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A summary of the thesis: a study of the  
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York state

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A Summary of the Thesis

A STUDY OF THE CHARACTERISTICS OF LOCAL  
TEACHERS' ASSOCIATIONS IN NEW ENGLAND AND NEW YORK STATE

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## Description of the Investigation

Purposes.-- The study was undertaken to accumulate data on the present status of local teachers' associations. An accurate description of local associations at the present time was felt to be a prerequisite to planning for more effective organization. A secondary purpose was to compare the opinions of superintendents of schools with those of the heads of local teachers' associations. The areas of agreement and disagreement between these groups will determine to a large extent the types of program undertaken by our local associations.

Methods used.-- Data were gathered by means of two carefully constructed inquiry forms, both used in final form only after extensive tryout and revision. The first was completed by presidents, immediate past presidents, or other officers of local teachers' associations. Its purpose was to discover the present forms of organization, present activities, and present aims of these associations.

The second form was completed by superintendents of schools and also by the heads of local teachers' associations. This form as completed by both groups was exactly the same with the exception of the cover page. The purpose of the second form was to discover the opinions of these groups in order to make suitable comparisons.

Personal interview was possible in a number of cases.

It was also possible to examine the constitutions, handbooks, newspapers, programs, and other printed materials from approximately 150 associations.

The major findings, however, were derived from the inquiry forms.

Response to the study.-- The heads of 287 local associations returned the first form before February 1, 1949, which was established as a closing date for the study.

Table 1. The Number of Associations Which Completed Inquiry Form No. 1 a/

State	Number		Percentage Completing Form
	Sampled/	Completing Form	
(1)	(2)	(3)	(4)
New York	174 b/	84	48
Connecticut	111	41	37
Maine	99	49	49
Massachusetts	115 b/	61	53
New Hampshire	30	18	60
Rhode Island	32	18	56
Vermont	29	16	55
Total	590	287	49

a/ This table is the same as Table 2 on page 94 of the Thesis.

b/ A one-third random sample was taken in New York; a one-half sample was taken in Massachusetts.

All findings and conclusions on the status of local associations are based on these 287 associations. The number and percentage of associations replying in each State are shown in Table 1 on page 2.

The membership of the responding associations is shown in Table 2 below.

A three fifths random sample of associations completing the first inquiry form was selected to complete the second form. The response to the second inquiry form is shown in Table 3 on page 4.

Table 2. Grouping of 215 Associations for Tabulation on the Basis of the Total Membership Served, the Median, Q-3, and Q-1 Serving as Limits for Each Group, with Three Very Large "VL" Organizations Excluded. a/

Group	Number of Associations	Size	Number of Members	Percentage of Members	Percentage of Associations
(1)	(2)	(3)	(4)	(5)	(6)
VL	3	491-	5450	25	1
I	11	249-490	4177	19	5
II	25	120-248	4176	19	12
III	54	56-119	4068	19	25
IV	122	9-55	4116	19	57

a/ This table is the same as Table 5 on page 101 of the Thesis.

The response to the second form was representative of associations of varying membership as well as of the states covered. The response to the second form also was shown to be representative of the response to the first form.

Table 3. Response to the Second Inquiry Form a/

State	Number Selected	Group Responding			
		Presidents		Superintendents	
(1)	(2)	Number (3)	Per Cent (4)	Number (5)	Per Cent (6)
New York	51	47	92	32	63
Connecticut	25	23	92	16	64
Maine <u>b/</u>	30 (28)	27	90	21	75
Massachusetts	37	34	92	32	86
New Hampshire	11	11	100	10	91
Rhode Island	11	10	91	8	73
Vermont	10	10	100	7	70
Total	175 (173)	162	93	126	73

The total response was assumed to be representative of the more active associations in the area covered. It was concluded that all local associations in the area covered were probably somewhat less <sup>active</sup> than the sample participating in this study. Therefore, weaknesses of local teachers' associations, as shown in this investigation,

a/ This table is the same as Table 6 on page 110 of the Thesis.

b/ In Maine 28 superintendents were selected because two superintendents held jurisdiction over districts containing two participating associations.

were weaknesses of the total number of local associations in the area covered and not merely of this participating group.

Statistical treatment of the data.-- The results of the study were expressed in whole numbers or percentages, and the arrangements of these results into appropriate tables comprise the main body of the thesis.

