers. It might also be interesting to note that the number of females teaching commerce surpasses the male teachers by twenty-six in actual number or by twenty-four per cent.

Teaching load in relation to years of experience.

Table V is a comparison of the teaching load of the commercial teachers surveyed in relation to the number of years they have taught.

TABLE V

A COMPARISON OF THE TEACHING LOAD IN RELATION
TO THE NUMBER OF YEARS TAUGHT

No. of Years Taught	No. of Teachers	Teaching Load Range (Per Week)		
		Minimum	Maximum	Median
1 - 9	48	25.9	46.5	36.7
10 - 19	33	19.6	52.1	34.5
20 - 29	17	26.6	43.5	34.1
30 - 39	6	28.4	38.0	32.4
Over 40	1	33.7	33.7	33.7

The table shows that approximately one-half of the teachers contacted have been teaching less than ten years. On the other hand, note that one teacher has been teaching a total of over forty years.

The median teaching loads varies slightly; however, there is a distinct variation in the minimum and maximum teaching loads.

Performing extra duties. The questionnaire provided data concerning the duties the commercial teachers are required to perform. Table VI is a list of duties and the number of

teachers who indicated they performed these particular duties. The questionnaire listed the first twelve duties; the remaining duties were added by the teachers, which explains the low number of teachers performing those duties.

TABLE VI

A LIST OF DUTIES AND THE NUMBER
OF TEACHERS PERFORMING THEM

Duties performed	Total Number of Teachers Out of 108
Working at the various athletic contests	78
Doing typing for other teachers in the school	73
Sponsoring a class	71
Keeping school accounting records	53
Working on school paper or school annual	53
Performing work in connection with guidance	50
Doing typing for various clubs in the community	50
Writing correspondence for the school	47
Directing a school play	26
Collecting cafeteria money	19
Sponsoring a club	13
Keeping attendance record for the school	12
Club treasurer	5
Noon duty	5
Detention room	2
Library	2
Checking lockers	1
Radio programs	1
Manage bookstore	1
Notarize papers	1
Charge of visual aid program	1
Dean of girls	1
First-aid room supplies	1

The total number of teachers reporting was 108. It is probably due to the fact the questionnaires were mailed to the teachers during the basket ball season that the "working

at various athletic contests" had the highest number of teachers. The limited number of teachers on the faculty in the small schools is probably an important factor in why so many teachers have to perform the duties.

The questionnaire provided data concerning whether extra time or additional pay was given for performing the above named duties. It was also asked if the contract included the performing of the duties. Table VII lists the responses to these questions.

TABLE VII

THE NUMBER OF TEACHERS INDICATING WHETHER EXTRA TIME
AND EXTRA PAY WAS GIVEN FOR PERFORMING DUTIES AND
WHETHER THEIR CONTRACT INCLUDED THESE FACTS

Factors	Number of Teachers					
	Yes		No		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Is extra time allowed	36	33	72	67	108	100
Is extra pay given	18	17	90	83	108	100
Does the contract include these facts	26	25	80	75	108	100

Sixty-seven per cent of the teachers were not permitted extra time to perform the extra duties, eighty-three per cent were not given extra pay, and seventy-five per cent said their contract did not include the performing of these duties. Therefore, Table VII indicates that a majority of the commercial teachers are not given either extra time or extra pay for performing duties connected with the teaching of commerce.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

In order to have a faculty in which there exist good fellowship and co-operation the school administrators must instigate an equalized teaching load for all teachers. This is a serious problem and the solution should be accomplished by the formulation of policies and standards through friendly staff discussion in the typical democratic way. Class and extra class assignments should be distributed as equally as possible. It would be interesting to know how many school administrators have a definite method of assigning the teachers to various jobs. The various methods of ascertaining the teaching load as used by school administrators would also make an interesting problem.

If the class and extra class assignments are to be distributed as equally as possible, then it will be necessary to select a method of measuring the teaching load of the teachers. Harl L. Douglass has developed a method of computing the teaching load by working out a formula. There are certain factors involved in teaching that must be considered in computing the teaching load. The Douglass formula has included what was thought to be the most important factors.

The desirable teaching load that a teacher should be assigned will naturally vary in different schools. Financial administration and personnel administration of the individual schools will play an important role in the assignments of the

teachers.

Different authorities have stated what could be regarded as an ideal teaching load. There is agreement that five to six teaching load units per day would constitute an ideal teaching load to work towards. A teaching load unit as explained by Douglass is the teaching for one forty-five minute period a class in which there are twenty students.

