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Opinions of the North Lakes Division's Members Toward the 1962 Illinois Education Association's Program

Angela Margaret D'Astici
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OPINIONS OF THE NORTH LAKES DIVISION'S MEMBERS
TOWARD THE 1962 ILLINOIS EDUCATION
ASSOCIATION'S PROGRAM

by

Angela Margaret D'Astici

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

February

1966

LIFE

Angela Margaret D'Astici was born in Highland Park, Illinois, January 14, 1935.

She was graduated from Marywood High School, Evanston, Illinois, June, 1952, and from the College of Saint Francis, Joliet, Illinois, May, 1956 with the degree of Bachelors of Arts.

Due to acceleration of studies, the author completed by January, 1956 all courses required for education and student taught at the intermediate level at Pershing Public School, Joliet, Illinois. Within the same month and year, the author commenced her career as a teacher. She taught kindergarten until May, 1956 at Saint Paul the Apostle Parochial School, Joliet, Illinois. From September, 1956 to the present, the author taught in the fourth grade at Public School District 109, Deerfield, Illinois. During the years of 1957 to 1965, the author was active in the division and section as a member of the Illinois Education Association. She served as nominating chairman and program assistant for the North Lakes Division and for Section One, secretary for Section One, representative for Public School District 109, and is newly elected research chairman for Section One. In October, 1961 she was inducted in the Delta Kappa Gamma Society of Alpha Nu Chapter.

PREFACE

There are many organizations that promote measures and influence the manifold areas of education. This study was selected to present the activities and contributions of the Illinois Education Association and the opinions of the membership located in the North Lakes Division regarding the Illinois Education Association's program for 1962.

A note of appreciation for making this study possible is extended to the Illinois Education Association and to the President of the North Lakes Division of the Illinois Education Association.

Very special thanks are due to Doctor Arthur P. O'Mara for his kindness and helpfulness.

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CHAPTER I

PRESENTATION OF THE PROBLEM

Various educational-minded associations, agencies, and councils have influenced and improved the manifold areas of education. Specifically, the Illinois Education Association, through vigorous exertion, has proposed and exhibited the improvement of pupils', teachers', and administrators' status. The resulting factors represent contributions which were of great value for the community. Enrichment of the educational environment that transpired was due to persistent contact with the Illinois Education Association's representatives.

The writer's study was undertaken in the North Lakes Division, which is one of the twenty-two geographical divisions contained by the Illinois Education Association. The Division is located in the upper northeast section of Illinois and is comprised of Lake County and part of the Barrington territory. The North Lakes Division is bounded by Kenosha County, Wisconsin to the north (20 miles west to east); by Lake Michigan to the east (23 miles north to south); by Cook County to the south (22½ miles east to west); and by McHenry County to the west (23 miles south

to north).

To date, the North Lakes Division has utilized the discretion of the Illinois Education Association's representatives to relate the membership's views regarding specific educational issues. During the school year, the elected representatives from the school districts are required to attend the four general meetings of the centralized local division. For every twenty-five Illinois Education Association members found in each of the sixty-two school districts, there is one representative. There are 126 representatives in the North Lakes Division. In addition to the representatives, the representative assembly consists of seventy-four committee members and five main officers. Hence, during the school year, the North Lakes Division is represented by approximately 200 active members¹ who relate to the membership the activities and accomplishments of the Association.

The delegate (approximately twenty) of the North Lakes Division with other division delegates convene at an annual winter meeting for the annunciation of the State's platform and resolutions. The platform announced at the 1961 meeting described in some detail the public relations' program, goals, activities, implements, promotions, and legislation of the Illinois Education

1 Directory of the Representative Assembly (1964-1965), North Lakes Division of the Illinois Education Association.

Association. This study assessed the opinions of the Illinois Education Association members found in the North Lakes Division toward the 1962 Illinois Education Association's program. The 1962 Illinois Education Association's program is detailed in Appendix I.

A published form is found in the Illinois Education Association's magazine, Illinois Education, to acquaint the Illinois Education Association membership with the platform which the Association drafted and accepted for the year.

There were approximately 3,600 teachers in the North Lakes Division, of which 3,050 (December, 1964) were Illinois Education Association members. Membership does not remain constant during the school year. The February, 1965 minutes of the North Lakes Division recorded 3,315 Illinois Education Association members.²

In order to assess the opinions of the North Lakes Division's members regarding the Association's program for 1962, the writer of this thesis obtained permission for the study from the Illinois Education Association and the President of the North Lakes Division. Upon their affirmative replies, the writer of the thesis obtained the list of members' names and addresses from the

² Minutes of the North Lakes Division of the Illinois Education Association Assembly Meeting, February 11, 1965, Libertyville, Illinois (In the files of the North Lakes Division).

Division's Treasurer. Then, the names of the membership were allocated according to their teaching area. There are seven sections in the North Lakes Division. A complete description of the schools is found in Appendix II. From each section, every tenth Illinois Education Association member was selected randomly to provide a sample of 305 members of the Illinois Education Association. Three hundred five envelopes of material were mailed. Each contained a six page questionnaire, a letter of explanation, and a self-addressed stamped envelope. The questionnaire contained objectives announced by the two committees at the General Assembly. For copies of the letter and questionnaire, see Appendices IV and V.

The questionnaire contains six pages. It assessed the membership's opinions regarding the Association's program as stated at the annual winter meeting in 1961. The areas embraced the underlying thought of the Illinois Education Association's Code of Ethics--the responsibilities of the Illinois Education Association to the learner, to the community, to the contract, and to the profession. In order that these four topics be featured thoroughly, the first page contained seven items which classified the respondent as to:

1. Section (where school located)
2. Self or family supporting
3. Married, divorced, widowed, single
4. Teacher or administrator
5. Elementary or high school (teaching level)
6. Years of teaching experience (six categories of five year span)

7. Education qualification (degree, hours, and certificate)

Pages two to six incorporated sixty-eight questions. The writer of the thesis expanded and converted the sixty-two stated goals of the Illinois Education Association's Public Relations' and Legislative's 1962 Platform to sixty-eight questions. The Public Relations' program annunciated:

- 8 Activities
- 4 Implementations, and
- 6 Promotions of professional relations.

The Legislative's annunciated goals were:

- 10 Pupil-teacher welfare
- 10 Administration and organization
- 17 School finance, and
- 7 Opposed legislation.

The expansion of the preceding sixty-two goals resulted to the following sixty-eight goals:

- 11 Activities
- 4 Implementations
- 7 Promotions of professional relations
- 13 Pupil-teacher welfare
- 10 Administration and organization
- 16 School finance, and
- 7 Opposed legislation.

For the sixty-eight questions, the investigator requested the respondent to circle one of four determinants regarding the effectiveness of the Illinois Education Association's contributions:

"A" I believe the performance in this area was of the highest quality.

"B" I believe the performance in this area was of a moderate quality.

"C" I believe the performance in this area was of an inferior quality.

"D" I was not aware of the existence of this activity or goal.

After each question, there was space for the respondent to state a personal opinion as to how the Illinois Education Association could improve its activities in the mentioned area or areas. The writer of the thesis summarizes these statements in Chapter V.

Through the questionnaire, which incorporated the objectives of the Illinois Education Association's committees, the writer of the thesis gathered the opinions of the members and tabulated the percentages of A, B, C, and D responses to each of the items in question for comparison of all six sub groups: self vs. family supporting; married vs. single; teacher vs. administrator; elementary vs. high school; teaching experience vs. non-experience; and degree holding vs. non-degree holding. The percentages will be analyzed for differences in opinions toward the Illinois Education Association's contributions. From the results, conclusions concerning the following questions may be drawn:

1. How effective was the performance of the Illinois Education Association's program in making the members aware of its goals?

2. How well received were the activities of the Illinois Education Association by the members?

3. How effectively received were the legislative proposals in the Illinois Education Association's program?
4. Are some sections of the North Lakes Division more informed than other sections?
5. Was the self-supporting group more concerned with teacher welfare than was the self and family supporting group?
6. What percentages of married, divorced, widowed, and single persons indicated interest in teacher welfare?
7. Were the teachers or administrators more concerned in school finance?
8. Were the elementary teachers or the high school teachers more concerned with pupil-teacher welfare?
9. Were the experienced Illinois Education Association members with greater number of years of service more informed about the Illinois Education Association's contributions than were the comparatively new members?
10. Were the members without a degree more informed of the Illinois Education Association's contributions than were those possessing degrees?
11. Were the members more aware of the Public Relations' program than of the Legislative program?

In order to acquaint the reader with a better understanding of the activities and functions of the Illinois Education Association, the writer of the thesis will give in the fol-

lowing chapters a brief historical background and structural portrayal of the Illinois Education Association's functions and purposes.

It is hoped that this investigation will throw some light on the strengths and weaknesses in the North Lakes Division and will prove beneficial not only to the membership, but to students interested in the teaching profession, to members of the teaching profession, and to any individual interested in the educational activities of the Illinois Education Association.

Sources for this research include: the writer's eight years active experience with the Illinois Education Association on the divisional and sectional level, North Lakes Division's Minutes, Illinois Education, newspaper accounts, non-published theses and other publications, responses to a questionnaire (North Lakes Division members), and teacher interviews.

CHAPTER II

THE ILLINOIS EDUCATION ASSOCIATION

Historical

The 1700's and the early 1800's afforded poor accommodations for education and educators. The pioneers were primarily concerned with a full time job of maintaining life--clearing the wilderness, tilling the soil, and working for harmonious living with the Indians. With the Northwest Ordinances of 1785 and 1787, land was set aside for educational advancement; however, the school buildings and employment of teachers were the pioneers' responsibility.¹ When Illinois was admitted into the Union (1818), the educational phase was not treated. Only the Illinois Ordinance of 1818 made provisions for the use of the proceeds of the sale of land for colleges or universities, for roads, and for education.² The Free School Act (1825), which was introduced by an eastern senator, Joseph Duncan, provided free education for all

1 L. H. Canfield and Howard B. Wilder, Making of Modern America (Cambridge, Mass.: Houghton Mifflin Company, 1950), p. 129.

2 George Propeck and Irving F. Pearson, The History of the Illinois Education Association (Springfield, Illinois: Association, 1961), pp. 21-22.

children, with no restrictions, between the ages of five and twelve. The financial support of schools, which was by taxation, the school board, teachers' salaries, and other educational aspects were considered. However, a few years later, an amendment to this act stated taxes were not to be imposed unless the individual land owner consented to the fee. This diminished the collection possibilities and resulted inadequate funds for support. The development of schools continued under these difficult conditions during the period of 1829 to 1855.³

Most of the school buildings were small and dilapidated. The furnishings were crude and teaching materials inadequate. The basis for teachers' examinations were languish. Of course, whenever an aggregate group of people are employed for a common goal, there are leaders whose foresight and enthusiasm attempt to ameliorate the existing situation. Horace Mann disseminated his teachings for free public schools, requested a broader list of subjects for school curriculum, and encouraged extensive training and professional standing of teachers. He founded the first normal school for teachers in Massachusetts (1839). Similar efforts were carried on by Henry Barnard in Rhode Island and Connecticut.⁴

³ George Washington Smith, Illinois History (Chicago: American Historical Society, 1927), Vol.1, pp. 417-418.

⁴ L. H. Canfield and Howard B. Wilder, Making of Modern America (Cambridge, Mass.: Houghton Mifflin Company, 1950), p. 129.

The "National Convention of Friends of Common Schools and of Universal Education" was under their leadership (1849).⁵

Educational organizations fostered the improvement of teaching standards and environments. American educators kept up a persistent demand for organizations. Several of the first organizations were reported by T. M. Stinnett:⁶

1794 Society of Associated Teachers (New York)

1799 School Association of the County of Middlesex, Connecticut

1812 Boston Associated Instructors of Youth

1830 American Institute of Instruction (This was the mother of educational associations.)

1831 Western Literary Institute of College Professional Teachers

1849 American Association for Advancement of Education

These educational organizations, founded in America, included teachers and other citizens interested in public instruction. The group-influence they carried was strictly directed toward tax supported schools. Associations flourished lavishly. Cubberley⁷ reported that organizations became formal in 1845.

5 Elwood P. Cubberley, Public Education in the United States (rev. ed., Houghton Mifflin Company, 1934), p. 706.

6 T. M. Stinnett, Teacher and Professional Organizations (Washington 6, D. C.: National Education Association of United States, 1953), p. 59.

7 Elwood P. Cubberley, Public Education in the United States (rev. ed., Houghton Mifflin Company, 1934), p. 706.

Within the period of 1845 to 1856, seventeen state teachers' associations were organized. All of these published journals.

The Illinois Education Association originated in 1853 at a fall meeting in Bloomington, Illinois. There were three men interested in educational advancement and called for a convention at Bloomington for December 26, 1853. The three men were: James A. Hawley, representative of an eastern book publishing firm; Henry H. Lee, principal of Garden City Institute of Chicago; and Daniel Wilkins, president of Central Illinois Female Institute of Bloomington.⁸

These enthusiastic leaders were determined to uphold and to raise the teachers' standards and to disseminate greater knowledge regarding the development of teachers' welfare and educational advancement. At the first convention of 1853, temporary officers were elected; a committee on exercises was appointed; lectures were heard; and a constitution was written.⁹

"The first annual meeting of the State Teachers' Institute of Illinois, shortly to be known as the Illinois State Teachers' Association, was held in Peoria, December 26, 1854."¹⁰

8 George Walter Patrick, "History of the Illinois State Teachers' Association, 1854-1912" (unpublished thesis, Library School, University of Chicago, 1928), p. 3.

