

1960

An Investigation of the Activities Conducted by the Local Affiliated Units of the Washington Education Association

Conrad Eugene Bankson
Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>



Part of the [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Bankson, Conrad Eugene, "An Investigation of the Activities Conducted by the Local Affiliated Units of the Washington Education Association" (1960). *All Master's Theses*. 248.
<https://digitalcommons.cwu.edu/etd/248>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

AN INVESTIGATION OF THE ACTIVITIES CONDUCTED
BY THE LOCAL AFFILIATED UNITS OF THE
WASHINGTON EDUCATION ASSOCIATION

CI
C. 1960

0240
10/10/60
3373
A Thesis

Presented to

the Graduate Faculty
Central Washington College of Education

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

by

Conrad Eugene Bankson

December 1960

7011

THE UNIVERSITY OF CHICAGO LIBRARY

5771.3

LD

5771.3

B218i

SPECIAL
COLLECTIONS

1950

1950

1950

1950

1950

1950

1950

1950

1950

APPROVED FOR THE GRADUATE FACULTY

M. L. Pettit, COMMITTEE CHAIRMAN

R. D. Gustafson

Erling J. Oakland

Ernest L. Muzzall

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION AND STATEMENT OF PROBLEM	1
Introduction	1
The Problem	3
Statement of the problem	3
Importance of the study	4
Scope of the problem	4
Definition of Terms Used	5
Affiliation	5
Local unit or association	5
The Method	6
Procedure	6
Development of the questionnaire	6
Limitations of the study	7
Assumptions	8
II. THE GROWTH AND DEVELOPMENT OF PROFESSIONAL ASSOCIATIONS	10
General History of Professional Associations	10
Association Development in Washington State	13
Activities of Professional Associations	16
Related Research	24
III. ACTIVITIES OF THE AFFILIATED LOCAL UNITS OF THE WASHINGTON EDUCATION ASSOCIATION	27
Introduction	27
Questionnaire Returns	27

CHAPTER	vi PAGE
Presentation of Data	29
Analysis of Data	31
Activities conducted for improvement of professional services	31
Activities conducted for the building of esprit de corps of the teaching staff	42
Activities conducted for improving the conditions of teaching and the economic status of teachers	51
Citizenship activities	65
Activities conducted for interpreting the association and the profession	69
Association committees	73
General information	79
Comparison of local unit support of W. E. A. objectives	90
IV. SUMMARY AND INTERPRETATION	95
Summary	95
Interpretation	100
BIBLIOGRAPHY	104
APPENDICES	107

LIST OF TABLES

TABLE	PAGE
I. Percentage of Usable Returns	28
II. Percentage of Total Local Membership Represented by the Study	29
III. Unit Activities Conducted for the Improve- ment of Professional Services	32
IV. Number of Activities Conducted for the Improvement of Professional Services by Each Unit	41
V. Unit Activities Conducted for the Building of Esprit de Corps of the Teaching Staff . . .	43
VI. Number and Value of Scholarships Awarded by Thirty-One Local Units	48
VII. Number of Activities Conducted by Each Unit to Build Esprit de Corps	50
VIII. Number of Social Activities Sponsored by Each Unit	52
IX. Unit Activities Conducted for Improving the Conditions of Teaching and the Economic Status of Teachers	53
X. Number of Activities (Excluding Legislative Activities) Conducted by Each Unit for Im- proving the Conditions of Teaching and the Economic Status of Teachers	63

CHAPTER		PAGE
XI.	Number of Legislative Activities	
	Promoted by Each Unit	64
XII.	Citizenship Activities of Local Units	66
XIII.	Number of Citizenship Activities	
	Conducted by Each Unit	68
XIV.	Unit Activities Conducted for Interpreting the Association and the Profession	70
XV.	Number of Local Association Bulletin Publications	72
XVI.	Number of Activities Conducted by Each Unit for Interpreting the Association and the Profession	74
XVII.	Permanent and Temporary Committees of Local Units	76
XVIII.	Number of Permanent and Temporary Committees in Local Units	78
XIX.	Number of Regular and Special Meetings of Each Unit During the 1959-60 School Year	80
XX.	Unit Meetings Receiving the Best and Poorest Membership Response	81
XXI.	Persons Invited to Address Local Unit General Membership Meetings	81
XXII.	Local Dues Paid by Members in Each Unit	83
XXIII.	Did the Local Dues Support the Desired Local Program?	84

CHAPTER	vii PAGE
XXIV. Was It Necessary to Supplement the Income From Local Dues This Year?	84
XXV. Was the Unit Represented at the N. E. A. National Meeting in St. Louis in 1959? . . .	86
XXVI. Has the Local Unit Been Effective in Implementing the State W. E. A. Program? . .	88
XXVII. Methods Used to Adapt Unit Programs to Local Needs	89
XXVIII. Local Unit Evaluation Activity	89

CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

I. INTRODUCTION

All teachers in the public school systems of the State of Washington may join the Washington Education Association. Affiliated local units of the W. E. A. are so located that nearly every teacher may actively participate on the local level. That the teachers and other school personnel tend to join these associations is attested to by the fact that the membership of the Washington Education Association and its affiliated local units included 23,206 enrolled members and 272 pledged members or a total of 23,478 members of a possible 26,843 public school personnel for the 1959-60 school year (24:5). These data indicate that over eighty-seven per cent of the public school personnel in the State of Washington belong to the local and state education associations. The total membership of the W. E. A. for the year exceeded 25,000. The additional members were from the higher institution units, student W. E. A. units, and other sources.

The Educational Policies Commission of the National Education Association stated that an appraisal of professional organizations must be based on a clear understanding of what a profession is (5:9). This group established six basic characteristics of the professions which may serve

as criteria for evaluating professional associations. The six characteristics were:

1. A profession is based on a body of specialized knowledge.
2. A profession seeks competence in its members.
3. A profession serves the needs of its members.
4. A profession has ethical standards.
5. A profession influences public policy in its field.
6. A profession has group solidarity (5:10-12).

The National Education Association Division of Field Service has suggested another set of criteria by which a profession may be judged. Essentially, these criteria are very similar to those outlined by the Educational Policies Commission. However, point number eight of the Division of Field Service's list should be noted here: A profession has a strong, closely knit professional organization (16:8). This characteristic is, in part, another way of stating point number six of the Educational Policies Commission's list of a profession's characteristics, but it implies more. The tendency is to interpret the statement as meaning that an organization, national in scope, is a necessary element for a profession to be recognized as a profession. The ultimate strength of a national association as well as that of a state association lies in the individual units within which a teacher may be an active member. With this con-

sideration the present study was concerned.

The Educational Policies Commission made the following statement concerning the programs of professional organizations:

Comparatively few organizations are able to carry out programs which fully exemplify all these characteristics, but an organization, if it is to be considered professional, must exemplify some of them--and it must not be hostile to any of them. Any organization which does not embody all of them has particularly sharp responsibilities to cooperate with other professional groups, for the solidarity of the profession requires that the profession itself be supported by its organizations. Advancement of the profession and service of the professional needs of its members and of the public must be the fundamental purposes of any professional organization (5:13).

If professional organizations can be evaluated by the aforementioned characteristics of a profession, a study of the activities of the local education associations should give insight into those professional characteristics the local organizations possess.

The basic question of this study was: What is the nature of the program in which the members may participate on the local level?

II. THE PROBLEM

Statement of the problem. The purposes of this study were (1) to determine what activities are carried on by the local city and/or county affiliated units of the Washington Education Association and (2) to compare the pro-

grams on the local unit level to the basic objective of the Washington Education Association, i.e., to promote the cause of teaching in the State of Washington (27:1).

Importance of the study. A careful review of literature concerned with the programs of local education associations indicated that few such studies have been made. Generally, articles concerned with the topic described particular projects or activities rather than the program as a whole. Myron Lieberman, a frequent critic of professional organizations, cited the lack of research on the local level:

There is a surprising absence of reliable data concerning the operation and effectiveness of local associations. There are many descriptions of particular projects carried out by local associations, but few if any careful studies of the operation of particular local associations over a period of a year or more (12:278).

Many teachers, administrators, and college personnel have indicated that professional education associations, and in particular local professional associations, have not met the professional needs of their membership through their programs and activities. As major improvements and growth can come about only as a result of self study and evaluation, this study was designed to be an effort in that direction. The basic motive was to bring to light the programs and activities of the local affiliated units of the Washington Education Association.

Scope of the problem. The study was limited in scope

to the programs of action carried on by the local city and county affiliated units of the Washington Education Association (26:1-4). The affiliated higher institution units, as well as any other groups organized under the auspices of the Washington Education Association, were excluded from this study.

The Washington Education Association as well as its affiliated local city and county units are not restrictive in membership, but rather endeavor to enroll all members of the profession. Thus, the local city and county units and, in turn, the state association are representative of all ranks of personnel within the profession. Beginning with the 1960-61 school year, however, all new members will be required to hold a bachelors degree (25:2).

III. DEFINITIONS OF TERMS USED

Affiliation. Affiliation has been interpreted as the means by which a local association identifies itself with the work and objectives of the total profession and in particular with those goals and objectives of the state and national educational associations.

Local unit or association. These terms as used within this study are synonymous. The terms have been used to represent specific city and county units in the State of Washington, except where it has been necessary to distinguish between city and county units. The Washington

Education Association makes no distinction between specific city and county units except to list them separately.

IV. THE METHOD

Procedure. The instruments used to gather data for this study were a questionnaire and official Washington Education Association records.

Due to limitations of time and geographic spread throughout the state, the use of a questionnaire was deemed to be most practicable. The questionnaire was directed to the presidents of each of the local affiliated units of the W. E. A. It was felt that the presidents would best be able to complete the questionnaires, as they should be familiar with the total program of their unit.

All of the information regarding the type of local units as well as their size was taken from W. E. A. reports.

The second phase of the problem was based on the objectives of the W. E. A. for the 1959-60 school year.

Development of the questionnaire. A tentative list of items for the questionnaire was drawn up for consideration. These items were then combined under certain general headings in tentative questionnaire form. A trial copy of the questionnaire was then mailed to two local unit presidents and to the Director of Field Service for the Washington Education Association in an effort to delete un-

necessary items, add pertinent items, and to clarify the terminology incorporated in the questionnaire, Appendix A.

Limitations of the study. The study was limited by three major factors:

1. The study was limited only to the program and activities of the local associations for the 1959-1960 school year.

2. The study was limited by the use of a questionnaire as the method for gathering the data. W. W. Charters listed five limitations in the use of questionnaires:

1. ...The written questionnaire is intrinsically difficult to fill out.
2. ...The questions may not be clearly understood by the one who answers.
3. ...The same misunderstanding may occur when the sender interprets the answers: he may give the terms a content which the writer did not intend.
4. ...The sampling may be poor.
5. ...Questionnaires are often answered by people who do not give the exact facts. This may be due to lack of knowledge or to haste (2:133-4).

In recognition of the limitations outlined by Charters, the questionnaire was made as objective as possible, with the person completing the questionnaire being asked to check only those items which characterized his local unit. An open-end situation was also incorporated so that an activity not included in the questionnaire could be added by the

respondent. The second and third limitations were partially eliminated by the preliminary test of the questionnaire referred to previously. The fourth limitation was allowed for by coding the questionnaires so that each returned questionnaire could be recorded on a master list. In this manner, a follow up could be sent to only those persons who did not respond within a given span of time. A return of 113 of the 146 questionnaires, over seventy-seven per cent, was deemed satisfactory to meet this limitation. The fifth limitation was allowed for in a basic assumption of the study.

3. It is recognized that there are other professional education associations to which the teachers of the State of Washington may belong on the local level. However, most if not all of the other professional groups are limited in their membership to such special interest groups as administrators or teachers, elementary or secondary teachers, or teachers of a particular subject such as English, science, mathematics, or some other field.

Assumptions. The following assumptions were necessary to give validity to the study:

1. The sampling was adequate to derive an accurate analysis.
2. The persons receiving the questionnaire were capable and willing to supply pertinent information.
3. The persons were honest in their answers.

4. The answers returned were based on the actual situation.
5. The goals of the Washington Education Association are valid and favorable for local associations to support.

CHAPTER II

THE GROWTH AND DEVELOPMENT OF PROFESSIONAL ASSOCIATIONS

The history of professional education associations in the United States dates back to the latter years of the eighteenth century. The earliest recorded associations were informal local organizations. Most of the recorded history of professional associations, however, deals with the respective state and national associations.

I. GENERAL HISTORY OF PROFESSIONAL ASSOCIATIONS

The Encyclopedia of Educational Research relates that the first educational association, the Society of Associated Teachers, was formed in New York City in 1794 (6:1491). This local association, although it had basically professional purposes, was secret in character. Other early associations cited were organized in Middlesex, Connecticut, in 1799; in Boston, Massachusetts, in 1812; and in Philadelphia, Pennsylvania, in 1813. Cubberley broadens our understanding of this development in the following excerpt:

There were no recorded professional teachers organizations until 1830. However, teachers were invited to participate in early propaganda organizations, notably the American Lyceum, and the Western Literary Institute and College of Professional Teachers. The groups existed between 1820 and 1850 serving the purpose of awakening sentiment favorable to the creation and maintenance of systems of public instruction by the general taxation of property (4:704).

Although these groups or organizations were largely informal in nature, their meetings led to state conventions with programs directed toward teachers and principals.

It is interesting to note that the first formal organization was formed on a statewide basis. The Rhode Island State Teachers Association, chartered in 1845, appears to have been the first formal association. Teachers' associations were established and became quite common in counties and larger cities by 1850. Since that time, professional education organizations have developed in communities of all sizes.

The National Teachers Association, forerunner of the National Education Association, was organized in 1857 by forty-three educators representing twelve states and the District of Columbia (6:1493). The first meeting was called by the officers of the ten state teachers' associations in existence at that time. In 1870 the name of the association was changed to the National Education Association. When the association was chartered by Congress in 1906 it became the National Education Association of the United States (6:1493). The purposes of the N. E. A. as stated in its charter are "to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States."

The state education associations and later the National Education Association, in their early development,

failed to recognize the importance of the position of the local associations. In effect, the many local associations were each separate entities, not bound together through the medium of affiliation with the respective state associations except for the fact that each group represented educators. Bennison cited this growth in the following quotation:

The super-structure--the state and national associations--was started first. There were no specifications for a solid foundation of local associations in the architectural plan of the early builders. While the building was small no foundation seemed necessary (15:7).

Stinnett has also described this growth process:

Despite the fact that local associations preceded in origin the establishment of state and national associations, in general, they lagged far behind developments at the state and national levels until about 1920. At that time the NEA made its structure more democratic and state associations began overhauling their organizational machinery in a similar manner. It may seem odd that the basic unit in the professional organizational structure was the last to reach maturity, but that has also been true in other professions (21:87).

