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A SURVEY OF LOCAL EDUCATIONAL ORGANIZATIONS

IN PENNSYLVANIA

by

STANLEY SPRINGER

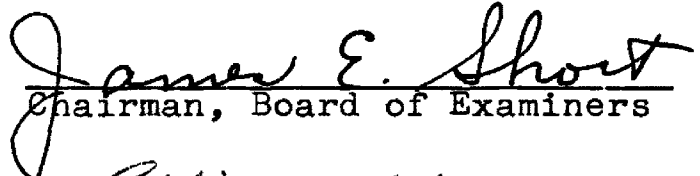
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1957

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## CHAPTER I

### THE PROBLEM IN ITS SETTING

During the past twenty-five years teacher organizations on the local level have gained impetus. Local organizations have emerged to supplement the activities of the national and state organizations in areas that best meet the needs of local groups.

#### I. THE PROBLEM

Purpose of this study. The purpose of this study was to examine the activities and organizations of professional educational groups on the local level in Pennsylvania that are affiliated with the National Education Association and to determine the effectiveness with which they function.

The results of this study are of prime importance to local organizations, and the purpose of this study was to aid local groups in recognizing various areas of operations and to help local organizations re-evaluate current practices.

Another purpose of the study was to determine whether the activity of local educational organizations added materially to the activities of state and national educational groups.

Overview of this study. A questionnaire was sent to every county, regional, city and district local organization in the state. The questionnaire construction was based on



the criteria established from related literature on educational organizations.

The data were classified on the basis of membership, structural soundness, diversity of programming, parent affiliation, professional standards, economic welfare and public relations.

The survey indicated some major trends in teacher organizations and the possible causes underlying these trends. From the information gathered certain common problem areas were in evidence and indicated a need for further consideration.

## II. DEFINITIONS OF TERMS USED

In determining the respective position and role to be performed by educational organizations, Arthur L. Marsh expressed the echelons of responsibility in the following manner:

The local association deals with distinctly local problems of professional services and enables the teachers in the local group to participate as a group in solving the state and national problems of the profession. The state associations deal with such statewide issues as legislation; issues of vital concern within the state and fosters local organization and contributes to the national program. The national organization addresses itself to nationwide issues and stimulates and unifies local and state efforts; each without the other would be weak indeed.<sup>1</sup>

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<sup>1</sup>Arthur L. Marsh, The Organized Teachers (New York: National Association of Secretaries of State Educational Associations, 1936), p. 17.

Specifically, local organizations in Pennsylvania were defined in the following manner:

County Associations are components of the Pennsylvania State Education Association (which will hereafter be called PSEA) and send delegates to state functions. County associations are the parents of regional, district, and city local groups. The county local organizations are affiliated with the National Education Association (which will hereafter be called NEA).

County groups are considered to be local groups, but many are so large in size that it is necessary for them to divide into administrative units which will be called county-sub-locals.

District, regional and city local organizations operate in many areas where problems are extended to the township or community level rather than to the county. District, regional and city locals that were considered in this study are affiliated with the NEA and, for the purpose of simplification, all city, regional and district groups are referred to as regional groups in this study.

School local groups are organizations that were established to meet the needs of an individual school, and problems are limited to one school rather than an entire administrative system. The school local groups may not affiliate with the NEA and therefore were not considered in this study.

. . . . groups within an individual school building may not affiliate with the National Education Association unless

such building comprises a local school administrative unit.<sup>2</sup>

Many of the members represented in regional, city and district groups were represented in county groups and in the treatment of the data, separate consideration was given county and regional groups.

### III. SCOPE OF THE STUDY

This study was restricted to county, regional, city and district educational organizations in Pennsylvania that were affiliated with the NEA.

### IV. LIMITATIONS OF THE STUDY

1. All the teachers in Pennsylvania were not represented in the study because the study deals with local groups that were affiliated with the NEA.
  - a. National labor unions were not considered in this study because of their differences in organization and activities with the groups affiliated with the NEA.
  - b. School local groups were not considered in the study because they were almost always represented in the county groups and a duplication of effort would result.

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<sup>2</sup>National Education Association, Handbook for Local, State, and National Associations, 1955-56. (Washington; National Education Association, 1955), p. 79.

2. Questionnaires were mailed by the PSEA. The PSEA does not disclose the addresses of local groups. Therefore, a follow-up letter was not attempted in this study which resulted in a limitation on the number of respondents to the questionnaire.
3. Some items on the questionnaire were constructed without depth. Constructing questions answerable in matter of degree would have lengthened the questionnaire and would probably have resulted in a decrease in the number of respondents.

## V. ORGANIZATION OF THE STUDY

Chapter II, consisting of a review of related literature, sets forth some of the elements necessary for a successful local association as stated in current books and periodicals. The material in this chapter was used as a frame of reference in the preparation of the questionnaire. A brief note was made of studies completed to date on local organizations in other states.

Chapter III deals with the questionnaire and the method of categorizing and justifying the use of the material in the questionnaire, and also describes the techniques used in sending the questionnaire.

Chapter IV reports the results of the questionnaire in tabular form and relates the results to current trends and problems in education.

Chapter V gives an interpretation of the questionnaire

results based on membership, diversity of programming, structural soundness, parent affiliation, standards of professional service, economic welfare and public relations. Recommendations were made to improve the local organization on the basis of the seven categories previously mentioned.

Chapter VI briefly summarizes the entire study and subjects for further research are considered.

## CHAPTER II

### REVIEW OF THE LITERATURE

Literature on educational organizations was used to:

1. Determine the elements of a successful educational association.
2. Help frame the criteria for the questionnaire.
3. Examine some of the periodicals in order to relate current trends with educational organizations.
4. Examine research done on local and state organizations and integrate this research with the present study.

#### I. ELEMENTS OF A SUCCESSFUL EDUCATIONAL ASSOCIATION

The ideal local education association has an important function and place in the overall educational scheme:

The local groups must have a dynamic program; a written constitution; it must meet regularly; it must have a plan for a unified collection of dues. The local group plans its program carefully to the interest and majority of the group; keeps accurate records and maintains continuous affiliation with state and national education associations. The local group endorses and actively promotes the Centennial Action Program of the NEA. In addition, the local groups maintain active committees to carry out a progressive program for improvement of local educational services; provides a forum for the discussion of educational problems; develops fellowship by providing social and recreational activities for its members; carries on an effective publications system; works with lay organizations in community activities and cooperates with the state and national associations on legislation affecting education; cares for the welfare of the members through such activities as certification, consumer cooperatives, contractual relationships, credit unions, group insurance, hospital care, loan relief, sabbatical leave, retirement,

salary schedule, school budgets,<sup>1</sup> sick leave, teacher load, teacher rating and tenure.<sup>1</sup>

In addition to the foregoing basic elements of "the ideal local group," the local organization must be a strong professional group; structure and planning must be in evidence. The local group should be well informed and contribute its share to local, state and national cooperation.

In order for the group to be successful, it should build a competent and respected profession dedicated to recruitment and orientation of new members, a high standard of professional service, professional relationship with school administration and a constant awareness of the economic welfare and personnel policies of members.

The association must promote community understanding and cooperation through a community education and public relations policy.

## II. FRAMING THE CRITERIA FOR THE QUESTIONNAIRE

The Self Evaluation Score Sheet of the NEA Handbook For Local, State, and National Associations,<sup>2</sup> and the PSEA Report for Independent Local Branches,<sup>3</sup> were both used to

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<sup>1</sup>National Education Association, Handbook for Local, State, and National Associations (Washington: National Education Association of the United States, 1955), p. 59.

<sup>2</sup>Ibid., p. 87-92.

<sup>3</sup>Pennsylvania State Education Association, Local Branch Annual Report for Independent Local Branches, 1954-55 (Harrisburg: Pennsylvania State Education Association, 1954.)

structure and categorize the questionnaire. The NEA Handbook for Local, State and National Associations was used in discovering the numerous facets of activity of a local group and this material was incorporated into the questionnaire.

Among the aspects studied were the financing, selection of officers, duties of officers, committees, planning program activities, affiliation and constitution of local groups.

### III. EXAMINATION OF CURRENT PERIODICALS

Periodicals and magazines were used to determine current activities and problems of the local organizations. The chief source of information was the NEA. The NEA publishes bulletins for the benefit of local member branches. In addition to the bulletins, the NEA Journal was used to determine problem areas. One of the purposes in examining the bulletins was to determine the planning of activities.

The determining factor in building a strong or weak association is the year's program of action. The program makes the association dull or dynamic, depressing or inspiring, ineffectual or successful.<sup>4</sup>

A kindred part of the planning of local group activity is programming. The NEA leaflets were utilized to determine the most important program areas.

Another of the more important activities of the local

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<sup>4</sup>National Education Association, Local Association Activities Leaflet Number 10 (Washington: National Education Association, 1952.)



branch is the work on salary schedules:

No activity of the local association is more essential to develop a highly competent teaching staff. The association may do this in many ways . . . the salary policy is of great importance.<sup>5</sup>

Another activity considered of prime importance was the building of moral and spiritual values in the school via the local branch.<sup>6</sup> Many of the organizations contacted felt that the organizations were often not successful because morale and spirit were lacking within the organization.

Bulletin number fourteen of the NEA describes the problems of education in the selection, preparation, accreditation, certification and in-service growth of teachers and how the local association may help solve these problems.<sup>7</sup>

Other sources of local group activity and literature on local groups came from the PSEA. On December 27, 1956, the PSEA recognized certain important problem areas in Pennsylvania and made recommendations for the alleviation of these problems.<sup>8</sup>

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<sup>5</sup>National Education Association, Local Association Activities Leaflet Number 7 (Washington: National Education Association, 1952.)

<sup>6</sup>National Education Association, Local Association Activities Leaflet Number 15 (Washington: National Education Association, 1955.)

<sup>7</sup>National Education Association, Local Association Activities Leaflet Number 14 (Washington: National Education Association, 1955.)

<sup>8</sup>Department of Classroom Teachers, Report of the Legislative Committee (Harrisburg: Pennsylvania State Education Association, 1956.)