9 Ibid., pp. 5-9.

10 Ibid., p. 7.

Thereafter, the Association's meetings convened where the members could be accommodated. The period of 1854 to 1879 saw the Association's conventions scattered over the State. During 1880 to 1912, the annual holiday conventions, except for two meetings 1910 (Chicago) and 1912 (Peoria), were held in Springfield, Illinois.¹¹

The importance of disseminating the information and developments of the meetings was realized. Hence, the proceedings of the meetings were published in the conventions' official magazine.¹² A journal was first published in 1855--the Illinois Teacher later known as Illinois Education.¹³ Through means of the official magazine, the Association promoted the Illinois history; revised the Association's constitution; equalized teachers' salaries regardless of sex; demanded good architecture for normal schools; requested free text-books for common schools; delegated certain members of the Association for the National Education Association; questioned religious instruction or reading of the Bible in the common schools;¹⁴ created the Office of State Super-

11 Ibid., pp. 10-12; pp. 43-48; and p. 79.

12 Ibid., p. 5.

13 George Propeck and Irving F. Pearson, The History of the Illinois Education Association (Springfield, Illinois: Association, 1961), p. 34.

14 George Walter Patrick, "History of the Illinois State Teachers' Association, 1854-1912" (unpublished Master's thesis, Library School, University of Chicago, 1928), pp. 13-20.

intendent of Public Instruction; promoted the compulsory school attendance law; extended the school session from three to eight months; diffused at teachers' meetings various educational philosophies and types of instruction; inspired the creation of the State University; considered teacher tenure; improved teachers' certification; and kept a sharp interest on legislative matters affecting the education environment.¹⁵

The middle and late 1800's was a period of Civil War and industrial depressions. These trends influenced the educational aspects. The schoolmasters were either drafted or enlisted for the armed forces. Women filled the schoolmasters' vacancies with less pay. After the war, the men found that the boards of education were satisfied with the women's teaching performance and were not too anxious to extend the higher salaries which were paid to the men at that time. A majority of the men turned to other sources for income; a minority of the men returned to the schoolmasters' status.¹⁶

The war and depressions handicapped the enthusiastic work of the Association. However, Wayne A. Stoneking reported

15 George Propeck and Irving F. Pearson, The History of the Illinois Education Association (Springfield, Illinois: Association, 1961), pp. 48-85.

16 Willard S. Elsbree, The American Teacher (New York: American Book Company, 1939), p. 429.

several developments which transpired during this period:¹⁷

1867 the University of Illinois was established;

1869 Southern Illinois University was created;

1870 the Illinois Constitution included a mandate for free public schools;

1884 a Teachers' Reading Circle was established.

Four years later, a Pupils' Reading Circle was created. The existence of the organizations remained until they merged in 1960-- Illinois Reading Service. This service is sponsored by the Illinois Education Association.

In the late 1800's, Illinois schools exhibited samples of their work at two meetings which were held in Chicago: they were the National Education Association (1887) and the Columbian Exhibition (1893).

1894 the Illinois Education Association organized a State Central Committee. Its main function was to establish teacher-training institutions. The resulting efforts are: Eastern, Western, and Northern Universities.

Also, during this time the fields of instruction, administration, and curriculum were improved due to the creation of several sections of the Illinois Education Association. Some of the Sections were: School Board, Superintendents and Princi-

¹⁷ Wayne A. Stoneking, "IEA Roots Deep Branches Wide," 1964, p. 2.

pals, Music, Science, Child Study, and others.

Structure

Prior to 1900, the interest was directed toward the development and advancement of education. The following years advocated reorganization of the Association. The contributing factors were:

1. The population was increasing. The one-room school house was disappearing in other states. Consolidation was taking place; and, schools were increasing and specializing their curricular offerings. The educational problems which arose in a northern district were not similar to those which occurred in the southern areas. The conventions could neither suggest nor offer generalized solutions to the assembled group. Hence, the 1911 picture found several independent teachers' associations, including the Illinois State Teachers' Association.¹⁸ At the 1911 convention, Mr. W. R. Hatfield stated that there were 29,000 Illinois teachers. Of this group, about thirteen hundred were members of the Illinois State Teachers' Association. He advocated that the assembly seek a strong leader who would unify all these teachers for a strong representation at the Illinois Legislature.

¹⁸ William Allen Miller, "History of the Illinois State Teachers' Association Since 1912" (unpublished Master's thesis, Library School, University of Chicago, 1930), p. 3.

The proposal was supported with favorable response. The following years of 1912-1914, a plan for unification was presented to the other associations.¹⁹ "The local associations were then considered as divisions of the State Association."²⁰

2. The cooperative members of the Association were faced with the problem of inadequate facilities for the meetings. Therefore, in accordance to its membership, the Illinois Education Association formed regions or divisions. One or more counties are found in a division. With close communication with the State Association, these divisions are permitted to,

elect their own officers from their professional membership, hold meetings at such time and place as they may determine, and adopt their own rules for their guidance, provided such rules are in harmony with the constitution and bylaws of the state association.²¹

Some characteristics of the division are:

1. The division's president represents the Illinois Education Association's members on statewide matters and serves as chairman at the division's business meetings. He is a delegate to the annual meeting and attends the Illinois Education Association summer leadership conferences.

19 Ibid., pp. 3-5.

20 Ibid., p. 6.

21 "Our 21 IEA Divisions and Their Presidents," Illinois Education, December, 1963, p. 158.

2. The region collects the Illinois Education Association's membership dues. A small percentage is retained by the division to defray incurred expenses; the balance is forwarded to the State Association.

3. The division conducts one or two meetings for the entire Illinois Education Association's membership.

4. The division elects delegates for the Illinois Education Association's annual winter meeting. At the annual meeting qualified persons are elected for the state association.

5. The division meets the immediate problems of its membership by further division--called sections. The section represents more than one elementary school district and a feeding high school district. One representative and one alternate per twenty-five Illinois Education Association members attend the regional representative assemblies which take place about four times during the school year.

To date there are twenty-two divisions in Illinois:

Blackhawk, Calumet Valley, Central, Chicago, DuPage Valley, East Central, Eastern, Illinois Valley, Kaskaskia Valley, Lake Shore, Marquette, Mississippi Valley, Northeastern, North Lakes, Northwest Suburban²², Northwestern, Peoria, Rock River, South Central.

²² "New Division Elects Officers," Illinois Education, September, 1964, p. 5.

Southeastern, Southern, and Western.²³

The highlight activities of the Illinois Education Association take place at the Annual Representative Assembly meetings which are held during the winter holidays. The delegates are asked to elect the Illinois Education Association's officers, to vote upon appropriations, to adopt reports of the various committees, to amend the constitution or bylaws, and to consider important presidential issues. Preliminary outlines of the committees' reports are presented to the representatives thirty days prior to the annual meeting.

The delegates scheduled to attend the annual meeting are:

1. The members of the governing committees. These are the members of the present state association committees on association membership and finance, legislation, and public relations.
2. All ex-presidents and past executive secretaries of the state association, resident in Illinois.
3. All presidents of the divisions.
4. All presidents of state-wide affiliates.
5. The regular delegates selected by each of the divisions and their local sections on a basis of one delegate for every 100 members or major fraction thereof enrolled in the division June 30, 1960. If any delegate cannot attend the state meeting, he should assign his duties to some regularly appointed alternate who can and will attend.
6. The superintendent of public instruction.
7. The members of the board of directors.²⁴

²³ "Our 21 IEA Divisions and Their Presidents," Illinois Education, December, 1963, p. 158.

²⁴ Illinois Education Association, Program and Reports and Recommendations, 107th Annual Meeting, (Chicago, 1960), p. 4.

The Illinois Education Association is composed of a Board of Directors and a Professional Staff. The existing organizational plan is as follows:²⁵

Board of Directors

President
 President-Elect
 Immediate Past-President
 Chairmen of: Legislation, Association Membership and Finance,
 and Public Relations
 Directors (three members)

Professional Staff

Executive Secretary
 Business Manager
 Research Director
 Research Assistant (two members)
 Editor
 Assistant Editor
 Public Relations Director
 Public Relations Assistant
 Special Service Director
 Administrative Relations Director
 Field Service Director
 Field Representatives (five members)
 NEA Directors for Illinois (two members)
 IEA Headquarters, 100 East Edwards, Springfield, Illinois
 Metropolitan IEA Center, Professional Building,
 Oakbrook, Illinois²⁶

²⁵ "Illinois Education Association," Illinois Education, September, 1964, p. 4.

²⁶ Illinois Education Association, Local Associations at Work, (Springfield: Field Service, 1964), p. 41.

The business of the Illinois Education Association between meetings of the Representative Assemblies (four during the school year) is governed by the Board of Directors.²⁷ The seven members of the board meet monthly. The areas on the agenda include: to develop policies regarding the associations procedures and regulations; to interpret policies adopted by the Representative Assembly; to recommend constitution and bylaw changes to the Representative Assembly; to recommend and to pass affiliations; to employ staff and to determine staff salary and placement; to determine policies regarding the use of headquarters, extension of new building plans, and issuance of contracts; to pass upon investment policies and to hold titles to properties in the name of the Illinois Education Association; to take definite action upon tenure and contract cases; to cover reports of the president, governing and auditing committees, and innumerable problems under old and new business; and to meet with national directors.

A detailed report of the monthly meeting is kept in a permanent file. A concise report is published in the journal, Illinois Education, under the direction of the Executive Secretary, who serves as secretary for the board, Ex Officio.

The members of the board are elected by the Represent-

²⁷ "The IEA Board of Directors," Illinois Education, September, 1961, pp. 8-9.

ative Assembly at the annual winter meeting. The president is elected annually. The members of the governing and auditing committees are elected to staggered terms of three years each at the annual winter representative assembly. The term of office is effective July first following the election. Any vacancies on the board, which transpire in the interim, are filled by board appointment preceding the annual winter assembly.

The vacancies filled by the delegation at the annual winter assembly are:

1. President
2. Governing Committee
 - a) Legislative
 - b) Public Relations
 - c) Association Membership and Finance
3. Auditing Committee (three members)

Matters acted upon by the state legislature are either initiated or considered by the Illinois Education Association's Legislative Committee.²⁸ This committee is composed of a chairman (board member) elected for a three year term by the Representative Assembly, and of twenty-two members who represent each division for a staggered three year term.

²⁸ "IEA Legislative Committee," Illinois Education, October, 1961, pp. 50-52.

The legislative meetings are open to visitors interested in various legislative proposals and to the twelve affiliate groups. These visitors are given discussion privileges and usually contribute their support to the legislative measure. The meetings are held monthly during the legislative sessions and once each two months during other periods. Special meetings are called whenever urgent demand necessitates.

For efficiency, the Legislative Committee membership (twenty-two) is divided equally into three subcommittees: Pupil-Teacher Welfare, Administration and Organization, and School Finance.

The problems considered by the subcommittees are:

1. Pupil-Teacher Welfare. The improvement and clarification of laws related to school day, school term, teacher certification, teacher pension, tenure, minimum salary requirements, sick leaves, federal income tax exemptions, and others are scheduled on the agenda and considered conscientiously by the members.
2. Administration and Organization. Provisions for the State Board of Education, either elected or appointed, and for the Superintendent of Public Instruction are recommended. Further studies are undertaken toward improving and clarifying qualifications, duties, and powers of the school treasurer and county boards of trustees; laws pertaining to school auditing and accounting; and the School Code.

3. School Finance. The areas concerned with providing and distributing equally the funds necessary for institutions of learning are perused and recommended by this subcommittee. Every feasible situation is considered before recommendations are proposed.

Long hours and continued research are spent by the subcommittees to develop a bill. The phases considered are: interpreting the bill, preparing arguments for the bill, preparing supplementary mailing materials, and speaking and writing to various committees, commissions, and influential personnel affecting passage of the bill.

The Legislative Committee either initiates or supports a measure which was proposed by the individual member or subcommittee. After the committee's careful consideration and various commissions' detailed study, if approved, the measure is included in the status report; next, it is presented to the Illinois Education Association Representative Assembly for approval. With affirmative results, the legislative program is supported by the Illinois Education Association.

The diligent work toward legislation is continued by the executive secretary and staff members during the actual legislative session. Some staff members are on full-time duty at the Illinois Senate and House. Before the bill arrives on the governor's desk, the executive secretary communicates to the governor the members' desires. This function performed by the executive secretary ex-

pedites the governor's acceptance of the bill.²⁹

The Public Relations Committee was established for the promotion of communication and advancement of organizational and professional standards.³⁰ The staff was organized on a basis similar to the legislative committee--one chairman (board member) and twenty-two division representatives. There are five meetings during the year. The programs covered by the subcommittees are:

1. Public relations assigned to
 - a) techniques
 - b) relations with other groups
 - c) events (observance of special days)
 - d) defense against enemies

2. Professional relations considered
 - a) Code of Ethics
 - b) personnel and contractual relations
 - c) IEA platform program and resolutions

3. Professional organizations deals with
 - a) section
 - b) division
 - c) state
 - d) national
 - e) affiliate
 - f) lay groups

Some of the Public Relations Committee's responsibilities are: to publish a directory listing names, addresses, and phone numbers of personnel influencing and concerned with specific ed-

²⁹ Minutes of the Illinois Education Association Legislative Committee Meeting, January 20, 1961, State Headquarters, Springfield, Illinois (in the state files), p. 5.

