Summer 1940

A Study of The Delegate Assembly and Its Function In State Teachers Associations

Floyd A. Edwards

Fort Hays Kansas State College

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A STUDY OF THE DELEGATE ASSEMBLY AND ITS FUNCTION IN STATE TEACHERS ASSOCIATIONS

Being

A Thesis Presented to the Graduate Faculty of the Fort Hays Kansas State College in partial fulfillment of the requirements for the Degree of Master of Science

By

Floyd A. Edwards, B. S. of Kansas Wesleyan University in 19

Approved:

Date: May 26, 1940

Major Professor

May 27, 1940

Chairman, Graduate Council
ACKNOWLEDGEMENTS

I wish to express my appreciation to Dr. Robert T. McGrath for his helpful kindly advice given me in the preparation of this thesis. I am also grateful to Dr. F. B. Streeter and to the other librarians who assisted me in securing my material. Likewise I wish to express my thanks to the Secretaries and Presidents of the State Teachers' Associations, who so promptly mailed me their constitutions, and answered my various inquiries. Without their help the thesis would not have been possible.

F.A.E.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction ........................................... 1</td>
</tr>
<tr>
<td></td>
<td>The Scope of the Thesis ............................... 5</td>
</tr>
<tr>
<td>II</td>
<td>History of Teachers' Organizations .................. 7</td>
</tr>
<tr>
<td></td>
<td>Purposes and Objectives of State Teachers Organizations .......................... 11</td>
</tr>
<tr>
<td>III</td>
<td>The Delegate Assembly .................................. 16</td>
</tr>
<tr>
<td></td>
<td>(1) Method of Selecting Delegates ....................... 20</td>
</tr>
<tr>
<td></td>
<td>(2) The Powers and Duties of the Delegate Assembly .. 33</td>
</tr>
<tr>
<td></td>
<td>The Board of Directors .................................. 36</td>
</tr>
<tr>
<td></td>
<td>(1) Powers and Duties of the Executive Board .......... 38</td>
</tr>
<tr>
<td></td>
<td>Membership ............................................... 43</td>
</tr>
<tr>
<td></td>
<td>The Executive Secretary ................................. 48</td>
</tr>
<tr>
<td></td>
<td>Activities of State Education Associations ........... 54</td>
</tr>
<tr>
<td></td>
<td>Unique Features ......................................... 58</td>
</tr>
<tr>
<td></td>
<td>Values of the Delegate Assembly ....................... 63</td>
</tr>
<tr>
<td>IV</td>
<td>Conclusions and Recommendations ...................... 66</td>
</tr>
<tr>
<td></td>
<td>(1) Generalizations ....................................... 66</td>
</tr>
<tr>
<td></td>
<td>(2) Suggestions and Observations ....................... 69</td>
</tr>
<tr>
<td></td>
<td>(3) Use and Value for Education ......................... 71</td>
</tr>
<tr>
<td></td>
<td>Bibliography ............................................. 72</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The period covering the last twenty-five years has been one of rapid growth in the organization of all lines, industrial, political, social, educational and religious. During this interval much emphasis has been placed upon building an efficient organization. Industrial concerns have paid enormous prices for experts to organize themselves efficiently. Likewise educators, as the members of every other trade or profession have come to realize that for purposes of mutual helpfulness and efficiency the organization of teachers is absolutely necessary. They believe that an organized educational force is best adapted to create a deep and an abiding interest in the cause of education and that such an organization will be conducive to the highest efficiency in classroom teaching as well as in the administration of our schools.

Nearly 700,000 teachers of the United States recognize this need and belong to their respective state associations. The majority of states have more than 80
per cent of their teachers in their associations, while several have from 90 to 100 per cent. This system of teachers organizations includes national, state, district and local units. The local associations are the workshops of the organization while the state and national offices are the instruments for centralized action to put into practice the plans formulated on the basis of the ideas advanced by its members. The higher organizations are likewise the contact groups for interpreting the school program to the public.

The Montana State Teachers Association suggests the following reasons for urging teachers to affiliate with their state and local associations:

"All teachers share in the honors and benefits that attach to the profession; every teacher should share in helping to develop and secure these.

Growth in the profession comes more rapidly and more consciously to those who participate in the organization and its activities.

Progress in education and improved conditions for the teachers in stability of position, salary and greatly improved conditions for teaching have been passed on to us through cooperative efforts of organized groups of teachers. We owe something to the organization that has left us this heritage."
Present needs are pressing for concerted action and the future of education is calling for the cooperation of teachers united, 100 per cent, for the good of the cause.¹

The association offers large professional advantages at small cost. The dues are one cent out of each 500 cents of the teacher's annual salary.

The association needs you. You need the association."

Very little previous research has been done on the particular problem of this thesis. In fact, so far as could be learned, the only previous study on a closely related subject was by John Granrud Ph.D. of Teachers College, Columbia University. Contributions to Education No. 234 entitled "The Organization and Objectives of State Teachers Association." This booklet deals with such subjects as the purpose and character of state teacher's associations, the administrative organization, aims and objectives, the financial status, the activities as well as the educational program of the various state teachers organizations. In addition to covering these subjects there is prepared several judgment scales by forty-six superintendents and forty-six association officers on edu-

¹. Constitution, Montana State Education Association.
cational programs.

In addition to the thesis mentioned two books were helpful in collecting facts regarding the early history of teacher's organizations in this country. These are: Richard Gauss Boone, "Education in the United States" published in 1902, and Edwin Grant Dexter, "History of Education in the United States", published in 1904.
The Scope of the Thesis

The purpose of this thesis is to make an extensive study of the various state teachers associations of the United States. The thesis deals with: (1) the early history of teachers organizations, (2) their objectives and purposes as stated in the constitutions of the different state teachers associations, (3) the origin and the growth of the delegate assembly, (4) how the delegates are selected in the different states, (5) the division of authority between the delegate assembly and the board of directors, (7) how the board of directors is elected, (8) their powers and duties, (9) membership qualifications and the amount of fees, (10) the authority of the secretary and his duties, (11) the activities in which the different state teachers associations are engaged as indicated by their standing committees, (12) unique features of particular state teachers federations and (13) the value of the delegate. (14) generalizations.

The method of investigation is the survey type. Letters were sent to the secretaries of the state teachers associations of each of the forty-eight states and the District of Columbia requesting a copy of the constitutions of their state association. Constitutions were received from forty-five states and replies giving some information
were received from three additional ones. When these constitutions were received they were studied, analyzed, and compared so that similarities and differences were ascertained. When it was discovered that the state constitutions did not show the dates in which the delegate assembly method of organization was adopted other inquiries were sent to the secretaries of the state associations to determine these facts. To these requests thirty-one replies were received. A third set of inquiries were also sent to twenty-five secretaries of different state teachers associations, requesting their estimates of the value of the delegate assembly as compared with the general assembly method of administering the affairs of state teachers associations. Eighteen replies were received from these inquiries and the opinions as expressed by these state secretaries is incorporated in the division of the thesis entitled The Values of the Delegate Assembly. Likewise the data in the entire thesis is based almost entirely on the information which was received from these three sets of inquiries.
HISTORY OF TEACHERS' ORGANIZATIONS

The early associations of educational organizations were composed of not only teachers but business men, lawyers, public officers, clergy and others who were interested in education. These organizations were strictly local but were a sign of the awakening interest in education. In 1799 the Middlesex County association of Massachusetts was in existence. A generation later Exxes County formed a similar society.