Among the more important areas mentioned were retirement, sabbatical leave, salary, sick leave, tenure and general legislation covering certification, extra curricular compensation and classroom size. Much of the material stated in the Report of the Legislative Committee was included in the summary of the present study, and the report was used as a frame of reference in Chapter V concerning findings and conclusions.

Literature on public relations was used to find current methods of informing the public of educational and association activities. Bulletin number seventeen of the NEA describes several methods of accomplishing this task and the importance of public relations is stated in the following manner:

Recognition must be given to the public relations value of a continuous program with lay groups in order to coordinate a program of work and study with that of all other organizations interested in education.<sup>9</sup>

#### IV. RESEARCH DONE ON LOCAL AND STATE ORGANIZATIONS

##### The Lutz Study:<sup>10</sup>

Joseph H. Lutz made a survey of the status of his state organizations by sampling the opinions of teachers

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<sup>9</sup>National Education Association, Local Association Activities Leaflet Number 17 (Washington: National Education Association, 1954.)

<sup>10</sup>Joseph H. Lutz, "The Status of the Montana Education Association As Seen By Montana Teachers" (unpublished Master's thesis, Montana State University, Missoula, 1954.)

throughout the state of Montana. The purpose of the study was to determine what the individual members thought of the state organization, and the methods used to obtain the information were through a questionnaire and personal interview.

The Lutz study requested the opinions and status of teachers regarding membership, dues, communication, teacher welfare bargaining, interest, control by school administration, conventions, leadership, representation, programming, public relations, ethics, and asked for recommendations to improve the state organization.

The Wayne Stenson Study:<sup>11</sup>

Wayne Stenson conducted a survey of local education associations in the state of Washington in order to provide data that would assist local organizations in becoming more effective. He sent questionnaires and conducted personal interviews with teachers in the state of Washington. The questionnaire data were categorized to provide information in the following areas: ethics, professional attitude, security, contact with state organization, public relations and teacher activity in politics.

Much of the information contained in both studies was incorporated in the questionnaire of this study and the

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<sup>11</sup>Wayne Stenson, "Creating A More Effective Local Professional Organization for Teachers" (unpublished professional paper, Montana State University, Missoula, 1954.)

results of the Lutz and Stenson studies served as a guide in framing the questionnaire.

## CHAPTER III

### CONSTRUCTION OF THE QUESTIONNAIRE AND RESEARCH TECHNIQUE

#### I. CONSTRUCTION OF THE QUESTIONNAIRE

The questionnaire construction posed a serious problem. If the study was to include county locals as well as regional and district local organizations, then the survey instrument would have to be expansive enough to include both groupings and restrictive enough to show the detail of each organization. For this reason many of the results were incomplete in the section of the questionnaire dealing with localized problems.

The questionnaire was arranged under fifteen sections in the following manner: (see Appendix I)

Section A - Facts About Membership in Your School System

Section B - Facts About Your Association

Section C - Program Planning

Section D - Informing Members of Activities

Section E - Communication With the National Education Association and the Pennsylvania Education Association

Section F - Leadership

Section G - Standards of Professional Service

Section H - Relationship With School Administration

Section I - Teacher Welfare Bargaining

Section J - Meetings

Section K - Community Understanding

Section L - Legislation

Section M - Social Functions

Section N - Dues

Section O - Special Comments

In the construction of section "A" dealing with facts about membership, the purpose of the questionnaire was to determine the different groups represented (senior high, junior high and elementary) and the per cent of each group represented. Another important point of the first section was determining the degree of democratic action permitted by the association in allowing members to join voluntarily. Arthur L. Marsh stated the importance of voluntary organization in this manner:

Voluntary organization is the psychological result of a prevalent social tendency among professional and occupational co-workers to act in concert, to give form and substance to their hopes and aspirations, to interpret intelligently the task to which they have dedicated their lives, to keep abreast of the times through active participation in progressive movements, and to harness in the interest of more efficient service the intangible and evanescent forces of goodwill and sympathetic understanding.<sup>1</sup>

Section "B" pertaining to the age of the organization was formulated to relate problems of organization to the age of the local groups to determine any relationship between age and organizational problems of local groups.

The questions in section "A" and "B" of the

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<sup>1</sup>Arthur L. Marsh, The Organized Teachers (New York: National Association of Secretaries of State Educational Associations, 1936), p. 5.

questionnaire were directed at regional groups, and county groups were not required to answer these questions.

Section "C" pertaining to program planning was developed to determine the methods, topics and organization of local groups engaged in program planning.

Specifically, item #1 was used to find the extent of central committee planning. In most cases the president and executive committee were key persons in planning the local program. Although real accomplishment can only come through sharing in the planning, in the final analysis, the program of the local association has depended almost entirely upon the leadership offered by the central committee.<sup>2</sup>

The second question of section "C" was constructed to find the degree of committee training given by local branches. Many local branches with heavy representation of members on committees still complained about the inactivity of committee members.

Question #3 pertained to a meeting for the purpose of explaining local branch objectives, and was closely related to question #2. Bulletin number twenty of the NEA states that committees cannot function properly until there are objectives and problems to be solved. The suggested procedure was to hold a workshop for the purpose of involving the individual teacher in finding interests and topics, necessitating

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<sup>2</sup>National Education Association, Local Association Activities Leaflet Number 10 (Washington: National Education Association, 1952.)

the formation of committees. On the basis of teacher interests and capacities (technical knowledge or leadership qualities) committee appointments may be made more effectively.<sup>3</sup> The purpose of question #3 was to observe the attempts that local groups made in orienting and involving new teachers in the association's activities.

Question #4 of part "C" pertaining to the per cent of members engaged in committee work was constructed to find the active participation of individual members in committees. The NEA Handbook for Local, State and National Associations suggests that there be enough committees to assign every member of the association to a committee.<sup>4</sup>

The purpose of question #5, the adoption of the Centennial Action Program (CAP) was not necessarily constructed as a criterion for a good local association but rather to find the degree of adherence by local members to the larger parent association--The NEA. The NEA was the author of the Centennial Action Program and local groups were asked to endorse the program. Very briefly stated the twenty-two goals of the Centennial Action Program consist of four groups:

The first set of goals is that concerned with the strengthening of the association. The second set of

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<sup>3</sup>National Education Association, Local Association Activities Leaflet Number 20 (Washington: National Education Association, 1952.)

<sup>4</sup>National Education Association, Handbook for Local State, and National Associations, 1955-56 (Washington: National Education Association, 1955), p. 69.



goals is concerned with the improvement of schools and services to children. The third set is concerned with the improvement of the community and the fourth set of goals is concerned with world peace, justice and cooperation.<sup>5</sup>

Questions #6 and #7 pertaining to local branch expenditures and budgeting were derived in the most part from the Pennsylvania State Education Association Local Branch Annual Report for Independent Local Branches.<sup>6</sup> The expenditures listed under question #7 were items most commonly listed by local branches on budgets.

The last question under section "C" was constructed to determine which committees functioned actively during the year, and the purpose of the question was to discover problem areas and common interests of local groups. Further provision for expanding on question #8 of part "C" was made on the last page of the questionnaire, where space was provided to allow the local association to state the outstanding activities of the year.

The next section of the questionnaire was constructed to find the degree to which members were informed of association activities. In order to appreciate the value of an effective news bulletin, the NEA bulletin number thirteen

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<sup>5</sup>National Education Association, Local Association Activities Leaflet Number 3 (Washington: National Education Association, 1953.)

<sup>6</sup>Pennsylvania State Education Association, Local Branch Annual Report for Independent Local Branches, 1954-55 (Harrisburg: Pennsylvania State Education Association, 1954.)

has stated the purpose and objectives of a news bulletin:

. . . provides an instrument for keeping the members informed; serves as a sounding board for teacher opinions; can be used effectively in the promotion of in-service education and for a sharing of experiences . . . is an easy, accurate way to keep a record of association programs and accomplishments . . . brings prestige to the association.<sup>7</sup>

Question #3 was constructed to determine the access members had to minutes, and question #4 was designed to determine the ease of oral communication within the group. Many associations have expressed dissatisfaction in the past, claiming that members were not kept informed of organizational activities. Section "D" was constructed to find the methods used to inform members of activities.

Section "E" was constructed to observe the degree of cooperation and communication carried on by the local groups with the larger parent organizations--the PSEA and the NEA. Question #1 of this section inquired about the special services rendered by the state and national groups. Although there was no mention of the parent organization's serving the local association with publications, in the questionnaire, this point was not overlooked. The points listed under question #1 were specific, however, and show direct service of state and national associations rather than the indirect assistance through publications. The purpose of question #2

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<sup>7</sup>National Education Association, Local Association Activities Leaflet Number 13 (Washington: National Education Association, 1953.)

of part "E" was to determine the degree of local representation at conventions.

Section "F" pertained to leadership, and good leadership in local organizations often makes the difference between success and failure of the local branch. Question #1 inquired if officers may hold the same office for more than one year, and question #2 inquired about the number of years the officer had served in any other official capacity. Both questions were framed to determine the continuity of leadership and the experience of the local leaders. The complexity of the teaching profession in regard to leadership was expressed by Arthur L. Marsh in the following manner:

Teachers as compared with other professionals are, in general short lived in service, teaching on the average only a few years. For this reason it seems to organization leaders highly important that teachers be enabled, by adequate professional education or guidance to assume at once and as fully as possible the various responsibilities of professional functions.<sup>8</sup>

Questions #3 and #4 of part "F" were written to determine the number of administrators holding office, or that have held office in local groups. Many local groups prohibit administrators from holding office by their constitution. The purpose of this question was to examine the influence that administrators may have on local organization leadership.

Section "G" dealing with standards of professional service was constructed to determine the promotion of

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<sup>8</sup>Arthur L. Marsh, op. cit., p. 14.

educational standards by local branches. Question #1 inquiring about a written code of ethics was constructed to reflect the general morale of the local branch. Question #2 was framed to find the methods and extent of teacher education activities among local groups.