³⁰ "Public Relations Committee," Illinois Education, December, 1961, pp. 148-149.

educational school needs; to publish a divisional newsletter; to foster good rapport with newspapers, radio, television, and Outdoor Advertising personnel; to plan and to promote divisional workshops; and to assist the nominating committee in the selection of the candidates for offices to be filled at the annual meeting.

The Public Relations Committee is assisted by the Public Relations Associate.³¹ The efforts are for intensive communication at community level. The school systems, local associations, and teachers are aided by the Public Relations Associate. The intensified fields are: to provide literature for future teachers, high school and college students; to serve as contact with statewide leaders; to sponsor slogans which appear on the Outdoor Advertising projects; to poll statewide public opinion regarding the annual November Survey of bond and tax referenda; to provide a Teacher Placement Service; to contribute articles for publications in newspapers, booklets, newsletters, and others; and to provide statewide school news conferences with universities through television and the press.

The Public Relations Associate Chairman has status as secretary and consultant to the Illinois Commission on Teacher

³¹ "Public Relations Department," Illinois Education, January, 1961, pp. 188-190.

Education and Professional Standards--ICTEPS.³² The Commission is organized in the same fashion as the other committees, one chairman and twenty-two members. However, the members are appointed by the Illinois Education Association's board of directors for a three year term. This commission retains close communication with the National Commission on Teacher Education and Professional Standards. Quarterly meetings are held during the year--January, April, August, and November. The main areas considered by the Commission are: "1) identification, selective admission, and retention in teacher education; 2) teacher education, accreditation, and certification; and 3) advancement of professional standards."³³

All matters concerning increased membership, collection of dues, and budgeting are delegated to the Association Membership and Finance Committee³⁴ whose members meet five times a year. The operating staff, one chairman and twenty-two division representatives, is divided into four subcommittees. The chairman (board member) is elected by the Representative Assembly in December for a three year term. The twenty-two members are elected

32 "The TEPS Commission Works Towards Higher Standards for Teaching," Illinois Education, January, 1962, pp. 192-193.

33 Ibid., p. 192.

34 "Association Membership and Finance Committee," Illinois Education, November, 1961, pp. 104-105.

for staggered three year terms at the divisional level. Each year, one-third of the membership of the committee is elected through the divisional meetings.

The functions performed by the Association Membership and Finance Committee are: to promote membership in the Illinois Education Association and the National Education Association; to serve in an advisory capacity on financial operations of the association; and to act with the other two governing committees as nominating committee in selecting nominees for various vacancies being voted on at the annual meeting.

The subcommittees' responsibilities are: to study intensely promotion programs for membership; to work on auxiliary activities, especially advertisement materials; to study qualifications for membership; and to study carefully the schedule regarding membership dues.

The administration and coordination of services are entrusted to the Executive Department.³⁵ It is operated under constitutional directives and policies determined by the Illinois Education Association's board of directors.

The executive secretary, head of the department, is invested with vast assignments: chief legislative spokesman for the

³⁵ "The Executive Department Administers and Coordinates the Work of All," Illinois Education, October, 1960, pp. 52-54.

Illinois Education Association; consultant and contributor to the journal, Illinois Education; supervisor of tenure and contractual cases; and managerial responsibilities of supervising the Illinois Education Association's work and its staff.

The subordinates are: secretary to the executive secretary, administrative assistant, enrollment secretary, field associates, and assistants, and office secretaries. The consultants and associates are ranked as responsible secretaries for specific services and for coordinating in general.

Some of the specific duties performed by the Executive Department are: (1) enrollment, (2) accounting and bookkeeping, (3) investments, (4) budgeting, (5) building planning and supervision, (6) general supplies and purchases, (7) staff retirement accounting, (8) social security and employment taxes and accounting, (9) supervision of direct field services, (10) application and interpretation of association policies and programs, (11) legislative directions, and (12) general supervision of programs of professional, public, research, editorial, and special relations.

Remote sources of knowledge regarding educational advancements are studied by the Research Department. The field workers are involved with "such areas as school finance, taxation, school district organization, retirement salaries, tenure, leg-

islative proposals and enactments, and school law in general."³⁶

The various functions performed by the Research Department are: to examine literature, statistical reports, and statutes; to provide knowledge of the problem by personal interviews, letters, telephones, and questionnaires; to peruse, conduct, and report special studies for the legislative committee; to complete at least one comprehensive study each year--school aid, tax problems, teachers' salaries, and others; to provide for the release of educational materials of value, either printed or mimeographed; to assist the investigations of teacher dismissal and other welfare problems; and to work cooperatively with the Joint Committee of Illinois Education Association, Parent-Teacher Association, and Illinois Association of School Boards fostering the educational goals.³⁷

For its research, the department utilizes the following resources: (1) Office of the Superintendent of Public Instruction, (2) State Finance Department, (3) Legislative Council, (4) Legislative Reference Bureau, (5) Supreme Court Library, (6) State Library, (7) Archives Building, and (8) daily literature and

³⁶ "Research is the Base of Many IEA Services," Illinois Education, December, 1960, p. 144.

³⁷ Ibid., pp. 144-146.

statistical data from the National Education Association, United States Office of Education, United States Department of Commerce, and other state education associations.³⁸

Associational efforts and contributions are disseminated through the Editorial Department.³⁹ The results are attributed to and made possible by the following staff members: (1) editorial associate and editor, (2) editorial assistant, (3) editorial secretary, and (4) executive secretary who is also consulting editor.

The publications are mailed monthly during September to May. With the Illinois Education Association membership, subscription price of the magazine is included. Upon request, issues are mailed to Future Teacher Association Clubs, Parent-Teacher Associations, educational libraries of state universities, and other organizations. Complimentary copies are exchanged with national educational magazines and with other state publications.

A major portion of the articles are contributed by either administrators, teachers, school board members, parents, or other interested educational personnel. The second group, regarding the developments to date are reported by the staff. And, the third

38 Ibid., pp. 144-146.

39 "Editorial Department Gives an Official Voice to the Profession," Illinois Education, April, 1961, pp. 322-323.

aggregation representing specific topics are solicited authors.

Many professional articles are written; those submitted are filed and await space for publication. The writers are not monetarily compensated for their contributions.

The Administrative Relations Department affiliated with the Illinois Education Association, July, 1960.⁴⁰ This department developed the characteristics of a central resource agency whereby all the structure, work, and activities of the various schools are pooled. A steady flow of correspondence is handled to meet the request of counseling information and administrative policies. A representative selection of queries handled by this department regard: management of extracurricular funds, aids for successful referenda, hints for improved superintendent-board working relations, and information relating to the availability of persons for assemblies. In addition to the individual communication, four publications of administrators' interest are available to the membership; Illinois Association of School Administrators' monthly newsletter, Illinois Association of School Administrators' annual report, Illinois Association of School Administrators' Reporter, and the Communicator.

⁴⁰ "Administrative Relations Department," Illinois Education, February, 1961, pp. 232-233.

The Administrative Relations Department works cooperatively with seven statewide associations which are:

Illinois Association of School Administrators (IASA),
 Illinois Association of County Superintendents of Schools (IACSS),
 Illinois Elementary School Principals Association (IESPA),
 Illinois Junior High School Principals Association (IJHSPA),
 Illinois Association of Secondary School Principals (IASSP),
 Illinois Council on Educational Administration (ICEA),
 Illinois Association of Supervision and Curriculum Development (IASCD).⁴¹

The area concerned with the improvement of the professional status and schools of Illinois is served by the Affiliate Service Department. This department is divided into the following groups:⁴²

1. Pre-professional Affiliates
 - a) Illinois Association of Future Teachers of America (IAFTA)
 - b) Student Illinois Education Association (SIEA)

2. Non-administrative Affiliates
 - a) Illinois Association of Classroom Teachers (IACT)
 - b) Illinois Association of Junior Colleges (IAJC)
 - c) Illinois Retired Teachers Association (IRTA)
 - d) Illinois Association of School Nurses (IASN)
 - e) Illinois Association of Educational Secretaries (IAES)
 - f) Illinois Association of School Librarians (IASL)

⁴¹ Ibid., p. 232.

⁴² "Affiliate Service Department Works with Non-Administrative Groups," Illinois Education, March, 1961, pp. 278-279.

The services rendered by the Affiliate Service Department to the pre-professional affiliates entail the educational enrichment programs to high schools and colleges. Workshops, conventions, and various publications are prepared. Whenever possible, the members of the students' affiliates are assisted in their functions by the affiliate service associate. The pre-professional affiliates are placed under the guidance of the Illinois Commission on Teacher Education and Professional Standards. Other services rendered to the profession at large are: preparation and upkeep of a film library, booklets regarding research or skits, and exhibit materials.

The non-administrative affiliates are granted discussion privileges in any of the committees' meetings and usually support legislative issues at hand.

The staff structure increased communications with the Association's membership through Field Service, which originated, in July, 1949.⁴³ The responsibility for interpreting the Illinois Education Association's program to the membership is centered upon personal contact by the Field Service Director and his Field Representatives. A considerable amount of time is spent by these persons to promote and to improve local associations. The members

⁴³ "Field Service Brings the IEA Program to You," Illinois Education, November, 1960, pp. 98-99.

of this staff also recruit and train potential leaders to work diligently within the program of the Illinois Education Association and maintain effective relationship with administrators, the public, and the press.

Other services promoted by this department include: to issue monthly a news letter, Field Service Notes; to work with divisional officers; to consult with superintendents; to promote and to execute the National Education Association's program; to maintain and to distribute publications and materials to members; to assist the Illinois Education Association's affiliates; to direct the annual Illinois Education Association's School of Instruction during August; and to serve as speakers or consultants for locals or divisions.

The preceding pages describe the close network of the Illinois Education Association's departments and staff composition which contribute vastly toward educational advancement. The following outlines the North Lakes Division's staff organization.

North Lakes Division

The North Lakes Division is located in the upper north-east section of Illinois and is comprised of Lake County and part of the Barrington territory. The Division is divided into seven sections in which educational problems are similar. On divisional and sectional level, the staff officers are elected for staggered

terms of one, two, and three years.

The composition of the North Lakes Division is as follows:

1. North Lakes Division:

President
 President-Elect
 Secretary
 Treasurer
 Committee Chairmen: Legislative
 Public Relations
 Membership and Finance
 Research
 Welfare and Ethics
 Nominating
 Program
 Past-President

2. Section--there are seven sections in the North Lakes Division:

Chairman
 Secretary
 Membership and Finance
 Public Relations
 Welfare and Ethics
 Research
 Legislative
 Nominating

The divisional officers and section chairmen are included at the eight executive business meetings held during the school year. Various problems or studies are presented at the board meetings. After deliberations, the results are presented to the Divisional Assembly.

The four divisional meetings planned by the executive board are scheduled for the representatives of each school district. The school district is permitted one representative and

one alternate per twenty-five Illinois Education Association members. The business covered at the meetings include: workshops, speakers, current teachers' problems, school revenue reform, membership, and legislative measures pertaining to schools and teachers.

All the Illinois Education Association members of each section are invited to a spring caucus whereby any vacancy may be filled by the election. Newly elected members take over the position on July first following the April's Representative Assembly.

The purposes of the organizations are listed respectively--national, state, and local (North Lakes Division):

To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.⁴⁴

The purposes of this association shall be to promote the welfare of the teachers of the state, to encourage good-fellowship and unity of thought and action among them, and to further in every way possible the educational interests of this commonwealth.⁴⁵

Its purpose shall be to promote the welfare and educational interests of the children and professional welfare of the teachers of the State, and to cooperate with other organizations seeking these ends.⁴⁶

⁴⁴ National Education Association, NEA Handbook for Local, State, and National Associations 1960-1961 (Washington 6, D. C.: National Education Association, 1960), p. 24.

⁴⁵ Illinois Education Association, IEA Constitution and Bylaws (Springfield, Illinois: Illinois Education Association, January 1, 1962), p. 1.

⁴⁶ North Lakes Division of the Illinois Education Association, Directory of the Representative Assembly (1961-1962), p.22.

These closely related associations embrace the two-fold operation--teachers' and students' advancement. Prior to the 1900's, educational preparation was obtained by passing an examination given by the local or county school board. Shortcomings were found in this program. Therefore, educators expressed the desire for sound basic training and standardization.⁴⁷

The demand for professionalism stressed the quality of service. Schools' standards were kept on or above par through accreditation agencies. The training period was extended with a program which incorporated philosophies, histories, methods, and many other valuable educational phases. Certification requirements were publicized universally.