The oldest state teachers' organization if the New York State Teachers' Association founded in 1845 for the expressed purpose of "promoting the interests of public education and the elevation of the profession of teaching".  

About 1829 there was organized in Cincinnati, Ohio the "Western Academic Institute and Board of Education", under the leadership of Albert Picket. Three years later it was merged in the Western Literary Institute and college of professional teachers. For ten years this was

a patent influence on education in Ohio. It sought to improve the character and qualifications of their teachers, and to promote the diffusion of knowledge regarding education. The membership included Lyman Beecher, Professor C. E. Stowe, R. O. Peers and Samuel Lewis. From the money that was contributed a school agent was appointed to visit the schools of the state. This attempt at supervision preceded the first state superintendent by ten years. Ladies were not admitted as members but were allowed to submit papers on female education which were read by the men.1

Illinois and Iowa organized associations in 1854, Virginia in 1861, Kentucky in 1865 and Georgia in 1867. In 1863 there was established the University Convocation of the State of New York.2 It chiefly concerned secondary and collegiate interests and admitted to its membership: Members of Boards of Regents, Instructors in colleges, normal schools, academies and other institutions under the care of Regents and their trustees, and the presidents, vice presidents and secretaries of the New York State Teachers Association. In 1867 representatives of colleges in other states were invited to membership.


New England preceded most other sections in the organization of professional agencies. In 1831 there was incorporated the American Institute of Instruction in Boston, Massachusetts. Its chief purpose was the diffusion of knowledge in regard to education. Among the names of the members were George Brown, Warren Colburn, Judge Story, Horace Mann, D. F. Page, Denison Olmstead and Bishop Huntington. At the meetings Charles Northend talked on common schools and Herman Krusi told the story of Pestalozzi. While the meetings were confined to New England the influences of the organization extended far beyond. For out of this grew the National Educational Association. In the first Inaugural address in 1858 President Richards set forth the general purposes of the organization as follows:

(1) The union of all sections in friendly association.

(2) The creation of a teaching profession by professional methods.

(3) The accrediting of teachers by proper examining boards.

(4) The establishment of a department of pedagogics in connection with all schools which send out persons to teach.

From this meager beginning the National Educational association has developed and become specialized

until it now has besides the general body nine departments and twelve standing committees. It was organized under its present name in 1870 and is the largest national organization of teachers in the world.¹

Purposes and Objectives of State Teachers Associations

The wide diversity of purposes as they are stated in the different constitutions of the state teachers associations shows the broad field of interests in which the different federations are engaged. The following summary of objectives is taken from the different constitutions of these associations and represents their expressed purposes as stated in their constitutions. While it is true that they somewhat overlap, yet many distinct fields of interest are represented in the wide distribution. In the following list the purposes are stated and at the end of the statement is given the number of state associations which has adopted that statement as one of its objectives.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Number of States adopting these objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote the professional spirit of teachers.</td>
<td>12</td>
</tr>
<tr>
<td>To advance the standards of the teaching profession.</td>
<td>11</td>
</tr>
<tr>
<td>To secure the conditions necessary to the greatest efficiency of teachers and schools.</td>
<td>9</td>
</tr>
<tr>
<td>To work unitedly for the interests of education.</td>
<td>8</td>
</tr>
<tr>
<td>To obtain for teachers all the rights and privileges to which they are entitled.</td>
<td>5</td>
</tr>
<tr>
<td>To encourage the formation of local teachers associations and to coordinate their activities.</td>
<td>3</td>
</tr>
<tr>
<td>To promote the social and economic welfare of the teachers of the state.</td>
<td>3</td>
</tr>
<tr>
<td>To further through the articulation of the various teachers associations the educational interests of the state.</td>
<td>3</td>
</tr>
<tr>
<td>To secure the improvement of its members in the science and art of teaching.</td>
<td>3</td>
</tr>
<tr>
<td>To promote a closer bond of unity among the members of the teaching profession.</td>
<td>2</td>
</tr>
<tr>
<td>To furnish added opportunity for the investigation of educational problems and facilitating the exchange of ideas of special interest to educators.</td>
<td>2</td>
</tr>
<tr>
<td>Objectives</td>
<td>Number of States adopting these objectives</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>To promote the educational interests of the state.</td>
<td>2</td>
</tr>
<tr>
<td>To improve the condition of education in the state, to develop the schools and to evaluate the standards of the teaching profession.</td>
<td>2</td>
</tr>
<tr>
<td>To promote its interests and to contribute to the improvement of the schools of the land, with the supreme purpose of promoting the welfare of the childhood of the state.</td>
<td>2</td>
</tr>
<tr>
<td>To provide adequate educational opportunities for the youth of the state.</td>
<td>2</td>
</tr>
<tr>
<td>To secure and maintain for the office of teaching its true rank among the profession.</td>
<td>2</td>
</tr>
<tr>
<td>To promote and guard the interests of the public and school teachers by means of instruction, conference and united action.</td>
<td>2</td>
</tr>
<tr>
<td>To secure the creation and promotion of public interest in the cause of education.</td>
<td>2</td>
</tr>
<tr>
<td>To create a deeper sense of the dignity of the profession and the importance of the interests which it represents.</td>
<td>2</td>
</tr>
<tr>
<td>To receive, hold and administer funds, and property, and to give and take title thereto.</td>
<td>2</td>
</tr>
<tr>
<td>Objectives</td>
<td>Number of States adopting these objectives.</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>To impress those who teach with a consciousness of the responsibility which teachers bear as social leaders.</td>
<td>1</td>
</tr>
<tr>
<td>To promote the advancement of learning and culture.</td>
<td>1</td>
</tr>
<tr>
<td>To procure such legislation as shall be conducive to the highest interests of the schools and colleges of the state.</td>
<td>1</td>
</tr>
<tr>
<td>To act as the agent of teacher's associations in providing opportunity for conferences, and union of effort in matters of common interest.</td>
<td>1</td>
</tr>
<tr>
<td>To promote every wise educational movement.</td>
<td>1</td>
</tr>
<tr>
<td>For the benefit of our state and nation.</td>
<td>1</td>
</tr>
<tr>
<td>To publish educational magazines and other papers.</td>
<td>1</td>
</tr>
<tr>
<td>To give trend to educational movements by fostering legislation designed to improve and equalize educational opportunities.</td>
<td>1</td>
</tr>
<tr>
<td>To promote, by providing professional meetings, fellowship, and fraternal feeling, instruction, conference and united action.</td>
<td>1</td>
</tr>
<tr>
<td>To exert such influence as may be consistent to improve the social status and the economic welfare of teachers.</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE I (CONT'D). OBJECTIVES OF STATE TEACHERS ASSOCIATIONS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Number of states adopting these objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide non-contractual aid and relief for needy members of the teaching profession.</td>
<td>1</td>
</tr>
<tr>
<td>To quicken the social, ethical, and professional conscience of those engaged in educational work in our state; to inspire a stronger sentiment toward popular education; and otherwise of the services being rendered by the teaching force of the state.</td>
<td>1</td>
</tr>
</tbody>
</table>
CHAPTER III

THE DELEGATE ASSEMBLY

Forty-four states have state delegate assemblies in the organization of their state teachers associations. Five of these states also have divisional assemblies in which delegates are elected from the local districts to regional assemblies which likewise elect delegates to the state assembly. These representatives perform the legislative functions of the state teachers associations. Five states have neither divisional nor state delegate assemblies in their teacher organizations. These state teachers associations meet as a completely democratic organization and transact the business of their state federation by means of and through the general assembly. The delegate assemblies usually meet at the time of the meeting of the state teachers association and as many other times throughout the year as is necessary to properly conduct the business of the state association. In most states an Educational Council is maintained which makes a study of important questions. Their findings are published and copies of the reports are mailed to the delegates about a month before the assembly meets. In this way the dele-
gates are able to act intelligently on important matters.