Section "H", the relationship with school administration, was constructed to determine the cooperative spirit of the local groups with the administration. Since the local group is an affiliate of the NEA, it is obligated to conduct the group on a non-militant basis. Cooperation is the chief device used by the local group in attaining a desired goal. The purpose of section "H" was to determine the cooperation between the administration and the local group on matters affecting curriculum planning, instructional policies and salaries. In addition to cooperative planning, question #3 inquired to what degree the administration was kept informed of organizational activities, and question #5 inquired about the amount of consultation rendered by the school board at local organization meetings.

Section "I" pertained to teacher welfare bargaining. Question #1 inquired if the association had been active in making salary recommendations. Under question #1, sub-questions "a" and "b" inquired if there had been a salary increase during the past year or if the association anticipated a salary increase for 1957-58. The purpose of the question was to examine the activity of local groups on the very delicate

area of salary bargaining:

. . . teacher competence is also advanced by all successful efforts to improve the employment conditions under which teachers work. Among these conditions, the salary policy is of great importance.<sup>9</sup>

In addition to salary, other phases of teacher welfare were explored through question #2 on sick leave, question #3 regarding teacher load, question #4 on health insurance and question #5 on reimbursement for teacher training. Question #6 was constructed to determine the service rendered by the local branch to members regarding tenure, retirement, military service, sabbatical leave, retirement disability, income tax, and space was provided for other topics not stated on the questionnaire. In addition to the immediate information stated above, the questionnaire was also constructed to observe areas of problems and any particular activity in one area.

Section "J" of the questionnaire was developed to determine the activity of the local groups in conducting meetings and to further recognize the time and place meetings were held. Specifically, questions #1 and #2 inquired about the number of regular and special meetings that were held during the school year. Question #3 inquired about the number of committee meetings held. This question was constructed to observe the degree of activity of small group meetings,

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<sup>9</sup>National Education Association, Local Association Activities Leaflet Number 7 (Washington: National Education Association, 1952.)

which are so necessary for the success of the large group meetings:

Everyone in the local association is or can be a program planner for meetings. It may be as a member of the program committee--perhaps as its chairman. It may be thru membership on the executive committee or as a member of one of the association's committees called upon to plan and present some special meetings for the entire membership.<sup>10</sup>

Question #4 was constructed to observe the administration's participation in local group meetings and to determine the influence exerted by the administration in shaping local association policy.

Section "K" of the questionnaire was constructed to determine the degree of community understanding and cooperation given the local association. The three questions under section "K" dealt with cooperative action of the local group and lay citizens in sponsoring a community or school project, the representation of the lay public at meetings of the association and the publicity given by the community newspaper. These questions were developed to determine how well and to what degree the local association worked with the community:

Each year a greater number of local organizations are attempting to establish channels for continuous relations between the local association, and the community and its many lay groups. Only in this way can the local association be assured of favorable response on the part of

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<sup>10</sup>National Education Association, Local Association Activities Leaflet Number 18 (Washington: National Education Association, 1952.)

community organizations to future requests for help in gaining specific educational objectives.<sup>11</sup>

Section "L" pertaining to legislation was constructed to find the local association's efforts in securing legislation for education. The two questions inquired about enlisting public support for education and whether the association informed legislators of the group's point of view.

The cohesiveness of a local association and its morale are directly proportional to the cooperative spirit of the group; section "M" was designed to find the number of social functions and relate the results to the cooperative spirit of the group. Section "N" was constructed to find the cost of maintaining the local association through dues.

The last section of the questionnaire, section "O," was constructed to give the respondent an opportunity to express any unusual developments of the association during the past year. Question #2 inquired about unsolved problems of the local group. Question #3 asked about the most effective local branch project. The last part of the questionnaire requested that the local group list constructive suggestions for the benefit of other local organizations.

At the time of the origination of section "O," the main purpose was to observe problems and projects that were particularly emphasized by the respondents, and this section, more

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<sup>11</sup>National Education Association, Local Association Activities Leaflet Number 17 (Washington: National Education Association, 1952.)

than any other, represented trends and commonly shared local branch problems.

## II. RESEARCH PROCEDURE

With the cooperation of Mr. Harvey Gayman, Executive Secretary of the PSEA, 221 questionnaires were sent to local county, regional, district and city organizations. This was the entire number of local organizations listed in Pennsylvania that were affiliated with the NEA. One-hundred and forty-three replies were received. Seven of the questionnaires stated that the organizations were no longer in existence. Three questionnaires were returned with no reply. Of the 133 returned replies, thirty-two were from county groups. The total number of county groups listed in Pennsylvania was sixty-one, which resulted in a fifty-two per cent reply. Of the 160 questionnaires sent to regional, district and city groups, there were 111 replies; this was a return of sixty-eight per cent based on the number of replies but only 101 completed questionnaires were received which resulted in a sixty-three per cent return.

The county and regional groups were considered separately in the summarization of the data. The reason for the separation was because county members were often members of regional and/or city groups which would result in a duplication of membership.

The office of the PSEA mailed the questionnaires to



the presidents of local branches. The Tables in Chapter IV were based on affirmative replies, and all percentages listed were based on the total number of county groups reporting (thirty-two) and the total number of city, district or regional groups reporting (101). A summary of all questions can be found in the appendix.

## CHAPTER IV

### REPORTING THE QUESTIONNAIRE RETURNS

Sections "A" and "B" of the questionnaire were restricted to regional groups; county groups were not required to respond to these sections. All percentages stated in this study were based upon the total number of county groups reporting (thirty-two) and the total number of regional groups reporting (101).

Regional groups reported over ninety-five per cent of the teachers in elementary and secondary schools were members of the regional associations.

Table I indicates the teacher membership by classification of school in regional, district and city associations in Pennsylvania of those groups reporting.

TABLE I

PENNSYLVANIA TEACHER MEMBERSHIP IN REGIONAL  
DISTRICT AND CITY GROUPS BY  
CLASSIFICATION OF SCHOOL

Teachers	No. of teachers in system	No. of teachers who are members of association	Per cent
Elementary	5,812	5,713	98
Secondary	6,492	6,186	95

Of the 101 regional groups reporting, five indicated that membership was compulsory. Three questionnaires contained no reply to the question, and ninety-two per cent of the regional groups reported voluntary membership.

All teachers in Pennsylvania were reported to be eligible for membership in the regional association with the exception of substitutes and teachers who were not members of the PSEA. Three regional locals reported these restrictions.

Eighty groups reported over ten years of existence and four groups reported less than ten years of existence. Eighteen groups did not answer the question; some respondents indicated that the age of the organization was unknown. Associations on the regional and district level appear to have adequate experience in dealing with local problems as evidenced by over seventy-nine per cent of the groups reporting experience of over ten years.

Local groups reported extreme differences on the question regarding per cent of members engaged in committee work; Table II summarizes many of the program planning activities of local groups.

The per cent of training conferences held for new members was higher in the county category than in the city and regional groups for two important reasons: city and regional groups did not require as high a degree of training and were in closer contact with committee members, thus making a separate training session unnecessary.

TABLE II

PROGRAM PLANNING ASPECTS OF COUNTY AND  
REGIONAL EDUCATION ASSOCIATIONS  
IN PENNSYLVANIA

Planning Aspect Items	Groups reporting			
	County No.	County Per cent	Regional No.	Regional Per cent
Aims and plans developed by central committee	29	91	87	86
Training conferences held for new members	11	34	17	17
Meeting held to discuss objectives	23	71	66	65
Per cent of members engaged in committee work	--	19*	--	43*
Adoption of the NEA Centennial Action Program	24	75	66	65
Operating by a budget	23	72	68	67

\*Arithmetic mean of groups reporting

Both the county and regional groups stated that when not operating by a budget, there was often an allowance made for a few important items, but, for the most part, no formal budget was constructed. Partial budgets were not considered in Table II.

Table III indicates some of the major items of local branch expenditure of county and regional education associations in Pennsylvania.

TABLE III

MAJOR ITEMS OF LOCAL BRANCH EXPENDITURE OF COUNTY  
AND REGIONAL EDUCATION ASSOCIATIONS  
IN PENNSYLVANIA

Item	County		Groups reporting Regional	
	No.	Per cent	No.	Per cent
Stationery and postage	19	59	50	50
Social	10	31	65	64
Committee programs	16	50	44	44
Delegate expenses	11	34	35	35
Speakers	12	38	32	32
Charity	1	3	23	23
Local publication	13	41	21	21
Clerical services	6	19	11	11
Officers salaries	1	3	2	2

In addition to the expenditures on Table III, regional and city groups listed some other items: a scholarship fund was denoted by three groups and Business Education Day was listed by two groups. Training films for prospective teachers and a banquet for retiring teachers were also listed by two groups. A large number of groups indicated that delegate expenses were a major expenditure; the reason for the large response to the item on delegate expenses was probably because

of the Centennial Celebration held in Philadelphia in the summer of 1957.

Table IV indicates county and regional education associations which had actively functioning committees which were most frequently reported by local groups.

TABLE IV

COUNTY AND REGIONAL EDUCATION ASSOCIATION COMMITTEES  
WHICH FUNCTIONED ACTIVELY DURING THE YEAR  
1955-56 IN PENNSYLVANIA

Committees	Groups reporting			
	County	Regional	County	Regional
	No.	Per cent	No.	Per cent
Membership	16	50	60	59
Public relations	28	81	81	80
Teacher welfare	24	75	75	74
American Education Week	24	75	47	47
Program	26	81	70	69
Social	23	72	93	92
Legislative	29	91	91	90
Ethics	19	59	49	49

In addition to the committees listed on Table IV, other committees which were active during the school year to a lesser degree were the committees on: budgeting, nominating, Future Teachers of America, teacher-board relations, Business

Education Day, curriculum evaluation, handbook, loan fund, salary, personal problems, in-service training, student welfare, executive, banquet, faculty show, and constitutional revision. Many of the committees listed above were special committees and were not typical of those found in all areas; nevertheless, these special committees were of particular importance in seeking out new problem areas and recognizing the work done in these areas.

Table V indicates the most common methods of informing local group members of activities.