The distinct change in status of the local associations has been due, at least in part, to the successful affiliation of the local associations with the state associations. As a result of affiliation, a more comprehensive program has developed at all levels. Today, it is recognized that while the state and national associations provide many services and much leadership, the programs of action promoted at the state and national levels come about as a direct result of improved local units and their representation on state and

national association assemblies. The obvious conclusion is that the National Education Association and the respective state education associations are neither more nor less than the individual members who constitute them and make their voices heard through effective local units (19:118).

II. ASSOCIATION DEVELOPMENT IN WASHINGTON STATE

The history of professional associations in the State of Washington has not been recorded in any one volume. Most of the early information exists only in the minutes and other records of early meetings which have been preserved. The November, 1956, issue of Washington Education contained a group of articles which related the historical highpoints of professional associations in the state with particular emphasis on the Washington Education Association.

The development of professional associations in the State of Washington has paralleled that of other states in that the state associations' development has preceded that of the local units with few exceptions. "...A state teachers' association was born before the territory itself became a state" (11:6).

A suggestion was made in the Olympia Pioneer and Democrat during 1860 that a teachers' association be formed. But not until 1868 and 1869 were territorial conventions called by the Thurston County Superintendent. On July 18,

1868, Clark county teachers set up an association adopting a constitution and electing officers (11:7). This group met monthly and was concerned with problems of textbook selection. Five years later, the Education Association of 1873 was formed with the objectives of "securing and projecting liberal and advanced school legislation, and moulding public sentiment in regard to education" (11:7). No records have been found of a second meeting of this association.

By 1885, statutes required a normal institute in each judicial district as well as county institutes. All three types of institute--territorial, county, and judicial district--tended to become organizations for improving teachers in service. In addition counties tended to organize in teachers' associations (11:7).

In 1889, the Washington State Teachers Association was organized. The superintendent of public instruction in 1889 stated in his Ninth report:

"It is expected that the association will sub-serve the best interests of the educational cause throughout the new State, not only by the mutual improvement resulting from the meetings of the Association, but by securing wise legislation through its legislation committee..." (9:8).

The activities of the association for the next thirty years were largely in the area of legislation. The Association held an annual meeting with committees responsible for various assignments. During this period more teachers

assumed leadership roles in the association.

The words of the preamble to the first constitution, adopted in 1892, were:

We, the teachers of the state of Washington, in order to promote the educational interests of the individual and of the state, and to further insure the progress of the teachers' work as a profession, do hereby organize ourselves into an association...(28:7).

After the turn of the century in 1904, the name of the association was changed from Washington State Teachers' Association to Washington Education Association. At the 1908 meeting the results of W. E. A.'s earliest salary survey, a committee report, were a highlight of the meeting (10:10).

In 1920, the association underwent a metamorphosis. Previous to this time the association had operated on a statewide basis through its committees. Arthur Marsh, the first executive secretary of the association, related:

Reorganization was voted in 1920--the change from a yearly three-day convention to a continuous diversified program with local city, county and institution units, with a delegate assembly and governing board, a monthly magazine and a year-round staff in headquarters offices (14:15).

Economic pressures of the post World War I years had forced a change in the organization of the association. It had not been as effective as was hoped, and with a new framework to work within it anticipated that a much better program would be advanced. Although some references had been made to local associations before, it was not until this time

that the Washington Education Association attempted to organize the teachers throughout the state in a united effort through the establishment of and/or affiliation of local associations. According to Marsh, some of the most important policies adopted at the time of reorganization were (14:15):

1. universal membership which was voluntary, but strongly encouraged for all persons of professional status;
2. democratic control from the bottom up, local units to elect delegates who in turn would vote on W. E. A. policy;
3. an open program known to all members of the profession as well as to the public at large;
4. continuity and change of program as needed to meet new conditions;
5. low cost, dues were set at two dollars per year;
6. cooperation with lay officials and organizations;
7. recognizing that public benefit rather than personal gain should be primary with the teaching profession.

Marsh further stated that: "The foregoing and other Association policies were first the trails, then the roads, and finally the highways of the Washington Education Association's structure and program of operations" (14:15).

III. ACTIVITIES OF PROFESSIONAL ASSOCIATIONS

The programs of action of the local, state, and national associations are closely allied. Each group relies upon the

others to help effectuate its goals and objectives. The organizational structure of the local, state, and national associations allows each group level to share the advantages of the others.

The legislative efforts of the professional associations, especially those of the state associations, are excellent examples of the interdependence of local and state groups. The state organization with its ability to use mass media for communication and the local groups with their personal contacts have often worked together effectively. It is safe to say that the Washington Education Association has measured much of its effectiveness by the enactments of improved legislation which it has sponsored. Indeed, much of the history of the W. E. A. deals with these achievements. Some examples of legislation passed with the support of the W. E. A. are:

The Barefoot Schoolboy Laws

Statewide Retirement Act.

Joint-contributory, Actuarial Retirement Act.

School District Reorganization Act.

District and County Equalization Law.

Continuing Contract Law.

Income tax initiative adopted (invalidated by state supreme court) (23:7-8).

Another example of group interdependence is in the area of research. The research divisions of the National

Education Association as well as those of state associations provide a means whereby local units can receive reliable, up-to-date information otherwise impossible for a small group to obtain. One example of the research available for local units to use in the State of Washington is the annual salary survey for the state issued by the Research Division of the Washington Education Association.

A current study of professional concern to all levels of education associations is the Teacher Education and Professional Standards movement, more commonly referred to as TEPS (7:Ch. XV). Since its origin in 1946, the National Commission of Teacher Education and Professional Standards (NCTEPS), a commission of the N. E. A., has studied the problems of improved standards on the national level for professional training and certification. The major goals of the movement as identified by the national commission are:

1. The selection for teacher preparation of candidates who possess suitable personal attributes and aptitudes.
2. A balanced supply of qualified teachers.
3. Effective programs and practices in the pre-service education of teachers.
4. Adequate certification practices.
5. A continuous, effective process of professional growth in service based upon the dynamics of cooperative group action.

6. Adequate professional standards for all institutions which prepare teachers.
7. A professional concept of teaching.

Most, if not all of the state associations, have formed State TEPS Commissions to study conditions within the respective states. One of the functions of a State TEPS Commission is "to promote means by which every member of the profession may have the opportunity to study, form judgments about, and participate in action programs to raise standards..." (7:395). Local units may in turn interpret the TEPS movement and its objectives to their local membership.

One other division of professional activity, that of professional ethics, deserves mention here. Professional codes of ethics go back over 2000 years to the Oath of Hippocrates for medicine. In most cases in the United States, however, codes of ethics do not go back before 1848 (7:246). The first code of ethics for teachers was formulated by the Georgia Education Association in 1896. At the present time all of the state education associations have developed a code of ethics or adopted the code of the N. E. A. The National Education Association's code was adopted in 1929 (7:247).

Lieberman has sharply criticized the professional associations on all levels for their activities in the area of ethics. With direct reference to the N. E. A. code and

its use by state and local associations, he states:

The activities of these associations in the area of professional ethics usually consist of adopting the NEA Code, framing it, and then promptly ignoring its existence. The majority of teachers have probably never even read the NEA Code; in fact many teachers are not even aware that a code exists (13:187).

Stinnett, the executive secretary of NCTEPS, relates that the problems of unethical practices on the part of professional educators have been generally subscribed to "a lack of knowledge of the Code or of the interpretation of specific provisions which have been made by the profession" (7:252). The general conclusion is that the local associations share in the responsibility of informing their members of the Codes and the interpretation of them. Many local units have also adopted a local code of ethics.

What, then, is the nature of the local program? Corey concisely described the mutual dependence of the respective types of association programs as follows:

Local, state and national professional organizations, with the many departments or segments of which each is composed, are working with common objectives. One cannot itemize a mutually exclusive list of activities at each level. In each significant area of professional concern, all these groups unite. Each brings to bear upon the problem its own particular emphasis (3:421).

As a result of this mutual dependence of associations on all levels, professional associations in the State of Washington have promoted unified memberships in the local, state, and national associations (1:52).

There are, however, differing statements as to the nature and scope of the program on the local level. John Sexson wrote in June of 1949:

Local teacher organizations are the life blood of both state and national organizations. Their major function is the recruitment of membership, collection of dues and the election of delegates or representatives that make up the legislative bodies of state and national organizations (20:14).

The statements of Sexson connote that the local association performs a perfunctory duty to the state and national associations. This position is not acceptable in entirety for it fails to recognize the individual member's needs as well as local unit needs and interests. Bennison described this situation as follows:

The local unit of a state association...plays a dual role. As a local association it functions in the solution of problems which concern its members in their local relationships. As a unit of the state association it is the medium through which the teachers of that group participate in the broader program of state-wide activity (15:8).

Therefore, the program at the local level must support the goals and objectives established by the state association, and the inverse must also be true. Indeed, the local unit is the medium through which the state organization speaks (other than through its bulletins and magazines) to individual members. Willard Givens gives support to this concept in the following excerpt:

...All the efforts at the state and national level produce their ultimate results in local communities and must be interpreted and utilized by local associations to be most effective (17:104).

The local units' programs have probably always been similar in some respects and different in others. The nature and scope of a unit's activity is determined by the size of the group, the extent of its territory, and the energy and initiative of its members and leaders (21:9). No program then may be considered typical or conversely atypical assuming that in all cases the unit is giving support to the state association's program and endeavoring also to adapt their local program and activities to local needs.

The activities of local units have been described and grouped in various fashion by different writers. Kearney described the activities in the following manner:

The professional organizations provide many services to their members. Some of the services are personal and some are professional. Many of the personal services--include such items as group insurance of all kinds, employment service, credit unions, legal advice, and sometimes free legal service in cases involving tenure, academic freedom, and similar matters. Some local organizations organize and operate consumer co-operatives. Some negotiate concerning salaries and working conditions with superintendents and boards of education (8:52-3).

Stinnett has listed the activities under four broad categories:

...(a) activities designed to promote professional welfare of members, such as the achievement of professional salary, personnel, retirement, and tenure policies; (b) activities which contribute to the cultural growth of members, such as concerts, lectures, and in-service growth programs; (c) activities directed at the raising of standards of the profession, such as the study of certification requirements, preservice and in-service education programs, and accreditation of

teacher-preparing institutions; and (d) activities purely social or recreational in nature designed to increase fellowship and goodwill among members such as teas and dinners (21:89-90).

The Washington Education Association, in a bulletin entitled Effective Local Associations, designed to give some guidelines and objectives for the local affiliated units, stated that (22:1):

To be effective, a local association should:

1. Hold a local unit meeting at least once a month. Strive to provide Inspiration, Information and Participation at every meeting.
2. Strive for 100% membership in the Unified Profession.
3. Be helpful to new teachers; hold meetings with them to explain professional associations and answer their questions on phases of community and school life.
4. Promote good fellowship among the teachers.
5. Keep teachers informed.
6. Promote professional growth of teachers.
7. Gain public understanding and support of schools.
8. Establish good working relations with the school board.

In summary, it can be said that local teachers' organizations have at least four objectives: (1) social, (2) better salaries and improved working conditions for teachers in the system, (3) service to school and community, and (4) general advancement of the profession (7:341).

IV. RELATED RESEARCH

Few studies of local education association activities were available for consideration. The Encyclopedia of Educational Research referred to two such studies. The studies were Some Present Aspects of the Work of Teachers' Voluntary Associations in the United States, by Carter Alexander, and Status of Voluntary Teachers' Associations in Cities of 100,000 Population or More, by M. David Hoffman (6:1491). Alexander's study, conducted in 1910, reported that (local) city associations were most active in influencing legislation, in improving the economic status of members, and in helping to increase the participation of women members (6:1492). Hoffman reported finding broader programs including in-service preparation, welfare activities (insurance, legal protection, loan funds), participation in the formulation of personnel policies, legislative work, cooperation with non-school groups, information distribution through publications, and efforts to build professional attitudes (6:1492).

The Research Division of the National Education Association conducted a study during 1946 called Local Education Associations at Work. This study classified eighty-five activities under six headings (17:122-131):

1. Improving the professional services of members.
2. Building esprit de corps of the teaching staff.
3. Improving teaching conditions and economic status--efforts at the local level.

4. Improving teaching conditions and economic status-- efforts at state and national levels.
5. Rendering community and civic services.
6. Interpreting the association and the profession.

The principal finding of this study was that local associations were most active in efforts to improve the economic status of teachers.

The most recent study of local associations noted, Local Associations--Organization, Practices, and Programs, 1958-1959, was also conducted by the Research Division of the National Education Association. (18:48-49) The ten activities found most frequently in nine hundred eighty-nine local associations and their percentage frequencies were:

1. Social functions for new teachers, 74.5
2. Work for higher salaries, 72.3
3. Work for specific state school legislation, 67.0
4. Social functions in honor of retiring teachers, 53.2
5. Work for welfare measures, 51.9
6. Public relation activities, 48.3
7. Efforts to get teachers to register and vote, 43.5
8. Cooperation with school authorities in development of personnel policies, 42.4
9. Activities for the improvement of instructional procedures, 31.4
10. Active participation in school bond or tax levy campaign, 24.6

This study's findings concur with the earlier studies cited in that most associations' major efforts were for teacher welfare improvements, particularly increased salaries.

CHAPTER III

ACTIVITIES OF THE AFFILIATED LOCAL UNITS OF THE WASHINGTON EDUCATION ASSOCIATION

I. INTRODUCTION

Local education associations provide a variety of activities in which their members may participate. For the purposes of this study the possible activities of local associations were listed under the following headings in the questionnaire:

- A. Improved professional services of members.
- B. Built esprit de corps of teaching staff.
- C. Improved the conditions of teaching and the economic status of teaching.
- D. Citizenship activities.
- E. Interpreted the association and the profession.
- F. What Committees does the association have?
- G. General information.

II. QUESTIONNAIRE RETURNS

Of the 146 local affiliated units of the Washington Education Association, 113, or 77.40 per cent, returned usable questionnaires (See Table I). The percentages of returned questionnaires indicate that the city units were somewhat more responsive, as 93 of the 118 city units, or 78.81 per cent, responded while 20 of the 28 county units

responded for a return of 71.42 per cent.

TABLE I
PERCENTAGE OF USABLE RETURNS

Type of unit	Total number of units	Number of units responding	Percentage of return
City	118	93	78.81
County	28	20	71.42
All inclusive	146	113	77.40

The total questionnaire return of 77.40 per cent becomes more meaningful when the total number of members of each unit in the sample is compared to the total number of members in all of the local units of the Washington Education Association. As may be seen in Table II, the sampling represents the program of almost 86 per cent of the city membership throughout the state. Almost 74 per cent of the total county membership is represented in the sampling, and a total for both city and county units of 84.39 per cent of the total membership.