With the completion of the teachers' training period, national and state associations provided Teachers' Institutes which informed the educators how to employ or to revise classroom methods or techniques. The membership was desirous, voluntary, and honorary. Men with foresight were welcomed to express their opinions or findings at the meetings. The journals carried the messages to those absent. These shared experiences ameliorated the educational issues of the time. Legislation for teachers' benefits was recommended in regard to tenure, to retirement, and

⁴⁷ National Education Association, The Professional Standards Movement in Teaching; Progress and Projections Parkland's Conference Report (Washington, D. C.: National Education Association, 1956), p. 100.

to tax savings. Through the research programs provided by the associations, the profession acquired status. Some of the studies were on salaries, class size, teacher hours, legal counseling, insurances, and many others.

The meritorious devotion of the associations, national and state, enriched the students' status by securing federal funds for schools, guides for curriculum, library services, pupil transportation, and lunch programs.

The dedicated professional associations, national and state, have worked for better schools and for professional improvement. The Illinois Education Association adopted the National Education Association's Code of Ethics for its membership in order that the profession may have a single and systematic plan to grow ethically.

Code of Ethics

The criteria by which the teaching profession is distinguished from other occupations is seen by the exemplified ethical code. Definite objectives are stated universally to advance and to enforce high professional standards. The members' obligations to pupil, home, community, and profession are stated clearly within the National Code of Ethics. Where the members maintain the responsibilities with dignity and sincerity, the art of imparting knowledge prospers.

The members' professional conduct is affirmed in the "Preamble": to achieve by members reflections high ideals for education; to develop and to promote good citizenship; to make available educational opportunities for all without restrictions; and to accept ethically the responsibilities of the profession.

The teacher is afforded four principles of professional obligation to maintain professional effectiveness:

1. Responsibility to the learner--the learner is entitled to just and impartial dealings with the teacher regardless of race, color, creed, political, or social background. The classroom program is designed by the educator to meet and to challenge the status of individual difference. Through encouragement and assistance the learner's daily intellectual, spiritual, and physical growth is anticipated and developed. For effectiveness of progress, a cooperative and friendly relationship with the home is established by the educator. The learner's accomplishments are shared between parents and teacher. Confidential information regarding student or home is kept within professional reservations.

2. Responsibility to the community--the public schools are supported by the town's citizens; and, trust was placed upon the teacher's employment. This position granted the educator responsibilities to recognize this fact and to respect the community standards as he would like the community to respect his own

democratic freedoms. Participations in community functions are appreciated; however, controversial issues are to be recognized and discussed discreetly. The classrooms are to foster the child's educational development, not the teacher's selfish views.

3. Responsibility to the profession--the profession is judged according to the distinguishing characteristics the teacher displays with respect to his occupation and to his colleagues in the profession. Progress for the entire educational welfare is fostered by selective recruitments, and proper conduct and participation in developing policies affecting education. Sincere contributions and cooperation with fellow teachers are essential. The ideals of a profession are dispersed in strength. Objectives are attained by joining, maintaining, and participating actively in the professional organization. Professional growth is continued by its members seeking new methods and developing new procedures. Every teacher is encouraged to attend classes and professional meetings, to travel, and to participate in research projects.

4. Responsibility to administration--in spite of the fact that a teacher is granted authoritative classroom status, due respect and support is given to those who possess precedence in position. Professional business is directed and conducted through proper channels. The philosophy is followed in the school program. The contract, once signed, is adhered to faithfully and

dissolved only by mutual consent. In the event of change, the administration is notified within a just period.

The continuance of public esteem toward the teaching profession and of professional growth is provided by the association's members reading and applying the Code.⁴⁸

48 National Education Association, The Code of Ethics of the Education Profession, Adopted by the NEA Representative Assembly Detroit, Michigan, July, 1963.

CHAPTER III

CONTRIBUTIONS OF THE ASSOCIATION

The educational securities enjoyed presently did not take place by chance. The Illinois Education Association's endless efforts contributed with considerable degree to the quasi-excellence status. Research projects uncovered, inspired, and publicized the various educational needs. The legislative programs resulted from long periods of intense consideration. Committees worked continuously in a cooperative manner to guard and to improve the foundations of our democracy.

In addition, the free-flowing exchange of professional ideas within state and national associations produced widespread educational advantages.

The Illinois Education Association's contributions and insurances of teachers', pupils', administrators', and communities' welfare are combined efforts of various committees, subcommittees, agencies, and councils. The refined products are noted within the programs announced by the Public Relations and Legislative Committees at the Annual Winter Meeting.

Public Relations

At the annual meeting, 1961, the Public Relations Committee recommended broad goals for 1962 and activities to advance, to implement, and to promote these goals.¹ The goals are concerned with: interpretation to teachers and to the general public the advancement or shortcomings involved with public education; cooperation with National Education Association in its endeavors; promotion of local education associations and affiliates; continuation of state, divisional, sectional and local conferences and workshops; promotion of united membership under Illinois Education Association and National Education Association programs; and continuation of cooperative measure of the Illinois Education Association with other educationally minded groups.

Examples of the Illinois Education Association's action on these goals are seen in its presentation of various programs which originated with the National Education Association. The Humble Oil and Refining Company² sponsored, during the first nine months of 1964, twenty-six one-hour documentary programs over NBC television network. These programs were mostly in color and

1 Illinois Education Association, Platform Resolutions Legislative Program, Adopted at the 108 th Annual Chicago Meeting, December, 1961 (Springfield, Illinois: Illinois Education Association, 1961), p. 15.

2 "The World is Now Available for Study," Illinois Education, February, 1964, inside back page.

were known as the "ENCO Report". Many phases of life around the world, geography, politics, and sociology were explored. "Mr. Novak" a full-hour series presented to the viewers the achievements and problems involved in a metropolitan high school.³

Other programs presented either by NBC or CBS networks are: "Our Schools Have Kept Us Free," "Summers Harvest," "The Time of Their Lives," and "All in a Lifetime". There have been more than four hundred television stations that presented National Education Association's films; these prints may be borrowed from the Illinois Education Association, Research Department, 100 East Edwards, Springfield, Illinois; or, the prints may be viewed for purchase from the National Education Association Division of Press, Radio, and Television Relations, 1201 Sixteenth Street NW, Washington, D. C..⁴

The radio broadcasts are either in conjunction with school programs or an educational group desiring to promote programs which would be of value for our American democracy. In 1961, there were three radio programs which originated in Centralia city schools; these programs were under the title, "Know Your

³ "Mr. Novak: The People's Choice," Illinois Education, March, 1964, p. 305.

⁴ "NEA Produces Another TV 'Educational Special'," Illinois Education, April, 1964, p. 360.

City Schools".⁵ In 1962, Station WMAQ sponsored a series based upon the classic work of a French historian, Alex de Tocqueville.⁶

Through radio and television series, the Illinois Education Association with the assistance of other agencies provided the public with information concerning educational conditions.

The Illinois Education Association further improved the advancement of its goals by research studies. Countless hours were spent by conscientious workers studying many educational problems--working hours, educational benefits, salaries, retirement privileges, insurance plans, tax exemptions, and many others. Books, pamphlets, flyers, and films were prepared and made available by the state and national associations for every educated personnel. Some of the publications are: What About Your Welfare?, Tax Sheltered Annuity for Teachers and Other School Employees, Dollars & Sense. Financing Professional Salaries for Professional Teachers, The Nonexistent Dragon, and How to Close the Gap. Some of the films are: "Children Without," "Our Schools Have Kept Us Free," and "NEA/State Education Association Leaders at the White

⁵ "Radio Programs Help Citizens Know Their Schools," Illinois Education, November, 1961, p. 130.

⁶ "An Inspiring Radio Series," Illinois Education, March, 1962, p. 277.

House".⁷ There are countless supplies of educational materials that are available through the Public Relations Department of the Illinois Education Association, Springfield, Illinois.

American Education Week originated during 1921; the United States Office of Education, the National Education Association, and the American Legion sponsored such a program. The programs concerned both the Legion's and schools' problems.⁸ Over the years, the programs throughout the country became centralized with school districts' problems. To date, there are various groups that sponsor this observance; however, promotional materials are prepared by the National Education Association. For a nominal fee, a packet is available to enhance success during the week that the school districts open their doors to the public.⁹

To stress the importance of recruiting, preparing, and retaining the best possible teachers for our nation, Teaching Career Month, April, was initiated in 1957. A few days preceding this month, a Proclamation is signed by the Governor of Illinois publicizing the observance of Illinois Future Teacher Week. The

7 "Films, Professional Aids Available from IEA," Illinois Education, September, 1964, p. 5.

8 Dr. Myron Lieberman, Education as a Profession (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1956), pp. 328-329.

9 "Materials for Education Week," Illinois Education, May, 1963, p. 395.

observance is jointly sponsored by the Office of the Superintendent of Public Instruction and the Illinois Education Association. Illinois Future Teacher Week was initiated in 1958.¹⁰

The implementation of the Association's goals are fostered by committees and officers who take great care in the appropriation of funds for the respective Public Relations Departments--state, division, and local. Many hours of conscientious work are spent by the department's personnel in the development of journals, newsletters, and pamphlets.

The Illinois Education was attributed the "official organ of the Association after the reorganization of 1912".¹¹ The purpose of the journal, as William Allen Miller quoted L. D. Coffman, editor of the journal in 1914, was an instrument to gain educators' attention regarding the Illinois Education Association's policies and to inform the teachers of current educational trends.¹² Prior to and extending to the 1960's, the purpose remained status quo--'to serve as a medium of communication between officers and

10 Wayne A. Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, April 12, 1963), p. 3.

11 William Allen Miller, "History of Illinois State Teachers' Association Since 1912" (unpublished thesis, Library School, University of Chicago, 1930), p. 37.

12 Ibid., pp. 39-40.

the members'.¹³ All aspects of the Illinois Education Association's activities and policies, solicited or unsolicited manuscripts, "Current Publications," "Audio and Visual," "Calendar," "Yours for the Asking," and "News in Education" are part of the journal's content.

Material for the columns "Yours for the Asking" and "It's News to Us" is supplied by the State Teachers Magazines, Inc. of Chicago, a non-profit organization formed and controlled by the National Association of Secretaries of State Teachers Associations for the principal purpose of acting as an advertising agency for the state journals. More than half of the advertising which appears in the Illinois Education is handled through STM.¹⁴

The many fine issues are attributed to the ardent workers on the Illinois Education Association's Editorial Department. The major staff members are: editorial associate and editor, editorial assistant, editorial secretary, and the Illinois Education Association's Executive Secretary, who is also consulting editor.¹⁵

When an Illinois Education Association member makes payment of his dues, he is entitled automatically to receive the Illinois Education.¹⁶ The magazines are mailed to the members

13 "Editorial Department Gives an Official Voice to the Profession," Illinois Education, April, 1961, p. 323.

14 Ibid., p. 323.

15 Ibid., p. 322.

16 "About this Issue," Illinois Education, May, 1964, p. 379.

every month except June, July, and August.¹⁷ Retired teachers, school supply representatives, school board and Parent-Teacher Association members, and librarians are subscribers to the journal. When requested, a free subscription is mailed to each member of the local Student Illinois Education Association, Future Teacher Association Clubs, state Parent-Teacher Association officers, state universities, and other educational organizations.¹⁸ From September, 1947 to current volumes, the journals are micro-filmed and may be purchased from the University Microfilms, 313 N. First Street, Ann Arbor, Michigan.¹⁹

In addition to this form of communication with its membership, the IEA News Letter is prepared as often as necessary by the Secretary of the Illinois Education Association. The newsletter is mailed to personnel desiring up-to-date information on activities of the Illinois Education Association. The North Lakes News Letter is prepared by the Division's Public Relations Chairman and his assistants. During the school year, four issues are mailed to the North Lakes Division membership. The contents covered by the North Lakes News Letter are similar to that of the

17 "Editorial Department Gives an Official Voice to the Profession," Illinois Education, April, 1961, p. 322.

18 Ibid., p. 322.

19 "About this Issue," Illinois Education, May, 1964, p. 379.

IEA News Letter; however, the topics on the divisional level are considered in a broader form. The topics considered are: legislation, membership, research results, divisional and sectional activities, president's notes, committees' reports, and teachers' expressions regarding certain educational issues.

The newsletters and journals are supplemented with the Association's pamphlets and flyers. Some of the available items are:

Policies to Promote Good Board-Staff Relationships-1963
Professional Associations for Professional Teachers
Hello, New Teacher!
This is the IEA
What About Your Welfare?
Catalog of Films and Filmstrips
Professional Aids
Teachers' Salaries 1964-1965

These separate pieces of work are aimed to further implement the dissemination of information to the membership on specific association activities and purposes.

The Public Relations' third activity involves the promotion of professional relations. In this area, the committee furnishes the members with adequate publications regarding the benefits, programs, and services derived from membership to state, national, local, and affiliated groups. The representatives are given materials which possess possible questions and replies to the questions, or stated facts that he may encounter during his term. Some of these materials are:

Professional Salaries for Professional Teachers
Local Association Activities Leaflet
Taxes are Good
Your Future in a Great Profession
Handbook for Building Representatives
NEA Handbook
How to be a Pro
Know Your NEA

Programs are planned for students interested in the teaching profession. Educational materials are available to these members. When the Future Teacher Association joins the division of the Illinois Education Association, the Future Teacher Association is granted one vote in the divisional association.²⁰

Through various affiliates, the colleges and universities become the focal point of many sessions and conferences. These conferences are sponsored either by the Illinois Education Association or by the various affiliates. For example, the University of Illinois was the meeting grounds for a spring conference sponsored by the Illinois Association for Supervision and Curriculum Development;²¹ Eastern Illinois University was the location for the Elementary Music Conference;²² Northern Illinois University was the site for the Illinois Junior High School Prin-

²⁰ "100-Percent Membership in FTA," Illinois Education, December, 1962, p. 166.