The following table shows the states which have state delegate assemblies as well as the years in which they were adopted in thirty-two of the states. It also shows those states which have divisional assemblies and those which have neither state nor divisional assemblies. A study of the table reveals that the larger states were the first to adopt the assembly method. It also shows that within a period of approximately twenty years practically all the states have come to transact their business by means of local or district representation in their state assemblies. Of the thirty-two states examined seven states had a state delegate assembly in their state teachers organization previous to the year 1920. These states were Illinois, Iowa, Massachusetts, New York, Oregon, South Carolina and Utah.
<table>
<thead>
<tr>
<th>States which have Delegate Assemblies</th>
<th>Year Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1920</td>
</tr>
<tr>
<td>Arizona</td>
<td>1925</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1937</td>
</tr>
<tr>
<td>California</td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td>1937</td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
</tr>
<tr>
<td>District of Columbia</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>1936</td>
</tr>
<tr>
<td>Idaho</td>
<td>1926</td>
</tr>
<tr>
<td>Illinois</td>
<td>1916</td>
</tr>
<tr>
<td>Iowa</td>
<td>1917</td>
</tr>
<tr>
<td>Kansas</td>
<td>1936</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1932</td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td>1928</td>
</tr>
<tr>
<td>Maryland</td>
<td>1922</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1911</td>
</tr>
<tr>
<td>Michigan</td>
<td>1921</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1923</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1930</td>
</tr>
<tr>
<td>States which have Delegate Assemblies</td>
<td>Year Adopted</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Missouri</td>
<td>1920</td>
</tr>
<tr>
<td>Montana</td>
<td>1920</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1920</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1914</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1922</td>
</tr>
<tr>
<td>New York</td>
<td>1922</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1922</td>
</tr>
<tr>
<td>North Dakota</td>
<td>1923</td>
</tr>
<tr>
<td>Ohio</td>
<td>1923</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1916</td>
</tr>
<tr>
<td>Oregon</td>
<td>1920</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>1916</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1922</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1934</td>
</tr>
<tr>
<td>Tennessee</td>
<td>1937</td>
</tr>
<tr>
<td>Texas</td>
<td>1918</td>
</tr>
<tr>
<td>Utah</td>
<td>1925</td>
</tr>
<tr>
<td>Virginia</td>
<td>1920</td>
</tr>
<tr>
<td>Washington</td>
<td>1922</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1922</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1922</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1932</td>
</tr>
</tbody>
</table>
Method of Selecting Delegates

There is little uniformity in the methods used by the different state education associations in selecting their representatives to their state delegate assemblies. Most of them have based their representation upon the number of teachers in the local units whose memberships are paid in the state associations. Usually the local units are allotted one delegate to the state delegate assembly for a definite number of teachers within the local association. But this unit of representation varies greatly in the different states. For example some state associations allow the local units one delegate to the state assembly for each two hundred teachers in the local units while other states allow one delegate for as few as ten teachers in the local association. While still other states are so irregular in their method of selecting their delegates that it is impossible to classify them on this basis. Usually the officers of the state association are ex-officio members of the state assembly.

In the following table those states are grouped together which choose one delegate for a definite number of teachers.
<table>
<thead>
<tr>
<th>TABLE III. STATES WITH DIVISIONAL ASSEMBLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
</tr>
<tr>
<td>Nebraska</td>
</tr>
<tr>
<td>New York</td>
</tr>
<tr>
<td>Texas</td>
</tr>
<tr>
<td>Wyoming</td>
</tr>
<tr>
<td>States which do not have Delegate Assemblies</td>
</tr>
<tr>
<td>Indiana</td>
</tr>
<tr>
<td>New Jersey</td>
</tr>
<tr>
<td>Nevada</td>
</tr>
<tr>
<td>Rhode Island</td>
</tr>
<tr>
<td>Vermont</td>
</tr>
</tbody>
</table>
**TABLE IV. METHODS OF SELECTING DELEGATES**

These states elect one delegate to their state assembly for every two hundred teachers in their territory:

<table>
<thead>
<tr>
<th>State</th>
<th>Michigan</th>
<th>Minnesota</th>
</tr>
</thead>
</table>

These states elect one delegate for every one hundred teachers:

<table>
<thead>
<tr>
<th>State</th>
<th>California</th>
<th>Connecticut</th>
<th>Texas</th>
<th>Washington</th>
<th>New York</th>
</tr>
</thead>
</table>

These states elect one delegate for every fifty teachers:

<table>
<thead>
<tr>
<th>State</th>
<th>Massachusetts (3 delegates per 50)</th>
<th>Utah</th>
<th>Oregon</th>
<th>Wisconsin</th>
</tr>
</thead>
</table>

These states elect one delegate for every twenty-five teachers:

<table>
<thead>
<tr>
<th>State</th>
<th>New Mexico</th>
<th>Montana</th>
<th>South Dakota</th>
<th>Virginia</th>
<th>Georgia</th>
<th>Tennessee</th>
</tr>
</thead>
</table>

These states elect one delegate for every twenty teachers:

<table>
<thead>
<tr>
<th>State</th>
<th>Arizona</th>
<th>Arkansas</th>
</tr>
</thead>
</table>

This state elects one delegate for every fifteen teachers:

<table>
<thead>
<tr>
<th>State</th>
<th>Idaho</th>
</tr>
</thead>
</table>
These states elect one delegate for every ten teachers:

| North Carolina       | Delaware                     |

These states are too irregular to classify on the above basis:

<table>
<thead>
<tr>
<th>Kansas</th>
<th>Iowa</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Columbia</td>
<td>Oklahoma</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>North Dakota</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Colorado</td>
</tr>
<tr>
<td>Maryland</td>
<td>Florida</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Wyoming</td>
</tr>
</tbody>
</table>

Certain states which are listed as too irregular to classify have unique features in the method of selecting delegates and in the organization of their state assemblies which are unlike any of the other states. This peculiarity of some of these states must be explained separately.

Kansas is one of the five states which has a divisional assembly in addition to the state assembly. The constitution of its state teachers association provides that each local unit shall elect to its divisional assembly one delegate and one alternate for the first twenty-five voters in their local association, and one additional delegate and alternate for each additional fifty voters of each local teachers association. Representation in the state assembly is determined in a different manner than in any of the other states. Each sectional delegate assembly is authorized to select twenty per cent of its delegates.
present in the divisional assembly to represent it in the state delegate assembly.

The District of Columbia furnishes delegates to its Representative Council by choosing a representative from each building in the city. These delegates are chosen either by the teachers themselves or by appointment of the principal. The members of the State Education Association number 1602 members, or 90 per cent of the teachers of the district. The representative council has 130 members. It meets at the call of the president, which is usually five times a year.

The New Hampshire State Teachers Association provides that representation in its educational council shall consist of the following members:

1. The State Commissioner of Education.
2. One member elected annually by each county or district teachers association.
3. Six members elected by the State Teachers Association.
4. One member from each State Normal School.
5. One member from each of the Colleges Dartmouth, and the University of New Hampshire.