The survey revealed that the teaching load of all the teachers surveyed ranged from 19.6 units to 52.1 units per week. The median load unit was 35 units. The 19.6 units per week would be the equivalent of 3.9 units per day. The 52.1 units per week would be the equivalent of 10.4 units per day. Thirty-five units would be the equivalent of 7 units per day. Therefore, from the information in Figure I, two teachers had what Douglass considers an ideal teaching load. Sixty-six per cent of the teachers had teaching loads in excess of 6 units per day, which Douglass considers a maximum to be avoided.

A teaching load of six sections daily should be regarded as a maximum to be avoided wherever possible, and an assignment of five sections daily should carry with it little or no study-hall or other extra-class duties. Where as much as an hour a day is given over to those or other co-operations, the load should be not greater than four daily sections. In other words, the daily teaching load, including co-operations, should not exceed the equivalent of five sections daily. For teachers of subjects requiring double periods one or more days a week, the load should obviously be less.²⁵

²⁵ Douglass, op. cit., p. 108.

The teachers with a load of 52.1 units per week should make a revaluation of the time spent in performing duties outside the class and make an attempt to reduce this factor. Such a teacher would seemingly be "working himself to death". The school administrators would profit by investigating such a condition. Certainly there would be a need for making changes.

To compute the teaching load by omitting the out-of-class duties results in a definite decrease in the teaching load units. In certain situations, possibly in the larger city systems, this method of computation could best be employed, but due to the fact that such a small per cent of the schools are in this classification, little attention was given that application of the formula. To explore the desirability of computing the teaching load of teachers in the large city systems would appear to be a basis for additional study.

The enrollment in the schools has a definite effect upon the teaching load. The data revealed that teachers in schools with an enrollment of below 200 students are assigned a slightly heavier teaching load (one unit per day) than are the teachers in schools of over 200 enrollment.

Whether the teacher is a male or female has little to do with the teaching load units assigned to them. The degree the teachers hold does effect the load units to a small extent.

The number of years a teacher has taught has little effect upon his median teaching load. Therefore, there appears

to be little variation in the teaching load units of teachers in regard to the sex of the teacher and the number of years the teacher has been teaching. The size of the school and the degree the teacher holds have some effect upon the teaching load.

There are certain duties that need to be performed in relation to the operating of a school. A list of these duties and the number of teachers surveyed performing each are given in Table VI. There exists the possibility of additional study in relation to the problem of performing these duties. Due to the fact that it is essential to have the duties accomplished, perhaps it would be sensible for the school to employ people of less educational preparation to execute the duties rather than to overload the classroom teacher. The survey indicated that the majority of teachers performing the extra duties were given neither extra compensation nor extra time for doing the duties.

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APPENDIX

March 25, 1950

Dear Teacher:

The writer, with the cooperation of the Commercial Department of Indiana State Teachers College, is conducting a survey of the Teaching duties of the commercial teacher. Will you please fill in the enclosed questionnaire and return it in the self-addressed, stamped envelope?

The information desired is known by you and to complete the questionnaire will require only a few minutes. Note that you are not asked to give your name.

Your immediate reply will be greatly appreciated.

Very truly yours,

A handwritten signature in cursive script that reads "Robert L. Richeson". The signature is written in dark ink and is positioned above the typed name.

Robert L. Richeson

Enclosures 2

1. Please indicate subjects you teach in each class period. Indicate the year or term of each subject, such as: Typing I or Typing II, etc.

1st period 2nd period 3rd period 4th period 5th period 6th period
7th period 8th period 9th period 10th period

2. Indicate total number of pupils in each class. 1st period 2nd period

3rd period 4th period 5th period 6th period 7th period 8th period.

3. Number in minutes spent per week in: supervision of study hall _____
student activities _____, teachers' meetings _____, committee work _____,
assisting in administration or supervisory work _____, preparing lessons
_____, checking papers _____, or other activities (specify activity) _____

4. Length, in minutes, of class periods. _____

5. Check the duties listed below that you perform.

- a. Keeping school accounting records. _____
- b. Keeping attendance record for the school. _____
- c. Collecting cafeteria money. _____
- d. Working at the various athletic contests. _____
- e. Sponsoring a class. _____
- f. Directing a school play. _____
- g. Writing correspondence for the school. _____
- h. Doing typing for various clubs in the community. _____
- i. Doing typing for other teachers in the school. _____
- j. Performing work in connection with guidance. _____
- k. Working on school paper or school annual. _____
- l. Write any other duties performed. _____

6. Does the school pay extra for these duties? _____

7. Does your contract include the performing of these duties? _____

8. Are extra periods allotted for doing these duties? _____

9. Male _____ or female _____ with _____ years of experience.

10. Total enrollment in the high school (where you are currently employed) grades 9 to 12. _____

11. Do you have a Bachelor or Master degree? (Please underline)

12. Would you be willing to act as a critic teacher for college students doing practice teaching? (Yes or No)