TABLE II
 PERCENTAGE OF TOTAL LOCAL MEMBERSHIP
 REPRESENTED BY THE STUDY

Type of unit	Total number of members in all units	Total number of members represented in sample	Percentage of local membership in sample
City	20,549	17,647	85.88
County	2,929	2,165	73.92
Totals	23,478	19,812	84.39

The higher percentages in Table II may be explained by the fact that almost all of the units with a total membership in excess of 250 members are represented in the data.

III. PRESENTATION OF DATA

The findings of this study have been prepared for the following types and sizes of local units: City units with less than 50 members, 50-99 members, 100-249 members, and 250 or more members. The data for county units was included in one group. A summary column has been included for each activity.

So that the tables presenting the data for each activity may be readily understood, it is necessary that an explanation of them be given. As incorporated in Table III, the frequency (F) of each activity is equal to the sum of the

evaluations of the activity in the unsatisfactory (UN), satisfactory (S), and very satisfactory (VS) columns. A fifth column designated as unranked (UR) was necessary as four respondents returned questionnaires indicating only the activities which had been conducted. In other cases, the respondents evaluated most but not all of the activities that were promoted. There are three avenues by which this discrepancy may be explained. As indicated in the limitations for the study, the questionnaires may not have been understood or may have been completed carelessly. Secondly, the respondents may have desired not to evaluate the activity as the negative or positive evaluation might have been thought to be a reflection of their leadership. Thirdly, the respondents may have felt unable to evaluate the activity as they were not directly involved in it. In such a case, checking only that the activity was promoted but not evaluating it would be a more honest response. The third explanation for the occurrence of unranked activities has been followed in the interpretation of the data in this thesis.

It should also be noted that the figures presented are the actual frequencies of the given activities. This method of presentation of the data has been used since the use of percentages may frequently be misleading, especially when the percentage was based on a small base number.

IV. ANALYSIS OF DATA

Activities conducted for improvement of professional services. Section A of the questionnaire was concerned with the activities designed to improve professional services. In this category sixteen activities were presented.

Lectures, discussion groups or forums on educational topics were carried on in 60 of the 113 units or slightly over one-half of the units. As may be seen in Table III, this activity was not as frequent in those units with less than fifty members as it was in the other groupings. The county units and city units with a membership of 50-99 used this activity most frequently. Although the topics of the discussions were not requested in the questionnaire, several respondents indicated that ethics had been a topic of discussion. The W. E. A. president was also reported to have spoken on the topic of ethics at a county association meeting. Only one unit indicated that the activities in this area had been unsatisfactory; the remainder ranked it as satisfactory or better.

A local code of ethics was adopted prior to the 1959-60 school year by 48 units, as shown in Table III. Less than half of each particular unit category reported having a code prior to the 1959-60 school year, although city units under 50 in membership, units over 250 in membership, and county units lacked only one response in each case to attain

TABLE III

UNIT ACTIVITIES CONDUCTED FOR THE IMPROVEMENT OF PROFESSIONAL SERVICES

*Legend F: frequency of activity UR: activity unrated UN: activity rated unsatisfactory S: activity rated satisfactory VS: activity rated very satisfactory	Frequency of associations engaging in the activity																													
	City associations by numbers of members																				County Associations (20 units)					Total All-Inclusive (113 units)				
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)					F UR UN S VS					F UR UN S VS				
ACTIVITY	F*	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS
1. Sponsored lectures, discussion groups, or forums on educational topics.	5			4	1	19	2		11	6	15	1		12	2	7		1	5	1	14			12	2	60	3	1	44	12
2. Adopted a local code of ethics:																														
a. Prior to this year	8	1		6	1	13	2	2	8	1	11	1		8	2	7	2		5		9	2	1	6		48	8	3	33	4
b. During this year						1			1		2			2							1			1		4			4	
c. A code is in the process of development.	1				1	4	1		3		2	2				3	1		2		4	3	1			14	7	1	5	1
3. Reviewed and/or revised the local code of ethics.	1			1		5	1		4		4	1		3		2			2		2			2		14	2		12	
4. Informed members through discussions, bulletins, etc. of the ethics code or phases of the code.	7	1	1	4	1	12		1	10	1	13	3		10		7	1		6		7	3	1	2	1	46	8	3	32	3
5. Prepared and given a copy of the local code of ethics to each member.	3	1		1	1	8		1	7		3		1	2		2	1		1		7	3	1	3		23	5	3	14	1
6. Reviewed specific types of ethical or unethical practices within the association.	6	1	1	4		8		1	6	1	4			4		8			7	1	5	2	1	2		31	3	3	23	2
7. Promoted curriculum revision studies.	4			4		12	2	1	6	3	8	1		7		3	1		2		7	2		4	1	34	6	1	23	4
8. Cooperated with the administration in curriculum studies.	5	1		3	1	18	1	1	12	4	18	3		15		9	3		5	1	8	3		4	1	58	11	1	39	7
9. Participated in administrative plans for in-service education of teachers.	8	1		7		13		2	9	2	14	2		9	3	6			3	3	6	3		3		47	6	2	31	8
10. Maintained or helped to maintain a professional library.	5	1		4		9	1		8		6	1		5		5	2		3		5			4	1	30	5		24	1

TABLE III (continued)

ACTIVITY	Frequency of associations engaging in the activity																															
	City associations by numbers of members																				County Associations					Total All-Inclusive						
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)					(20 units)					(113 units)						
	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS		
11. Arranged for extension courses.	3	1		1	1	2				2	8	2	1	3	2	1				1	3				3	17	3	1	8	5		
12. Conducted survey(s) of teacher opinion as to urgent instructional problems.	1			1		7	1	2	4		8	3	1	4		6	1			3	2	9	2	1	4	2	31	7	4	16	4	
13. Provided for committee studies and reports on instructional problems.	2			1	1	12		3	8	1	5				5	4	1	1		2	8	1			4	3	31	2	4	20	5	
14. Sponsored educational experiment(s).	1			1		1				1	1				1						3	1			2	6	1			3	2	
15. Used Materials on TEPS provided by W.E.A. and/or N.E.A. for the general membership.	11	2	2	6	1	19	2		15	2	17	3	3	10	1	10				9	1	13	2			11	70	9	5	51	5	
16. Conducted discussions concerning TEPS topics.	6	3		3		11		1	9	1	11	1	1	7	2	8				7	1	7	1			5	1	43	5	2	31	5

a fifty per cent affirmative reply. Thirty-seven respondents indicated that the code had been satisfactory or very satisfactory while only three unsatisfactory ratings were recorded.

A code of ethics was reported to have been adopted during the 1959-60 school year by four associations. In each case the activity was rated as satisfactory.

Combining the totals for the number of associations that adopted a code prior to this year (48 units) and units that adopted a code during the year of the study (4 units) it may be noted that 52 of the 113 associations in the sampling are following an adopted local association code of ethics. However, 14 associations indicated that a local code was in the process of development at the time of the study.

Although 7 of the 14 units rated the activity toward the development of a local code as satisfactory or better, 7 did not make an evaluation. This difference seems acceptable, as progress of the committee or group working to develop a code might not have been known to the respondent so that he could evaluate their efforts. The indication that 14 associations are in the process of developing a local code of ethics might be interpreted, when compared to the 52 units with adopted local codes, as over a one fourth increase potentially in the number of associations with local codes of ethics.

While 48 units reported that a code of ethics had been adopted by their units prior to the year the study was conducted, this action was not necessarily indicative of activities concerning the local code. However, 14 units responded affirmatively to the activity: reviewed and/or revised the local code of ethics. This is almost one unit in three of those which indicated that they had an adopted code prior to 1959-60. Their activities all were judged satisfactory. Conversely, however, two out of three units having adopted local codes of ethics did not indicate reviewing and/or revising their contents.

Informing members of the professional codes of ethics has been an acknowledged responsibility of local associations. The activity: informed members through discussions, bulletins, etc., of the ethics code or phases of the code was reported by 46 respondents, as shown in Table III. Each of the other activities, however, concerned with ethics stated "local codes of ethics" rather than "the ethics code." Consequently, five respondents indicated that they had endeavored to inform their membership of the W. E. A. and/or the N. E. A. codes of ethics rather than the local code. Assuming the statement was interpreted by the respondents to refer to the local code rather than to the state or national codes, actually 41 units made some efforts to inform their membership of their local code and in at least 5 units efforts were made to inform the membership of the state and/or national codes. Informing the members of the local code was rated satisfactory by 32

respondents with 3 unsatisfactory and 3 very satisfactory ratings noted.

Another comparison might be made of the number of units that informed their membership of the ethics code, 41 units, to the total number of units with adopted local codes, 52 units. This comparison reveals that four out of five units in this group endeavored to inform their members of the local code, but it also reveals that one fifth of the units did nothing to inform their membership.

The preparation and distribution of a copy of the local code of ethics was reported by 23 respondents. This was another means by which a local unit could inform its members of their local code. Although the frequency of evaluations was somewhat less than in other items, 3 respondents or one-sixth of the evaluations indicated that the activity had been unsatisfactory.

The reviewing of specific types of ethical or unethical practices within the association was affirmatively answered by 31 units. In comparing this number to the total number of units represented in the study, 113, only about one unit in four appears to discuss actual ethical or unethical cases applying to members of their units. A second comparison might be made to the 66 units that indicated they have or are in the process of developing a local code of ethics. Less than one-half of the units with adopted codes of ethics or units in the process of developing

a code of ethics actually discuss ethical or unethical practices found within their own membership. It is interesting to note that this activity was the most frequent in city units with 250 or more members and least frequent in city units having 100-249 members. The activity was rated as satisfactory in 23 of 28 evaluations.

Thirty-four associations were found to have promoted curriculum studies. The most active units were city units with 50-99 members and county units, where one-third of the units participated. About one-fourth of the remaining units indicated having promoted curriculum studies. Fifty-eight units indicated, however, that they had cooperated with the local school administration in curriculum study work. The size of units that were the most active in cooperating with the administration in curriculum work were city units with 50-99, 100-249, and 250 or more members. The evaluations of activities concerned with curriculum work included only two unsatisfactory ratings.

Participation in administrative plans for in-service education of teachers was indicated by forty-seven units. Less than one half of the units in each category indicated that they had participated in such an activity. The greatest percentage of affirmative responses was recorded in the three smallest city unit categories.

The maintenance of a professional library as an association activity was reported by five of the fifteen

units with 250 or more members, or one third of this group. Generally, about one unit in four of the other categories indicated that this activity had been promoted. The evaluations recorded did not include any unsatisfactory ratings.

Arranging for extension courses was found to be an activity of seventeen local associations. Of this number, nine units in the group of city units having a total membership of 100-249 members were the most active. Since extension courses generally require a minimum number of participants before a class is formed, the findings seem logical. Many of the units, especially those in the category having 250 or more members, would not have to work on such a problem as the colleges and universities are located in their area. Geographic location combined with limited membership undoubtedly served to retard this activity in some units.

Thirty-one units indicated that they had conducted surveys of teacher opinion as to urgent instructional problems, as shown in Table III. Slightly over one-fourth of the units in the study indicated that they had surveyed their membership so that the problems might be identified. Of the participating units, the county units were comparatively the most active with 9 affirmative responses while the city units with less than 50 members were the least active, with one affirmative response.

Action on instructional problems through committee studies and reports was reported by 31 units (Table III). This frequency was equal to the number of associations conducting surveys to determine instructional problems. It is interesting to note that the city units with less than fifty members and units with 50-99 members more frequently provided for committee studies and reports on instructional problems. The other categories of units indicated more frequent surveys of membership but fewer studies of instructional problems. For both activities the unsatisfactory ratings are found predominately in the column for city units having 50-99 members.

The sponsorship of educational experiments was reported by six units. The only size of unit not recording any experimental activity was the group of city associations with 250 or more members. County units recorded three of the six frequencies. The evaluation ratings were all satisfactory or very satisfactory.

The last two activities toward the improvement of professional services of members were concerned with the Teacher Education and Professional Standards (TEPS) movement. Seventy associations reported that they used TEPS materials provided by the W. E. A. and/or the N. E. A. for the general membership. In each unit category with the exception of city units with 100-249 members at least six units out of ten indicated that the unit had used TEPS materials. Of

the 61 evaluations, 51 rated the activity as satisfactory while 5 very satisfactory and 5 unsatisfactory ratings were recorded.

The conducting of discussions concerning TEPS topics was considerably less frequent than the use of TEPS materials. In one unit category, city units with less than 50 members, the frequency dropped from eleven affirmative replies for using TEPS materials to six affirmative replies for conducting discussions.

The number of activities in this section of the questionnaire was sixteen. The range in the number of activities reported as being promoted by the local associations of the sixteen possible was from zero to thirteen. As may be seen in Table IV, the most activities, 13, were sponsored by a city unit with less than 50 members. The fewest activities was zero, recorded in units with less than fifty members, 50-99 members, and county units. The median number of activities for each category indicates that units with 250 or more members sponsor 6.6 activities or at least 1.1 more activities than any other unit category. The lowest median number of activities, 3.1, was recorded for those units with less than 50 members. Each of the other groupings indicated that over five activities was the median number of activities promoted. The median number of activities for the one hundred thirteen units in the study was 5.3 activities per unit.

TABLE IV

NUMBER OF ACTIVITIES CONDUCTED FOR THE IMPROVEMENT
OF PROFESSIONAL SERVICES BY EACH UNIT

Number of Activities	City associations by numbers of members				County Assns. (20 units)	Total All- Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
13	1					1
12					1	1
11		1	1		1	3
10	1	2			1	4
9	2	3	1	1	1	8
8		2	3	2	2	9
7		2	4	5	3	14
6	1	4	4	3	1	13
5	2	6	5	1	3	17
4		6	5		3	14
3	4	1	1	1	1	8
2	4	2	3		2	11
1	1	1	3	2		7
0	1	1			1	3
Median number of activities	3.1	5.3	5.1	6.6	5.5	5.3

Activities conducted for the building of esprit de corps of the teaching staff. The findings of Section B of the questionnaire, activities toward the building of esprit de corps of the teaching staff, have been recorded in Table V.

The promotion of membership in the N. E. A. was reported as an activity of 108 of the 113 associations. Each of the unit categories lacked one response from having all of the units included in this activity. However, a comparison of the evaluations of this activity, promoted membership in the N. E. A., to the activity, promoted membership in the W. E. A., reveals that there were 12 unsatisfactory ratings for the promotions of the N. E. A. membership as opposed to 6 unsatisfactory ratings of the promotion of W. E. A. membership. As shown in Table V, with but one exception the unsatisfactory ratings were recorded for associations with smaller membership totals.

A systematic plan for giving attention to members who were ill was affirmatively replied to by 68 units. With the exception of the county units, almost two units out of three in each category had some activity of this nature. Of the 60 evaluations recorded, only one unsatisfactory rating was noted while 29 very satisfactory ratings were recorded.