Wherever feasible and practical, percentages were compared and critical ratios determined in order to obtain statistical descriptions from which to draw generalizations and findings.

The findings and recommendations given in this summary are based upon data to be found in the thesis. All differences between groups noted in this summary were shown to represent real statistical differences. It is impractical to reproduce the mass of specific figures upon which the findings were based. Ample evidence was found to back each statement in this summary.

#### The Findings

Findings derived from the first inquiry form and printed materials.<sup>1/</sup>-- The major findings, obtained by tabulation and analysis of the data in the first inquiry form and by analysis of materials submitted by local

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<sup>1/</sup> These findings were taken from pages 224-230 in the thesis

associations, may be summarized as follows.

1. No differences were noted among participants because of name used. A tendency was noted for respondents to be of the opinion that using the name "club" emphasized social and cultural activities, while the term "association" emphasized professional and economic activities. A small number of groups termed themselves "federation," "council," or "alliance" in the belief that such a name implied stronger unity. Union locals, in particular, were called federations or alliances. This investigation did not differentiate, all being referred to as associations.

2. Organization of teachers' associations has proceeded rapidly since 1920, and more than one third of the associations participating in this study were formed since 1940, indicating the continued and rapid organization of American teachers. Although some tendency was noted to combine differentiated groups into local associations representing all teachers, this movement was not general and was probably offset by splits resulting from friction in established all-inclusive organizations.

3. Nearly all local associations admitted school principals to membership. A majority also admitted superintendents and supervisors. Non-teaching school employees, such as nurses, clerks, or librarians, were admitted in less than one half of the associations. School-board members and custodians were admitted to membership in less than seven per cent of the associations. When admitted as members, these personnel were frequently denied the right to vote or hold office.

4. The annual dues of more than 90 per cent of local teachers' associations were not sufficient to finance a professional program. The median amount of \$1.00 annually was a mere fraction of the \$1.00 monthly payment which has been recommended by the National Education Association.

5. A majority of associations elected officers in the Spring as recommended. Less than one half held Fall elections. Very few held elections during the winter months.

6. No special requirements and training for officers were required in local teachers' associations.

7. Most officers were elected by the membership and served for a term of one year. They were not paid for this service.

8. The majority of major offices were held by classroom teachers. About one fifth of the association presidents were school principals.

9. The social or entertainment committee was reported most often by the associations. About one half of the associations maintained finance, program, and legislative committees. Lack of good committee organization was evident.

10. Very few teachers' associations employed legal counsel, although in a majority of local teachers' associations it was available, at least theoretically, through affiliated organizations.

11. Although most local associations had a written constitution, a minority of about 20 per cent tried to function without such a document.

12. Most local associations were affiliated with a state teachers' association. Many were National Education Association affiliates, although some local associations did not know the meaning of group affiliation with the National Education Association. All affiliations were considered by respondents to allow full local autonomy.

13. Regular monthly meetings were scheduled by less than one half of the respondents. However, 60 per cent reported regular meetings at least every two months.

14. Activities which were both heavily supported and extremely successful were mainly social in nature.

15. Most planning was done during the school year, although the trend was to do as much planning as possible before the school year commenced.

16. Support by the membership of local teachers' associations was largely a matter of the enthusiasm of a few members or the hard work of officers. A minority reported active participation by a majority of the membership. Lack of participation or lack of interest was found to be the chief cause of the failures of local associations. Dissension, lack of minority support, lack of time, transportation problems, poor programs, poor leadership, and fear, were other factors.

17. Less than 15 per cent of the associations reported a periodical publication. About one fifth reported a handbook. No charge was noted for any periodical reported.

18. Relatively few local teachers' associations were sponsoring or planning to sponsor any social or cultural activities other than lectures, parties, picnics, and flower funds. It was of note that more than one fourth of the respondents reported the sponsoring of extension courses for teachers.

19. In general local teachers' associations were doing little to recruit worthy students for the teaching profession.

20. Participation in political activities was confined chiefly to working for the passage of state legislation relating to education. The work of local teachers' associations in politics was reported as largely successful.

21. Strikes had neither taken place nor had they been considered by 99 per cent of all local teachers' associations which participated in this study. When strike action was reported, a successful conclusion was also reported in every case.