²¹ "Spring Meeting of IASCD," Illinois Education, April, 1963, p. 347.

²² "Elementary Music Conference," Illinois Education, April, 1963, p. 349.

cipals Association's summer workshops;²³ and, the University of Chicago held a reading conference.²⁴ Educational materials and Illinois Education Association displays are sometimes exhibited at the universities. During the summer of 1964, the following universities sponsored such a program: Bradley, Western, Illinois, Southern Illinois, Eastern Illinois, Illinois State, and Northern.²⁵

Legislation

The legislative program promotes the quality of education and the welfare of its educational staff members by recommending, providing, or supporting other educational minded groups with needed bills which may become laws that improve the educational status. The educational securities enjoyed presently are due to combined efforts of the Illinois Education Association, its affiliates, the National Education Association, and several other groups interested in the welfare of education. The Legislative Committee of the Illinois Education Association is

²³ "IJHSPA Summer Workshop," Illinois Education, April, 1963, p. 353.

²⁴ "Reading Conference, Workshop," Illinois Education, March, 1964, p. 309.

²⁵ "Summer Educational Exhibits," Illinois Education, May, 1964, p. 406.

divided into three subcommittees whereby the problem areas may be uncovered, considered, and publicized. The research projects prepared by the legislative groups entail long periods of intense consideration of the following areas: pupil-teacher welfare, administration and organization, and school finance.

The following procedure is adopted by the Illinois Education Association for change in legislation pertaining to education. A proposed program is studied by the legislative committee of the Illinois Education Association. The completed studies are reported and cleared through either the pension laws, school problems, or budgeting state commissions. These state commissions were created by the legislature. Then, the program is presented briefly to the delegates at the Illinois Education Association's annual winter meeting one year; after perusing the issue, the program is presented to the Illinois Education Association's delegates with greater detail the following year. Upon approval of the assembly, the recommendation is presented immediately to the state's legislative session. Usually the reports are submitted no later than November of the year preceding the legislative session.²⁶

²⁶ Wayne A. Stoneking, "Legislation: Program and Procedure," Illinois Education, December, 1963, p. 161.

Bills may be drafted by the commission personnel, the initiating agency, a legislator, or the Legislative Reference Bureau. IEA staff members usually draft the bills to be initiated by the association and often assist in the drafting of others. Prior to introduction, such bills are checked by the Legislative Reference Bureau. Due to the careful process followed, amendments to IEA measures are minimal.²⁷

At the State General Assembly, the bill can be introduced in either house and is perused further by the committees. The recommendation presented is read three times on different days in one house; if accepted by a majority, the bill is sent to the other house and follows the same procedure. Upon passage, the bill is considered by the Governor. The bill to become a law must either be signed immediately by the Governor, or be held by him for ten days without objections.²⁸ All during this period, diligent legislative work is continued by the Association's staff, membership, and other educational-minded groups supporting the Illinois Education Association's recommendations. During the Seventy-third General Assembly, the Illinois Education Association had seven staff members who were registered lobbyists.²⁹

27 Ibid., p. 164.

28 R. C. Moore, "Process of Legislation," a revised outline.

29 Wayne A. Stoneking, "Legislation: Program and Procedure," Illinois Education, December, 1963, p. 164.

Not all the education bills that are sponsored, promoted, or opposed by the Illinois Education Association score "success" as intended. For the Seventy-third General Assembly, Mr. Wayne A. Stoneking noted a "scoreboard" for bills directly or indirectly related to education:³⁰

Scoreboard for Education Legislation, 1963	
Total number of bills	194
Total number supported by IEA	118
Enacted	85
Tabled or defeated	19
Vetoed	14
Total number opposed by IEA	22
Enacted	1
Tabled or defeated	19
Vetoed	2

The IEA News Letter published on July 1, 1963 cited bills which were supported by the Illinois Education Association; several are:

Pupil-teacher welfare

1. Bus pupils not cross four lane highways without patrol
2. University employees may participate in tax sheltered annuity
3. Authorizes leaves of absence

Administration and organization

1. County school trustees to act as land commissioners in counties of 220,000 to 1,000,000 population
2. Codification and clarification of Sec. 11-4, 11-8, 15-26, 20-3, 18-6 of the School Code
3. Requires audit of school accounts by CPA

School Finance

1. Emergency appropriation to equip new buildings at SIU
2. Extends sales and use of tax to July, 1965
3. Appropriations for special education, transportation, Chicago Teachers College, junior colleges, driver education, and school lunch

30 Ibid., p. 164.

Bills opposed--these were defeated or tabled by either house or committee.³¹

1. Completely exempts teachers from jury duty (defeated)
2. Compulsory attendance age to eighteen (tabled)
3. Abolish driver education fund (tabled)

Besides those previously mentioned, other benefits are derived from the Illinois Education Association.

Pupil-teacher welfare

From the vast areas of legislation which pertain to education, certification and retirement are of great importance. Qualified personnel are essential to insure the learners' welfare and to provide dignified provisions for continued existence of the aged and disabled.

Certification

Serious consideration of certification occurred in 1946. Prior to this date, a steady exit of teachers from the profession was evident. Standards were lowered for the primary purpose of attracting new teachers. This trend was checked by the National Education Association. National Commission on Teachers' Education and Professional Standards was established. The objectives for the national, state, and local commissions were to serve as a media for studying and for improving standards, and to develop under-

³¹ Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, July 1, 1963, pp. 3-8.

standing, adoption, and enforcement of the new standards. Programs were designed to improve college courses and to create a state certification board. This board retained standards and improved continuously the educational requirements.³²

This board is composed of a superintendent of public instruction, ex officio chairman, who appoints the following members: "four administrative or faculty members of public or private colleges or universities located in Illinois; two administrators; three classroom teachers in the public schools; and two county superintendents of schools." This revised board was enacted into law by the Seventy-second General Assembly and went into effect July 1, 1962.³³ This agency's interest was demonstrated with certifying qualified teachers.

The upgrading of certification succeeded. By 1955, a great majority of the states required a bachelor's degree for either an elementary or high school teaching certificate. The school systems, depending upon the area and supply of teachers, demanded

³² National Education Association, The Professional Standards Movement in Teaching: Progress and Projections Parkland's Conference Report (Washington, D. C.: National Education Association, 1956), pp. 1-34.

³³ Harold Landwehrmier, "Problems of Teacher Certification," Illinois Education, January, 1962, p. 194.

higher requirements of the employee than that of the state.³⁴ During the legislative session of 1961, the provisional certification requirements were raised to possess a bachelor's degree; and also, the session abolished the provision for waiving student teaching. Both of these provisions became effective in 1964.³⁵

The qualifications to teach in the public schools of Illinois are: good character, good health, a citizen of the United States, at least nineteen years of age, successful completion of an examination on the provisions and principles of the Constitution of the United States and of the State of Illinois, completion of student teaching, and fulfillment of specific requirements for designated certificate as indicated in the School Code. There are numerous types of certificates: elementary, special, high school, elementary supervisory, all grade supervisory, administrative, etc.³⁶

34 National Education Association of United States, Lifting Standards of Preparation, a discussion pamphlet prepared by the Department of Classroom Teachers and Research Division (Washington, D. C. : NEA. April, 1956), p. 6.

35 Charles M. Allen, "Needed: Improvements in Teacher Certification," Illinois Education, October, 1962, p. 75.

36 N. E. Hutson, School Code of Illinois (Springfield, Illinois: issued by the Office of Superintendent of Public Instruction, 1963), pp. 210-218.

House Bill 1337 imposed stringent requirements for the provisional certificate. After July 1, 1964 a bachelor's degree was required for issuance of certification. An Illinois Education Association staff member assisted in the drafting of the bill. This was supported by the members of the School Problems Commission, the County Superintendent's Association, and the Superintendent of Public Instruction.³⁷

The certificate can be revoked or suspended for the following reasons:³⁸

- a) immorality
- b) ill health detrimental to pupil welfare
- c) incompetency
- d) unprofessional conduct*
- e) neglect of any professional duty or other just causes**

* Refusal to attend or participate in institute programs, teachers' meetings, professional readings or to meet other reasonable requirements of the County Superintendent

** Delay in school reports

Senate Bill 289 granted the pro-rata deduction of pay for teachers who refuse to attend institutes.³⁹ This particular bill was supported by the Illinois Education Association because

37 Lester R. Grimm, "New School Laws, 1961," Illinois Education, September, 1961, p. 22.

38 N. E. Hutson, School Code of Illinois (Springfield, Illinois: issued by the Office of the Superintendent of Public Instruction, 1963), p. 220.

39 Lester R. Grimm, "New School Laws, 1961," Illinois Education, September, 1961, p. 22.

it embraced clarification instead of a change. It was reported in the minutes of the legislative committee that teachers in Illinois were required to attend and were paid for Institute attendance as far back as 1887.⁴⁰

Retirement

Age compels many teachers to retire from the classroom. Not until the early 1900's was there a concern regarding an income for the aged or disabled employees of education. To meet this obligation, a sound retirement program was inaugurated in 1915 and was improved continually.⁴¹ On August 14, 1961, Governor Otto Kerner signed House Bill 949 which provides amendments of major importance to the teachers' plan. With joint contribution, six percent from the teacher's salary and eight point four percent from the state, provisions were made for the teacher: to retire between ages fifty-five to sixty; to receive an income calculated upon the average of the last ten serviceable years times creditable service years times one and two-thirds percent; to

⁴⁰ Minutes of the Legislative Committee of the Illinois Education Association, October 25, 1961, Springfield, Illinois (in files of the Association).

⁴¹ Aubrey J. Holmes, A Review of the Soundness of the Teachers' Retirement System of Illinois, A Report to the Members or Beneficiaries of the System, February 10, 1958, Prepared by the Teachers' Retirement System of Illinois, (Springfield, Illinois: Illinois Education Association, 1958).

provide up to age sixty-five temporary or permanent disability benefits; and to teach seventy-five days along with drawing a retirement allowance.⁴²

The retirement plan is complemented with the "Survivor's Benefit"⁴³ which was revised in 1959. For this benefit an additional one percent, not refundable, is contributed by the teacher. With the additional one percent, the teacher's total contribution to the retirement plan is seven percent. The Survivor's Benefit is determined by the teacher for either dependent or non-dependent recipient. The annuities offered to the eligible survivor are either lump sum or monthly income benefits.

The lump sum benefit is divided into two categories: 1) Death in service--the survivor receives either one-sixth or full salary; 2) Death after retirement--the survivor receives not less than one thousand dollars or one-sixth of the salary, whichever is greater.

In lieu of the lump sum benefit, the beneficiary may select the monthly annuity plus one thousand dollars burial benefit.

⁴² Research Department, Outline of Illinois State Teacher Retirement System (Underlined items are those added by the 1963 Legislation) (Springfield, Illinois: Illinois Education Association, July, 1963).

⁴³ Ibid.

Shamel Manor,⁴⁴ a beautiful housing project for retired teachers, was made possible by the late Dr. Charles H. Shamel of Springfield and several Chicago teachers who made contributions to the Illinois Education Association for such a purpose. The building is located on six acres of grounds at Normal; it was built to accommodate one hundred residents. The total cost of the project, including furnishings, was estimated at approximately nine hundred forty thousand dollars. Residents rent fee was stated at one hundred seventy dollars per month with no additional charges.

Tenure

In the early 1900's teacher turnover in Illinois was great. Many sad experience of dismissal was that of a teacher. In view of this fact, in 1938 a special committee was assigned to study this problem. The successful efforts of the committee secured in 1941 teacher tenure and the continuation of contract.⁴⁵ The Illinois Education Association with other interested educational groups designed and supported a program whereby properly certificated persons in the field of education were protected

⁴⁴ "Shamel Manor--an Emerging Reality," Illinois Education, April, 1963, p. 344.

⁴⁵ George Propeck and Irving Pearson, The History of the Illinois Education Association (Springfield, Illinois: Illinois Education Association, 1961), pp. 101-102.

against unfair and illegal demands.

The Tenure Law of 1941⁴⁶ provides assurance for those rendering satisfactory service. The important aspects of tenure are:

1. Probationary period--the character and academic qualifications of the employees are viewed carefully during a period of two or three consecutive school terms. The permanency of position is extended upon satisfactory performance to all properly certificated personnel.

2. Duration of tenure--when competency is established and maintained by the person, permanence of employment is terminated only by resignation or retirement--age sixty-five. If a change of school district is desired, the tenured teacher is obliged to give written notification to the Board of Education regarding the decision sixty days prior to the opening of the school term. If notification of change does not transpire within the given time, the teacher's certificate is suspended. Those not on tenure are released by securing consent of the Board of Education.

3. Clarification of position and salary--the teacher is protected by tenure if his position of grade level is lowered with an accompanied salary decrease. In the event of school con-

⁴⁶ Research Department, Illinois Teacher Tenure (Springfield, Illinois: Illinois Education Association, September, 1963), p. 12.

solidation or reduction of staff due to insufficient revenue, seniority is recognized. If the Board of Education does not notify the teacher sixty days before the end of the school year, reemployment is established.