Three activities were listed for new teachers or new members of the local unit: Receptions or other social functions for new teachers, reported by 79 units; helping

TABLE V

UNIT ACTIVITIES CONDUCTED FOR THE BUILDING OF ESPRIT DE CORPS OF THE TEACHING STAFF

ACTIVITY	Frequency of associations engaging in the activity																													
	City associations by numbers of members																				County Associations					Total All-Inclusive				
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)					(20 units)					(113 units)				
	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS
1. Promoted membership in the W.E.A.	17	1	2	10	4	31	4	2	16	9	28	1		15	12	14	1		4	9	20	4	2	6	8	110	11	6	51	42
2. Promoted membership in the N.E.A.	16	1	4	7	4	30	4	4	15	7	29			16	13	14	1	1	4	8	19	4	3	6	6	108	10	12	48	38
3. Systematic plan for giving attention to members who were ill i.e., get well cards, etc.	12	1		6	5	21	3		9	9	17	1		7	9	10	1	1	5	3	8	2		3	3	68	8	1	30	29
4. Given receptions or other social functions for new teachers.	13	1		8	4	21	1	1	12	7	21		1	8	12	14	1	1	2	10	10	4		3	3	79	7	3	33	36
5. Helped new members to get located in community.	3	1		1	1	14	2	1	8	3	11		1	6	4	10		3	4	3	5	3		1	1	43	6	5	20	12
6. Social functions and/or other recognition of teachers who are retiring from service.	7	1		2	4	12	2	2	5	3	19	2		7	10	13	1	1	8	3	7	2		4	1	58	8	3	26	21
7. Provided new teachers with a handbook or other data about the community and school system.	8	1		4	3	9			4	5	13	2		7	4	9	1		4	4	6	3		3		45	7		22	16
8. Promoted teaching as a career-- participation in high school career day.	8	1	1	5	1	13	2		9	2	11			7	4	4	2		2		9	4		4	1	45	9	1	27	8
9. Sponsored local high school(s) FTA Club(s).	2	1		1		14	4	1	7	2	15	5		5	5	7	2	1	3	1	5	3		2		43	15	2	18	8
a. Sponsorship included leadership, financial assistance, and information.	1			1		10	1	1	7	1	11	4		4	3	6	2	1	3		2	1		1		30	8	2	16	4
b. The club functioned practically independent of the association.	1	1				6	4		2		10	4		3	3	7	4	1	2		3	2		1		27	15	1	8	3
10. Sponsored a scholarship(s) for future teachers.	4	1		3		10	6	1	2	1	14	7	1	2	4	8	1	1	3	3	4	4				40	19	3	10	8

new members to get located in the community, reported by 43 units; and providing new teachers with a handbook or other data about the community and school system, reported by 45 units. City units with 250 or more members were proportionately more active in promoting these activities. The evaluations recorded indicated a great majority or satisfactory ratings for these activities. Giving receptions or other social functions for new teachers was rated very highly.

Social functions and/or other recognition of teachers who were retiring from service were indicated by 58 units or just over one-half of the 113 units covered in the study. This activity was quite highly rated.

The local associations were found to have promoted teaching as a career by such activity as participation in a high school day, in 45 units. Proportionately the highest frequency was recorded for the city units with less than 50 members and by the county units. About one-third of the units in the other categories participated in such an activity. This activity was predominately rated as satisfactory.

Another type of activity related to the promotion of teaching as a career was the sponsorship of local high school(s) Future Teachers of America Club(s), generally referred to as FTA. This activity was promoted by 43 units. By referring to Table V, it may be seen that FTA Clubs were sponsored by about one-half of the city units having fifty

or more members. City units with less than fifty members and county units were less active in FTA sponsorship. The evaluations indicated that the activity was rated as satisfactory or very satisfactory with only two unsatisfactory ratings reported. In regard to the sponsorship of an FTA Club, two questions were asked of those respondents who had checked the activity affirmatively: (a) Did sponsorship include leadership, financial assistance, and information? and (b) Did the club function practically independently of the association? Thirty of the 43 units that sponsored FTA Clubs indicated that the unit had provided leadership, financial assistance, and information. Twenty-seven of the 43 units indicated that the FTA Clubs had functioned practically independent of the association. Since each of the 43 units that indicated they had sponsored an FTA Club checked at least one of the two follow up questions, it may be surmised that some units are providing leadership and other assistance to the clubs while other clubs have been formed and are sponsored in name only by the association. The answering of both questions affirmatively might indicate that in certain associations the FTA Clubs have an advisor who represents the association, but the club has remained independent in its functions. In commenting on the FTA program, two respondents indicated that their units had used high school guidance personnel as advisors for the FTA Clubs.

The sponsoring of a scholarship for future teachers was reported by 40 units, as seen in Table V. City units with 100-249 members and units with 250 or more members were the most active in sponsoring scholarships. Although the evaluations did not equal the number of units reporting that they awarded a scholarship, one unit out of each seven that did evaluate it rated it as unsatisfactory. The remainder of the ratings were quite high. One unit president who rated the activity as unsatisfactory stated that their unit did not have enough money to award their scholarship this year while another respondent commented that their unit had decided not to award a scholarship at all rather than to award a scholarship which "might eliminate a larger one later from another source."

As may be seen in Table VI, the range in value of the scholarships awarded was from \$50 to \$500. Twenty-five units awarded one scholarship, 5 units awarded two scholarships, and 1 unit awarded four scholarships. About one-half of the scholarships were in the amount of \$100. Although the two most valuable scholarships were awarded by the larger city units (100-249 and 250 or more members), generally unit size was insignificant as a factor in the scholarship's value.

As shown in Table V the social activities sponsored by the associations varied greatly from unit to unit. The most popular activity was picnics, in 56 units. The next

TABLE VI
 NUMBER AND VALUE OF SCHOLARSHIPS AWARDED
 BY THIRTY-ONE LOCAL UNITS

Value of Scholarships Awarded	Number of Scholarships Awarded by Each Unit				Total Number of Scholarships Awarded
	1	2	3	4	
\$500	1				1
300	1				1
200	4	1			6
150	3	1			5
135	1				1
100	12	2		1	20
75		1			2
50	3				3
Totals	25	5		1	39

Note: Eight units indicated that they were awarding scholarships during the 1959-1960 school year, but the respondents did not indicate how many scholarships or their value.

most popular activity was events in conjunction with special holidays, especially Christmas. Fewer than twenty units indicated they had sports nights, a bowling league or tournament, dances, choral or instrumental groups, and the other activities listed in Table V. Four units indicated that some social activities were designed to be fund raisers for the unit's general fund. Forty-six units stated that the teachers' families could participate in the social activities of the unit.

The following activities were written in by respondents: banquets; pot-luck dinners and luncheons; Smorgasbord; salmon bake; pre-school breakfast; an annual dinner for district superintendents, school board members, and the State Superintendent of Public Instruction; honor student banquet; dinner for building representatives and officers; golf tournament; basketball league play; and foreign tours.

The social activities were generally rated as satisfactory, with some very satisfactory ratings and some unsatisfactory ratings. One respondent indicated that the social events had been unsatisfactory as not enough members had attended the events.

The median number of activities conducted to build esprit de corps, exclusive of social activities, was 6.0, as seen in Table VII. City units with 250 or more members sponsored an average of 6.8 activities while the least number, 5.3, was sponsored by county units. The range was from zero to ten activities.

TABLE VII

NUMBER OF ACTIVITIES CONDUCTED BY EACH UNIT TO BUILD ESPRIT DE CORPS*

Number of Activities	City associations by numbers of members				County Assns. (20 units)	Total All-Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
10			2	1	2	5
9	1	2	2	1	1	7
8	2	6	5	2	2	17
7	3	3	4	5	2	17
6	3	6	7	4	2	22
5		3	4	1	4	12
4	2	6	1		3	12
3	5	1	1	1	3	11
2	1	4	3		1	9
0			1			1
Median number of activities	5.7	5.8	6.4	6.8	5.3	6.0

*Note: The numbers in this table do not include the number of social activities.

The number of social events also varied directly with the size of membership in each unit category, as shown in Table VIII. Although a few units promoted five or more social activities, the median number for all units was 1.9, or about two activities per unit. City units with 250 or more members promoted about three social activities while city units with less than 50 members and county units promoted a median number of 0.0 activities. Almost one-third of the units did not report any social activities.

Activities conducted for improving the conditions of teaching and the economic status of teachers. The activities conducted for improving the conditions of teaching and the economic status of teachers are recorded in Table IX.

The first group of activities was concerned with improved salary policies. One of the most frequent activities was working for higher salaries for the local staff, with 89 associations promoting this activity. County associations and city units with less than 50 members were not as active as the other sizes of units. Generally, about nine out of ten units worked for higher salaries in the remaining unit categories. Evaluations were recorded by 80 of the respondents, with 51 judging their efforts to be satisfactory and 12 rating the activity as very satisfactory. However, 17 units rated the activity as unsatisfactory, several adding tart comments.

TABLE VIII

NUMBER OF SOCIAL ACTIVITIES SPONSORED BY EACH UNIT

Number of Activities	City associations by numbers of members				County Assns. (20 units)	Total All- Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
8					1	1
7				1		1
6			2	1	1	4
5	1		2	1		4
4		3	3	1	2	9
3	1	10	4	5	3	23
2	5	6	8	3	1	23
1	1	8	3	1	2	15
0	9	4	8	2	10	33
Median number of activities	0.0	2.1	2.0	2.8	0.5	1.9

TABLE IX

UNIT ACTIVITIES CONDUCTED FOR IMPROVING THE CONDITIONS OF
TEACHING AND THE ECONOMIC STATUS OF TEACHERS

ACTIVITY	Frequency of associations engaging in the activity																													
	City associations by numbers of members																				County Associations					Total All-Inclusive				
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)					(20 units)					(113 units)				
	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS
1. Activities toward improved salary policies:																														
a. Worked for higher salaries for local staff.	11	2	2	6	1	28	2	3	18	5	26	2	7	14	3	14		3	8	3	10	3	2	5		89	9	17	51	12
b. Association officially represented on continuing committee for revision of salary schedule.	6	3		2	1	20	5	1	11	3	23	5	1	13	4	10	3	1	6		9	4	2	3		68	20	5	35	8
c. Association officially represented on continuing committee for evaluation of credits and administration of schedule	6	1		4	1	13	2		9	2	10	2		5	3	7	2	1	4		3	2		1		39	9	1	23	6
2. Activities toward the establishment or the maintenance and improvement of the following services for members:																														
a. Group hospitalization	10	3		4	3	19	4	2	12	1	15	3		11	1	9	1	1	6	1	12	5		6	1	65	16	3	39	7
b. Group insurance	9	3		3	3	19	5	1	12	1	15	4	1	8	2	10	2	1	6	1	14	5		8	1	67	19	3	37	8
c. Credit union	11	3		6	2	10	3		7		9	2		3	4	6	2		4		9	3		6		45	13		26	6
d. Protection of legal and professional rights of individual teachers.	7	1	1	3	2	5	2	1	2		9	2		6	1	8	1		6	1	10	3		7		39	9	2	24	4
e. Loan fund other than credit union	3	1		2		2	1		1							1			1		2	2				7	4		3	
f. Cooperative purchasing	1				1	2	1		1		1			1		6		1	4	1	3	2		1		13	3	1	7	2
3. Activities toward improved local administrative practices in:																														
a. Equalization and reduction of teacher load.	2			2		6	1	2	3		6		2	4		7	2	1	4		6	3	2	1		27	6	7	14	
b. Selection of new teachers	1			1		1			1		2	1		1		2	1	1			2	1	1			8	3	2	3	

TABLE IX (continued)

ACTIVITY	Frequency of associations engaging in the activity																														
	City associations by numbers of members																				County Associations					Total All-Inclusive					
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)					(20 units)					(113 units)					
	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	
c. Appointment of teachers to positions for which they are not prepared.	2	1		1		4	1	1	2		3		2	1		1				1		3	2	1			13	4	4	5	
d. Rating of teachers.	1				1	2			2		3			3		2	2					1	1				9	3		5	1
e. Promotions to principalships or other administrative and supervisory positions.						3	1		1	1	1			1		2				1	1	1	1				7	2		3	2
4. Activities toward the obtaining of or liberalizing local regulations governing:																															
a. Sick leave	6	1	1	3	1	16	1	3	11	1	11	1	2	6	2	8	1	1	3	3	6	3			3	47	7	7	26	7	
b. Sabbatical leave	4		2	2		3		3			8		3	5		8		4	3	1	4	3	1			27	3	13	10	1	
5. Activities toward the enactment of improved legislation or the election of legislators--state and national levels.																															
a. Association discussions and/or bulletins dealing with specific legislation:																															
1. Sabbatical and other leaves.	4	1	1	2		4	2		2		9	2		7		9			8	1	6	2		3	1	32	7	1	22	2	
2. Geographical and numerical restrictions on junior colleges.	1		1			2			2		5	1		4		7	1	1	4	1	4	2		2		19	4	2	12	1	
3. Changing the State Superintendent's office from an elective to an appointive position.	3	1	2			6		1	5		6	1	1	4		8	2		6		6	3		3		29	7	4	18		
4. Better plan of state financial support.	7	2	1	4		14	2	2	8	2	17	1	2	14		12	2		7	3	11	4		6	1	61	11	5	39	6	
5. Better standards of certification.	5	2	1	2		12	2	2	8		13	2	3	7	1	7			6	1	12	4		8		49	10	6	31	2	
6. Teachers' retirement system funds.	7	2	1	4		18	3	2	13		15	2	2	11		11	1	1	7	2	14	4		9	1	65	12	6	44	3	
7. Federal aid to education.	11	3	3	5		23	4	2	16	1	24	7	5	12		14	1	2	7	4	17	6		7	4	89	21	12	47	9	

TABLE IX (continued)

ACTIVITY	Frequency of associations engaging in the activity																													
	City associations by numbers of members																				County Associations				Total All-Inclusive					
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)					(20 units)				(113 units)					
	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS
b. Methods used in promoting legislation:																														
1. Non-educators requested to interview and write legislators.	6	2	1	3	15	4	2	9	11	2	2	7	9	2	1	6	11	5		6	52	15	6	31						
2. Local members requested to write legislators.	15	5	4	6	27	4	6	13	4	28	4	9	11	4	14		3	10	1	16	5	1	10	100	18	23	50	9		
3. Legislators interviewed by the local association.	2			2	13	1	2	10	20	3		11	6	9			6	3	9	2		2	5	53	6	2	31	14		
4. Public meetings held on legislative issues.	6	2		4	4	1		3	8	1		4	3	5			4	1	2	2			25	5		15	5			
5. Public presentation of the WEA filmstrip, "Nothing So Certain."	10	1	1	6	2	23	3		14	6	20	1		14	5	10		2	6	2	9	1		4	4	72	6	3	44	19

The local associations were officially represented on a continuing committee for revision of the salary schedule in 67 units. This activity was proportionately more prevalent in the larger associations and was generally rated as satisfactory.