TABLE V

METHODS OF INFORMING REGIONAL AND COUNTY  
EDUCATION ASSOCIATION MEMBERS OF  
ACTIVITIES IN PENNSYLVANIA

Topic	County		Groups reporting Regional	
	No.	Per cent	No.	Per cent
Association published news- letter or bulletin	20	62	48	48
a. printed	10	31	6	6
b. mimeographed	9	28	41	41
c. other methods	1	3	1	1
Minutes open to members inspection	31	97	101	100
System of immediate oral communication	15	47	64	64

Table VI indicates the services rendered the local organization by the PSEA and the NEA.

TABLE VI

COMMUNICATION WITH THE NEA AND THE PSEA  
BY REGIONAL AND COUNTY EDUCATION  
ASSOCIATIONS IN PENNSYLVANIA

Service rendered	By PSEA				By NEA			
	County		Regional		County		Regional	
	Per		Per		Per		Per	
	No.	cent	No.	cent	No.	cent	No.	cent
Legal	5	16	16	16	1	3	0	-
Research	7	22	25	25	4	13	11	11
Speaker	25	78	41	41	3	9	10	10
Service to salary committee	7	22	28	28	2	6	10	10
Other	2	6	10	10	1	3	4	4

It is evident from Table VI that the county makes more use of the services of the PSEA and the NEA than do the regional groups.

The services rendered by the PSEA and the NEA under the heading of "other," include advice on revision of the constitution, workshop planning, local branch meetings, leadership conferences and retirement.

A point of interest on Table VI was that the NEA assisted most frequently in giving the local organization research



material. On the other hand, the state group, the PSEA, was most frequently called upon to provide speakers for the local groups.

Table VII indicates the attendance of local groups at district, state and national education association conventions.

TABLE VII

LOCAL COUNTY AND REGIONAL EDUCATION ASSOCIATION  
ATTENDANCE AT DISTRICT, STATE AND  
NATIONAL CONVENTIONS  
IN PENNSYLVANIA

Convention	Groups reporting			
	No.	County Per cent	No.	Regional Per cent
District	31	97	98	97
State	31	97	100	99
National	22	69	46	46

The results of the section of the questionnaire dealing with leadership are shown in Tables VIII and IX. Table VIII gives some indication of the experience of local leaders and the degree of administrative leadership in local groups. Table IX shows the number and per cent of local groups that had leaders with less than three years of experience.

Respondents indicated that county groups had a larger turnover of officers than regional groups. In both cases

TABLE VIII

LEADERSHIP STATUS OF REGIONAL AND  
COUNTY EDUCATION ASSOCIATIONS  
IN PENNSYLVANIA

Subject	Groups reporting			
	County		Regional	
	No.	Per cent	No.	Per cent
Officers permitted to hold office more than one term	22	69	87	86
Administrators eligible for leadership positions	32	100	93	92
Administrators holding office at the present time	18	56	60	31

TABLE IX

FORMER LEADERSHIP EXPERIENCE OF OFFICERS OF REGIONAL  
AND COUNTY EDUCATION ASSOCIATIONS  
IN PENNSYLVANIA

Office	Groups reporting experience less than three years			
	County		Regional	
	No.	Per cent	No.	Per cent
President	27	84	62	64
Vice-President	25	78	60	59
Secretary	22	69	58	57
Treasurer	19	59	49	49

the secretary and treasurer had served a longer term of office than the president or vice-president.

Table X indicates the amount of local branch activity in raising the standards of professional service.

TABLE X

ACTIVITIES OF REGIONAL AND COUNTY EDUCATION  
ASSOCIATIONS IN ATTEMPTING TO RAISE  
STANDARDS OF PROFESSIONAL SERVICE  
IN PENNSYLVANIA

Activities	County		Groups reporting Regional	
	No.	Per cent	No.	Per cent
Written code of ethics	12	38	48	48
Professional workshop	3	9	23	22
Speakers discussing instructional problems	13	41	23	22
In-service training for teachers	10	31	33	33
Future Teachers club	10	31	61	60

The activities of the county and regional groups were closely related in the area of professional standards, and Table X indicates that approximately one-third of local branches were attempting to raise standards of professional service.

The next section of the questionnaire dealt with the relations between the administration of the school and the

local branch. The very existence and smooth functioning of the local branch often depends on the good relations of the administration of the school and the local branch.

Twenty-seven of the county groups reported that the superintendent was always kept informed of organization activities; this was eighty-five per cent of the total number reporting. One group reported that the superintendent was usually informed of activities; this was three per cent of the number reporting.

TABLE XI

THE RELATIONSHIP OF REGIONAL AND COUNTY EDUCATION  
ASSOCIATIONS WITH SCHOOL ADMINISTRATION  
IN PENNSYLVANIA

Subject	Groups reporting			
	County No.	Per cent	Regional No.	Per cent
Association met with administration in planning curriculum	8	25	28	28
Association met with administration in planning instructional policies	5	16	32	32
Association met with school board in planning future salaries	5	16	73	72

Eighty-five regional groups reported that the superintendent was always informed of local group activities; this

was eighty-four per cent of the total number reporting. Sixteen regional groups reported that superintendents were usually informed of organizational activities; this was sixteen per cent of the total number reporting.

One county group reported that school board members usually served as consultants at group meetings; this was three per cent of the total number reporting. Three county groups reported that school board members occasionally serve; this was nine per cent of the total number reporting, and eighteen groups stated that board members never serve as consultants at county local group meetings; this was fifty-six per cent of the total number reporting.

City and district groups reported that twenty-three groups occasionally had school board members serve as consultants at meetings; this was twenty-three per cent of the total number reporting. Seventy-eight city groups reported that school board members never serve as consultants; this was seventy-seven per cent of the total number reporting.

Under the section of teacher welfare bargaining, twelve county local groups reported activity in making recommendations for salary increases; this was thirty-seven per cent of the total number reporting. The county groups reported that six of the twelve groups that have made recommendations have been granted permanent salary increases above the mandated state maximum for the past year. This was nineteen per cent of the total number reporting. Four county groups reported an

increase of \$400 and two groups reported an increase of \$200. This was twelve and six per cent respectively of the total number reporting. One county group reported a temporary increase of \$200; this was three per cent of the total number reporting. Four groups, twelve per cent of the total number of county groups reporting, anticipated a salary increase for the next year.

City and regional groups reported that sixty-four groups, which was eighty-three per cent of the total number of regional groups reporting, had been active in making recommendations for salary increases. Fifty-two groups stated that a permanent increase was given them during the past year; this was fifty-one per cent of the total number of regional groups reporting. Thirty-one groups, thirty-two per cent of the total number reporting, reported receiving \$200 or less. Ten groups, ten per cent of the total number of regional groups reporting, had been granted increases of from \$300 to \$400; two groups, two per cent of the regional groups reporting, had been granted increases of less than \$200; this was fifteen per cent of the total number reporting. Six groups reported increases of \$400 to \$500; this was six per cent of the total number of regional groups reporting.

The reason for greater activity and success in salary bargaining on the regional level rather than the county level was inherent in the nature of the groups. The county groups were interested in making recommendations that would be

suitable to the entire county, and were seeking the solution of long range goals. The city or regional groups were interested in immediate gains and were usually more effective because the recommendations were geared to the present needs of the regional area.

Tables XII and XIII give some indication of the scope and degree of success that county and regional groups have incurred in the field of teacher welfare bargaining.

TABLE XII

TEACHER WELFARE BARGAINING BY COUNTY  
EDUCATION ASSOCIATIONS  
IN PENNSYLVANIA

Local organization activity in making recommendations for:	Total Per No. cent		Degree of success					
			Entirely		Partly		Not at all	
	No.	cent	No.	cent	No.	cent	No.	cent
Sick leave	8	25	1	3	6	19	1	3
Health insurance	7	21	0	-	7	21	0	-
Teacher load	6	19	0	-	5	16	1	3
Reimbursement for teacher training	6	19	2	6	2	6	2	6

Services rendered by the local branch to members were diverse. Thirty-eight per cent of the county group members and forty-three per cent of the regional groups reported providing information on retirement.

Informing members on social security, tenure, military

services, sabbatical leave, income tax and legal matters was also accomplished by local groups in varying amounts. Local groups on both levels, county and regional, provided flowers for the ill, blood banks and parking facilities. Salary adjustment and determining the length of the school day were other activities that county and regional organizations fostered.

TABLE XIII

TEACHER WELFARE BARGAINING BY REGIONAL  
EDUCATION ASSOCIATIONS  
IN PENNSYLVANIA

Local organization activity in making recommendations for:	Total		Degree of success					
			Entirely		Partly		Not at all	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Sick leave	68	67	23	23	31	31	14	14
Health insurance	69	68	18	18	28	28	23	23
Teacher load	28	28	3	3	13	13	12	12
Reimbursement for teacher training	33	33	7	7	15	15	11	11

Both county and regional groups met on the average of four times per year. Both the county and regional groups reported having an average of one special or emergency meeting for the year.

Eighteen county local groups reported having regularly scheduled committee meetings; this was fifty-six per cent of



the total number reporting. Fifty-six regional groups reported holding regularly scheduled committee meetings; this was fifty-five per cent of the total number reporting.

Seventeen county groups reported that administrators always attend meetings; this was fifty-three per cent of the total number of county groups reporting. Nine county groups reported that administrators usually attend meetings; this was twenty-eight per cent of the total number of county groups reporting. Four county groups reported that administrators rarely attend meetings; this was twelve per cent of the total number of county groups reporting, and two groups reported that administrators never attend meetings; this was six per cent of the total number of county groups reporting.

Thirty city local groups reported that administrators always attend meetings; this was thirty per cent of the total number reporting. Forty-four regional groups reported that administrators usually attend meetings; this was forty-one per cent of the total number reporting. Eighteen regional groups reported that administrators rarely attend meetings; this was eighteen per cent of the total number of regional groups reporting. Nine regional groups reported that administrators never attend meetings; this was nine per cent of the total number reporting.

County groups reported that twenty-two groups held meetings in a school building; this was sixty-nine per cent of the total number reporting. Regional groups reported that

ninety-six groups held meetings in school buildings; this was ninety-five per cent of the total number reporting.