22. Little cooperative enterprise was reported between local teachers' associations and other community organizations.

23. Other than supplying local newspapers with news items, few local teachers' associations maintained a systematic program of public relations.

24. Most local teachers' associations had taken official positions on one problem or another related to better pay for teachers. Strong opposition to merit rating was noted.

25. Few local teachers' associations took positions on questions related to educational practices in the local situation.

26. The aims of local teachers' associations, as written into their constitutions, were very general; although they did suggest areas of activity, they indicated no specific goals and recommended no particular activities.

27. No differences were noted between local associations affiliated with the National Education Association and unaffiliated local associations.

28. Few differences were noted in the practices of associations in Maine, New Hampshire, Rhode Island, and Vermont when compared with the practices of associations in Connecticut, Massachusetts, and New York. The chief difference noted was in the considerably greater activity in salary problems reported in Connecticut, Massachusetts, and New York. Rhode Island, considered separately, also reported much activity in this area. Associations in Maine, New Hampshire, and Vermont, therefore, were found to be relatively inactive so far as salary problems were concerned.

29. Differences related to size were as follows:

- a. A considerably higher percentage of large associations maintained all of the usual committees found in local teachers' associations. One exception, the social or entertainment committee, was noted as showing no differences.
- b. A considerably higher percentage of large associations planned their program before the school year commenced.
- c. Large groups tended to provide duplicated explanations of activities to members. Participation was required by a minority of small associations.
- d. Publication of newsletters was confined almost entirely to large associations.
- e. More economic services were provided to the members of large associations.
- f. Large associations were found to be more active in politics.
- g. Large associations tended to carry on more systematic public relations activities.
- h. A considerably higher percentage of large associations had taken official as well as public stands on questions relating to better pay for teachers.
- i. Large associations recognized the need for a unified organization as evidenced by the greater number of written constitutions reported by this group.

Findings derived from the second inquiry form.<sup>1/</sup>--

The major findings as obtained by tabulation and analysis of the data in the second inquiry form may be summarized as follows.

1. Although only one per cent of the superintendents of schools, whose teachers' associations were not affiliated with the American Federation of Teachers, believed that teachers should be so affiliated, 10 per cent of the presidents of these associations believed such affiliation should be accomplished. The thinking of superintendents and presidents differed sharply on this issue.

Presidents, generally, were noted to have been more favorable to union affiliation than were superintendents, although the great majority of both groups opposed such affiliation

2. Both superintendents and presidents opposed the participation of school-board members in the business of a local teachers' association to a significantly greater degree than they opposed such participation by superintendents of schools. Superintendents were opposed more

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<sup>1/</sup> These findings were taken from pages 308-318 in the thesis.

strongly by both groups than were principals and supervisors. Department heads were least opposed.

3. The privileges of voting membership and holding office in a teachers' association by members of the school administration were generally more strongly opposed by both presidents and superintendents than were the privileges of attending business meetings and policy making.

4. All comparisons except one showed that presidents and superintendents held similar opinions, only one critical ratio exceeding 1.96. In this case, more presidents than superintendents objected to supervisors holding office in local teachers' associations. However, the total of such presidents was only 23 per cent, or less than one fourth of the number participating.

5. Less than a majority of both superintendents and presidents felt that any office in local teachers' associations must be held by a classroom teacher, the percentage of presidents being slightly higher in all instances but in no case exceeding 50 per cent.

6. Only a small minority of both superintendents and presidents felt that any office in local teachers' associations need be held by school employees above the rank of classroom teacher. However, in all cases slightly higher percentages of presidents named offices that should be held by someone above the rank of classroom teacher.

On questions relating to the activities of local teachers' organizations, the following statements may be accepted as having been shown in this investigation.

1. Large majorities of both superintendents and presidents agreed that local teachers' associations should be free to take public positions on legislation relating to education, local, state, and national. They further agreed that local teachers' associations should be free to make public statements on controversial issues. Whether or not such activity should take the form of direct endorsement of candidates for public office is a question on which both groups split almost equally, 49 per cent of the presidents and 56 per cent of the superintendents denouncing this practice.

2. In case of a request for general salary increases, more presidents of teachers' associations than superintendents considered the superintendent a representative

of the teachers to the school board. Superintendents, in this situation, were very prone to consider themselves arbiters or liaison officers. Few presidents or superintendents considered the superintendent only a representative of the school board to the teachers.