The third activity toward improved salary policies was the official representation of the local association on a continuing committee for the evaluation of credits and administration of the salary schedule. Thirty-nine units, or about one-third, indicated that they had participated in this activity. City associations with 50 or more members were proportionately the most active. The activity was predominately rated satisfactory or very satisfactory, with only one unsatisfactory ranking recorded.

The second group of activities conducted for the improvement of teaching conditions and economic status concerned special services for members. This included group hospitalization, group insurance, credit union, protection of legal and professional rights of individual teachers, loan fund other than credit union, and cooperative purchasing. Sixty-five associations reported that they had worked for the establishment or the maintenance and improvement of group hospitalization, and sixty-seven worked for group insurance. Activities in relation to the credit union and protection of legal and professional rights of individual teachers were indicated by forty-five and thirty-nine units respectively.

Efforts for a loan fund other than the credit union and for cooperative purchasing were reported infrequently. The city units with a total membership of 250 or more were proportionately the most active in their efforts toward these services. However, city units with less than fifty members were the most active in their efforts in regard to the credit union while county units were the most active in efforts for group insurance.

There were some indications that local unit activity concerning special services was largely an explanatory activity of the W. E. A. 's program. Some of the comments were: "We promote the use of W. E. A. sponsored organizations here" and "We have no committees, but we have speakers for most of these topics."

The activities concerning special services were predominately rated as satisfactory. Although there were few ratings of unsatisfactory, one respondent stated "There is room for much improvement here."

The third group of activities conducted for the improvement of teaching conditions and economic status concerned working for improved local administrative practices within the local school districts as shown in Table IX.

Activities conducted for the equalization and reduction of teacher load were reported by 27 units. However, of the twenty-one evaluations of the activity, 7 of the ratings

were unsatisfactory.

Activities for improved local administrative practices in the selection of new teachers and the appointment of teachers to positions for which they are not prepared were indicated by 8 and 13 units respectively. No particular unit category was predominately most active in promoting these activities. One respondent stated, in regard to the selection of new teachers, that their local unit did "offer some assistance in choosing of department personnel." The evaluation of these activities indicated the efforts had been quite unsatisfactory, especially in regards to the appointment of teachers to positions for which they were not prepared.

The rating of teachers, a controversial topic in educational writings, was affirmatively reported by 9 units. The evaluations recorded were satisfactory or very satisfactory.

A comparison of the activities concerned with local administrative practices, shown in Table IX, indicates that the local associations have been most frequently concerned with the equalization and reduction of teacher load. The remaining activities were concerned with administrative practices in appointing teachers to teaching positions, the rating of teacher, and promotions and advancements to administrative positions. Although the latter activities were reported more infrequently, several units indicated that they were making renewed efforts in these areas. One unit

further stated that they had formed a "commission for revision of school board personnel policies."

The fourth group of activities conducted for the improvement of teaching conditions and economic status concerned the obtaining of or liberalizing local regulations governing sick leave and sabbatical leave. Activities toward liberalizing of sick leave regulations were reported by 47 units as shown in Table IX. Since state law controls the regulations concerning sick leave, presumably local unit activities have been concerned with the interpretation and applications of the law by the local school districts.

The three city unit categories containing the largest membership were proportionately the most active in efforts toward sick leave policies. The 40 evaluations contained a majority of satisfactory ratings, with 7 very satisfactory and 7 unsatisfactory ratings.

Twenty-seven units, or about one-fourth of the 113 units in the study, worked for the obtaining of or liberalizing of sabbatical leaves. The city units with 250 or more members were the most active in promoting this activity, but of the 24 evaluations, 13 unsatisfactory ratings were recorded. The implications from several comments were that the failure to attain sabbatical leaves was reflected in the unsatisfactory ratings.

Two associations indicated they had worked for other

service goals of a similar nature. One unit had obtained leave for professional conferences and had judged the activity as very satisfactory. A second unit reported that they had worked for released time for professional organization meetings. This was not evaluated as it had not been resolved.

The fifth and final group of activities conducted for the improvement of teaching conditions and economic status concerned the enactment of improved legislation or the election of legislators--state and national levels. The activities in this section were under two groupings: (a) association discussions and/or bulletins dealing with specific legislation and (b) methods used in promoting legislation.

As shown in Table IX, federal aid to education was the most frequent activity of specific legislation, with 89 affirmative responses. The second most frequent activity of specific legislation was concerned with the Washington State Teachers' Retirement System funds, with 65 responses and thirdly, a better plan of state financial support for the public schools, reported by 61 units. Better standards of certification were reported to be a topic in 49 units, followed by sabbatical and other leaves, changing the State Superintendent office from an elective to an appointive position, and geographic and numerical restrictions on junior colleges.

The units with 250 or more members were proportionately the most active in promoting specific legislation. The

evaluation ratings of each of the specific legislative activities were principally satisfactory.

The methods used to promote legislation, recorded in Table IX indicate that the most frequent method was requesting local members to write to their legislators. At least four fifths of the units in each category reported promoting this activity, with a total of 100 units in all participating. However, of the eighty-two evaluations recorded, 23 ratings of unsatisfactory were noted.

The public presentation of the W. E. A. filmstrip "Nothing So Certain," which is concerned with the topic of the tax situation in the State of Washington, was reported by 72 units. Although the majority of the respondents indicated the filmstrip had been shown to the units' general membership, several units reported that they had presented the filmstrip at PTA meetings. Of the 68 evaluations, 21 rated the activity as very satisfactory and 44 as satisfactory.

Interviewing legislators and requesting non-educators to interview and write legislators were indicated by slightly less than one-half of the 113 associations in the study. The activities were generally rated as satisfactory.

With regard to the local units interviewing legislators, there were several comments with varying points of view noted. One respondent stated that the "legislature was not

in session, it would have been pointless." Another comment stated that interviewing would begin "soon." Another statement was: "Legislation was stressed this year because we believed more cooperative work can be done in a non-legislative year with our representatives than during a legislative year. We worked on both state and federal aid--quite successfully we believe."

The activity that was reported the least frequently was concerned with public meetings on legislative issues, although evaluations indicated that the activity, when carried out, received satisfactory or very satisfactory results.

In summarizing the activities conducted for improving the conditions of teaching and the economic status of teachers, it is interesting to note that city units with 250 or more members are the most active. Table X shows the number of activities worked on by local associations for improving the conditions of teaching and the economic status of teachers. The range in number of activities conducted was from zero in 6 units to sixteen in 1 unit. The median number of activities for all units was 4.9. The median number for each group exceeded four and in city units with 250 or more members was almost seven.

The number of activities promoted by local units for the enactment of legislation or the election of legislators are presented in Table XI. The most activities of this nature were 8.0, promoted by the largest city units. The lowest

TABLE X

NUMBER OF ACTIVITIES (EXCLUDING LEGISLATIVE ACTIVITIES) CONDUCTED
BY EACH UNIT FOR IMPROVING THE CONDITIONS OF TEACHING
AND THE ECONOMIC STATUS OF TEACHERS

Number of Activities	City associations by numbers of members				County Assns. (20 units)	Total All- Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
16					1	1
14	1					1
12		1				1
11					1	1
10		1	1	3		5
9		1	1	2	1	5
8	2	2	3		2	9
7	2	1	3	4		10
6	1	3	4	2		10
5	2	9	5	1	5	22
4	3	5	2	1	2	13
3	1	2	6	1	2	12
2	1	5	4		2	12
1	3			1	1	5
0	1	1	1		3	6
Median number of activities	4.3	4.8	4.9	6.9	4.5	4.9

TABLE XI

NUMBER OF LEGISLATIVE ACTIVITIES PROMOTED BY EACH UNIT

Number of Activities	City associations by numbers of members				County Assns. (20 units)	Total All- Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
12				2		2
11			1	3		4
10	1	1	1			3
9	3	4	5	2	1	15
8	1	3	3	1	4	12
7	1	1	3	2	3	10
6		6	3	1	3	13
5		2	7	2	4	15
4	3	6		1	2	12
3	2	3	3			8
2	3	3	1		1	8
1	2		1			3
0	1	2	2	1	2	8
Median number of activities	3.7	5.3	5.8	8.0	5.8	5.7

median number of activities was 3.5 for city units with less than 50 members. Seven units did not promote any legislative activities. The median number of activities promoted by all units was 5.7.

The implication is clear that in larger associations the membership is able to participate in a somewhat more varied program of activities than in the smaller associations.

Citizenship activities. The local education associations were most active in the area of citizenship activities through their cooperation with the parent-teacher association councils. Seventy-eight units, or about two out of three, participated in this endeavor, as seen in Table XII.

Participation in such community welfare projects as the Community Chest was recorded by 51 units. The city units with 100-249 members and units with 250 or more members were proportionately the most active, with about a two thirds majority of the associations participating. About one unit in five participated in the county unit and city units with less than 50 members. The one unit which evaluated the activity as unsatisfactory stated that participation had been "mandatory; unagreeable to most teachers."

The sponsorship of a school-business visitation day or similar activity to familiarize the teaching personnel with the local businesses and industries was reported by

TABLE XII
CITIZENSHIP ACTIVITIES OF LOCAL UNITS

ACTIVITY	Frequency of associations engaging in the activity																													
	City associations by numbers of members															County Associations (20 units)					Total All-Inclusive (113 units)									
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)														
	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS
1. Participated in community welfare projects as Community Chest.	4	2		1	1	14	1		11	2	19	1	1	9	8	10	1		8	1	4	2		2		51	7	1	31	12
2. Cooperated with parent-teacher council.	12	3	1	7	1	22	3		14	5	22	1	1	13	7	12	1		6	5	10	4		6		78	12	2	46	18
3. Sponsored public lectures or forums.	3	1		1	1	7			7		4			4		3	1		2							17	2		14	1
4. Participated in community councils.	4	2		1	1	7	2	1	3	1	8			6	2	6			5	1	3	2		1		28	6	1	16	5
5. Provided a speakers bureau composed of members of the local education staff.	3			3		8	2	1	3	2	5	1	1	3		7		2	2	3	2	1		1		25	4	4	12	5
6. Cooperated in sponsorship of school-business visitation day or similar activity.	6	1		4	1	9	1		7	1	12		3	6	3	4			2	2	4			4		35	2	3	23	7
7. Honored distinguished citizens, legislators, civic leaders or others.	2			2		5			5		3			2	1	7			4	3	8	3		4	1	25	3		17	5
8. Sponsored art exhibits.	1				1	4	1		3		1			1		1	1		1		2	1			1	9	2		5	2
9. Sponsored concerts.	1				1	2			2							1			1							4			3	1

35 units.

Other units indicated that they had participated in community councils, provided a speakers bureau composed of members of the local education staff, and honored distinguished citizens, legislators, civic leaders or other persons. Table XII indicates that about one fourth of the units engaged in these activities. Two of the units which rated their speakers bureau as unsatisfactory stated that the bureau had not been used this year and there had been insufficient interest in such an activity.

The sponsorship of public lectures or forums was affirmatively replied to by 17 units. There were no unsatisfactory ratings recorded, the majority being rated as satisfactory.

The sponsorship of art contests and concerts was indicated by 9 and 4 respondents respectively. One unit replied that it had sponsored inter-school exhibits, not professional art exhibits.

The sponsorship of a spelling contest and a science fair were rated as very satisfactory in two associations.

As shown in Table XIII, the range in the number of citizenship activities varied from zero to nine. The median number of activities for all units was 2.1. City units with 250 or more members conducted an average of 3.8 activities. City units with less than 50 members and county units

TABLE XIII

NUMBER OF CITIZENSHIP ACTIVITIES CONDUCTED BY EACH UNIT

Number of Activities	City associations by numbers of members				County Assns. (20 units)	Total All-Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
9	1	1				2
8						
7				1		1
6		1	1	1		3
5	2	1	3	2	3	11
4		5	5	5		15
3		8	4	1		13
2	6	6	8	2	8	30
1	5	4	5	1	2	17
0	3	5	4	2	7	21
Median number of activities	1.6	3.1	2.3	3.8	1.6	2.1

promoted 1.6 activities. Twenty-one units or about one-fifth of the 113 units did not conduct any citizenship activities.

Activities conducted for interpreting the association and the profession. The activities of this group were basically communicative in nature. Some of the activities were designed to be used for the benefit of the local associations' membership while other activities were used to communicate with other professional educators or the general public.

Providing materials to the newspapers as a means of interpreting the local association and the profession was promoted by 83 units, Table XIV. This activity was found most frequently in the city associations with 50 or more members. It was rated as satisfactory in 59 of 70 evaluations.

A second method of communicating with the public was through the provision of materials and/or services to radio and television stations. City associations with 250 or more members with 9 affirmative responses were proportionately the most active in using this medium of communication, Table XIV. The proportionate number of units decreased as the unit membership decreased.

A comparison of the two means of communicating with the general public shows newspaper releases a 2 to 1 pre-

TABLE XIV

UNIT ACTIVITIES CONDUCTED FOR INTERPRETING THE ASSOCIATION AND THE PROFESSION

ACTIVITY	Frequency of associations engaging in the activity																													
	City associations by numbers of members															County Associations					Total All-Inclusive									
	Under 50 (17 units)					50-99 (31 units)					100-249 (30 units)					250 and over (15 units)					(20 units)					(113 units)				
	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS	F	UR	UN	S	VS
1. Provided materials to the newspapers.	9	2		6	1	23	3	1	18	1	24	3	2	15	4	13	1		11	1	14	4		9	1	83	13	3	59	8
2. Provided materials and/or services to radio and television stations.	3			3		8	1	1	5	1	14	1	2	8	3	9		1	6	2	5	1		2	2	39	3	4	24	8
3. Distributed a local association bulletin to all members.	2			2		18	4		11	3	20	5		10	5	12	1		6	5	11	3		5	3	63	13		34	16
4. Made use of bulletin boards in schools.	13	3	1	8	1	26	6	2	18		23	7	1	15		12	1	1	10		15	3	1	9	2	89	20	6	60	3
5. Sponsored social function honoring school board members.	2	1	1			15	4	1	7	3	7			4	3	6	1		2	3	7	2		4	1	37	8	2	17	10
6. Materials sent to W.E.A. Journal.	1		1			4	1	1	2		4			3	1	6	1		4	1	3	2		1		18	4	2	10	2
7. Materials sent to N.E.A. Journal.						4	1	1	2		1			1		4	1		3		2	1		1		11	3	1	7	
8. Prepared copies of business meetings for all members.	5	1		4		10	2		6	2	11	3		6	2	9	2		5	2	9	2		5	2	44	10		26	8

ference over radio and television releases.