The Louisiana State Teachers Federation selects the members of its House of Delegates as follows:

"Each Parish and college shall be entitled to two delegates for the first seventy-five members, and one
additional delegate for each additional seventy-five members, provided each parish or college shall have not fewer than two delegates. Not fewer than one-half of the delegates from any parish or college shall be classroom teachers.¹

The Maryland Constitution of the State Teachers Association provides that representation in the State Delegate Assembly is based on departments as follows:²

In each county upon the adoption of the following departments, each department is entitled to elect one delegate to the Maryland State Teachers Association for every one hundred teachers represented in the said department:

1. Department of Primary and Elementary Education. This department consists of teachers in graded schools having three or more rooms.

2. Department of Rural Education (consists of teachers in all departments of the high school).

3. Department of Secondary Education (consists of teachers in all departments of the high school).

4. Department of Principals (consists of principals of three or more rooms).
There is organized in the city of Baltimore the following departments, each of which shall be entitled to elect one delegate to the Maryland State Teachers Association for every one hundred teachers represented in the department:

1. Department of Kindergarten Education.
2. Department of Elementary Education.
3. Department of Female Secondary Education.
4. Department of Male Secondary Education.
5. Department of Teacher Training School.
6. Department of Principals.
7. Department of Junior High Schools.

In addition each county and the City of Baltimore shall be entitled to elect one delegate at large for every two hundred teachers or fraction thereof. One-half of the expenses of the delegates elected by the respective departments to represent in the state assembly are met by the local association as a whole, and one-half by the delegate himself.

The Superintendent of Schools, or any member of his executive force whom he may designate and the President of local association are ex-officio members of the delegation from their county, or the City of Baltimore.

Each additional department authorized by the association is entitled to one delegate from each county
and the City of Baltimore, but the expenses of the delegate must be met by the department electing such delegate and the delegate himself. These additional departments are authorized:

1. Department of Music.
2. Department of Classical Languages.
3. Department of vocational Education including the divisions of Home Economics, Agriculture, Commerce, Industrial Education, and History of Teacher's association of Maryland.

Each College or University in the state and each Normal School is entitled to one delegate.

The constitution further provides that the Representative Assembly shall include the delegates of the local association properly elected and accredited and also the State Superintendent, and the Superintendents of each county and the City of Baltimore, or their properly accredited representatives and the president of all local associations and affiliated associations that are now authorized, or that may be authorized in the future by the general association.

The West Virginia association is based upon the federation of the following groups:

1. All county teacher's associations.
2. Association of Higher Education.

3. West Virginia Association of School Superintendents.


5. West Virginia Association of Elementary School Principals.


Each affiliated association is entitled to one delegate for the first one to fifty paid memberships in the West Virginia State Education Association; one delegate for the next fifty paid memberships; and one delegate for each additional one hundred fifty paid memberships in the state association. All past presidents of the State association become permanent members of the Delegate Assembly. They are known as delegates at large and may not serve as representatives of any affiliated association. The state superintendents of free schools and the members of the executive committee of the state association are delegates, ex-officio.

The Wyoming Education Federation provides for representation in its delegate assembly in the following manner: 1
1. Each district association is entitled to twenty delegates to the state assembly. One-half of the delegates must be school administrators, and one-half must be classroom teachers, both city and rural schools being represented.

2. The University of Wyoming is permitted to elect one delegate for each twenty-five members of its faculty who are members of the state association.

3. The president of the district association is an additional ex-officio delegate from his district.

4. The State Superintendent of Public Instruction and the Commissioner of Education are ex-officio members of the Delegate Assembly.

The Iowa State Teachers association provides that each district association is entitled to one delegate for each one hundred members of major fraction thereof of the paid membership of the district in force at the time the delegates are elected to the state association. But no affiliated association is permitted to have more than five delegates.

An active member of the state association may vote for the election of delegates in one district association, and also in one local affiliated association.

Oklahoma's method of providing representation in their Business Assembly is as follows: (1) The Business Assembly consists of delegates who are nominated by local
units in regular county or other local associations in the month of October and elected by the representatives of those units by the district associations in their annual meeting. Each sectional association is entitled to one delegate from each county in its jurisdiction, unless the sectional association has not affiliated with the state association. In that case the counties may elect one delegate as their representative in the Business Assembly. Any city school system or state educational institution employing not fewer than 150 teachers shall be entitled to one additional delegate to the Business Assembly. But before a county or other local unit is entitled to representation, through the district association or district where there is no district association, it shall have at least seventy per cent of its teachers members of the state association.

The membership of the North Dakota Representative Assembly consists of the members of the Board of Directors, the State Superintendent of Public Instruction, the President and Secretary of each district and one delegate for each 150 paid members of the district not affiliated with the local units, and one person for each fifty paid members of each local, provided that each local unit is entitled to at least one delegate.

The Colorado State Delegate Assembly of its
State Teachers Association consists of delegates elected by the community education association as follows: one delegate is chosen for the first fifteen members of the community education association, and one delegate for each additional fifty members or major fraction thereof. The board of directors appoints members to the delegate assembly, to an extent not to exceed ten per cent of the members elected by the community education associations. Delegates elected by the community education associations take office immediately after their election and serve until their successors are chosen.

The president and vice president of the state association, members of the board of directors, the executive secretary, the presidents of the three geographic divisions, and the State Superintendent of Public Instruction are all ex-officio members of the Colorado state delegate assembly.

The Florida education association states in its constitution that, (1) "the authority to transact the business of this association shall be vested in a delegate assembly, which shall consist of the members of the association elected as delegates in accordance with the following provisions:

1. One delegate for each ten members of the association, or major fraction thereof, in each school, to be elected by vote of the members in that school; and in addition not
to exceed ten delegates at large from each county, elected in such manner as the county superintendents shall direct.

2. Provided that each college or University in Florida shall be entitled to ten delegates, apportioned among the schools of the college according to membership in the association, and elected by the membership of each school thereof.

3. And the State Department of Public Instruction shall be entitled to ten delegates.

4. The number of delegates shall be based upon membership in the association on June 30 of the preceding year. Any member of the association may participate in the discussions, but only duly elected delegates may vote".
The Powers and Duties of the Delegate Assembly

The State Delegate Assembly is a legislative body. It initiates the policies of the state association and expresses the will of the membership of the state by means of fairly distributed representation. It differs from the Board of Directors in that the Board of Directors is an executive body which carries out the will of the Delegate Assembly, or of the General Assembly in those states which do not have the assembly plan. The purpose of the Delegate Assembly is expressed in the constitution of the Wyoming State Teachers Association: "It shall be the function of the Delegate Assembly to determine the policies of the association and to enact legislation necessary to carry them into effect".

The Assembly meets annually or oftener, usually at the time of the annual State Teachers meeting, sometimes at the call of the President, or upon petition. The delegates are required to furnish credentials. Alternates are elected to serve if the regularly elected delegates cannot do so. The expenses of the delegates are usually paid; and the officers of the state association are often ex-officio members of the delegate assembly.

The powers and duties of the state delegate assembly as they are stated in the constitutions of the different
state teachers associations are here summarized:

To determine the policies of the association and to enact the necessary legislation to carry them into effect.

It shall hear and pass upon committee reports and perform such other duties as may be determined by the members of the association.

It shall appoint a credentials committee which shall approve the credentials of all delegates.

It shall adopt its own parliamentary rules of order.

It shall have power to advise the Board of Directors in all matters and to recommend and adopt the educational policies and activities which shall be pursued by this association.

It shall have power to act for the association on resolutions.