Twelve county local groups, thirty-eight per cent of the total number responding, and seventy-seven regional groups, seventy-six per cent of the total number reporting, reported having meetings immediately after school. Nineteen county groups, fifty-nine per cent of the total number reporting, and fourteen regional groups, fourteen per cent of the total number reporting, stated that meetings were held during the evening. One county group, three per cent of the total number, and ten regional groups, ten per cent of the total number reporting, reported that meetings were held during some other time than in the evening or after school. Some of the respondents to this question stated that meetings were held during school time or on Saturdays.

Twenty-one county organizations reported members attendance at meetings was good; this was sixty-six per cent of the total number of county groups reporting. Nine county groups, twenty-eight per cent of the total number reporting, stated that attendance at meetings was fair; and two county groups, six per cent of the total number reporting, reported that attendance at meetings was poor.

Sixty-two regional groups reported that attendance at meetings was good; this was sixty-one per cent of the total number reporting. Thirty-one regional groups, thirty-one per cent of the total number reporting, stated attendance was fair;

and eight regional groups, eight per cent of the total number reporting, reported that members attendance was poor.

Table XIV shows some of the attempts that local groups were making in obtaining community understanding and cooperation through the media of projects involving the public and educators, through invitation to the association meetings, and through the use of the local press.

TABLE XIV

REGIONAL AND COUNTY EDUCATION ASSOCIATION EFFORTS  
IN SECURING COMMUNITY UNDERSTANDING  
AND COOPERATION IN PENNSYLVANIA

Method	Groups reporting			
	County No.	Per cent	Regional No.	Per cent
Association sponsors project in which lay citizens work with educators	7	22	30	30
Representatives of the lay public are invited to meetings of the association	11	34	30	30
Information on association is given regularly to the newspaper	28	88	75	74

Table XV gives some indication of the local association's activity in promoting educational legislation. Local organizations were very active in attempting to secure educational legislation.

TABLE XV

REGIONAL AND COUNTY EDUCATION ASSOCIATION  
EFFORTS IN PROMOTING EDUCATIONAL  
LEGISLATION IN PENNSYLVANIA

Subject	Groups reporting			
	No.	County Per cent	No.	Regional Per cent
Association is working to enlist public support for financing and improving education	26	81	72	71
Association informs legislators of its point of view	31	97	95	94

Group morale depends upon the ability to work together; this ability is often aided by social functions. County local branches reported an average of one and four-tenths social events for the year.

Table XVI represents the average dues for local branches, covering a three year period. The amounts under the city group did not necessarily represent only city or regional dues; some groups stated that NEA and PSEA dues had been paid together with local branch dues.

Listed on Table XVII were the four most important items of unusual development that local branches reported. In addition to the four items on the table, local branches reported unusual development in school-board relations; the

TABLE XVI

AVERAGE DUES PAID BY MEMBERS OF REGIONAL AND  
COUNTY EDUCATION ASSOCIATIONS IN  
PENNSYLVANIA FOR THE YEARS  
1954 to 1957

Year	No.	County			Groups reporting		
		Per	Average	dues	No.	Per	Average
		cent				cent	dues
1954-55	27	84	\$2.00		96	95	\$4.86
1955-56	28	88	2.18		85	84	5.00
1956-57	30	94	2.40		100	99	5.30

TABLE XVII

MOST IMPORTANT DEVELOPMENT OF REGIONAL AND  
COUNTY EDUCATION ASSOCIATIONS  
IN PENNSYLVANIA

Local group has shown greatest development in:	County		Groups reporting	
	No.	Per	No.	Per
		cent		cent
Revising the constitution	19	59	42	42
Issuing publications	12	38	27	27
Publishing a handbook	7	22	12	12
Conducting a workshop	7	22	20	20

preparation of a brochure for prospective teachers; increasing membership in professional associations; the development of a scholarship fund; and in-service training.

The next section of the questionnaire permitted the local groups a place to express group problems. Some of the problems that county local branches had were: developing membership in county sub-local organizations, getting all members to participate in county local activities and committees, planning a county constitution, gaining a sound understanding of the retirement system and social security, establishing a credit union, developing effective leadership, and raising of teachers' salaries.

City and regional local groups reported their problems were: constructing an adequate salary schedule, developing a merit rating system for salary purposes, gaining members interest and developing leaders, developing a more professional attitude toward teaching, establishing a code of professional ethics, revising the constitution, gaining an understanding of retirement and social security, being able to increase dues without losing members, developing a standard policy for sick leave, promoting active committees, loss of members to national unions, better distribution of teacher load, increased training for new teachers, teacher welfare and problem of communication with teachers.

The most effective projects sponsored by county groups were: an orientation meeting for new teachers, a workshop

for committee members, a kick-off dinner for members of the association and the administration, a reorganization and writing of the constitution, development of county sub-areas with active functioning committees, development of a publication, establishing a credit union, establishing a teachers' loan fund, affiliation with independent school districts, and the sponsoring of a Future Teachers of America chapter.

The most effective projects reported by city, regional and district groups were: the construction of a salary schedule, programming activities during American Education Week, a teacher workshop, improvement of sick leave benefits, explanation of social security, a teachers' handbook, establishment of scholarship funds, ethics workshop, having outstanding speakers at group meetings, health and accident insurance, coordination of elementary and junior high curriculum, professional conferences, NEA Centennial Anniversary celebration, Future Teachers of America branch, publishing a teachers' newsletter, developing a merit rating plan, addition of fringe benefits, and the production of training films for elementary and secondary teachers.

The last item on the questionnaire requested the local branch to list any constructive suggestions for the benefit of other local organizations. County groups listed the following suggestions: sub-division of large county groups into small sub-groups, develop adequate insurance program, improve salary schedule, improve sick leave benefits, delegating more

members to committee assignments, have more social functions, improve teaching profession by having more work shops.

Regional groups listed the following constructive suggestions: develop capable leaders, gain a cooperative working agreement with the administration, strive for 100 per cent membership, construct a dynamic program, develop active committees, raise teachers' salaries, gain public support by good public relations, keep teachers informed of activities, develop an active social program in order to gain the cooperation and understanding of teachers, stimulate committee conferences, utilize a merit salary plan, gain extra-curricular pay, use more forceful methods to gain teacher welfare demands, place a copy of the minutes in the hands of all members, establish a pay schedule that would make it possible to have the pay distributed over the summer months.



## CHAPTER V

### AN INTERPRETATION OF THE QUESTIONNAIRE RETURNS

In order to interpret the results of the questionnaire, the data were summarized under seven categories, and the results were correlated with the work done by the PSEA committees on legislation, professional standards and resolutions. The data were summarized in terms of membership, diversity of programming, structural soundness, parent affiliation, standards of professional service, economic welfare and public relations. The summary categories were based on the NEA Handbook for Local, State and National Associations. The material used in the handbook was a rating scale for local group self evaluation.<sup>1</sup>

#### I. MEMBERSHIP

County membership was not considered in the questionnaire because of the difficulty or impossibility of obtaining the information as well as the duplication of effort that would result in the membership of regional and county groups. Regional membership of the groups reporting was about 12,000. Considering the number of teachers in Pennsylvania, approximately 75,000; and accounting for the forty per cent of regional

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<sup>1</sup>National Education Association, Handbook for Local, State, and National Associations, 1955-56. (Washington: National Education Association, 1955.)

groups that did not reply, the total membership in regional groups approaches or was slightly more than fifty per cent of the teachers in Pennsylvania. Since the survey does not include school locals, and the membership in county locals was frequently duplicated in regional locals, the regional membership was used as the basis of conclusion in this study in examining local branch membership.

The high percentage of elementary and secondary teachers who were members of local groups and the relatively low percentage of compulsory membership indicates a keen interest or duty by teachers, in local organization. Although many organizations complained of poor attendance, sixty-five per cent of the city groups stated that meetings were well attended.

The extensive experience of the regional and district organizations, indicated by the eighty per cent that reported being in existence ten years or more and the four per cent of the local groups reporting less than ten years of existence, seems to indicate successful operation. It also indicates, however, the slow growth of new organizations on the regional level.

Recommendations for an increased membership and an understanding of the need for local organization were made by the Professional Standards Committee of the PSEA at the 1956 meeting of department and classroom teachers. The committee suggested a course be given in teacher education

institutions on "Professional Organizations."<sup>2</sup> This suggestion would aid new teachers appreciably in understanding professional organizations, and a similar in-service program could be initiated in order to stimulate understanding in the experienced teachers.

## II. STRUCTURAL SOUNDNESS

Both the county and regional groups reported approximately forty per cent of members were engaged in committee work. This was far short of total participation; some indications of the reasons for the low committee participation can be found in the reported statements of both groups. Although local branches reported a high percentage of central committee planning, only thirty-four per cent of county groups and seventeen per cent of regional groups stated that training conferences were held. Lack of definite objectives and poor leadership were probably the biggest causes of committee inactivity.

Two-thirds of both county and regional groups reported operating by a budget. Many groups reported dissatisfaction by members when asked to contribute higher dues. Much of the problem might be solved by showing members where the money is to be used.

Recommendations for strengthening committees are based

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<sup>2</sup>A quotation taken from the "Report of the Professional Standards Committee, Department of Classroom Teachers," PSEA 1956 annual meeting. The committee made commendations and recommendations on professional standards to the delegates.

on three basic premises; there must be a job to be done, everyone should be told his job and responsibility, and there must be a person, the president usually, to hold the members accountable for their actions by means of reports and general meetings.<sup>3</sup>

The limited number of meetings held by both groups, county and regional, indicated that the committees must carry the bulk of the programming and planning work, and the local association's leadership must be of the highest type in order to coordinate the work of the committees and the entire group. The experience of county leaders and regional leaders was shown by the fact that from sixty to seventy per cent of the county groups and from fifty to sixty per cent of the regional officers have held an organization office previously. Two-thirds of the county officers and approximately three-fourths of the city officers had less than three years experience in their present positions. Although there was a large turnover of officers, leadership tended to be centered in the same members.

Indications were that both county and regional groups enjoyed a favorable relationship with the administration. Administrators held office in one-third of the regional groups and one-half of the county groups. Administrators were eligible for leadership positions in almost all of the groups

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<sup>3</sup>National Education Association, Local Association Activities Leaflet Number 20 (Washington: National Education Association, 1952.)

reporting. Approximately eighty per cent of both county and regional groups reported that administrators attended meetings regularly or were informed of the results of meetings.