3. Most superintendents and presidents agreed that in order to obtain better salaries and working conditions for teachers, local teachers' associations are justified in establishing salary committees to draw up in written form the opinions of the group. A large majority of both groups further agreed that the local teachers' association is justified in issuing official news items.

Striking, picketing, and resigning as a group, were heavily condemned by both presidents and superintendents.

Slightly less than one half of both groups agreed that the purchasing of advertising space in local newspapers may be justifiable.

4. Superintendents, more than presidents, felt that continued and persistent emphasis on their own economic welfare will eventually bring teachers' groups into disrepute with the public, although a majority of both groups agreed that this is true.

5. Large majorities of both superintendents and presidents agreed that social activities such as picnics, suppers, and parties are of value in the affairs of present-day local teachers' associations.

6. Large majorities of both groups agreed that the indifference or apathy of many teachers to professional organization has been the major reason for lack of effectiveness of local teachers' associations.

7. More superintendents than presidents believed all activities of local teachers' associations should be undertaken with the welfare of school children in mind. However, the presidents were more prone to take the stand that any activity benefiting teachers would indirectly benefit pupils.

On questions relating to the aims of local teachers' associations, the following statements may be accepted as having been shown in this investigation.

1. Although a majority of both superintendents and presidents agreed that obtaining better salaries and working conditions is a major responsibility of every local teachers' association, superintendents were more

likely than presidents to feel that the responsibility for this aim depended upon the local situation.

2. Although a majority of both superintendents and presidents agreed that seeing to it that better teaching is done in the community is a major responsibility of every local teachers' association, more presidents than superintendents were prone to feel that the responsibility for this aim depended upon the local situation. The same was true for the objective concerning the furnishing of the membership with educational news items of interest.

3. Approximately one fourth of all presidents of local teachers' associations believed that obtaining recruits for the teaching profession is not a responsibility of most local teachers' associations. Almost one fifth of the superintendents agreed.

4. Approximately one fourth of all superintendents believed that seeing to it that schools are managed intelligently and efficiently is not a responsibility of most local teachers' associations. Almost one fifth of the presidents agreed.

5. Approximately one tenth of the presidents felt no responsibility on the part of local teachers' associations for seeing to it that better teaching is done in the community.

6. Large majorities of both presidents and superintendents believed the local teachers' association has the primary aim of serving teachers locally, but more presidents were prone to agree.

7. About three fourths of both presidents and superintendents agreed that there should be one main local teachers' association, and this organization should have the full support of all teachers.

8. In the opinion of nearly all presidents and superintendents, associations should prevail upon their ablest members to serve and then support them with full cooperation.

Comparisons were made of responses of certain items as given by presidents of associations of more than 119 members with the responses by presidents of associations of less than 56 members. Comparisons were also made of

the responses of superintendents in the same size groups.

The comparisons of presidents of large and small associations revealed the following points.

1. A far higher percentage of presidents of large teachers' associations justified the strike as a last resort. One third of the large association presidents agreed to the use of this action if necessary. Less than one tenth of the presidents of small associations agreed.

2. Although only slightly less than one fifth of the presidents of large associations justified picketing, this total was significantly higher than the number of presidents of small associations upholding this practice.

3. Presidents of large associations evidenced a much more tolerant attitude toward the purchasing of advertising space in local newspapers as a means of working for better salaries and working conditions. While 69 per cent of the large group upheld this practice, only 37 per cent of the small group agreed.

4. Presidents of the small associations were more likely to agree that a major responsibility of every local teachers' association is to provide an interesting social and/or entertainment program for members.

5. The presidents of large associations were more prone to consider the obtaining of better salaries and working conditions more of a basic responsibility than were the presidents of small associations. However, 82 per cent of the presidents of small associations did accept this as a basic responsibility of every local teachers' association.

6. Nearly all presidents of both small and large associations felt that the ablest members must serve as officers with the full support of all. However, many in the small group established the point that all must work in the small association, that the work cannot be left to the ablest.

The comparisons of superintendents' opinions revealed the following points.

7. Although nearly all superintendents of both large and small communities agreed that the local teachers' association should be free to take public stands on local legislation, the superintendents in small communities were less likely to have this opinion.

8. Superintendents in small communities were less likely to agree that furnishing the membership with news items of interest is a major responsibility of every local teachers' association. However, even in the small communities, 79 per cent of the superintendents agreed that this is a major responsibility of every local teachers' association.