4. Fair dismissal procedures--the person not meeting the school district's requirements is mailed a form, within a designated period, including criticisms or deficiencies found during employment. If the teacher finds the accusations false, he is entitled to a board hearing and to support from the Illinois Education Association. In order to judge fairly a case, court proceedings are recommended.

The Illinois Education Association sought objectives and procedures which would facilitate any tenure or contract renewal problems. The objectives are:

judicious expenditure of members' funds; support of members who deserve support; protection and strengthening of the tenure law by securing court opinions on doubtful issues; and successful completion of a case as expeditiously as possible.⁴⁷

The Illinois Education Association adopted regulations to facilitate its objectives which are: to establish a tenure committee in every division; to require Illinois Education Association membership for at least two years; to study a case carefully before

⁴⁷ Wayne A. Stoneking, "IEA Procedure in Tenure Contract Cases," Illinois Education, February, 1961, pp. 236-238.

appropriating Illinois Education Association's funds; to inform the executive secretary for Illinois Education Association if the case warrants such support; to form an Illinois Education Association investigation committee for each case; to utilize the Illinois Education Association's board discretion regarding newspaper or other publicity as to the settlement of a tenure case; to inform the member of his obligation to relate to the Illinois Education Association all his actions and decisions before the investigation; and to reserve the right of the Illinois Education Association to withdraw if the case is unnecessarily delayed or dilated.⁴⁸

Since the Tenure Law was enacted in 1941, the Research Department of the Illinois Education Association cited many interesting changes whereby tenure was involved. The cases dealt with clarification of: those covered by tenure, contract, fair dismissal, etc..⁴⁹

A cricle of security is granted by tenure. The qualified teacher, the most important person in the link, is encouraged to work for permanency of employment. With this endeavor the best learning conditions and imparted knowledge are offered to the students. The community's citizens are impressed and interested

⁴⁸ Ibid.

⁴⁹ Research Department, Illinois Teacher Tenure (Springfield, Illinois: Illinois Education Association, September, 1963), pp. 2-6.

in the marked progress achieved by the students. The board is assured of a stable faculty and is permitted to study and concentrate on other matters of school importance. These groups unknowingly created and permeated a feeling of good will and of pride. With persons abiding to the spirit of tenure conscientiously, better schools can be achieved.

Salary

Among the many essential activities elaborated by the national, state, and local associations is "to develop a highly competent staff". This objective is accomplished through improved certification requirements, recruitment, in-service training programs, and teaching skills. However, in conjunction with the mentioned, "Teachers competence is also advanced by all successful efforts to improve the employment conditions under which teachers work. Among these chief conditions, the salary policy is of great importance."⁵⁰

The Illinois Education Association recommended a universal philosophy for a fair and adequate salary schedule.⁵¹ The recommendations include attracting and retaining competent

⁵⁰ National Education Association, The Local Association Works on Salaries (Washington, D.C.: National Education Association, 1959), p. 1.

⁵¹ Teacher Welfare and Ethics Commission, Progress Report on Proposed Salary Policy (Springfield, Illinois: Illinois Education Association, 1963).

teachers, administrators, and supervisors; encouraging and rewarding with increments educators who achieve professional growth; granting full credit for experience on the salary schedule for district transfers; avoiding all types of possible discrimination--grade, sex, race, creed, and others; discouraging merit pay except where there is professional evaluation procedures; recognizing leaves of absence for further advancement of professional growth or military service; conceding extra pay for work beyond normal teaching load; and granting an index type schedule with annual increments at least five percent of base salary and recognizing additional preparation after a bachelor's degree.

The Illinois Education Association portrayed a noticeable reform in the salary phase. In the late 1800's a teacher, who performed faithfully and favorably for five years, was given an increase of twenty-five cents per week in his pay providing the Board of Education approved.⁵² The salaries covered a short term of five to six months; and, the amount of earnings varied in different states from sixteen dollars to thirty-nine dollars per month.

The national consultants combined their efforts with the state association to improve the salary status of teachers. Salary

⁵² "Rules and Regulations for Teachers 1872," Illinois Education, October, 1959, p. 59.

workshops were established on the local level to study the data procured from various school districts and to learn feasible methods for introducing higher salaries. Representatives from each school district, principals, superintendents, and board members are invited and are present at these area salary workshops. The product of this interaction can be found with the gradual increases of salary for Illinois teachers. The following base salary covered a nine to ten month schedule:⁵³

Year	A. B. Degree	M. A. Degree
1954	\$2,400	\$2,600
1959	3,400	3,600
1964	4,000	4,200

In 1961 the Illinois Education Association initiated and promoted House Bill 730 which raised the minimum salary of seven thousand teachers in this state--non-degree \$3,800, A. B. \$4,000, and M. A. \$4,200.⁵⁴ The Illinois Education Association realized that the recommended minimum salaries were low, but research indicated what the less financially able areas of the state were able to meet. Every little increase forward was better than none.

⁵³ Public Relations Committee of the Illinois Education Association by the Subcommittee on Professional Relations, Hello, New Teacher! (Springfield, Illinois: Illinois Education Association, 1954, 1959, and 1964 respectively), pp. 22, 11, and 11 respectively.

⁵⁴ Lester R. Grimm, "New School Laws, 1961," Illinois Education, September, 1961, p. 21.

The Illinois Education Association has never ceased the endless drive for better salaries. Resolutions are placed and passed before the Illinois General Assembly and the Representative General Assembly. Urgent supplications are made to the boards to adopt an index salary schedule which would set up percentages to increase the pay for teachers with experience and with additional semester hours. The Illinois Education Association called for a "\$6,000 minimum in the next two or three years" for a starting salary; and an anticipated top salary of \$12,600.⁵⁵ In conjunction with the monetary compensation, many fringe benefits are considered--medical and life insurances, vacations, severance pay, and others.

One may ask, isn't this too much for teachers? Not when the members in service are dedicated to the profession and are truly interested in developing professionally. A considerable amount of time, patience, and money are spent by these people to improve their areas in order that they may develop young minds correctly. Today, teachers are faced with many favorable positions in the city or suburbs which are not as demanding. Now, is it too much?

⁵⁵ Chicago Daily Tribune, October 21, 1964, p. 23.

Sick leave

To safeguard the status of health for all involved in the educational field, teachers are granted without loss of pay ten full days of sick leave, which are defined as either for "personal illness, quarantine at home, or serious illness or death in the immediate family or household".⁵⁶ If these days are not used during the school year, they are cumulative. The Illinois Education Association improved the accumulative days from thirty to sixty full days;⁵⁷ the amendment was approved August 2, 1961.⁵⁸

Grants and scholarships

The various educational opportunities which are made available for teachers are incorporated in the Illinois Education Association's magazine. Some teachers may find their educational gateway opened through any of the following: John Hay Fellowship, Fulbright, Music Educators National Conference Fellowship, Hilda Maehling Fellowship, B. L. Dodds Memorial Fellowship, Humble

⁵⁶ N. E. Hutson, School Code of Illinois (Springfield, Illinois: issued by the Office of the Superintendent of Public Instruction, 1963), p. 230.

⁵⁷ Illinois Education Association, What About Your Welfare? (Springfield, Illinois: Illinois Education Association, 1963).

⁵⁸ N. E. Hutson, School Code of Illinois (Springfield, Illinois: issued by the Office of the Superintendent of Public Instruction, 1963), p. 230.

Safety Foundation Grant, Walter A. Anderson Fellowship, Messenger Scholarship, grants for overseas jobs, and many others.

Through these portals and those unmentioned, a maximum use of educational opportunities are advertised consistently by the magazine. The fields opened are vast and varied in order to meet the teachers' desired needs.

Insurances

A study regarding teachers' insurance problems was conducted in 1939 by the Welfare Committee of the Illinois Education Association; it was directed by the Executive Secretary, Irving F. Pearson. "The Committee believed that teachers were a select risk group and should get special teacher-designed plans with preferred risk rates, along with better service."⁵⁹

With this objective, the Welfare Committee begun an intense study of stocks and mutual insurance companies. By 1944, a recommendation was presented to the representatives at the Annual Winter Meeting "that the Association organize its own company to furnish insurance to teachers on a cost basis".⁶⁰ Hence, the "F. E. A. Mutual" was organized with L. W. Nimmo as manager.⁶¹

⁵⁹ Horace Mann Insurance Companies, Horace Mann Companies (Springfield, Illinois: A Report Prepared by the Company, 1959), p. 1.

⁶⁰ Ibid.

⁶¹ Ibid.

In 1947, the Iowa State Education Association joined the program; and, by 1963, there were thirty-three state education associations sponsoring the Horace Mann Program. Other state associations are in the process of affiliating. The associations do not contribute financially to the Horace Mann Companies. However, the associations are granted "a voice in the companies management through its Director on the Horace Mann Board".⁶²

The name "Horace Mann" was adopted in 1947. In 1949, the Horace Mann Life Insurance Company was organized to offer life insurance coverages to teachers. In 1957, the Horace Mann Fund, Inc., regulated investment fund, was organized as a diversified, managed investment business enterprise.⁶³

Through Illinois Education Association membership, the individual teacher is privileged to participate in various insurance plans that are offered either through membership dues or at a reasonable rate. What are some of the privileges?

1. From membership dues, a small amount is paid into a liability policy which protects the member of the Illinois Education Association against personal liability cases arising while on active duty. The two significant areas of duty are occurrences whereby the teacher is charged with negligence in "failing pro-

62 Ibid., pp. 1, 2, and 4.

63 Ibid., p. 2.

perly to instruct or supervise the students", or involving "physical contact between the teacher and the student".⁶⁴ The limit of the liability was increased from ten thousand dollars to twenty-five thousand dollars per each occurrence.⁶⁵ The service rendered to the teacher through this program is full payment and benefits of legal advice. Whether or not payment on claim is made, depends upon the teacher.⁶⁶

2. For only ten dollars per year, a twenty-five hundred dollars life insurance policy was introduced within recent years to all Illinois Education Association members--professional, associate, and school service who have not reached the age of sixty-five by December first. This insurance is the most reasonable death benefit available.⁶⁷

3. For a semiannual premium which varies with the options desired, a supplemental individual plan is offered in addition to the Illinois Education Association's twenty-five hundred dollars life insurance. The supplemental life insurance program enables

⁶⁴ Robert E. Wieland, "What about Liability Insurance?," Illinois Education, September, 1963, p. 12.

⁶⁵ Illinois Education Association, Horace Mann Mutual Casualty Company: Consent Application (Springfield, Illinois: Illinois Education Association, 1956 and 1963).

⁶⁶ Robert E. Wieland, "What about Liability Insurance?," Illinois Education, September, 1963, p. 13.

⁶⁷ Horace Mann Life Insurance Company, Your I. E. A. Group Life Insurance Service (Springfield, Illinois: Horace Mann Life Insurance Company, 1963).

the applicant to have coverage from \$500 to \$5,000. This insurance program includes the option with disability and/or accidental benefits.⁶⁸

4. Other insurance benefits available to the teachers are: Group Hospital Insurance which includes surgical and major medical; auto insurance and financing; retirement counseling; mortgage insurance; and investment programs.

Credit unions

Credit unions were established for "promoting thrift among its members and providing loans for provident and productive purposes".⁶⁹ This program was organized in the United States in the early 1900's. The idea came from Europe by way of Canada to New England. A study conducted in 1957, based on the previous year, indicated that a variety and numerous credit unions existed; approximately 498 teachers' credit unions were reported.⁷⁰

Savings are considered safe under a reputable credit union. All precautions are taken to bond employees handling funds.

68 Horace Mann Life Insurance Company, Illinois Education Association Members--Low Cost Insurance Is Now Available Exclusively to You (Springfield, Illinois: Horace Mann Life Insurance Company, 1962).

69 Illinois Credit Union League, More For Your Money (Chicago, Illinois), p. 1.

70 Research Division and Department of Classroom Teachers, Credit Unions for Teachers (Washington, D. C.: National Education Association, August, 1960), p. 2.

The amount to be borrowed is limited to the provisions stated by either the state or federal charter. The savings accounts are insured against loss up to \$10,000. The year's transactions are subjected to annual audit by either Auditor of Public Accounts or Bureau of Federal Credit Unions; this examination would depend upon the discretion of the formulating group.⁷¹

Many teachers have used the facilities available to them because during the period of growth and existence the teachers' credit unions established several characteristics: convenience to make deposits, dependability of governmental supervision, dividends, insured savings, privilege to borrow, cooperation with its members, and personal economic counseling.⁷²

Other privileges

Since 1943, the Illinois Education Association served educators through a placement service. Candidates are placed at all levels from both public and private institutions.⁷³

71 Illinois Credit Unions League, More For Your Money (Chicago, Illinois), pp. 1-4.

72 Harold D. Shannon, "Credit Union Lesson for Teachers," National Education Association Journal, May, 1961, p. 14.

73 "Placement Service," Illinois Education, March, 1964, p. 276.

Through the affiliation with the National Education Association, the Illinois Education Association made possible the eligibility of public school employees for tax-sheltered annuities and the possibility for teachers to deduct summer school costs as a business expense.