Fifteen to twenty-five per cent of the respondents stated that the local association met with school administration in planning instructional policies and curriculum. On the regional level, there was a high degree of cooperation reported concerning salary negotiations.

### III. DIVERSITY OF PROGRAMMING

Much of the success of the local organization depends on the meticulous planning of the groups. Planning is almost always based on the financial resources of the local branch. In any organization the budget is the chief planning device that limits the scope and diversity of the organization's activities. Seventy per cent of county and regional groups reported operating by a budget, which seems to indicate that planning of financial matters was undertaken by the majority of the groups reporting.

The most frequently reported items of county branch expenditures were mailing, committee programs, publications and speakers. Regional groups reported social, mailing, committee programs and delegate expenses as major expenditures. Regional groups frequently mentioned budget items that were in the nature of in-service training films and professional workshops. The encouragement of future teachers

was indicated by the many groups that provided scholarship funds and sponsorship of Future Teachers of America chapters.

A plan can only be successful if it is executed correctly. The executive unit which coordinates the plans of the group into action were the committees. Committees were particularly active in the field of legislation. This was primarily due to the salary increase passed by the state legislature in 1956, and the passage of a bill integrating social security with retirement.

There seems to be a strong appreciation for good public relations by the local groups, and eighty per cent of the locals were currently engaged in this work. The seventy-five per cent of both groups that reported activity in teacher welfare gives some indication of the importance of this area to local organizations. County groups seemed to show more enthusiasm for the utilization of American Education Week than regional groups. Regional groups, however, were much more active in promoting the morale of the groups through social programs.

Some specialized committee activities that were reported were curriculum evaluation and committees on teacher-board relations. Both of these committees indicated a concerted effort on the part of the local branches to work closer with the administration.

#### IV. PARENT AFFILIATION

County groups utilized the services of the PSEA most

frequently in procuring speakers and advisors. Regional groups reported procuring speakers from the PSEA as the most important service rendered by the state group, but to a lesser extent than the county groups. Both county and regional groups reported that the speakers were usually employed to provide information on social security and retirement. Speakers were also called upon to advise teachers on proposed salary increases and in rare cases to provide legal advice. Other services rendered by the PSEA include legal advice, counseling on leadership conferences and work shop planning.

The extensive use of the services of the PSEA by local groups indicated a close working relationship on the state level and provided local branches with a wealth of information and advice from highly trained specialists.

The NEA was most frequently employed by county and regional groups to provide research material, speakers and advice on salary matters.

A recommendation to improve the local organization would be to have the PSEA service the local groups with a publication similar to the Local Association Leaflet distributed by the NEA. The main difference would be that the PSEA leaflet would contain information that would be more local in character than the NEA publication.

County and regional groups reported a very high representation at district and state conventions. National conventions were well represented but not to the same degree as

district and state conventions. Part of the reason for the high representation at conventions was probably due to the NEA Centennial held in Philadelphia in the summer of 1957. Nevertheless, the very excellent representation indicated a conscientious attempt on the part of the local branches, to solve common problems in education by a united and democratic method.

## V. PROFESSIONAL STANDARDS

The sixty to seventy per cent of local groups that reported adherence to the Centennial Action Program falls far short of complete accord with a program that was based on the improvement of the nation's schools. The twenty-one goals of the Centennial Action Program cover the professional standards area so well that it was used as a basis of understanding professional activity in local organizations.

Many county and regional groups reported one of the biggest problems of local groups was to help members to act in a professional manner and to work together. Certainly, part of the answer for this problem was inherent in the response from regional and county groups that stated that only one-half of regional groups and one-third of county groups had a written code of ethics. Another reason for the concern about lack of professionalism can be attributed to the lack of in-service training; ten per cent of the county groups and twenty per cent of regional groups reported professional



workshop activities, and about thirty per cent of both groups reported having some other kind of in-service training.

Recommendations made by the PSEA Committee on Resolutions suggest that local boards encourage participation of in-service training by giving financial support and released time for teachers to attend professional workshops.

County groups reported forty per cent, and city or regional groups reported twenty per cent of local groups that were frequented by a speaker discussing instructional problems; however, the relatively large number of institutes held on the county level was an encouraging point in favor of in-service training. The problems in education seem much too large for a one day visit to a county institute, and in-service training must be a continuous part of teacher growth in order to be effective.

Organizations reported a number of methods of improving teaching standards. One group reported the production of training films, and a few groups reported the publication of teacher handbooks to orient new teachers. The grass roots development of professional standards was being undertaken by the Future Teachers of America chapters; thirty per cent of county groups and sixty per cent of regional groups were currently acting as sponsors.

Both county and regional organizations reported that about one-half of the local branches were engaged in publishing newsletters or bulletins. The newsletter can be employed

very successfully as a device to train as well as to inform.

Some schools were attempting to raise professional standards through the medium of a merit-rating salary schedule.

## VI. ECONOMIC WELFARE

Local groups were active in making recommendations for higher salaries. County groups reported that about one-third of the county branches had made recommendations and one-half of the recommendations were approved by school boards. Another twelve per cent anticipated a salary increase for the next year.

Regional groups reported that eighty-four per cent of members had made recommendations for salary increases and almost two-thirds of these recommendations were approved by school boards.

On first appearances, the \$250 average raise granted to the regional groups does not seem very large to the Pennsylvania teacher, but the great number of groups reporting increases and the fact that the state legislature mandated a \$400 salary increase during 1956 to cover 1956-57-58, indicated that Pennsylvania local organizations had been very active and successful in this area of operations.

Local groups reported very active consideration of merit salary schedules, and many groups stated a resource person would be welcomed to speak on the subject of merit raises.

Local groups reported that experienced teachers were often ignored in salary changes. Success with salaries was not universal in Pennsylvania, and a few groups reported receiving salaries months after the required date.

County groups reported that about one-fourth of the members have made recommendations for sick leave, health insurance, teacher load, and reimbursement for teacher training. About seventy-five per cent of county groups who made such recommendations reported entire or partial success.

Regional groups reported about two-thirds of the groups have made recommendations for sick leave and health insurance, and that three-fourths of the recommendations had met with partial or complete success. About one-third of the regional groups made recommendations for teacher load and reimbursement for salary, and about one-half of the recommendations were entirely or partially successful.

An integral part of the economic welfare of teachers comes through informing members on: tenure, military service, sabbatical leave, income tax, legal matters and retirement and social security. About one-third of the county groups reported providing information on these subjects and one-half of the regional groups provided similar information.

Local groups also reported activity in recommendations for sick leave and fringe benefits.

## VII. PUBLIC RELATIONS

Local groups showed an appreciation for the use of

public relations tools in improving education. County and regional groups stated that information was given regularly to the local press in eighty per cent of the groups reporting. The sponsoring of projects involving lay citizens was reported by about twenty per cent of both groups.

One of the most frequently reported methods of gaining public support was through American Education Day in which groups reported the following activities: open house, essay contests, speakers and panel discussions.

County and local groups were particularly sensitive to educational legislation. About ninety-five per cent of both groups reported that legislators were informed of the local organization view point, and about three-fourths of both groups stated that public support was enlisted for the purpose of improving education.

Local organizations are becoming an important and integral part of the educational scheme. The growth and diverse operations of the local organization clearly indicate a democratic instrument that could benefit our entire society.

## CHAPTER VI

### SUMMARY OF THE STUDY

#### I. THE PROBLEM

Purpose of this study. The purpose of this study was to examine the activities and organizations of local professional education groups in Pennsylvania that are affiliated with the NEA, in order to determine the effectiveness with which they function.

This study was undertaken to aid local organizations in recognizing important areas of operations and re-evaluating current practices.

Procedures used in conducting the study. A questionnaire was sent to the presidents of sixty-one county education associations and 160 regional education associations. This was the entire number of regional and county groups in the state. Thirty-two county groups (fifty-two per cent) returned completed questionnaires, and 101 regional groups (sixty-three per cent) returned completed questionnaires.

The questionnaire inquired about the status of local organizations in Pennsylvania and was constructed to determine membership, planning, informational activities, state and national communication, leadership, professional standards, school administration relations, legislation, social functions, dues and special problems.

Returned questionnaires were tabulated and considered under two categories: county and regional groups. Tables and results of the questionnaires were tabulated, interpreted and summarized (Chapter V) on the basis of membership, diversity of programming, structural soundness, parent affiliation, standards of professional service, economic welfare and public relations. From the results of the questionnaire, recommendations were made to improve the local groups under the seven categories previously mentioned.

## II. SUMMARY OF THE FINDINGS

1. Local association membership was voluntary in practically all cases and the per cent of membership of teachers in Pennsylvania was very high.
2. The local organizations reported a relatively long existence, but were handicapped by not defining the local groups' objectives clearly. Leadership was somewhat consistent, and administrators played an important part in local organization leadership. The organizations reported a good working relationship with school administration.
3. Planning was not done on a long range basis by most local groups, and a considerable number of groups did not operate under a budget. Local organizations were keenly aware of the use of public relations tools and very sensitive to educational legislation.

4. Local groups were active in using the services of the NEA and the PSEA. Speakers and research material were the most frequently requested items of the PSEA and the NEA.
5. Some local groups were making a considerable effort to raise professional standards, but a great many local groups reported doing very little in this area.
6. Local groups were active in the area of economic welfare. Many local groups were granted salary increases on the basis of recommendations by local groups to the administration. Many groups reported an interest in merit salary schedules.

### III. SUGGESTIONS FOR FURTHER STUDY

1. A study of local organizations not affiliated with the NEA including school local organizations and national unions should be conducted.
2. A detailed study of the individual aspects of local organizations should be conducted.
3. A study of many of the problem areas listed by local branches should be conducted.