9. None of the superintendents of large communities believed that local teachers' associations are never responsible for seeing to it that the schools are managed intelligently and efficiently. Slightly more than one fourth of the superintendents in small communities took this stand, thereby indicating that superintendents in small systems were considerably more likely to resent activity of local teachers' associations which appeared to infringe upon their duties.

Comparisons were also made between the responses of both superintendents and presidents in the States of Maine, New Hampshire, Vermont, and Rhode Island and the responses of superintendents and presidents in the States of Connecticut, Massachusetts, and New York. All associations compared were from size group IV containing less than 56 members.

1. No significant differences were noted in the opinions of superintendents in the two groups of states. Such differences as were noted could not be accepted safely as other than the result of chance.

2. No significant differences were noted in the opinions of presidents in the two groups of states. Such differences as were noted could not be accepted safely as other than the result of chance.

3. Apparently, the geographical location within the area covered did not have much influence on the opinions of either presidents of teachers' associations or superintendents of schools.

## Recommendations<sup>1/</sup>

All comments offered under this centerhead represent the personal opinion of the writer. Such comments, however, are based upon objective data compiled during the investigation. These are not hasty generalizations. The major work of the writer for nearly two years has been to produce a set of recommendations both meaningful on the local level and sensible enough to be carried out. Out of this experience the following suggestions are made.

1. Some evidence was observed in the study to show that without the counsel and leadership of an able school administrator many local teachers' associations would perish of sheer inertia. On the other hand, nothing seems to arouse the dormant spirit of teachers more quickly than the suspicion that a school administrator seeks to manage the teachers' association.

It is the personal finding of this writer that if all school administrators were to cease immediately all activity in the affairs of local teachers' associations and disavow interest in these organizations, many associations would go promptly out of existence. More harm than good would result from such a move. However, administrators should take care not to use undue influence or expect to have their votes or words weighted more heavily

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<sup>1/</sup> The recommendations were taken from Chapters Four and Six of the thesis.

than those of other members. It is most probable that school administrators seeking special privilege in the affairs of local teachers' associations will force many associations to form a union-type group. The writer considers this preferable to lack of professional independence, but not at all necessary. The writer's opinion is that affiliation with a union is too often an emotional, desperation step. A little understanding analysis, and the willingness of school administrators to compromise, might prevent many teachers from undertaking an affiliation which, in future years, might be found to ask more than it gives.

Local teachers' associations usually are affiliated with the state teachers' association if there is a functioning state teachers' association. One third or less are local affiliates of the National Education Association.

2. Widespread activity was indicated on salary and other economic problems. Such activity should be basic and should continue until teachers are paid in accordance with the incomes received by other professional groups. However, it may be that, in specific local situations where salaries have been adjusted since 1945 or 1946, the emphasis should be shifted to public relations. After all, no community is going to pay more and more each year without asking to know what is being bought. The community

has this right. It is the responsibility of local teachers' associations which have received successfully permanent salary increases to consolidate their gains. One way to do this is to make an all-out effort to educate the community relative to the value being received.

For the local teachers' associations which as yet have received no permanent adjustments, there is no alternative but to continue their efforts. The best way to work for better salaries is through an association and not by individual bargaining.

3. A definite finding of this study is that all differences between the opinions of superintendents of schools and presidents of local teachers' associations, as shown in the thesis, are relatively minor. On the other hand, of chief importance is the high degree of agreement shown to exist between the two groups.

If the opinions of the heads of local teachers' associations are the same as the membership of these associations, cause for general blocking of the aims of teachers by school administrators is felt to be but a remote possibility.

For example, nearly all superintendents and presidents believed that local teachers' associations should be free to take public, official positions on legislation relating to education, local, state, or national. Even the least degree of agreement was the 94 per cent of

superintendents who affirmed the right of local teachers' associations to take such positions on the local level. In view of this high percentage of agreement by superintendents, local teachers' associations are foolish to restrict their activities here because of timidity.

Another example relates to the endorsement of candidates for political office. Slightly more than one half of the superintendents agreed that local teachers' associations should never endorse such candidates. Slightly less than one half of the presidents agreed. In other words, the associations virtually are split on this question. Superintendents are no more opposed than are the associations themselves.