Methods of communication with the units' membership were local association bulletins, the use of bulletin boards at school, and the preparation of copies of the minutes of business meetings. The most common means of communication with the membership was through use of bulletin boards in individual schools by 89 units, Table XIV. This activity was rated as satisfactory in 60 of the 69 evaluations recorded.

The second most prevalent means of communication with the membership was through the use of a local association bulletin by 63 units, as shown in Table XIV. Of the fifty evaluations recorded, 16 were very satisfactory and 34 satisfactory. The distribution of a bulletin was promoted by over one-half of the units in each category except for city units with less than 50 members. Those units which indicated the number of bulletins distributed during the year had a median average of 7.7 publications for the 1959-60 school year, as shown in Table XV.

The third method of communication with the membership was through the preparation of copies of the minutes of the business meetings in 44 units, as seen in Table XIV. The evaluations of this activity were predominately satisfactory with no unsatisfactory ratings recorded.

The sponsorship of a social function honoring school

TABLE XV

NUMBER OF LOCAL ASSOCIATION BULLETIN PUBLICATIONS

Number of Publications	City associations by numbers of members				County Assns. (9 units)	Total All-Inclusive (55 units)
	Under 50 (2 units)	50-99 (12 units)	100-249 (20 units)	250 and over (12 units)		
18				1		1
15		1		1		2
14	1					1
12			1	1		2
10		2		1		3
9			5	3	3	11
8		1	5	2	1	9
7		1	4		2	7
6		1	3	1	1	6
5	1	1		1	1	4
4		3	1	1	1	6
3		2	1			3
Median number of publications	9.5	5.5	7.7	9.2	7.3	7.7

board members was indicated by 37 units. This method of interpreting the association to those persons charged with the policy making decisions of the school district was proportionately most common in the units having 50-99 members where 15 of the 31 units in the group participated. The remaining categories sponsored such an activity in lower proportions.

The submitting of materials to the W. E. A. Journal, Washington Education, and to the N. E. A. Journal were reported by 18 units and 11 units respectively. The most active units in submitting materials to the two journals were the units having 250 or more members, where 6 units sent materials to the Washington Education and 4 units sent materials to the N. E. A. Journal. With the exception of units having 50-99 members, the remaining unit categories submitted fewer materials to the N. E. A. Journal. The activities were predominately rated as satisfactory.

A review of the number of activities conducted to interpret the association and the profession indicates that 13 units did not participate in this type of activity as shown in Table XVI. The city units with 250 or more members promoted about five activities. City units with less than 50 members conducted about two activities. The median number of activities of this nature was 3.5.

Association committees. An indication of the program promoted by the local associations may be derived from

TABLE XVI

NUMBER OF ACTIVITIES CONDUCTED BY EACH UNIT TO
INTERPRET THE ASSOCIATION AND THE PROFESSION

Number of Activities	City associations by numbers of members				County Assns. (20 units)	Total All- Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
8				1	1	2
7		3	1	4	1	9
6			3			3
5	1	6	5	4	3	19
4	1	9	7	3	3	23
3	4	3	6	1	5	19
2	6	6	3		5	20
1	2	1	2			5
0	3	3	3	2	2	13
Median number of activities	2.1	3.8	3.6	4.9	3.1	3.5

a study of their committee groups.

A perusal of Table XVII indicates that the most frequent permanent committees in their descending order are Legislative, 106 units; Salary, 92 units; Public Relations, 80 units; Membership, 78 units; and Ethics, 67 units. An emphasis on activities to improve the conditions of teaching and the economic status of teachers is strongly present in the committee groups, as the two most frequently named committees, legislative and salary, are directly associated with such activities. At least two other committees of the first ten listed in Table XVII, teacher welfare and insurance, work for improved economic standards for teachers. Indeed, the goals of a salary committee and a teacher welfare committee might be the same, only under different titles in different associations. The high position of the Publicity Committee is some indication of efforts to interpret the association and the profession. The Local News Bulletin Committee, reported in 50 units, is another communicative group.

The stressing of membership, cited earlier in this study, is indicated by the fact that the fourth most frequent committee was membership.

Ethics committees were reported in 76 units, or about three-fourths of the total sampling.

The questionnaire contained the titles of the first sixteen committees listed in Table XVII. To this list,

TABLE XVII

PERMANENT AND TEMPORARY COMMITTEES OF LOCAL UNITS

Permanent Committee Titles	Number of associations having the given committee					
	City associations by numbers of members				County Assns. (20 units)	Total All- Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 or more (15 units)		
Legislative	15	29	30	14	18	106
Salary	13	27	30	14	8	92
Public Relations	9	27	19	14	11	80
Membership	13	25	16	12	12	78
Ethics	9	25	17	13	12	76
Program	9	20	18	7	9	63
Teacher Welfare	8	18	19	8	10	63
Social	6	20	20	11	5	62
Local news bulletin	4	9	18	14	5	50
Insurance	5	15	14	9	6	49
Publicity	6	15	11	7	7	46
Teacher Education and Professional Standards	4	9	13	10	10	46
Future Teachers of America	2	14	12	6	3	37
Constitution	4	7	8	7	6	32
Retirement		9	9	7	3	28
Curriculum	2	4	2	3	1	12
Orientation, New Teacher			2	2		4
Courtesy and Service		1	1	1		3
School Lands					2	2
Professional Growth				2		2
Blood Bank			1	1		2
Community Chest		1				1
Research and Evaluation		1				1
Professional		1				1
NEA and WEA Services			1			1
Scholarship			1			1
Administrative Policies				1		1
Association Center				1		1
Auditing				1		1
Credit for Travel & Research				1		1
Emergency Leave				1		1
Handbook				1		1
NEA Life Membership				1		1
School Board				1		1
<hr/>						
Temporary Committee Titles						
Nominating	11	16	25	10	10	72
Constitution Revision		2	3	1	1	7
Orientation, New Teacher		2	1			3
Scholarship			2		1	3
Budget	1			1		2
Auditing			1	1		2
American Education Week			2			2
Civil Defense		1				1
Courtesy		1				1
Personnel Policies		1				1
Business Education			1			1
Honor Retiring Teachers			1			1
Resolutions			1			1
Ass'n Owned Apartment House				1		1
Community Service				1		1
Election				1		1
NEA Publicity				1		1
Policies and Objectives				1		1
Professional Development				1		1
Reorganization (of unit)				1		1
"Time to Teach"				1		1
Working Conditions Survey				1		1
Institute					1	1
Membership					1	1
"Play"					1	1
"Pin"					1	1
Retirement					1	1
Social					1	1

eighteen committees were added by the respondents. A total of thirty-four permanent committee titles were recorded.

The most frequently named temporary committee, the nominating committee, was listed by 72 units. However, each of the twenty-seven other committee titles listed had to be added to the questionnaire by the respondents. Since temporary committees are generally appointed to accomplish a specific task, the list indicates some variety in the programs of different units. The preparation of budgets, auditing of records, awarding of scholarships, and other activities are indicated in this list. Several committees that have permanent status in most associations were recorded in this list; namely, social, retirement, and membership.

As shown in Table XVIII, the number of permanent committees varied directly with the size of the unit. Units with 250 or more members had an average of 11.7 permanent committees. The fewest permanent committees, 6.8, were in county units and in city units with less than 50 members, 6.9. The range in the number of permanent committees was from zero to 24. Two small county units did not report any committees, one respondent saying that their executive board conducted any necessary business.

As seen in Table XVIII, the number of temporary committees did not exceed four in any unit. Thirty-four units did not report any temporary committees while fifty-four reported one committee. The highest average number of tem-

TABLE XVIII

NUMBERS OF PERMANENT AND TEMPORARY COMMITTEES IN LOCAL UNITS

Number of Permanent Committees	Frequencies of Associations					
	City associations by numbers of members				County Assns. (20 units)	Total All-Inclusive (113 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (30 units)	250 and over (15 units)		
24				1		1
15			1	1		2
14			1		1	2
13	1	2	1	3		7
12		6	2	3	1	12
11		1	2	1	1	5
10		6	3	1	1	11
9	2	2	7	2	2	15
8	3	6	4		1	14
7	4	2	4		4	14
6	1	3	1	2	1	8
5			1	1	1	3
4	4	2	1		2	9
3	1		2		2	5
2		1			1	2
1	1					1
0					2	2
Median number of committees	6.9	9.3	8.8	11.7	6.8	8.5
Number of Temporary Committees						
4					1	1
3			2	2	2	6
2	1	5	6	6		18
1	10	13	19	4	8	54
0	6	13	3	3	9	34
Median number of committees	0.8	0.7	1.1	1.6	1.6	0.9

porary committees was 1.6 in county units and city units with 250 or more members.

General information. Section F of the questionnaire contained specific questions regarding certain phases of the local association's program.

One gauge of the activity of an association is its number of meetings, both regular and special. The local units in this study held from 1 to 10 regular meetings, as seen in Table XIX. Thirty-five units indicated they had met 9 times during the year. However, the median number of meetings was 7.1. County units held the fewest regular meetings, 5.8, while city units with 50-99 members met most frequently, 8.0 times. Fifteen units met regularly three or fewer times.

The number of special meetings held by local units ranged from zero to 6, Table XIX. City units with less than 50 members and units with 50-99 members held an average of 0.6 special meetings. Sixty-four units did not hold a special meeting during the year.

The meetings receiving the best and poorest response of the units' membership were indicative of the basic interests of the membership at large. As may be seen in Table XX, meetings concerned with salaries were predominately responded to best. Also rating quite high were legislative meetings. Meetings concerned with ethics were predominately responded to poorly.

TABLE XIX

NUMBER OF REGULAR AND SPECIAL MEETINGS OF EACH
UNIT DURING THE 1959-1960 SCHOOL YEAR

Number of Regular Meetings	Frequencies of Associations					
	City associations by numbers of members				County Assns. (20 units)	Total All- Inclusive (110 units)*
	Under 50 (17 units)	50-99 (31 units)	100-249 (28 units)	250 and over (14 units)		
10				1		1
9	6	12	10	4	3	35
8	2	7	3	1	2	15
7			4	2	3	9
6	3	3	4	1	3	14
5	1	5	2		1	9
4	4		3	3	2	12
3	1	4	2	1	3	11
2				1	2	3
1					1	1
Median number of meetings	6.3	8.0	7.25	7.0	5.8	7.1
Number of Special Meetings						
6	1					1
5	1					1
4	1		1		1	3
3		3			2	5
2	1	5	2	2	1	11
1	5	8	5	5	2	25
0	8	15	20	7	14	64
Median number of meetings	0.6	0.6	0.0	0.5	0.0	0.0

*Note: Three units did not supply the necessary information.

TABLE XX

UNIT MEETINGS RECEIVING THE BEST AND
POOREST MEMBERSHIP RESPONSE

Meeting Topic	Number rated as:	
	Best	Poorest
Salary	58	4
Legislation	36	18
Ethics	10	24

Note: Six units rated all meetings equally

Many units reported they had invited outside speakers to address a general membership meeting. The most frequently indicated persons invited were W. E. A. personnel in 87 units, Table XXI. Civic leaders were invited to 32 units. Social Security representatives and the W. E. A. President were listed by several as having addressed their unit membership. Twelve units did not indicate that they had invited any outside speakers.

TABLE XXI

PERSONS INVITED TO ADDRESS LOCAL UNIT
GENERAL MEMBERSHIP MEETINGS

Persons Invited	Number of units
W. E. A. Personnel	87
Civic Leader	32
College or university representative	22
Local school board member	20
State Retirement System representative	15
State Department of Education Representative	10

Washington Education Association information for the amounts of local dues of each unit in this study reveals that the average local dues were \$2.75 (see Table XXII). City units with 250 or more members averaged \$4.00 in local dues followed by city units with less than 50 members which average \$3.00. The least amount of local dues were collected by county units, \$2.15. The actual range in local dues was from \$.50 to \$16.50.

Two questions regarding local dues were posed. The first question is summarized in Table XXIII.

As will be seen in Table XXIII, an 85 per cent majority of the local units in this study considered their income from dues adequate to support the desired local program. However, 17 respondents, or 15 per cent of the total sampling replied negatively to this question. Of those respondents replying negatively, 5, or about one-third of the group responding negatively represented city units with 250 or more members. It should be noted that city units with 250 or more members have in the previous findings of this study conducted more activities of each type than any other unit category.

As will be seen in Table XXIV, thirteen of the respondents who had indicated that the local dues did not support the desired local program reported that their units had found it necessary to supplement the local income from dues. Of

TABLE XXII

LOCAL DUES PAID BY MEMBERS IN EACH UNIT

Amount of Local Dues	Frequencies of Associations					
	City associations by numbers of members				County Assns. (20 units)	Total All-Inclusive (112 units)
	Under 50 (17 units)	50-99 (31 units)	100-249 (29 units)*	250 and over (15 units)		
\$16.50				1		1
10.00			1	1		2
8.00		1				1
6.50			2			2
5.50				2		2
5.00	3		1	3	1	8
4.50		1	1			2
4.00	1	5	3	1		10
3.50	2	3	3	2	3	13
3.00	5	4	2	3	1	15
2.50	1	7	8	1	4	21
2.00	1	5	7	1	5	19
1.50	3	4	1		3	11
1.00	1	1			2	4
.50					1	1
Median amounts of local dues	\$3.00	\$2.65	\$2.66	\$4.00	\$2.15	\$2.75

*Note: One unit of the group having 100-249 members had a local dues amounting to 0.1 of 1.0 per cent of each member's annual salary.

Source of data: Washington Education Association

TABLE XXIII

DID THE LOCAL DUES SUPPORT THE
DESIRED LOCAL PROGRAM?

Type of unit	Yes	Per cent of group	No	Per cent of group
City:				
Under 50 members	14	82	3	18
50-99 members	29	94	2	6
100-249 members	25	83	5	17
250 or more members	10	67	5	33
County	18	90	2	10
Total All-inclusive	96	85	17	15

TABLE XXIV

WAS IT NECESSARY TO SUPPLEMENT THE INCOME
FROM LOCAL DUES THIS YEAR?

Type of unit	Yes	Per cent of group	No	Per cent of group
City:				
Under 50 members	2	12	15	88
50-99 members	2	6	29	94
100-249 members	4	13	26	87
250 or more members	3	20	12	80
County	2	10	18	90
Total All-inclusive	13	11.5	100	88.5

this number, four units requested voluntary contributions, two units levied special assessments and one unit raised the amount of local dues from \$1.50 to \$4.00. The remainder indicated they had supplemented their income through bake sales, plays, and other activities.