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## BIBLIOGRAPHY

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## APPENDIX A

Regional, City and District  
Organizations

Q U E S T I O N N A I R E

A SURVEY OF LOCAL TEACHER ORGANIZATIONS IN THE STATE OF  
PENNSYLVANIA

The purposes of this survey are to determine the status, problem areas and current trends of local teacher organizations affiliated with the National Education Association in Pennsylvania. Most questions can be answered by a check mark or a yes or no; you may however make further comments on the last page.

All answers will be treated confidentially. In order for the survey to have any significance, all questions should be answered in a frank and honest manner.

Please return this questionnaire in the self-addressed envelope at your earliest convenience.

Stanley Springer  
High School Teacher  
Owen J. Roberts High School  
Route 16, Pottstown, Pa.

-----

A. FACTS ABOUT MEMBERSHIP IN YOUR SCHOOL SYSTEM

1. How many teachers are there in your system? (Please state number) Elementary 5,812 Jr. High      High 6,492
2. How many of your local association members are Elementary teachers 5,713 Jr. High teachers      High School teachers 6,186 Administrators      Other school personnel
3. Is membership voluntary? yes 97 no 4
4. Are all teachers in your system eligible for membership? yes 98 no 3 exceptions

B. FACTS ABOUT YOUR ASSOCIATION

1. How many years has your local organization been in existence? (State number of years) See Schedule I

C. PROGRAM PLANNING

1. Are aims and plans developed by a central committee? yes 87 no 11
2. Are training conferences held for new committee members at the beginning of each year? yes 17 no 83

3. Is a meeting held to explain and discuss the objectives of the association? yes 66 no 30
4. Please list percentage of members engaged in committee work. 15 % (average) See Schedule I
5. Has your local branch adopted the NEA Centennial Action program? yes 64 no 33
6. Do you operate by a budget? yes 68 no 29
7. What are the major items of local branch expenditures? (Please check)
 

Stationery and Postage <u>48</u>	Local Publication <u>20</u>
Committee Programs <u>44</u>	Speakers <u>32</u>
Clerical Services <u>11</u>	Officers' Salaries <u>2</u>
Social <u>65</u>	Charity <u>23</u>
Scholarship Fund <u>3</u>	Delegate Expense <u>35</u>
Others _____	
8. Check committees which function actively during the year.
 

Membership <u>60</u>	Program <u>70</u>
Public Relations <u>81</u>	Social <u>93</u>
Teacher Welfare <u>76</u>	Legislative <u>60</u>
American Education Week _____	Ethics <u>75</u>

Please list any other: \_\_\_\_\_

D. INFORMING MEMBERS OF ACTIVITIES

1. Does your local association put out a regular newsletter or bulleting? yes 48 no 52
2. Is it printed? 6 Mimeographed? 45 How many issues per year? \_\_\_\_\_
3. Are the minutes of all meetings open to members inspection? yes 101 no \_\_\_\_\_
4. Do you have a system for immediate oral communication to all members? Yes 64 no 34

E. COMMUNICATION WITH THE NATIONAL EDUCATION ASSOCIATION AND THE PENNSYLVANIA EDUCATION ASSOCIATION

1. Did PSEA and (or) NEA render any special service (through staff or officers) to your local branch or in your community this year?
 

	PSEA	NEA		PSEA	NEA
Legal	<u>16</u>	<u>0</u>	Service to salary	<u>28</u>	<u>10</u>
Research	<u>25</u>	<u>11</u>	committee		
Speaker	<u>41</u>	<u>10</u>	Other	<u>10</u>	<u>4</u>
2. Was your local group represented at conventions?
 

District	yes <u>98</u>	no <u>3</u>
State	yes <u>100</u>	no <u>1</u>
National	yes <u>46</u>	no <u>55</u>

F. LEADERSHIP

1. Are your officers allowed to hold office for more than one term? yes 87 no 13
2. How many years have your officers served in their present office and in any other office? (State total number of years in blank) President \_\_\_\_\_ Vice-President \_\_\_\_\_ Secretary \_\_\_\_\_ Treasurer \_\_\_\_\_  
See Schedule I
3. Are administrators eligible for leadership positions in your organization? yes 93 no 8
4. Is there an administrator holding an office in your local organization at the present time? yes 31 no 68 Please state the office held by the administrator.

G. STANDARDS OF PROFESSIONAL SERVICE

1. Does your organization have a written code of ethics? yes 48 no 46
2. Does your organization sponsor any of the following: (Please check)
  - a. A professional workshop 23
  - b. A professional library 23
  - c. Speakers discussing instructional problems with your group 41
  - d. A Future Teachers club in your school 61
  - e. In-service training for teachers 33

H. RELATIONSHIP WITH SCHOOL ADMINISTRATION

1. Does your association meet with the administration in planning curriculum? yes 28 no 71
2. Does your association meet with the administration in planning instructional policies? yes 32 no 64
3. Is the superintendent kept informed of organizational activities? always 85 usually 16 occasionally -- never --
4. Does your association meet with the school board in planning future salaries? yes 73 no 27
5. Do school board members serve as consultants at your meetings? usually -- occasionally 23 never 78

I. TEACHER WELFARE BARGAINING

1. Has your local organization been active in making recommendations for salary? yes 84 no 17
  - a. Did your school district grant local permanent salary increases for the current school year in addition to the mandated increment? yes 52 no 49  
How much? \_\_\_\_\_ Temporary increases? yes \_\_\_\_\_ no \_\_\_\_\_  
How much? \_\_\_\_\_ See Schedule I

1. (Continued)
  - b. Do you anticipate an extra salary increment beyond the mandated \$200 from the school district for 1956-57? yes 32 no 69 How much? See Schedule I
2. Has your local organization been active in making recommendations for sick leave? yes 68 no 33
  - a. To what extent have such recommendations met with success? Entirely 23 partially 31 not at all 47
3. Has your local organization been active in making recommendations for health insurance? yes 69 no 32
  - a. To what extent have such recommendations met with success? entirely 18 partially 28 not at all 23
4. Has your local organization been active in making recommendations for teacher load? yes 28 no 73
  - a. To what extent have such recommendations met with success? entirely 3 partially 13 not at all 12
5. Has your local organization been active in making recommendations for reimbursement for teacher training? yes 33 no 68
  - a. To what extent have such recommendations met with success? entirely 7 partially 15 not at all 11
6. Check the services rendered by the local branch to its members during this school year:  

Tenure cases <u>2</u>	Sabbatical leave <u>16</u>
Retirement <u>44</u>	Retirement disability <u>2</u>
Military service leave <u>8</u>	Income Tax <u>2</u>

(list other)  
See Schedule III

#### J. MEETINGS

1. How many regularly scheduled meetings were held last year? (number) See Schedule I
2. How many special or emergency meetings were held?
3. Are committee meetings regularly scheduled? yes 56 no 45
4. Do administrators attend meetings? always 30 usually 44 rarely 18 never 6
5. Are meetings held in the school building? yes 96 no 5
6. When are meetings usually held? Directly after school 77 in the evenings 14 other times 13
7. Members attendance at meetings is good 62 fair 31 poor 8

#### K. COMMUNITY UNDERSTANDING AND COOPERATION

1. Does the association sponsor a project in which lay citizens and educators work together? yes 30 no 71

2. Are representatives of the lay public invited to meetings of the association? yes 30 no 71
3. Is information on association activities regularly given to the newspaper? yes 75 no 26

L. LEGISLATION

1. Has the association worked to enlist public support for legislation for financing and improving education? yes 72 no 29
2. Does the association inform legislators of its point of view? yes 95 no 6

M. SOCIAL FUNCTIONS

1. How many social functions are held each year? (Please indicate by stating number) See Schedule I

N. DUES

1. How much did each member pay in local dues for the years 1954-55            1955-56            1956-57             
See Schedule I

O. SPECIAL COMMENTS

1. Has your local branch shown unusual development during the past year as regards the following: (Please check)  
Revised the constitution 42 Conducted a workshop 20  
Issued publication 27 Other             
Published a handbook 12 See Schedule III
2. Does your local branch have any unsolved problems in which it needs help? yes            no            If "yes" please indicate the problem and the kind of help needed.
3. Describe this year's most effective local branch project?
4. Comments-List any constructive suggestions for the benefit of other local organizations:



County Local Organizations

Q U E S T I O N N A I R E

A SURVEY OF LOCAL TEACHER ORGANIZATIONS IN THE STATE OF  
PENNSYLVANIA

The purposes of this survey are to determine the status, problem areas and current trends of local teacher organizations affiliated with the National Education Association in Pennsylvania. Most questions can be answered by a check mark or a yes or no; you may however make further comments on the last page.

All answers will be treated confidentially. In order for the survey to have any significance, all questions should be answered in a frank and honest manner.

Please return this questionnaire in the self-addressed envelope at your earliest convenience.

Stanley Springer  
High School Teacher  
Owen J. Roberts High School  
Route 16, Pottstown, Pa.

-----  
Sections "A" and "B" were omitted on  
the county level.

C. PROGRAM PLANNING

1. Are aims and plans developed by a central committee?  
yes 29 no 3
2. Are training conferences held for new committee members at the beginning of each year? yes 11 no 20
3. Is a meeting held to explain and discuss the objectives of the association? yes 23 no 9
4. Please list percentage of members engaged in committee work. \_\_\_\_\_% See Schedule II
5. Has your local branch adopted the NEA Centennial Action program? yes 24 no 8
6. Do you operate by a budget? yes 23 no 9
7. What are the major items of local branch expenditures?  
(Please check)  
Stationery and Postage 19 Local Publication 13  
Committee Programs 16 Speakers 12  
Clerical Services 6 Officers' Salaries 1  
Social 10 Charity 1  
Scholarship 1 Delegate Expense 11  
Others 7

8. Check committees which functioned actively during the year.

Membership	<u>16</u>	Program	<u>26</u>
Public Relations	<u>25</u>	Social	<u>23</u>
Teacher Welfare	<u>24</u>	Legislative	<u>29</u>
American Education Week	<u>12</u>	Ethics	<u>19</u>

Please list any others:

---

D. INFORMING MEMBERS OF ACTIVITIES

- Does your local association put out a regular news-letter or bulletin? yes 20 no 12
- Is it printed? 10 Mimeographer? 9 How many issues per year? \_\_\_\_\_
- Are the minutes of all meetings open to members inspection? yes 31 no 1
- Do you have a system for immediate oral communication to all members? yes 15 no 17

E. COMMUNICATION WITH THE NATIONAL EDUCATION ASSOCIATION AND THE PENNSYLVANIA EDUCATION ASSOCIATION

- Did PSEA and (or) NEA render any special service (through staff or officers) to your local branch or in your community this year?