In salary matters it was noted that most superintendents tend to consider themselves a liaison between the teachers and the school board. Much ill-will might be avoided if the officials of local teachers' associations avoid assuming that the superintendent of schools will represent teachers in requests for salary increases. He would probably prefer to try to be neutral. In any case, his exact position should be ascertained.

Also related to salary is the opinion of 60 per cent of the superintendents that obtaining better salaries and working conditions is a major responsibility of every local teachers' association. Presidents were far more in agreement. The difference of opinion results because

many superintendents do not deny the aim but consider it dependent on the local situation. This difference in attitude may result in occasional disputes where the superintendent is in general sympathy with the idea of more pay for teachers but opposed to this in his own specific situation. Such disagreements must be expected. Officials of local teachers' associations should remember that the officials of other teachers' associations are sympathetic as are most superintendents.

4. It must be remembered that associations are composed of individual teachers. The ideals of these teachers must be taken into consideration before any aim can be adopted or activity undertaken. Unfortunately, terms such as "ideals" and "professional" are used frequently as excuses for action. Too often the aims and activities of local teachers' associations are sprinkled liberally with fervent but vague affirmations that the chief aim of the association is the welfare of the child, or the maintenance of professional standards, or the dissemination of a code of ethics.

Accordingly, any activity undertaken openly for the direct welfare of teachers often is camouflaged with these vague and unrelated statements of ideals as though it were necessary to apologize for placing teacher welfare first in any action. It is the opinion of this writer that some activities of any active local teachers'

association must be carried out for the direct benefit of the membership and that no apology is necessary. The type of reasoning that would object to this viewpoint is considered by the present writer to be nothing more than the uneasy rationalizing of people afraid to act. Less fretting over whether relatively minor activities are or are not "professional" and more solid work intended to turn teaching into a more generally respected profession would seem to be in order.

5. Formulate a specific declaration of aims, based upon the immediate needs and desires of the present membership. Make the aims pertinent to the local community. Avoid high-sounding but empty phrases.

6. Make the formulated aims an integral part of a written constitution. The constitution should also include the duties of enough standing committees to carry out the aims.

7. Charge sufficient dues to carry out the aims adopted. If the aims are purely social and recreational, \$1.00 or \$2.00 annually may be sufficient. If a complete program is desired by the membership, dues should be paid on a monthly basis. A charge of \$1.00 monthly is not excessive for professional organization. Avoid assessments. Discontinue money-raising projects and begging from the public. All regular association affairs should be covered by dues paid by members. Certainly continue benefit

plays, carnivals, or other affairs sponsored by the teachers' association but intended for the benefit of school pupils.

8. Carry out all activities with attention to the following points:

- a. Work through other community organizations whenever possible. Don't be afraid to ask for their help.
- b. Volunteer official association aid in the projects of other community organizations.
- c. Publicize all association activities as sponsored by the teachers' association and not by the schools.
- d. Maintain systematic contact with local newspapers.
- e. Obtain the cooperation of school administration wherever possible, but do not hesitate to undertake any activities approved by the membership.
- f. Undertake no activity not specifically planned to fulfill an aim in the constitution unless the reason for such activity is approved by a majority of the association.

9. Maintain contact among the membership. If the membership is scattered, issue a regular newsletter.

10. A teachers' association is composed of American citizens. Avoid activities which other respected law-abiding groups avoid. Do not hesitate to attempt activities which generally are considered legitimate for such groups. It is obvious that the timidity of many teachers has resulted in the very unprofessional practice of avoiding controversial political or educational questions in which teachers might be expected to take an interest.

11. Do not force 100 per cent membership. Percentage of eligible membership has been overemphasized vastly by most associations. Not more members, but more members willing to assume responsibility, should be the goal of most local teachers' associations.

12. Affiliate, as a group, with state and national organizations whose aims are in sympathy with those of your members. Do your part to make the policies of the state and national organizations workable by following the suggestions of these groups. Utilize their resources. Make such affiliation worthwhile and not merely a paper unity.

#### Acknowledgment

The writer is indebted to every teacher and administrator whose cooperation made this study possible. Particular thanks are due the officers of the state teachers' associations and the National Education Association for their advice and criticism.

The efforts of the writer's advisory committee in helping to plan and carry out the investigation contributed greatly to its successful conclusion.

This summary is offered with the sincere wish that it will prove of particular value to all persons who contributed to the study.