It shall appoint a committee on necrology and a committee on resolutions which shall be a continuous body.

It shall conduct the business meeting of the association.

It shall elect by ballot the President and Vice President.

It shall have power to nominate the officers of the state association.

It shall appoint a committee on legislation.

It shall have power to amend and repeal the constitution and by laws by a two thirds vote.

It shall provide for and elect its own officers.

It shall hear reports from its committees, such as the Educational Council, Executive Committee, Board of Control of Teachers and Pupils Reading Circle and the Executive Secretary.

It shall pass upon and improve the annual budget.
It shall project programs of activity.
It shall receive and act upon petitions.
It shall establish services to be offered by the association.
It shall have the powers and duties of a legislative nature necessary to the achievement of the purposes of the association.
It shall fill the vacancies of officers or of delegates at large.
It shall authorize the payment of mileage on the basis of railroad convention rates and the most direct route to representatives who attend the assembly.
It shall make appropriations.
It shall authorize the appointment of committees on investigation.
Each State Teachers Association has within its organization an executive body which is known by various names, such as: the Board of Directors, Executive Committee, Board of Trustees, Administrative Council, Executive Council, Executive Board and Board of Trustees. In most of the states it is known as the Board of Directors. This board is an executive body as distinguished from the Delegate Assembly which performs a legislative function. As an executive board it carries out the wish of the delegate assembly or general assembly and is largely responsible for the successful operation of the state federation.

The membership of this executive board consists of several elective members and usually in addition to these certain officers of the state association who are ex-officio members of the executive board by virtue of the offices which they hold in the state association. The elective members are chosen so that they fairly represent the various districts of the state, but are selected in various ways by the different states. Of thirty-nine state federations whose constitutions were examined to determine how they selected their executive committee it was found that eighteen of these state federations selected their executive board by the state representative assembly. Ten
state associations selected their executive board by the
general assembly; and eleven states by their district
associations within the states.¹

The fewest elective members which any state
association has is three and the largest number is thirty-
six. Of thirty-nine states examined the average was 7.6
elective members on the executive board to each association.
The length of the term of office of the executive board
varies from one to four years. Of thirty-seven state asso-
ciation constitutions examined the average length of term
of the members of the executive board was 2.7 years.²

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¹ Constitutions, State Education Associations of the
United States.
² Ibid.
Powers and Duties of the Executive Board

The extent of the powers and duties of the Executive Board as provided for in the constitutions of the different state teachers associations is shown by the following summary:

To fix the time and place of holding the general meeting.

To prepare programs, procure speakers, make arrangements for meetings, and provide quarters.

To authorize the expenditure of funds.

To fill vacancies between annual meetings.

To have the general management of the affairs of the association.

To act as a commission on professional ethics.

To decide upon the admission of clubs and individuals.

To nominate or appoint committees.

To adopt the necessary rules and regulations for the conduct of its officers.

To appoint an Executive Secretary, fix his term of service, salary, and approve his bond.

To keep the funds from life memberships permanently invested and to use in the current budget only the interest thereon.

To make the necessary arrangements for the establishment and maintenance of the official publication.

To appoint a Committee on investigation.

To keep a permanent record of all of its proceedings.
To engage employees and determine their salaries.

To elect one of their members to act as auditor.

To engage an expert accountant to audit the financial records of the Executive Treasurer.

To make an annual report to the Representative Assembly of the association.

To supervise the work of committees.

To authorize publications other than the official paper.

To require bond of the treasurer or of other officers.

To cooperate with the departments of the association.

To prepare and submit to the delegate assembly a budget which shall contain the estimated receipts and expenditures for the coming year.

To watch legislative measures affecting the interests of the schools and teacher.

To work to defeat adverse legislation or initiate favorable legislation.

To submit the matter to a referendum, vote of the membership whenever one tenth of the total membership of the affiliated locals presents a written request for the initiation of state or national legislation.

To delegate special duties to its respective members who shall then function in the name of the Council as directed.

To cause official ballots to be printed with the names arranged alphabetically on the list for the election of members.

To provide that voting shall be by the secret Australian ballot method.

To invest the unused funds of the association
on security approved by a two thirds vote of the entire membership of the Board of Directors in a session of record, or by the individual written approval of every member of the Board of Directors.

To keep informed of the work of all sectional delegate assemblies by assigning its members to attend all sessions.

To fix the annual membership fee.

To have power to designate several departments and round tables to be provided for each section of the convention.

To have charge of non-contractual aid and relief for teachers.

To carry into effect all orders and resolutions of the Representative Assembly.

To hold in trust for the association all real and personal property of the association.

To receive donations, bequests, devises and to dispose of the same as provided in the will or instructions of the donor.

To represent the association in any action at law affecting the permanent assets or funds of the association.

To originate by laws to be approved by the next delegate assembly.

To keep a full record of its proceedings and present an annual report of the same to the association.

To create or approve and admit such districts to representation as shall have met the requirements of the constitution.

To incur only such indebtedness as the Business Assembly may approve.

To have authority to employ such field workers and such office force as the available funds will permit, and as in its judgment may be
needed for the efficient carrying on of the activities of the association.

To organize new departments of the association.

To provide for affiliation with other educational organizations.

To fix the compensation of the executive secretary, the treasurer and all employees of the association.

To make or cause to be made such studies and investigation as may be deemed necessary and essential to building a strong useful association.

To discharge the duties imposed upon it by the delegate assembly.

To approve or disapprove the President's appointments on the general committees of the association.

To fix the duties of the Executive Secretary.

To have power to make contracts for the association, provided such contracts have been authorized by the Representative assembly.

To work out plans for affiliating with the National Educational Association including the method of selecting delegates and alternates.

To establish an office of administration.

To appoint special committees.

To call public meetings for lectures and discussions.

To circulate books, periodicals and pamphlets on the subject of schools, school systems and education in general.

To collect and disseminate information.

To serve without pay.

To have power to call a special meeting of the association by unanimous vote.
To appoint and remove, at pleasure, for cause any employee of the association.

To receive actual traveling expenses including railroad fare, and hotel bills while attending the necessary meetings.

To receive reports of all committees before printing.

To be the Advisory Board of the association.

To promote the welfare of the association.

To exercise the corporate powers vested in it by the articles of incorporation.
Membership

Usually some requirements are made of individuals who wish to become members of one of the State Education Associations of the United States. In all of them membership is dependent upon the applicant having paid a membership fee. In most cases there are some additional requirements for eligibility. The constitutions of forty-four of these state federations were examined to determine what were the requirements for membership in each of them. The following table shows the result:

<table>
<thead>
<tr>
<th>TABLE V. QUALIFICATIONS FOR MEMBERSHIP IN STATE TEACHERS ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be engaged in educational work</td>
</tr>
<tr>
<td>Must be friend of education</td>
</tr>
<tr>
<td>Accept requirements of local teachers association</td>
</tr>
<tr>
<td>Must subscribe to constitution of state federation</td>
</tr>
<tr>
<td>Must be a teacher</td>
</tr>
<tr>
<td>Two classes of membership, active and associate</td>
</tr>
<tr>
<td>Three classes of membership, active, associate and honorary</td>
</tr>
<tr>
<td>Four classes of membership, differ in each state</td>
</tr>
<tr>
<td>Only white members admitted as members</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Colorado</td>
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<tr>
<td>New Mexico</td>
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<tr>
<td>Texas</td>
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<tr>
<td>Utah</td>
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<td>Connecticut</td>
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<td>Florida</td>
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<td>Illinois</td>
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<td>Kansas</td>
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<td>Kentucky</td>
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<tr>
<td>Louisiana</td>
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<tr>
<td>Mississippi</td>
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<tr>
<td>Maine (men)</td>
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<tr>
<td>Montana</td>
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<td>Missouri</td>
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<td>Nebraska</td>
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<td>Oklahoma</td>
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<td>Ohio</td>
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<td>South Carolina</td>
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<td>Virginia</td>
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<td>West Virginia</td>
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<td>Wisconsin</td>
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<td>Alabama</td>
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<td>State</td>
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<td>Arkansas</td>
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<td>Georgia</td>
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<td>Iowa</td>
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<td>New Hampshire</td>
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<td>South Dakota</td>
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<td>Indiana</td>
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<tr>
<td>Maryland</td>
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<td>Maine</td>
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<tr>
<td>Minnesota</td>
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<tr>
<td>New Jersey</td>
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<tr>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Rhode Island</td>
</tr>
<tr>
<td>Tennessee</td>
</tr>
<tr>
<td>Wyoming</td>
</tr>
</tbody>
</table>
The amount of the membership fee in the states of Michigan, North Dakota, Washington, New York, and Vermont is based upon the salaries received by the teachers of the state. Fees range from one to four dollars.

In the State of California each local association pays monthly dues to the state teachers association based upon the following salary schedule:

<table>
<thead>
<tr>
<th>Salary</th>
<th>Monthly Dues per Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>$999</td>
<td>Five cents</td>
</tr>
<tr>
<td>1000-1999</td>
<td>Ten cents</td>
</tr>
<tr>
<td>2000 or over</td>
<td>Ten cents</td>
</tr>
</tbody>
</table>

In the State of Massachusetts dues are levied against the local teachers associations in proportion to the number of teacher members in the different associations. State and county associations pay annual dues as follows:

<table>
<thead>
<tr>
<th>Membership Size</th>
<th>Annual Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 or less</td>
<td>$10.00</td>
</tr>
<tr>
<td>101 to 200</td>
<td>20.00</td>
</tr>
<tr>
<td>201 to 500</td>
<td>30.00</td>
</tr>
<tr>
<td>501 or more</td>
<td>40.00</td>
</tr>
</tbody>
</table>

All subsidiary associations in cities or towns pay dues as follows:

<table>
<thead>
<tr>
<th>Membership Size</th>
<th>Annual Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 or less</td>
<td>$10.00</td>
</tr>
<tr>
<td>51 to 100</td>
<td>20.00</td>
</tr>
<tr>
<td>101 to 200</td>
<td>30.00</td>
</tr>
<tr>
<td>201 to 300</td>
<td>40.00</td>
</tr>
<tr>
<td>301 or more</td>
<td>50.00</td>
</tr>
</tbody>
</table>

Most state associations permit teachers to become life members by paying a lump sum. This amount varies in the different states from as low as $15 to as high as
$50. In some states this money is invested as a permanent fund and only the income from it is used.
The Executive Secretary

The executive Secretary is the administrative officer of the State Education Associations. In many states he is the only salaried official; often he performs the duties of both secretary and treasurer; and is required to give bond in sufficient amount to cover any carelessness or dishonesty on his part. The amount of both his salary and his bond is usually left to the discretion of the Executive Board of the state association. In some cases the amount of the bond is as high as ten thousand dollars.

The Executive Secretary is usually employed by the executive body of the particular state teacher association for which he is engaged, although in some cases he is elected either by the state general assembly or the state representative assembly. In examining the constitutions of forty-two different state education associations it is discovered that the Executive Secretary is hired by the Executive Committee in fifteen states, by the Board of Trustees in two states, by the Board of Directors in twelve states, and by the Executive Council in five states. He is elected by the Representative Assembly in four states and also by the General Assembly in four other states.¹

¹. Constitutions, State Education Associations of the United States.
The length of the Secretary's term of office is often provided for in the constitution of the state education association. The tendency is for long terms after a short period of service in which the efficiency of the officer is determined. Sometimes the constitutions provide for a minimum or maximum length of term for the state secretary. Of twenty-seven state education associations which provide for the length of term for the secretary in their state constitutions four states limit his contract to one year; three states to two years; fourteen states to three years; two states to four years; three to five years and one to six years, making three years the average length of the term for all of the twenty-seven state associations.¹

The duties of the secretary of a state education association are very numerous. These duties and responsibilities as they are stated in the constitutions of the different state associations are here summarized:

To keep a record of the proceedings of all meetings of the general association, board of directors, board of trustees, executive and legislative committees and other designated committees in a book provided for that purpose.

To keep a record of the membership of the association.

To prepare the program for the annual meeting

¹. Constitutions, State Education Associations of the United States.
in conference with the executive committee and 
to conduct the correspondence connected there-
with.

To provide for the printing and distribution 
of the complete program.

To secure special transportation terms for 
the annual meeting.

To have charge of compiling the proceedings 
of the annual meeting.

To send a copy of the proceedings to the 
State Superintendent within thirty days after 
the annual session.

To disseminate information regarding the work 
of the association and the executive committee.

To keep a record of the claims and orders 
drawn on the treasurer.

To collect all membership fees and orders 
drawn on the treasurer.

To appoint annually an enrolling committee to 
assist the secretary.

To receive the credentials of all delegates 
and refer the disputed cases to the committee 
on credentials.

To keep a correct list of the active associa-
tions and of individual members in the state.

To perform such other duties as the Board of 
Directors and the executive committee may spec-
ify.

To devote his full time to the duties of the 
office.

To be ex-officio treasurer of the association.

To edit and manage the associations Journals, 
other publications and the Placement Bureau.

To keep a record of all records and papers of 
the association.
To pay to the treasurer all fees and other funds of the association received by the secretary.

To devote all his time to the advancement of the interests of education.

To maintain an office in the state Capitol if possible.

To assist in the preparation of programs for the district meetings, and help in their printing and distribution.

To prepare the proceedings of the annual meeting and distribute them to each member of the association.

To have charge of the corporate seal and shall countersign and fix the seal to all papers requiring the same.

To fill out all membership certificates.

To act as general manager of the association.

To handle all bills and claims against the association.

To record the actions of the House of Delegates and the Executive Committee.

To make an annual report to the House of Delegates of accomplishment and recommendation.

To prepare and issue vouchers and checks for disbursements under the direction of the Executive Committee.

To keep in touch with the National Secretary-Treasurer of the American Federation of Teachers and notify all locals of matters either state or national pertaining to teacher welfare.

To furnish blanks to local organizations for their per capita dues—and issue receipts for the same.

To make a financial report to the representa-
tive assembly and propose a budget for the coming year to the board of directors.

The executive secretary's duties shall be prescribed by the board of directors.

To carry on investigations of the conditions affecting the welfare of the schools and teachers.

To maintain an information bureau for the members of the association's benefit.

To collect and publish information regarding the educational program.

To aid the interests of the association in any way possible.

To keep financial accounts in business like form, and give reports to the finances of the association to the assembly and the board of directors.

To hire anyone for his help who is approved by the directors.

To provide badges for its roll of membership.

To prepare membership lists for publication, or shall furnish lists of the officers, permanent and honorary members, standing and special committees, etc.

To deposit moneys received in the proper fund.

To collect all debts owed the association and shall turn same over to the treasurer.

To help various committees when requested and also help the divisional officers.

To collect, record and keep all important statistics in regard to the history of the association.