What opportunities are available to student's welfare?

The educational opportunities and advantages cited by the Illinois Education are numerous for our youth. Several are mentioned:

1. The University of Illinois developed a program centered on either science or liberal arts called J. J. James Scholars.⁷⁴
2. People-to-People was established in 1956 by President Eisenhower.⁷⁵
3. A commission was organized in September, 1957 which established the State Scholarship Program.⁷⁶
4. Applicants are awarded a \$100 scholarship for prospective librarians.⁷⁷

⁷⁴ Ruth Schoenbeck, "All University Honors Program," Illinois Education, December, 1963, p. 149.

⁷⁵ "Student Exchange Projects," Illinois Education, February, 1963, p. 254.

⁷⁶ Lloyd S. Michael and Lyman J. Smith, "The State Scholarship Program," Illinois Education, November, 1958, p. 107.

⁷⁷ "ISLA Scholarship," Illinois Education, September, 1961, p. 33.

5. Merit Scholarships are awarded by the Sears-Roebuck Foundation, International Business Machines, and the Shell Companies Foundation. Some awards are monetary and others are Honorary Merit.⁷⁸

6. A pilot program for the gifted child was started in several Illinois schools by the University of Illinois in cooperation with the state of Illinois, the United States Office of Education, and several local school districts.⁷⁹

7. Safety education is a vital part of the school program. Tips on the preventive measures are easily obtained through the National Safety Council.⁸⁰

8. House Bill 278, which was signed by Governor Otto Kerner on April 24, 1963, changed the attendance law to 176 days of pupil attendance. The nine month restriction was eliminated.⁸¹

The Illinois Education Association contributed directly and indirectly to countless programs which have improved pupil-teacher welfare. Only a few were mentioned.

78 "Merit Scholars for 1961," Illinois Education, September, 1961, p. 33.

79 Janece Holms, "Expansion of Programs for the Gifted," Illinois Education, December, 1963, p. 156.

80 "Sessions of Safety," Illinois Education, September, 1963, p. 41.

81 "What is the Law?," Illinois Education, September, 1963, p. 37.

Administration and organization

The field of administration and organization is fettered with innumerable considerations. With total child-centered perspective, the unique personality, variance in abilities, attitudes, interest and previous experience, successful developments and physical well-being for achievement are studied carefully. Also, the area is concerned with motivations, rates, results, and tools necessary for learning. It is further extended to the responsibilities of the teachers, the development of the child toward self and others.

As was mentioned previously in this thesis, the Illinois Education Association either solely or with other educational-minded groups initiated and/or supported various educational measures. The Seventy-third Illinois General Assembly enacted laws which affected the field of administration. Following two were initiated and/or supported by the Illinois Education Association:

1. Through the codification and clarification of the School Code, the amendments considered: consolidation requirements for school districts, election of school board members, and clarification of liquidating lands and funds. This was House Bill 110.82

82 Wayne A. Stoneking, "Legislation: Program and Procedure," Illinois Education, December, 1963, p. 161.

2. Through House Bill 533, a clarification was made regarding the position of the school district's financial reports. It requested that an audit of the books be made by a person lawfully qualified--CPA.⁸³

School finance

In the early days of American education, the common source of revenue was barter. Teachers rendered services for needed commodities either for the school or for personal utilization.⁸⁴ With the Free School Act of 1825, the responsibility of a fee or taxation for education was left totally to the individual's discretion.⁸⁵ The fiscal support of schools developed gradually; however, a recession occurred in the depression of the thirties.⁸⁶ Today the sources of income are derived from township, county, state, and federal sources. The revenues are found to be greater from the township, county, and state; the federal contributions are somewhat meager compared to these previously mentioned. The initial expense of public education is paid by the

83 Ibid.

84 Chris A. De Young, Introduction to American Public Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 527

85 George Washington Smith, Illinois History, (Chicago, Illinois: American Historical Society, 1927), Vol. 1, pp. 417-418.

86 Chris A. De Young, Introduction to American Public Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 527

taxpayers--we, the people--through personal and corporation taxes.

The public's desire to improve the American pathway of education is accomplished through communication with various governing committees: Local Board of Education, City Council, County Commissioners, State Board of Education, State Legislature, or U. S. Congress.⁸⁷ When demanded, the following areas are considered by the governing agencies and approved by the people as a source of revenue: increased "real-estate taxes, sales taxes, income taxes, or a combination of several taxes on persons and corporations."⁸⁸

According to a court mandate order, the state is granted ownership of all public school facilities and management of them. The public schools are governed by the state "only to the extent of minimums established by law and administrative process, intended to assure for each child the opportunity to receive a good common school education."⁸⁹

⁸⁷ National Education Association, Can America Afford Better Schools? (Washington, D. C.: National Education Association), p. 5.

⁸⁸ Ibid.

⁸⁹ Research Department, Lessons in Illinois Public School Finance (Springfield, Illinois: Illinois Education Association, Revised, February, 1960), p. 1.

When the Illinois legislature meets in the odd numbered years, a fiscal appropriation is granted for distribution to schools. For fiscal purposes, the school districts are classified as: elementary, secondary, and unit or dual. The amount stipulated is appropriated for two years and located in the common school fund. A school district must be "recognized" by the state superintendent of public instruction to benefit from the common school fund. The school district must meet the stipulated current educational expenditure per average daily attendance . The expenditure does not include maintenance and operation of buildings, retirement funds, or financial outlay for new buildings, grounds, and equipment.⁹⁰

The money is distributed from the common school fund on two bases:⁹¹

1. General aid (flat grant) is based on average daily attendance--\$47 per elementary student and \$32 per high school student. The kindergarten average daily attendance is divided by two because of half day sessions.

2. Special aid principle (equalization) is based on governmental agencies collecting funds where the money is and expending the funds where the pupils are.

90 Ibid.

91 Ibid.

In order that all American children are assured a well-rounded education, special state aids are enacted and distributed to the following areas: special teachers, transportation, vocational education, driver education, public junior colleges, and the State's share of the National Defense Act Program. To supplement revenue for education, federal aid is granted to Illinois school districts for operation and building expenses.⁹²

Several fiscal contributions granted by the state and supported by the Illinois Education Association are:

1. House Bill 142 raised the maximum educational tax rate for community consolidated school districts from \$.90 to \$1.60.⁹³

2. House Bill 312 increased state aid for summer school.⁹⁴

3. House Bill 326 designated that excess township funds be distributed to schools.⁹⁵

4. Senate Bill 604 granted the issuance of bonds

92 Ibid., pp. 2-4.

93 Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, May 10, 1963), p. 5.

94 Ibid., p. 6.

95 Ibid., p. 6.

in the amounts to \$5,000.⁹⁶

5. Senate Bill 921 granted "\$67,223,408 to Tchr. Coll. Bd. for EIU, WIU, NIU, ISNU".⁹⁷

6. Senate Bill 1025 granted \$168,890,681 to the University of Illinois.⁹⁸

The preceding were only a few of the successful resolutions which were enacted to laws. Not all the supporting efforts of the Illinois Education Association were successful. The reader may find this true in House Bill 1097. The School Problems Commission introduced the bill. It was supported by the Illinois Education Association and the Illinois Congress of Parents and Teachers. The Illinois Education Association's Legislative Committee investigated and discovered that the Governor's budget included "only enough funds to continue the \$252 foundation program". Hence, the Illinois Education Association supported House Bill 1097 as a minimum program, but continued "to indicate that a \$344 level is actually needed".⁹⁹

The later part of that month House Bill 1097 passed the

96 Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, July 1, 1963), p. 3.

97 Ibid., p. 4.

98 Ibid., p. 4.

99 Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, May 10, 1963), p. 1.

House Appropriations Committee with a \$297 foundation level.¹⁰⁰

The bill continued to pick up momentum; it passed the House on June thirteenth¹⁰¹ and the Senate on June twenty-fifth.¹⁰² However, the bill was vetoed by the Governor.¹⁰³

With defeat or success, the NEA works for federal support for school construction and teachers' salaries, other finance legislation, and equity for teachers in matters of taxation and retirement.¹⁰⁴

State Associations work for improved state school financing and better working conditions, and support NEA's legislative efforts.¹⁰⁵

Local Associations develop the strong local support for state and national legislation which the representatives cannot ignore.¹⁰⁶

100 Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, June 5, 1963), p. 1.

101 Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, June 17, 1963), p. 1.

102 Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, July 1, 1963), p. 1.

103 Wayne Stoneking, IEA News Letter (Springfield, Illinois: Illinois Education Association, September 12, 1963), p.2.

104 Illinois Education Association, Unified Membership (Springfield, Illinois: Illinois Education Association), p. 2.

105. Ibid.

106 Ibid.

In order that the educational field advances, these agencies kept the members alert with the trends through various means of communication. The appropriations or Public Laws are a symbol of the public's demand.

As for the Illinois Education Association's opposition regarding certain educational issues--at the North Lakes Division Representatives' meeting, Ken Crowell, Legislative Chairman, reported that the Illinois Education Association would continue to oppose the following seven points:¹⁰⁷

1. State adoption or state censorship of textbooks.
2. Any further limitation on total tax rates levied against property unless and until other adequate and dependable sources of revenue are provided.
3. Further state legislation increasing instructional obligations unless provision is made for adequate financing.
4. Any legislation which would substitute and present a social security program for the Illinois Teacher Retirement System.
5. Any legislation which would interfere with citizenship activities and professionalism of teachers.
6. Legislation merging the education, transportation, and building funds.
7. Any legislation which would weaken the teacher tenure and continuing contract laws.

¹⁰⁷ Minutes of the North Lakes Division Representatives' Assembly, April 12, 1962, the North Lakes Division of the Illinois Education Association, Libertyville, Illinois (in files of the Association North Lakes Division), p. 3.

CHAPTER IV

THE OPINIONS OF THE NORTH LAKES DIVISION'S MEMBERS REGARDING THE ILLINOIS EDUCATION ASSOCIATION'S CONTRIBUTIONS

"What we have to do is to be for ever curiously testing new opinions and courting new impressions." Walter Pater¹

Opinion is "carefully thought out conclusion based on facts, but without the certainty of knowledge."² Opinion is influenced by interesting factors. The elements may be of a personal magnitude or of a general benefication. The individual, when asked a question, ponders how will either his outward expression of verbalization or written contribution improve the spiritual and material well-being for either himself or for the rest of mankind.

The countless conditions which may influence the individual's response are derived from either the person's educational or environmental background. Opinion can be affected by

1 John Bartlett, The Shorter Bartlett's Familiar Quotations (New York: Permabooks, 1960), p. 283.

2 Clarence L. Barnhart, "Opinion," The World Book Encyclopedia Dictionary, Chicago, II (1964), p. 1357.

"Legends", "Taboos and Superstition", "Prejudices", and "Mental Epidemics". These conditions can be formed through the employment of any of the following media: leaders, captivating oral verbalization, the arts, religion, formal education, specialized propagandists, and the press.³

The purpose of this chapter is to relate the opinions of the North Lakes Division's members toward the Illinois Education Association's 1962 platform as announced by the Public Relations and Legislative Committees at the December, 1961 Annual Winter Meeting. The conclusions are based upon those who replied from the random sample. This was the first comprehensive study performed with the North Lakes Division's membership.

As cited in Chapter I, the Illinois Education Association is composed of twenty-two divisions. This study was directed to one of these--the North Lakes Division. The North Lakes Division is located at the far northeast corner of Illinois. This Division is comprised of Lake County and part of the Barrington territory.

To learn the opinions of the Illinois Education Association's membership, each committee of the Illinois Education Association inquired through the delegated representatives the

³ Curtis MacDougall, Understanding Public Opinion (New York: MacMillan Company, 1952), pp. 176-672.

membership's view regarding specific educational issues. During the school year, the North Lakes Division's delegated representatives from the school districts are required to attend four general meetings. The school districts are allowed one representative and one alternate for every twenty-five persons who are members of the Illinois Education Association. In the North Lakes Division, there are 126 representatives, approximately seventy-four committee members, and five main officers. Hence, the North Lakes Division is represented by approximately 200 active members who relate to the membership the activities and accomplishments of the Illinois Education Association.

The Illinois Education Association's platform and resolutions were announced at the Annual Winter Meeting at which approximately twenty delegates of the North Lakes Division were present. The platform announced at the 1961 meeting described in some detail the public relations' program, goals, activities, implementations, promotions, and legislation of the Illinois Education Association. This study assessed the opinions of the Illinois Education Association's members found in the North Lakes Division toward the 1962 Illinois Education Association's program. The 1962 Illinois Education Association's program is contained in Appendix III.

There are approximately 3,600 teachers in the North Lakes Division of which 3,050 (December, 1964) were Illinois Education

Association members. Membership does not remain constant during the school year. The February, 1965 minutes of the North Lakes Division recorded 3,315 Illinois Education Association members.⁴

In order to assess the opinions of the North Lakes Division's members regarding the Illinois Education Association's 1962 program, the writer of this thesis obtained permission for the study from the Illinois Education Association and the President of the North Lakes Division. Upon their affirmative replies, the writer of this thesis obtained the list of the members' names and addresses from the Division's Treasurer. Then, the names of the membership were allocated according to their teaching areas. There are seven sections in the North Lakes Division. A complete description of the schools according to sections is found in Appendix II. From each section, every tenth Illinois Education Association member was selected randomly to provide a sample of 305 members of the Illinois Education Association. Three hundred five envelopes of material were mailed. Each contained a six page questionnaire, a letter of explanation, and a self-addressed stamped envelope. The questionnaire contained objectives announced by the Public Relations and Legislative Committees at the Annual Winter General Assembly on December, 1961. (Questionnaire and

3 Minutes of the North Lakes Division of the Illinois Education Association Assembly Meeting, February 11, 1965, Libertyville, Illinois (in the Division's files).

letter are incorporated in Appendices IV and V.)