Another question concerned the local associations' committee chairmen. So that the lines of communication might become direct channels of information to committees, the W. E. A. attempts to learn the names of local committee chairmen and in this behalf send a request to the unit presidents. "Was the W. E. A. informed of the committee chairmen's names?" was answered affirmatively by ninety-six respondents. Seventeen, or 15 per cent of the units, replied negatively. Although no explanation of the answer was requested, two respondents stated that they had instructed their unit secretary to forward the necessary information to the W. E. A. but had learned later that it had not been done.

As the W. E. A. attempts to keep its members informed through many avenues including various meetings throughout the state, the question was asked: "Was the local unit represented at all of the various W. E. A. and/or N. E. A. sponsored meetings in the state during the year?" Fifty-five respondents or 48.7 per cent replied yes, fifty-four stated no, and four respondents replied most.

Local unit representation at the N. E. A. national convention in 1959 varied directly with unit size. As seen in Table XXV, 87 per cent of the city units with 250 or more members were represented at this meeting, followed by a 37 per cent representation of city units with 100-249 members. None of the city units with less than 50 members were represented. Twenty-seven per cent of the units in the study sent delegates to this meeting.

TABLE XXV

WAS THE UNIT REPRESENTED AT THE N. E. A.
NATIONAL MEETING IN ST. LOUIS IN 1959?

Type of unit	Yes	Per cent of group	No	Per cent of group
City:				
Under 50 members			17	100
50-99 members	4	13	27	87
100-249 members	11	37	19	63
250 or more members	13	87	2	87
County	3	15	17	85
Total All-inclusive	31	27	82	73

Two reasons may be advanced for the greater proportion of larger units sending delegates to the N. E. A. national conference. First, larger units should normally

have more funds with which to carry on their program. Secondly, larger units would appear to be more interested in the proceedings and results of such a conference.

There was a slight tendency to send a delegate to the N. E. A. convention who was in a leadership position of the association. Of the 31 units that sent delegates to this meeting, seventeen units reported their representatives were the president or a member of their executive council while thirteen units stated their representatives were from the general membership. One unit sent several members of its executive council as well as members at large as delegates.

The affiliation of local units has been previously defined as the means by which a local association identifies itself with the goals and objectives of the state and National education associations. Answers to the question: "Has the local unit been effective in implementing the state W. E. A. program?" are summarized in Table XXVI. The findings indicate that 67 units or about 60 per cent of the total group feel that they have been effective in implementing the W. E. A. program. Twenty-six units or about one-fourth of the affiliated units of the W. E. A. answered this question negatively, however. The smaller units expressed the largest majority of negative replies. Including the 14 units that answered the question stating "unsure"

with the 26 units which replied "no" it may be assumed that 40 units or one-third of the units in this study are at least doubtful of their effect upon the W. E. A. program.

TABLE XXVI

HAS THE LOCAL UNIT BEEN EFFECTIVE IN IMPLEMENTING
THE STATE W. E. A. PROGRAM?

Type of unit	Yes	Somewhat	Unsure	No
City:				
Under 50 members	7	1	1	8
50-99 members	16	2	4	9
100-249 members	17	2	6	5
250 or more members	12	1	2	
County	15		1	4
Total All-inclusive	67	6	14	26

The methods used to adapt the unit program to local needs were requested in a completion type question. Although all of the respondents did not complete the question, the most frequent methods reported were discussions at general meetings, questionnaires to members, and individual school discussions with building representatives. Executive board decisions were reported in 8 units as the method used.

The methods used are summarized in Table XXVII.

TABLE XXVII
METHODS USED TO ADAPT UNIT PROGRAMS TO LOCAL NEEDS

Method	Frequency
Questionnaires to members	30
Discussions, general meetings	23
Individual school discussions with building representatives	22
Executive board decisions	8
Committee reports	5
Special planning committee	1
Unit evaluation committee	1

The last area of general concern in unit activity concerned unit evaluation of its program. The findings are summarized in Table XXVIII.

TABLE XXVIII
LOCAL UNIT EVALUATION ACTIVITY

Type of evaluation	Yes	Per cent of group	No	Per cent of group
Unit uses an evaluation form	7	6	106	94
Unit has some type of objective evaluation	13	11.5	100	88.5

The findings concerning unit evaluation of its program illustrate that 94 per cent of the units in this study have not prepared an evaluation form. Furthermore, 88.5 per cent of the units report that their units did not have any type of objective evaluation of their programs.

Comparison of local unit support of W. E. A. objectives. As stated in the problem of this study, part two of the problem concerned the support by the local units of the basic purpose of the W. E. A. i.e., to promote the cause of education in the State of Washington.

A comparison of the local unit program to that of the W. E. A. may be made in relation to the six major W. E. A. objectives for the 1959-60 school year as reported in the W. E. A. Board of Directors Report presented to the Representative Assembly in May, 1960. Their objectives were (30:1-8):

1. To improve instruction and strengthen administrative practices and procedures at all levels.
2. To continue to study and strengthen services of W. E. A. to its individual members.
3. To strengthen our working relations with community groups and individuals outside the field of education.
4. To promote the Association's legislative program with emphasis on tax studies and research.
5. To perfect and complete the inauguration of the Automatic Payroll Authorization plan now in effect for one-third of our members.
6. To communicate to the membership and others the Association's policies and goals.

As the fifth objective was concerned with a mechanical goal for the W. E. A. rather than an objective for its program, a comparison of local unit support has not been made to it.

A comparison of the local units' program to that of the W. E. A. must be made with an understanding of and appreciation for the relation of each organization to the other. Obviously, local units could not work to support the W. E. A. goals in the same manner or degree that the W. E. A. has. For this reason, the activities of the local units that should support the objectives as stated by the W. E. A. have been summarized in relation to each of the five objectives.

Local unit activities to improve instruction and strengthen administrative practices varied considerably. Curriculum revision studies were conducted in 34 units, while 58 units cooperated with the administration in curriculum studies (See Table III). Less than one-third of the units promoted any curriculum revision work, although one-half of the associations did cooperate in efforts of this nature.

Forty-seven units participated in administrative plans for in-service education of teachers. This number was about 42 per cent of the 113 units for each activity. Teacher Education and Professional Standards materials were used in 70 units; however, only 43 units reported that they had conducted discussions on this subject.

Efforts to promote teaching as a career were reported in 45 units. Forty-three units sponsored a Future Teachers of America Club, although 15 of these units did not provide leadership to these groups (See Table V). Thirty-nine associations awarded scholarships for future teachers (Table VI).

Local units were reported to have worked in 27 units to improve administrative practices in the equalization and reduction of teacher load, as shown in Table IX. Very few associations reported any other activities in this area.

The local units were found to have quite actively supported W. E. A. services to individual members. Activities concerning group insurance were conducted in 67 units. Many associations indicated that their efforts in the regard of services to members had been explanatory in nature anent W. E. A. services. Activities concerning the teacher credit union were recorded in 45 units and protection of legal and professional rights of individual teachers in 39 units (See Table IX).

Some questions may be raised concerning the relationship of this objective of the W. E. A. to the improvement of teaching in the State of Washington. Only by interpreting the phrase "cause of education" to mean, at least in part, the conditions of teaching, can it be accepted.

Strengthening the working relationship with community groups and individuals outside the field of education was mostly promoted through cooperation with the PTA councils, in 78 units (See Table XII). Other activities included the participation in community welfare projects, by 51 units; participation in community councils, by 28 units; providing a speakers bureau composed of members of the local education staff, in 25 units; the honoring of distinguished citizens, legislators, civic leaders or others, in 25 units; and the sponsorship of public lectures or forums, in 17 units. However, 21 units did not conduct any citizenship activities which might strengthen the working relationship with community groups, as shown in Table XIII.

The local units, through providing materials to the newspapers in 83 units, made their most concentrated efforts to interpret the association and profession to the general public (Table XIV). Thirty-nine units were reported to have provided materials and/or services to radio and television stations.

Although no detailed account of the responsibilities of the permanent committees was made in this study, 80 units reported having public relations committees which conceivably may have worked with community groups and individuals outside the field of education.

Legislative activities were strongly emphasized on the local unit level. The local units were found to have

promoted at least seven specific items of legislation. With regard to the W. E. A. objective, 61 units reported efforts toward a better plan of state financial support had been made, (Table IX). Other topics of concern to the state legislative program were Washington State Teachers Retirement System funds, better standards of certification, sabbatical and other leaves, and other specific issues of concern to educators.

The local units were most active in promoting legislation through the writing of local members to legislators, in 100 units, Table IX. However, 23 respondents rated the activity as unsatisfactory, which casts doubts on the effectiveness of the activity. Seventy-two units reported that they had shown the W. E. A. filmstrip on taxation, "Nothing So Certain." Legislators were also reported to have been interviewed by about one-half of the local associations. Other methods were the requesting of non-educators to interview and write legislators, and the holding of public meetings on legislative issues.

Local associations were most active in communicating to their membership through the use of bulletin boards in schools, 89 units, and the distribution of a local association bulletin to all members, in 63 units (See Table XIV).

The provision of materials to newspapers in 83 units was the principal means of communicating to the general public.

CHAPTER IV

SUMMARY AND INTERPRETATION

I. SUMMARY

The earliest recorded professional education association in the United States was a local association formed in 1794, the Society of Associated Teachers, in New York City. However, local associations were actually the last of the three levels--local, state, and national--to come of age.

The earliest associations were informal in nature. The Rhode Island State Teachers Association was the first formal education group chartered in the United States, in 1845.

The formation of a national association began in 1857 when the National Teachers Association, forerunner of the National Education Association, was organized.

Throughout the latter half of the Nineteenth Century, local educational associations were established in communities of all sizes. They received little recognition, however, until 1920 when the N. E. A. reorganized its basic structure and began to make a concerted effort to affiliate the local associations throughout the land.

The development of professional associations in the State of Washington has paralleled that of other states

in that the state association's development has preceded that of the local units with few exceptions.

The purpose of this study was twofold: (1) to determine what activities of endeavor are carried on by the local city and/or county affiliated units of the W. E. A. and (2) to compare the programs on the local unit level to the basic objective of the W. E. A., i.e., to promote the cause of education in the State of Washington.

A questionnaire was developed after the available literature had been reviewed. The questionnaire was sent to the 146 affiliated local unit presidents of the W. E. A. Ninety-three of the 118 city units and 20 of the 28 county units returned usable questionnaires for a 77.4 per cent questionnaire return.

The programs represented in the returned questionnaires were representative of the activities of 19,812 of the 23,487 local unit members, or 84.39 per cent.

The most popular activities as evidenced by their high frequency were the promotions of membership in the W. E. A. and the N. E. A. by over 95 per cent of the local units. High interest was also indicated in the area of legislation.

The greatest concentration of activities was directed toward the improvement of the conditions of teaching and the economic status of teachers. In addition to working

for higher salaries, many units were officially represented on a continuing committee for revision of their salary schedule. Special services for members, including principally group hospitalization and group insurance, were reported in most units. There were some indications that local unit activity for special services was an explanatory role of the W. E. A. sponsored services.

Legislation was an especially active area. Specific items of interest were federal aid to education, Washington State Teachers' Retirement System funds, and a better plan of financial support. Although the state legislature did not meet during the 1959-1960 school year, the third most frequent activity of this study concerned the encouragement of local members to write their legislators (in almost 90 per cent of the local units). Almost one-fourth of the units rated the activity as unsatisfactory, however. Legislative activities were especially stressed by city units with 250 or more members.

Less frequently reported were activities concerned with the improvement of professional services. Only three of the sixteen activities in this category, the use of TEPS materials for the general membership, conducting discussions or lectures on educational topics, and cooperation with the administration in curriculum studies were promoted by 50 per cent or more of the local units. Most notable were the

lower frequencies of activities concerned with professional ethics. Less than one-half of the local units in this study have adopted local professional codes of ethics and still fewer units promoted activities concerned with ethics.

The building of esprit de corps was especially stressed through the promotion of membership in the W. E. A. and the N. E. A. Activities for new teachers, especially receptions, were promoted in most units. Encouraging students to enter the teaching profession was promoted through high school career day participation, sponsorship of FTA clubs, and awarding of scholarships. About one-third of the local units awarded scholarships, generally in the amount of \$100. Social activities varied greatly, with the most frequent activity being picnics. Thirty-three units indicated they had no social activities.

Citizenship activities were most often reported to have been cooperation with the parent-teacher council (in 78 units). About one-half of the units participated in community welfare projects. Providing a speakers bureau, cooperation in sponsoring a school-business day, participation in community councils and honoring distinguished citizens were reported in about one-fourth of the units. Almost one-fifth of the units did not promote any citizenship activities.

Activities conducted to interpret the association

and the profession were communicative in nature. Almost three out of four units communicated to the general public through the provision of materials to newspapers. The membership was most frequently communicated to by the use of school bulletin boards. Over one-half of the units distributed local news bulletins to their members, averaging 7.7 publications during the year.

The number of activities conducted by each unit varied directly with the size of membership. Almost without exception, city units with 250 or more members sponsored more activities than did any other size or type of unit.

The typical unit held 7.2 general membership meetings during the year. The meeting concerned with salaries received the best response while the meeting concerned with ethics received the poorest. During the year outside speakers, generally W. E. A. personnel, were invited to address the membership. The unit had 8.5 permanent committees which most often included Legislation, Salary, Public Relations, Membership, Ethics, Program, Teacher Welfare, Social, Local News Bulletin, and Insurance committees.

The typical amount of unit dues were \$2.75. However, seventeen units reported that the local dues did not support the desired program, and thirteen of these units supplemented the income from dues.

The typical unit did not have an evaluation form

to evaluate its program. Furthermore, it did not have any objective evaluation of its program.

Most of the units felt that they had been effective in implementing the W. E. A. program. However, 23 per cent of the units answered negatively. The latter units were predominantly small.

The local unit support of the basic objective of the W. E. A., to promote the cause of education in the State of Washington, was based on the objectives of the W. E. A. program for the 1959-1960 school year. The local units' support of the objectives collectively was quite good. The legislative program and W. E. A. services to members were widely supported. Although the activities which supported the objective to strengthen the relationship of the W. E. A. with community groups were varied in nature, about 19 per cent of the units did not conduct activities which would support it soundly. A large majority of the local units conducted activities which conceivably communicate the W. E. A. policies and goals to the membership and others. The least support was noted on the local level for improvement of instruction and strengthening of administration practices.

II. INTERPRETATION

The local affiliated units of the W. E. A. promoted

a wide variety of activities during the 1959-60 school year. There were, however, great differences between individual associations in the activities emphasized.

The activities stressed were primarily activities for improved salaries, services, and legislation. Although other activities of varying types individually were conducted more frequently, the greatest emphasis was placed on legislation and other activities to improve the conditions of teaching and the economic status of teachers. In this behalf, the local units have served as service organizations to present and work for the needs of their membership.