To serve as secretary of all committees and board of trustees.

To keep a record of the proceedings of the
delegates, conferences of President, the Board and all committees.

To file the names and addresses of nominees and members of committees and departments of the federation.

To see that the constitution, resolutions and by laws are carried into effect.

To be custodian of all documents and files belonging to the association.

To make an annual report for auditing and publishing.
Activities of State Education Associations

The activities of the different state education associations are numerous and far reaching. Generally services are offered in three fields, information, legislation, and consultation.

Journals are issued by the state federations which are particularly devoted to the interests of the teachers and schools.

Most state federations maintain research committees which are constantly at work securing material on matters of interest to members and making it available to them through the Journal and other bulletins.

Statewide surveys and studies of salaries are made. Help is often given to local salary committees.

Some federations give information and advice on matters involving school laws. Sometimes financial assistance is given to teachers in court actions.

Frequent releases are made of information which promotes the welfare of the schools and the interests of the teachers. Data and advice on insurance, cooperative banks, credit unions and loans. Suggestions as to activities, lists of plays, speakers and entertainers are furnished to local associations.

The Federations are constantly attentive to
legislative activities, and support or oppose bills affecting schools and teachers. It has helped in securing pension, tenure, and minimum salary laws.

The Federation encourages and facilitates state wide consultation among teachers. Dozens of meetings of committees, board, and assemblies are held every year under Federation auspices.

There is the closest cooperation with the National Education Association, the World Federation of Education Associations and many other organizations interested in education.

Additional information regarding the activities engaged in by state teacher associations is shown by the following list of committees which are maintained by these Federations:

- Legislation
- Finance
- Welfare of Teachers
- Classroom Teachers
- Credentials
- Resolutions
- Auditing
- Registration
- Necrology
- Nominating
High School accrediting committee
Elementary school accrediting committees
Literary and Athletic Association Committee

Research
State Defense
State Organization
Program
Public Lands
Reading Circle and Resolution
Educational Progress
Amendments
Budget
Constitutions
Public Relations
Teachers Retirement
Investigation
Membership
Professional Relations
Time and Place of Meeting
Publicity
Appropriations
State and County Associations
Law
Election
Resume
Enrollment
Publications
Professional Problems.
Unique Features

Although the different state teachers associations are similar in their organization and operation, yet no two federations are identically the same; and a few state associations possess features in their organization that are unlike those of any other state. So that each of these states possess characteristics peculiar to themselves and are in this sense unique. Some of the states which distinguish themselves in this regard are Pennsylvania, Colorado, Georgia, Wyoming, Michigan, South Dakota, Connecticut and Rhode Island. The special features of these eight state teacher associations are as follows:

The states of Pennsylvania, Colorado, and Georgia, have adopted, as an association, codes of ethics. (1) These codes in the different states are very similar. They deal with relationships between fellow teachers with pupils and parents, and with boards of education and superintendents. The written codes aim to assist the teachers in settling delicate and difficult questions of professional conduct and to develop ethical standards for the guidance of the profession.

The State Education Association of Wyoming employs the initiative and referendum in legislative affairs. (1) Whenever ten per cent of the active members of each
district association propose a referendum upon any act of the delegate assembly or of the executive committee it must be submitted by the Executive Committee to a vote of the active members of the Wyoming Education Association at the earliest possible date. When such initiative or referendum will become effective if it receives a majority of the votes cast upon the proposition.

The Michigan State Teacher Federation maintains a Public Relations Forum which meets at least once a year at the call of the president. Its purpose is arranged by the Executive Committee. Its membership includes the following individuals: (2)

1. All members of the Board of Directors.
2. Presidents of all departments.
3. Chairman of all Commissions.
4. All members of the executive staff.
5. A representative of the state department of Public Instruction.

The South Dakota State Teacher Federation maintains a plan of teacher retirement under the administration and control of their Board of Trustees. (1) It provides for the following systems of Annuity Savings Fund:

"The Annuity Savings Fund shall be the accumulated contributions from the compensation of members to provide for their annuities. At the time of making
application for membership a teacher shall elect one of the following plans of making contributions into the said fund:

(a) To make semi-annual contributions which together with accumulations will support an annuity at age of sixty of not less than one hundred dollars per annum, or--

(b) To make semi-annual contributions which together with accumulations will support an annuity at age of sixty of not less than two hundred dollars per annum, or--

(c) To make semi-annual contributions which together with accumulations will support an annuity at age of sixty of not less than three hundred dollars per annum, or--

(d) Any teacher in service at the time of the enactment of this act may elect to make semi-annual contributions which together with accumulations will support an annuity at age of sixty of any amount less than one hundred dollars. A teacher who enters service subsequent to the establishment of the retirement system when making application for membership must elect plan (a), (b), or (c)".

The Connecticut Federation has separate constitutions for the different departments. (1) A general constitution provides for the general organization of the association. While the departments of Classroom teachers and the administrative departments each have separate constitutions for their particular department.
The Rhode Island Federation is unique, in that it has the shortest constitution of any of the state educational associations, while the constitution of the other state federations covers page after page that of Rhode Island is limited to a half page and contains only the following six short articles:

"Article I. This association shall be styled the Rhode Island Institute of Instruction", and shall have for its object the improvement of Public Schools and other means of popular education in this state.

"Article II. Any person may become an active member of this Institute on subscribing to the constitution, and such membership shall continue only on condition of the annual payment of one dollar. Any person may be elected an honorary member of this Institute at the annual meeting, provided his name be presented by the Executive Committee.

"Article III. The officers of the Institute shall be a President, two or more Vice Presidents, a Secretary, an Assistant Secretary, a Treasurer, two Assistant Treasurer, with such powers and duties respectively as their several designations imply, and a Board of Directors, who shall together constitute an Executive Committee.

"Article IV. The Executive Committee shall carry into effect such measures as the Institute may direct, and for this purpose, and to promote the general object of the Institute, may appoint special committees, collect and disseminate information, call public meetings for lectures, discussions, circulate books, periodicals, and pamphlets on the subject of schools, school systems, and education generally and perform such other acts as they may deem necessary or expedient, and make report of their doings to the Institute at its annual meeting."
Article V. A meeting of the Institute shall be held annually in the City of Providence, in the month of October or of November for the choice of officers at such time and place as the Executive Committee may designate in a notice published in one or more of the city papers; and meetings may be held at such other times and places as the Executive Committee may appoint.

Article VI. This constitution may be altered and amended at any annual meeting by a majority of the members present, and any regulations not inconsistent with its provisions may be adopted at any meeting."
Values of the Delegate Assembly

Although the State Delegate Assembly method of teachers organization is comparatively new, it has been tried in a number of states over a period of more than twenty years and has proven successful. In other states it has had a shorter time of trial but the Executive Secretaries, who are the spokesmen for the different state federations agree that the Delegate Assembly method is superior to the old General Assembly method for the following reasons. The following appraisal of its value represents the opinions of the Executive Secretaries of eighteen different state federations.(1)

1. Small groups are more efficient than large groups. A large group causes confusion and makes an awkward situation in assemblies of a deliberative nature. Many of the state Education Associations have such a large membership that it is practically impossible for them to carry on their business in a general meeting. Georgia has from seven to eight thousand teachers in her state association. Maine has six to seven thousand members, Missouri has eight to ten thousand members, Connecticut has ten thousand members, Massachusetts has twenty thousand and New York has forty-eight thousand teacher members in their state associations. Thus it is impossible to satisfactorily transact the business of the state association in a general assembly containing so many members. Even if the state meetings were held in divisions the meetings would still be too large to be satisfactorily carried on. Even the delegate assemblies in the larger states have from five to eight hundred members.
2. The delegate assembly is more representative than the general assembly. Under the old plan by which teachers voted directly for officers, and upon measures of policy, it was possible to control the elections by regional groups. The vote of the host city, or of large groups contiguous to the place of meeting could determine who should serve as officers, or members of the Executive Committee due to their predominance of attendance. With the delegate assembly method of representation it is impossible for groups to control elections. There is guaranteed to each school unit within the state the privilege of proportional representation in the legislative body of the association. The percentage of attendance is more nearly uniform in the delegate assembly plan than in the general assembly plan.