	PSEA	NEA		PSEA	NEA
Legal	<u>5</u>	<u>1</u>	Service to salary	<u>7</u>	<u>2</u>
Research	<u>7</u>	<u>4</u>	committee		
Speaker	<u>25</u>	<u>3</u>	Other	<u>2</u>	<u>1</u>

- Was your local group represented at conventions?

District	yes <u>31</u>	no <u>1</u>
State	yes <u>31</u>	no <u>1</u>
National	yes <u>22</u>	no <u>10</u>

F. LEADERSHIP

- Are your officers allowed to hold office for more than one term? yes 22 no 10
  - How many years have your officers served in their present office and in any other office? (State total number of years in blank) President \_\_\_\_\_ Vice-President \_\_\_\_\_ Secretary \_\_\_\_\_ Treasurer \_\_\_\_\_ See Schedule II
  - Are administrators eligible for leadership positions in your organization? yes 32 no --
  - Is there an administrator holding an office in your local organization at the present time? yes 18 no 14  
Please state the office held by the administrator
-

G. STANDARDS OF PROFESSIONAL SERVICE

1. Does your organization have a written code of ethics? yes 12 no 14
2. Does your organization sponsor any of the following: (Please check)
  - a. A professional workshop 3
  - b. A professional library 5
  - c. Speakers discussing instructional problems with your group 13
  - d. A Future Teachers club in your school 15
  - e. In-service training for teachers 10

H. RELATIONSHIP WITH SCHOOL ADMINISTRATION

1. Does your association meet with the administration in planning curriculum? yes 8 no 18
2. Does your association meet with the administration in planning instructional policies? yes 5 no 19
3. Is the superintendent kept informed of organizational activities? always 27 usually 1 occasionally -- never --
4. Does your association meet with the school board in planning future salaries? yes 5 no 4
5. Do school board members serve as consultants at your meetings? usually 1 occasionally 3 never 18

I. TEACHER WELFARE BARGAINING

1. Has your local organization been active in making recommendations for salary? yes 12 no 20
  - a. Did your school district grant local permanent salary increases for the current school year in addition to the mandated increment? yes 6 no 18  
How much? \$400-4 \$200-2 Temporary increases? yes 1 no 7 How much? \$200-1
  - b. Do you anticipate an extra salary increment beyond the mandated \$200 from the school district for 1956-57? yes 4 no 21 How much? \$200-4
2. Has your local organization been active in making recommendations for sick leave? yes 8 no 23
  - a. To what extent have such recommendations met with success? entirely 1 partially 6 not at all 3
3. Has your local organization been active in making recommendations for health insurance? yes 7 no 25
  - a. To what extent have such recommendations met with success? entirely 0 partially 7 not at all 0

4. Has your local organization been active in making recommendations for teacher load? yes 6 no 0
  - a. To what extent have such recommendations been successful? entirely -- partially 5 not at all 1
5. Has your local organization been active in making recommendations for reimbursement for teacher training? yes 6 no 26
  - a. To what extent have such recommendations met with success? entirely 2 partially 2 not at all 2
6. Check the services rendered by the local branch to its members during this school year:

Tenure cases 1

Retirement 12

Military service leave 2  
(list others)

Sabbatical leave 5

Retirement disability 5

Income Tax 1

#### J. MEETINGS

1. How many regularly scheduled meetings were held last year? (number) See Schedule II
2. How many special or emergency meetings were held?
3. Are committee meetings regularly scheduled? yes 18  
no 12
4. Do administrators attend meetings? always 17 usually 9 rarely 4 never 2
5. Are meetings held in the school building? yes 22  
no 6
6. When are meetings usually held? Directly after school 12 in the evenings 19 other times 5
7. Members attendance at meetings is good 21 fair 9  
poor 2

#### K. COMMUNITY UNDERSTANDING AND COOPERATION

1. Does the association sponsor a project in which lay citizens and educators work together? yes 7 no 20
2. Are representatives of the lay public invited to meetings of the association? yes 11 no 18
3. Is information on association activities regularly given to the newspaper? yes 28 no 1

#### L. LEGISLATION

1. Has the association worked to enlist public support for legislation for financing and improving education? yes 26 no 4

2. Does the association inform legislators of its point of view? yes 31 no 1

M. SOCIAL FUNCTIONS

1. How many social functions are held each year? (Please indicate by stating number) \_\_\_\_\_ See Schedule II

N. DUES

1. How much did each member pay in local dues for the years 1954-55 \_\_\_\_\_ 1955-56 \_\_\_\_\_ 1956-57 \_\_\_\_\_  
See Schedule II

O. SPECIAL COMMENTS

1. Has your local branch shown unusual development during the past year as regards the following: (Please check)  
Revised the constitution 19 Conducted a workshop 7  
Issued publication 12 Other \_\_\_\_\_  
Published a handbook 7 See Schedule III
2. Does your local branch have any unsolved problems in which it needs help? yes \_\_\_\_\_ no \_\_\_\_\_ If "yes" please indicate the problem and the kind of help needed.

3. Describe this year's most effective local branch project.

4. Comments-List any constructive suggestions for the benefit of other local organizations:

## APPENDIX B

SCHEDULE I  
REGIONAL RESPONSE

B. FACTS ABOUT YOUR ASSOCIATION

1. How many years has your local organization been in existence? (State number of years)

Years	Replies
0 to 5	11
6 to 10	11
11 to 15	15
16 to 20	14
21 or more	51

C. PROGRAM PLANNING

4. Please list percentage of members engaged in committee work.

Number of Per cent	Replies
Under 10	15
10	11
20	17
30	9
40	12
50	5
60	6
70	3
80	5
90	4
100	15

F. LEADERSHIP

2. How many years have your officers served in their present office and in any other office? (State total number of years in blank)

President	
Number of years	Replies
1	35
2	27

2. (Continued)

President

Number of years	Replies
3	8
4	2
5	9

Vice-President

Number of years	Replies
1	42
2	18
3	4
4	3
5	4

Secretary

Number of years	Replies
1	30
2	28
3	7
4	53
5	2

Treasurer

Number of years	Replies
1	30
2	19
3	11
4	5
5	3
6	4

I. TEACHER WELFARE BARGAINING

- a. Did your school district grant permanent salary increases for the current school year in addition to the mandated increment? How much:



# I. TEACHER WELFARE BARGAINING

Amount	Replies
\$100	14
200	17
300	4
400	6
500 or more	2

Temporary increases? How much:

Amount	Replies
\$100	7
200	8
300	2
400	3
550	1

# J. MEETINGS

1. How many regularly scheduled meetings were held last year?

Number of meetings	Replies
1	2
2	4
3	18
4	31
5	18
6	7
7	3
8	4
9	4
10	1

# M. SOCIAL FUNCTIONS

1. How many social functions are held each year?  
(Please indicate by stating number)

Number of social functions	Replies
1	18
2	34
3	33
4	13
5	1
10	1

N. DUES

1. How much did each member pay in local dues for the years 1954-55, 1955-56, 1956-57?

1954-55		1955-56		1956-57	
Amount	Replies	Amount	Replies	Amount	Replies
\$1	5	\$1	5	\$1	2
2	10	2	10	2	7
3	11	3	13	3	13
4	8	4	11	4	12
5 or more	62	5 or more	46	5 or more	66

SCHEDULE II  
COUNTY RESPONSE

C. PROGRAM PLANNING

4. Please list percentage of members engaged in committee work.

Per cent of members	Replies
Under 10	7
10	10
20	3
30	1
40	2
50	0
60	0
70	0
80	0
90	0
100	3

F. LEADERSHIP

2. How many years have your officers served in their present office and in any other office? (State total number of years in blank)

President

Number of years	Replies
1	15
2	12
6	1
10	1

Vice-President

Number of years	Replies
1	19
2	7
3	2
4	1
10	1
13	1

F. LEADERSHIP

Secretary	
Number of years	Replies
1	13
2	9
4	1
8	1
10	1
12	1

Treasurer	
Number of years	Replies
1	8
2	11
3	2
4	2
8	1
10	3

J. MEETINGS

1. How many regularly scheduled meetings were held last year? (Number)

Number of meetings	Replies
1	2
2	12
3	7
4	2
5	2
6	1
7	1
9	3
10	1

M. SOCIAL FUNCTIONS

1. How many social functions were held last year? (Please indicate by stating number)

M. SOCIAL FUNCTIONS

Number of activities	Replies
0	2
1	15
2	12
3	2

N. DUES

1. How much did each member pay in local dues for the years 1954-55, 1955-56, 1956-57?

1954-55		1955-56		1956-57	
Amount	Replies	Amount	Replies	Amount	Replies
\$1	11	\$1	9	\$1	6
2	11	2	11	2	13
3	1	3	4	3	6
4	2	4	2	4	3
5 or more	2	5 or more	2	5 or more	2

SCHEDULE III

COUNTY AND REGIONAL RESPONSE

O. SPECIAL COMMENTS

1. Has your local branch shown unusual development during the past year as regards the following:  
(Please check)

Others:

- a. School board relationship
- b. Brochure for prospective teachers
- c. Business Education Day
- d. Membership in professional association
- e. Scholarship fund
- f. American Education Salary Committee
- g. In-service training
- h. Public relations
- i. American Education Week
- j. Increased membership
- k. Salary schedule
- l. Revised handbook
- m. Project on curriculum
- n. Teachers handbook
- o. Improved program for regular meetings
- p. Adjustment of salaries
- q. More interest in meetings
- r. Personnel problems committee

I. TEACHER WELFARE BARGAINING

6. Others

- a. Social security
- b. Flowers
- c. Blood banks
- d. Parking facilities
- e. Sick leave
- f. Length of school day
- g. Social activities
- h. Legal
- i. Adjustment of salary for some teachers