Any judgment of the activities must be based on what a professional organization should do. Most certainly, those activities enumerated above are included in such a list. However, one must wonder how the local educational units may consider themselves professional when over one-half of the units have yet to adopt a local code of ethics to help establish professional standards for their membership. The promotion of membership in professional associations, the most frequent activity reported, may strengthen the membership in numbers, but it does not provide principles by which the individual members may live and teach. The infrequent reporting of activities concerning ethics, along with the absence of adopted codes of ethics, is a serious gap in the professional status of over 50 per cent

of the local education associations. It is not enough to say that there are W. E. A. and N. E. A. codes of ethics which may be followed; the local units must provide leadership in this area of professional concern.

The building of esprit de corps by the local units has been largely in the area of promoting membership on the state and national levels. Although this support of the W. E. A. and N. E. A. is to be commended, a high percentage of membership does not ensure a "professional" group. The written comments by respondents to this study stating that their unit's first objective was 100 per cent membership may indicate a misplacement of professional concern. Certainly, efforts to attain a 100 per cent participating membership would be a worthy goal for any association.

Citizenship activities within the various communities of the state were promoted in varying degrees by individual units. Here again there is a need for evaluation, as one-third of the local units promoted one activity or less.

Local association efforts to interpret the association and the profession have been conducted in nearly every unit. The continuation of such practices for the benefit of both members and the general public should be maintained and furthered.

The lack of objective evaluation of the programs in almost ninety per cent of the local units is another cause for concern. One must wonder if the leadership is

aware of what the responsibilities are of a professional group on the local level and secondly if a planned program is being followed. It would seem that evaluation would be a basic procedure in each unit's program.

The local support of the basic purpose of W. E. A., to promote the cause of education in the State of Washington, has been quite good. This phase of the study was based on the local support given to the objectives of the W. E. A. for the 1959-60 school year. In most units, the W. E. A. objectives have been supported. This is especially so with regards to the objectives concerned with special services for members, promotion of the W. E. A. legislative program, and communication of the W. E. A.'s policies and goals. Efforts to support the W. E. A.'s objective to improve instruction and strengthen administrative practices as well as the working relations with groups outside of education have not been as well supported.

The findings of this study, it is hoped, will serve to challenge local associations to re-evaluate their programs. Although not every local unit should be conducting the same activities, many activities which the local affiliated units of the W. E. A. might initiate could effectively bolster their professional status.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Chandler, Joe A. "Unified Membership in Washington State," National Education Association Journal, 35:52, January, 1946.
2. Charters, W. W. Curriculum Construction. New York: The Macmillan Company, 1923.
3. Corey, Arthur F. "Profession and the Public," Phi Delta Kappan, 34:420-3, June, 1953.
4. Cubberley, Elwood P. Public Education in the United States. Boston: Houghton Mifflin Company, 1934.
5. Educational Policies Commission. Professional Organizations in American Education. Washington: National Education Association of the United States and the American Association of School Administrators, 1957.
6. Harris, Chester W. (ed.). Encyclopedia of Educational Research. Third edition. New York: The Macmillan Company, 1960.
7. Huggett, Albert J., and Stinnett, T. M. Professional Problems of Teachers. New York: The Macmillan Company, 1946.
8. Kearney, Nolan C. A Teacher's Professional Guide. Englewood Cliffs: Prentice-Hall, Incorporated, 1958.
9. Krohn, Barbara. "The Early Years," Washington Education, 36:8-9, November, 1956.
10. _____, "The Middle Period: 1904-1920," Washington Education, 36:10-11, November, 1956.
11. _____, "The Pioneer Teachers Established an Enduring Association," Washington Education, 36:6-7, November, 1956.
12. Lieberman, Myron. Education as a Profession. Englewood Cliffs: Prentice-Hall, Incorporated, 1956.
13. _____. The Future of Public Education. Chicago: The University of Chicago Press, 1960.
14. Marsh, Arthur L. "A Time of Change: 1920-1921," Washington Education, 36:15, November, 1956.

15. Marsh, Arthur L., and others. The Organized Teachers. New York: National Association of Secretaries of State Education Associations, 1936.
16. National Education Association Division of Field Service. "The Yardstick of a Profession," Institutes on Professional and Public Relations, 1938-1947. Washington D.C.: The Association, 1948.
17. National Education Association Research Division. Local Education Associations at Work, Volume XXVI, No. 3. Washington: National Education Association of the United States, 1948.
18. _____. Local Associations--Organizations, Practices, and Programs, 1958-1959. Washington: National Education Association of the United States, March, 1960.
19. Pratt, Lyndon U. "The Impact of the National Education Association on State Education Associations," Progressive Education, 34:116-18, July, 1957.
20. Sexson, John A. "Functions of Professional Organizations of Teachers," School Executive, 68:11-14, June, 1949.
21. Stinnett, Timothy M. The Teacher and Professional Organizations. Washington: National Education Association of the United States, 1956.
22. Washington Education Association. "Effective Local Associations," Bulletin No. 61659, Seattle: The Association.
23. _____. 1949 Manual of the Washington Education Association. Seattle: The Association, 1949.
24. _____. "Membership by Units," Bulletin, Seattle: The Association, April, 1960.
25. _____. "Session of the Fortieth Regular Assembly, Briefed Minutes," Seattle: The Association, 1960.
26. _____. "Presidents of Local Affiliated Units for the Year 1959-60," Bulletin. Seattle: The Association, 1959.
27. _____. WEA Constitution. Seattle: The Association, 1959.
28. Washington State Teachers Association. "WSTA Constitution," Washington Education, 36:7, November, 1956.

APPENDICES

APPENDIX A

703 $\frac{1}{2}$ N. Walnut
Ellensburg, Washington
April 14, 1960

A study of the activities promoted by the local affiliated units of the Washington Education Association is being conducted at Central Washington College of Education. As major improvements and growth of our professional organizations can come about only as a result of self evaluation, this study is designed to be an effort in that direction.

The purposes of the study are: (1) to determine what activities of endeavor are carried on by the local affiliated units of the W. E. A.; and (2) to compare the programs on the local level to the basic purpose of the W. E. A., i.e., to promote the cause of education in the State of Washington.

As the president of the local unit in your area, you are best able to provide the necessary information. By completing the enclosed questionnaire, you will in effect be participating in the study. The names of persons or local associations will not be used in reporting the data. Most of the responses can be made by a check or a number.

This study is being conducted as a part of the requirement for a graduate degree under the direction of Dr. Ernest Muzzall. Mr. Cecil Hannan, Director of Field Service for the Washington Education Association has endorsed this study.

A pre-addressed and stamped envelope is enclosed for your convenience in returning the completed questionnaire. It will be greatly appreciated if you will return the questionnaire within ten days.

Thank you very much for your cooperation.

Sincerely yours,

Conrad E. Bankson

Enclosures: two

The following list contains activities which your local association may or may not have promoted during the present school year. The activities are grouped under different headings. Please indicate with a check in the Yes or No columns whether or not your association promoted the activity. If your association did promote the activity, please check the appropriate evaluation of the activity in your opinion, UNS - unsatisfactory, S - satisfactory, or VS - very satisfactory.

If the association promoted an activity which is not listed, please include it under the appropriate heading in the space provided.

	Yes	No	UNS	S	VS
A. Improved professional services of members:					
1. Sponsored lectures, discussion groups, or forums on educational topics.	___	___	___	___	___
2. Adopted a <u>local</u> association code of ethics:					
a. Prior to this year.	___	___	___	___	___
b. During this year.	___	___	___	___	___
c. A code is in the process of development.	___	___	___	___	___
3. Reviewed and/or revised the local code of ethics.	___	___	___	___	___
4. Informed members through discussions, bulletins, etc., of ethics code or phases of the code.	___	___	___	___	___
5. Prepared and given a copy of the local code of ethics to each member.	___	___	___	___	___
6. Reviewed specific types of ethical or unethical practices within the association.	___	___	___	___	___
7. Promoted curriculum revision studies.	___	___	___	___	___
8. Cooperated with the administration in curriculum studies.	___	___	___	___	___
9. Participated in administrative plans for in-service education of teachers.	___	___	___	___	___
10. Maintained or helped to maintain a professional library.	___	___	___	___	___
11. Arranged for extension courses.	___	___	___	___	___
12. Conducted survey(s) of teacher opinion as to urgent instructional problems.	___	___	___	___	___
13. Provided for committee studies and reports on instructional problems.	___	___	___	___	___
14. Sponsored educational experiment(s).	___	___	___	___	___
15. Used materials on TEPS provided by WEA and/or NEA for the general membership.	___	___	___	___	___
16. Conducted discussions concerning TEPS topics.	___	___	___	___	___
17. _____	___	___	___	___	___

B. Built esprit de corps of teaching staff:					
1. Promoted membership in the WEA.	___	___	___	___	___
2. Promoted membership in the NEA.	___	___	___	___	___
3. Systematic plan for giving attention to members who were ill, i.e., get well cards, etc.	___	___	___	___	___
4. Given receptions or other social functions for new teachers.	___	___	___	___	___
5. Helped new members to get located in community.	___	___	___	___	___
6. Social functions and/or other recognition of teachers who are retiring from service.	___	___	___	___	___
7. Provided new teachers with a handbook or other data about the community and school system.	___	___	___	___	___
8. Promoted teaching as a career - participation	___	___	___	___	___

9. Sponsored local high school(s) FFA Club(s).
If yes to question on sponsorship,
a. Did sponsorship include leadership,
financial assistance, and information?
b. Did the club function practically independent
of the association?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comments _____

10. Sponsored a scholarship(s) for future teachers.
a. Number of scholarships _____ b. Size _____
11. Social activities sponsored by the association:
a. Picnics
b. Card parties
c. Dances
d. Choral or instrumental groups.
e. Sports night(s) using school, YMCA, YWCA
or other facilities.

	Yes	No	UNS	S	VS
f. Bowling league or tournament.	_____	_____	_____	_____	_____
g. Events in conjunction with special holidays.	_____	_____	_____	_____	_____
h. Could the teachers' families participate in each of these activities?	_____	_____	_____	_____	_____
i. Were any social activities designed to be fund raisers for the unit's general fund?	_____	_____	_____	_____	_____
j. _____	_____	_____	_____	_____	_____
12. _____	_____	_____	_____	_____	_____
C. Improved the conditions of teaching and the economic status of teachers:					
1. Activities toward improved salary policies:					
a. Worked for higher salaries for local staff.	_____	_____	_____	_____	_____
b. Association officially represented on continuing committee for revision of salary schedule.	_____	_____	_____	_____	_____
c. Association officially represented on continuing committee for evaluation of credits and administration of schedule.	_____	_____	_____	_____	_____
2. Activities toward the establishment or the maintenance and improvement of the following services for members:					
a. Group hospitalization.	_____	_____	_____	_____	_____
b. Group insurance.	_____	_____	_____	_____	_____
c. Credit union.	_____	_____	_____	_____	_____
d. Protection of legal and professional rights of individual teachers.	_____	_____	_____	_____	_____
e. Loan fund other than credit union.	_____	_____	_____	_____	_____
f. Cooperative purchasing.	_____	_____	_____	_____	_____
g. _____	_____	_____	_____	_____	_____
3. Activities toward improved local administrative practices in:					
a. Equalization and reduction of teacher load.	_____	_____	_____	_____	_____
b. Selection of new teachers.	_____	_____	_____	_____	_____
c. Appointment of teachers to positions for which they are not prepared.	_____	_____	_____	_____	_____
d. Rating of teachers.	_____	_____	_____	_____	_____
e. Promotions to principalships or other administrative and supervisory positions.	_____	_____	_____	_____	_____
f. _____	_____	_____	_____	_____	_____
4. Activities toward the obtaining of or liberalizing local regulations governing:					
a. Sick leave.	_____	_____	_____	_____	_____
b. Sabbatical leave.	_____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____	_____
5. Activities toward the enactment of improved legislation or the election of legislators--state and national levels:					
a. Association discussions and/or bulletins dealing with specific legislation:					
1. Sabbatical and other leaves.	_____	_____	_____	_____	_____

G. General Information

1. How many regular meetings were held during the year? _____
2. How many special meetings were held during the year? _____
3. What meeting(s) received the best response? Poorest response?

Meeting topic	Best	Poorest
a. Ethics	_____	_____
b. Salary	_____	_____
c. Legislation	_____	_____
d. _____	_____	_____
4. Were any of the following people invited to address a general membership meeting?

	<u>Yes</u>	<u>No</u>
a. WEA personnel.	_____	_____
b. State retirement system representative.	_____	_____
c. State department of education representative	_____	_____
d. College or university representative.	_____	_____
e. Local school board member.	_____	_____
f. A civic leader.	_____	_____
g. _____	_____	_____
5. Did the local dues support the desired local program? Yes ___ No ___
6. Was it necessary to supplement the local income from dues this year?
 Yes ___ No ___ If yes, what means were used? _____
7. Was the WEA informed of the committee chairmen's names? Yes ___ No ___
8. Was the local unit represented at all of the various WEA and/or NEA sponsored meetings in the state during this year? Yes ___ No ___
9. Was the unit represented at the NEA national meeting in St. Louis in 1959? Yes ___ No ___
 If the answer is yes, was the representative the president or a member of the executive council? Yes ___ No ___
10. Has the local unit been effective in implementing the state WEA program? Yes ___ No ___
11. Briefly explain how you adapted your unit program to local needs, i.e., questionnaires, discussions, etc.

12. Does the local unit have an evaluation form used to evaluate its total program? Yes ___ No ___ Does the local unit have any type of objective evaluation of its program? Yes ___ No ___
13. Comments on program (optional). _____

* * * * *

If you would like to receive a summary of this study, please indicate by signing your name and address on the form below. If you wish to remain anonymous and receive a summary of the study, you may detach the form and send it to me under separate cover.

APPENDIX B

703 $\frac{1}{2}$ N. Walnut
Ellensburg, Washington
May 9, 1960

Several weeks ago a questionnaire was sent to each of the presidents of the local affiliated units of the Washington Education Association. In the event that you did not receive your first copy, I am sending you another one.

The questionnaire encompasses the activities promoted by the local affiliated units of the W. E. A. The purposes of the study are: (1) to determine what activities of endeavor are carried on by the local affiliated units of the W. E. A.; and (2) to compare the programs on the local level to the basic purpose of the W. E. A., i.e., to promote the cause of education in the State of Washington.

As major improvements and growth of our professional organizations can come about only as a result of self evaluation, this study is designed to be an effort in that direction.

Realizing that an educator's time is valuable, but also confident that you, as the president of your local unit for the past year, will recognize merit in this study, you're urged to complete the enclosed questionnaire. If your first questionnaire has already been completed and returned, please disregard this letter.

Thank you for your cooperation in this study.

Sincerely yours,

Conrad E. Bankson

Enclosures: two