3. The delegate assembly develops a larger interest in professional problems among local groups organized for the purpose of professional study. This results from the leadership established by the delegate system in the local districts and of their relationship to the state association.

4. The government of a teachers association through the delegate assembly tends to develop leadership in every section of the state.

5. The organization and work of the delegate assembly afford patterns which may be followed in district and local teachers associations.

6. Delegates have opportunity to become informed on important matters before the meeting of the assembly. The plan in most states is to maintain an Educational Council which makes a study of important problems. The Council publishes a report of their findings and copies are mailed to the delegates about a month before the assembly meets. Thus the delegates are able to act intelligently on important matter.
7. Delegate assemblies meet oftener than is possible for the general meeting of the entire state membership. The membership of the entire state association meets but once a year at the time of the annual meeting. Due to fewer numbers the delegate assembly can meet as often as necessary. Some assemblies meet from one to six times a year.

8. The member delegates who are elected feel the responsibility of their position. The delegates are usually interested and capable. They are elected from a larger local group which they represent in the state association. They usually strive to discharge that responsibility in the best possible manner. W. P. King, Secretary of the Kentucky Association, says: "To leave the business of an organization to the whimsical opinions of the few people who are willing to remain is suicidal".

9. Reports of the work of the delegate assembly are made to the entire assembly at the annual meeting. Thus the entire membership knows what is being done.

10. The delegate assembly excels the old general assembly plan. By being a smaller body it is better suited to deliberative action. It avoids the clumsiness and confusion of large crowds. It is much more orderly and systematic. Fairer and more equal representation is obtained and the plan is democratic and satisfactory. The delegates are capable, responsible, and well informed. The assembly expedites the matters of business in an orderly and systematic manner.

1. Above is a summary of the opinions expressed by eighteen different secretaries of State Education Associations of the United States in letters received from them.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Generalizations

The main advantage of the delegate assembly method over the old general assembly plan of conducting the legislative activities of state teachers associations is its simplicity. It reduces the membership of the deliberative body to a small enough group so that it can function efficiently. Most groups of teachers assembled for a state convention are too large for successful deliberative action, even though they may be divided into regional divisions. Everyone is familiar with the noise and confusion which results when large groups are gathered together in mass meetings. The state delegate assembly, being a smaller body, is able to carry on the business of the federation in a much more orderly and systematic manner. A small group of delegates can be kept informed on important matters through the reports of the Legislative Council when it would be too expensive to furnish reports to the entire membership of the state. Smaller groups may also meet oftener, if necessary, than would be
practicable for larger groups. The state association may pay the expenses of the smaller groups without imposing a heavy burden on the state federation's treasury. Reports of the work of the state delegate assembly may be made to the entire membership of the state at the time of the annual meeting of the state teachers, so the entire membership may know what is being done. The process is much more systematic and orderly than in mass convention.

The delegate assembly system is more truly representative than the former plan. Under the general assembly plan where teachers voted directly for officers and upon measures of policy it was possible for regional groups to control elections and dominate the policies of the state federation. That is impossible with the delegate assembly plan. For the distribution of the delegates is controlled by a fair system of representation. There is therefore guaranteed to each school unit within the state the privilege of proportional representation in the legislative body of the association. All teachers are given fair representation. The plan is democratic, truly representative and satisfactory.

The delegates are capable and efficient representatives chosen for the purpose of evaluating and carrying on the business of the state association. They are chosen from the rank and file of the teachers of the state
because of their ability, interest, and responsibility. Usually they feel their responsibility and discharge it worthily. They are often the educational leaders in their local districts and maintain contacts with both the local groups and the state assembly. They are kept informed on important matters through the Educational Council and other publications of the state executive secretary. Thus they are able to discharge their duties wisely.
Simplicity in the organization of the state education associations should be maintained at all times. When the delegate assemblies become so large that they are cumbersome and inefficient they should be simplified by reducing the number of delegates per unit of membership to a point where the assembly can operate successfully.

Fair and equal representation should also be kept continuously among the teachers of the state. This is one of the main advantages of the assembly plan. It prevents domination by special groups as sometimes occurred with the mass meeting method. Therefore care should be exercised at all times to see that this coveted advantage of fair and equal representation is not sacrificed.

Truly representative and democratic local groups should be encouraged to make suggestions for the good of the society to the state federation through the delegate assembly. Educational problems and those for teacher betterment alike should be studied by local groups and their opinions reported to the state assembly. By this method the thinking of the entire membership can be conserved even though the delegate assembly plan is in use.
Sufficient reports should be made by the state federations to keep local groups informed on all important matters of common interest. This can usually be done by submitting the reports to the state gathering or by printing them in the regular publications, such as the state journals, but occasionally it may be necessary to publish additional reports in order to keep the local groups familiar with important matters.

Wise and capable delegates should be selected who are not only able to successfully transact the business of the state association but who can also keep such close contact with the local groups that the thinking of the masses may be utilized for the benefit of the state federation and therefore for all the teachers of the state.
Use and Value for Education

A study such as this should enable those who are interested in education to familiarize themselves with the working of their own state organization as well as those of the other state federations of the United States. The information given and the comparisons submitted should provide a means of evaluating the methods used by their own association and might suggest ways of improvement. Just as every citizen should be familiar with the operation of his local, state, and national governments, so each teacher member of a state education association should understand the operation of his local and state association. To learn the purposes and objectives of the state education associations of the United States, the limitations and breadth of their fields of endeavor, and the duties and responsibilities of their officers should make each teacher member better qualified to serve the interest of his own association. The knowledge thus acquired should add interest and inspiration to increase his professional zeal and add to his usefulness as a member of a local association. Who knows when any member of a local education association may be called upon to accept a position of great responsibility as a member of the delegate assembly or some other equally responsible position?
BIBLIOGRAPHY


This booklet was helpful in deciding upon the divisions into which this thesis is arranged.


This book furnished information on the early history of State Teachers' Associations.


Additional information was found in this book regarding the early history of State Teachers Associations.

CONSTITUTIONS OF STATE TEACHERS' ASSOCIATIONS

The Constitutions of the State Teachers' Associations listed below furnished the greater part
of the information used in this thesis. The details of the organization were almost entirely gotten from these constitutions.


California State Federation of Teachers. Constitution, Oakland. No date.


Georgia Education Association. Constitution, April, 1936, Macon.


Mississippi Education Association. Constitution, Jackson. (No date.)


New Hampshire State Teachers Association. Constitution, Manchester. (No date.)


Rhode Island Institute of Instruction. Constitution,
September, 1937. Providence, 1937.


CORRESPONDENCE

Letters from the correspondents listed below furnished the basis for the evaluation of the Delegate Assembly method in the administration of the affairs of the different State Teachers' Associations.