The questionnaire featured the classification of the respondent and the objectives of the Illinois Education Association. Page one contained seven items which requested the respondent to check the most appropriate category applicable to his status:

1. Section (where school located)
2. Self or family supporting
3. Married, divorced, widowed, single
4. Teacher or administrator
5. Elementary or high school (teaching level)
6. Years of teaching experience (six categories of five year span)
7. Education qualification (degree, hours, and certificate)

Pages two to six incorporated sixty-eight questions. The writer of the thesis expanded and converted the sixty-two stated goals of the Illinois Education Association's Public Relations' and Legislative's 1962 Platform (Appendix III) to sixty-eight questions. The Public Relations' program annunciated:

- 8 Activities
- 4 Implementations, and
- 6 Promotions of professional relations.

The Legislative's annunciated goals were:

- 10 Pupil-teacher welfare
- 10 Administration and organization
- 17 School finance, and
- 7 Opposed legislation.

The expansion of the preceding sixty-two goals resulted to the following sixty-eight goals:

- 11 Activities

- 4 Implementations
- 7 Promotions of professional relations
- 13 Pupil-teacher welfare
- 10 Administration and organization
- 16 School finance, and
- 7 Opposed legislation.

For the sixty-eight questions, the respondent was requested to circle one of the four determinates regarding the effectiveness of the Illinois Education Association's contributions.

The four determinates read:

- "A" highest quality
- "B" moderate quality
- "C" inferior quality
- "D" not aware

The questionnaire was mailed during December, 1964. To simplify the program for IBM and to achieve the results intended, the writer of this thesis gathered the opinions of the members by compressing the sixty-eight questions to seven major areas. They are: three for Public Relations and four for Legislation. To derive either an A, B, C, or D valuation for each major area, the responses to each question were counted within the area and divided by the number in the interval. The seven categories on page one of the questionnaire remained the same; however, the columns were compressed in regard to subcategories. Twenty significant areas were made from the existing thirty. Question 1, 2, 4, and 5 remained as stated. Questions 3, 6, and 7 were compressed due to their insignificance upon the returns; the compression is as follows:

3. The marital status originally read: married, divorced, widowed, and single. The new designation read: married and single. Divorced and widowed were united with single.

6. Teaching experience originally read: first year, two to five years, six to eleven years, twelve to seventeen years, eighteen to twenty-three years, and twenty-four or more years. The new designation read: first year, two to eleven years, and twelve to twenty-four or more years.

7. The degree qualification read: no degree; BS or BA degree; degree and certificate; degree plus sixteen hours; degree plus sixteen hours and certificate; MA, MA plus, Dr.; MA, MA plus, Dr., and certificate. The new designation read no degree and degree.

Results of the Questionnaire

Three hundred five questionnaires were mailed in December, 1964. There were 177 returns. Of these returns, 125 answered all the questions, 51 made random replies, and 1 was deceased. The latter, a teacher of the elementary level was registered as an Illinois Education Association member when the random sample transpired. The returned questionnaire with a note informed the writer of the thesis of the deceased. The deceased was incorporated in the frequency distribution of Section 3 (category 1) and status of teacher (category 4).

Due to individual differences and circumstances, persons are expected to differ markedly in their responses to a questionnaire. Several conditions which may have influenced the results of this random are:

1. The detailed revised platform of the various committees is placed in the hands of the selected delegates about a month preceding the Annual Winter Meeting. The attending delegates are about ten percent of the membership found in Illinois. After the platform is accepted at the Annual Winter Meeting, the program is published in the Illinois Education and is disseminated by the delegation to their respective divisions at a Representative Assembly. Hence, those members not active directly with the Illinois Education Association are not acquainted thoroughly with the objectives and/or the functions of the Illinois Education Association.

2. Persons in the field of education find that there is an everlasting demand for time. They are entangled with many working activities which prevent the furtherance of their educational advancement and manifestation of free written expression. Some of the working activities are: conferences, plays, class preparation, correction of papers, and many others. In several instances, they are overwhelmed with out-of-school activities such as: social and/or organizational convocations and moonlighting. Therefore, business circulars, magazines, and questionnaires are ignored and set aside.

3. Membership is not constant. Membership increases steadily from October to June. Hence, persons from out-of-state and persons just entering the profession lack the information concerning the Illinois Education Association's performance toward the objectives. Through strange and unfortunate circumstances, the Illinois Education Association's journals and/or the representatives' reports were not circulated among the members.

4. When a group of individuals are satisfied with the progress and advantages of an organization, they tend to overlook replying to a questionnaire. They feel that a questionnaire is for critical evaluation which they would rather avoid.

5. Several individuals possess the conviction that an organization should be a sound heard around the world. However, they do the sounding and shirk responsibility when they are not compensated immediately.

The preceding are but a few of the countless conditions which may have influenced the random sample.

Activities

The Public Relations Committee of the Illinois Education Association resolved eight activities which formed the following compression:

1. To present through the facilities of the radio and the television educational problems and conditions.

2. To furnish civic leaders throughout the State with

research studies prepared by the Illinois Education Association.

3. To prepare, to provide, and to disseminate audio-visual materials and current publications regarding the activities and the problems of education.

4. To provide a current listing of speakers for programs maintained by the state and the division.

5. To stimulate statewide observances for American Education Week and Teaching Career Month.

Tables I to VII represent all seven categories' responses to the activities of the Public Relations Committee. The tables consider the percent of the total responses received to the four determinates--"A" highest quality, "B" moderate quality, "C" inferior quality, and "D" unaware of the activity. The "N" represents the number that received the questionnaire. The "NR" represents the number that replied toward the activities of the Public Relations.

TABLE I

THE SEVEN SECTIONS' RESPONSE TO
PUBLIC RELATIONS' ACTIVITIES

Section	Percentage of Total NR				N	NR
	A	B	C	D		
1	0	25.00	60.00	15.00	67	20
2	27.27	31.82	36.36	4.55	44	22
3	4.17	37.50	54.17	4.17	46	24
4	12.50	56.25	25.00	6.25	42	16
5	15.38	23.08	38.46	23.08	35	13
6	6.25	50.00	37.50	6.25	35	16
7	7.14	35.71	57.14	0	36	14
Total					305	125

TABLE II

SUPPORTING SELF AND FAMILY (ALPHA), AND
SUPPORTING SELF (BETA) GROUP RESPONSE
TO PUBLIC RELATIONS' ACTIVITIES

Group	Percentage of Total NR				N	NR
	A	B	C	D		
Alpha	1.69	40.68	49.15	8.47	68	59
Beta	24.24	36.36	30.30	9.09	33	33
Total					101	92

TABLE III

MARITAL STATUS GROUP RESPONSE TO
PUBLIC RELATIONS' ACTIVITIES:
MARRIED (M)--SINGLE (S)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
M	75.33	38.71	44.09	9.68	104	93
S	17.24	34.48	44.83	3.45	31	29
Total					135	122

TABLE IV

PROFESSIONAL STATUS GROUP RESPONSE
TO PUBLIC RELATIONS' ACTIVITIES:
ADMINISTRATOR (A)--TEACHER (T)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
A	6.67	46.67	40.00	6.67	15	15
T	11.54	35.58	44.23	8.65	116	104
Total					131	119

TABLE V

SCHOOL LEVEL RESPONSE TO PUBLIC RELATIONS' AC-
TIVITIES: ELEMENTARY (E)--HIGH SCHOOL (H)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
E	12.09	37.36	41.76	8.79	225	91
H	5.88	35.29	52.94	5.88	79	34
Total					304	125

TABLE VI

TEACHING EXPERIENCE GROUP RESPONSE TO PUBLIC RELATIONS' ACTIVITIES: FIRST YEAR (X), TWO TO ELEVEN YEARS (Y), AND TWELVE TO TWENTY-FOUR YEARS (Z)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
X	11.11	11.11	66.67	11.11	10	9
Y	4.84	35.48	46.77	12.90	72	62
Z	17.31	44.23	36.54	1.92	54	52
Total					136	123

TABLE VII

DEGREE QUALIFICATION GROUP RESPONSE TO PUBLIC RELATIONS' ACTIVITIES: NO DEGREE (ND)--DEGREE (D)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
ND	0	33.33	33.33	33.33	5	3
D	10.83	36.67	45.00	7.50	130	120
Total					135	123

Implementations

The four implementations considered by the Public Relations Committee of the Illinois Education Association were compressed as follows:

1. To appropriate adequate funds for the Public Relations programs which are maintained on the division, section, county, and local level.

2. To encourage conscientious participation in divisional meetings by the staff and delegates.

3. To prepare and to disseminate research bulletins, newsletters, Illinois Education, and other publications which would be of interest and of benefit to its membership.

Tables VIII to XIV represent all seven categories in relation to the Public Relations' implementations. The captions and sub-captions denote the same designation as the previous tables: "N" for number in the frequency and "NR" for the number that replied.

TABLE VIII

SEVEN SECTIONS' RESPONSE TO PUBLIC RELATIONS' IMPLEMENTATIONS

Section	Percentage of Total NR				N	NR
	A	B	C	D		
1	5.00	45.00	35.00	15.00	67	20
2	14.29	76.19	0	9.52	44	21
3	16.00	52.00	28.00	4.00	46	25
4	12.50	62.50	18.75	6.25	42	16
5	23.08	38.46	15.38	23.08	35	13
6	18.75	50.00	18.75	12.50	35	16
7	0	78.57	21.43	0	36	14
Total					305	125

TABLE IX

SUPPORTING SELF AND FAMILY (ALPHA), AND
SUPPORTING SELF (BETA) GROUP RESPONSE
TO PUBLIC RELATIONS' IMPLEMENTATIONS

Group	Percentage of Total NR				N	NR
	A	B	C	D		
Alpha	15.00	56.67	18.33	10.00	68	60
Beta	18.75	53.13	18.75	9.38	33	32
Total					101	92

TABLE X

MARITAL STATUS GROUP RESPONSE TO PUBLIC
RELATIONS' IMPLEMENTATIONS:
MARRIED (M)--SINGLE (S)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
M	12.77	57.45	19.15	10.64	104	94
S	14.29	53.57	25.00	7.14	31	28
Total					135	122

TABLE XI

PROFESSIONAL STATUS GROUP RESPONSE TO
PUBLIC RELATIONS' IMPLEMENTATIONS:
ADMINISTRATOR (A)--TEACHER (T)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
A	20.00	60.00	13.33	6.67	15	15
T	11.65	55.33	22.33	10.68	116	103
Total					131	118

TABLE XII

SCHOOL LEVEL RESPONSE TO PUBLIC RELATIONS' IMPLEMENTATIONS: ELEMENTARY (E)-- HIGH SCHOOL (H)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
E	10.00	57.78	22.22	10.00	225	90
H	20.00	57.14	14.29	8.57	79	35
Total					304	125

TABLE XIII

TEACHING EXPERIENCE GROUP RESPONSE TO PUBLIC RELATIONS' IMPLEMENTATIONS: FIRST YEAR (X), TWO TO ELEVEN YEARS (Y), AND TWELVE TO TWENTY-FOUR YEARS (Z)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
X	11.11	66.67	11.11	11.11	10	9
Y	11.11	50.79	25.40	12.70	72	63
Z	13.73	66.67	13.73	5.88	54	51
Total					136	123

TABLE XIV

DEGREE QUALIFICATION GROUP RESPONSE TO PUBLIC RELATIONS' IMPLEMENTATIONS: NO DEGREE (ND)--DEGREE (D)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
ND	0	66.67	0	33.33	5	3
D	13.33	56.67	20.83	9.17	130	120
Total					135	123

Professional Relations

The last area directed by the Public Relations Committee is concerned with the promotion of professional relations. The six objectives are condensed as follows:

1. To interpret and to inform the members of the advantages and services granted by the Illinois Education Association.
2. To present professional relations conferences in various Illinois colleges and universities.
3. To encourage FTA Clubs and SEA Chapters in institutions of teacher education.
4. To promote programs of instruction regarding the Illinois Education Association and National Education Association to students in institutions of teacher education.
5. To acquaint thoroughly the membership with the purposes and functions of the Illinois Education Association, of the National Education Association, and their affiliated groups.

Tables XV to XXI represent all seven categories in regard to the Public Relations' promotions of professional relations. The seven categories are: the seven sections of the North Lakes Division, supporting self and family and supporting self, marital status, professional status, school level, teaching experience, and degree qualifications.

TABLE XV

SEVEN SECTIONS' RESPONSE TO PUBLIC
RELATIONS' PROMOTIONS OF
PROFESSIONAL RELATIONS

Section	Percentage of Total NR				N	NR
	A	B	C	D		
1	15.00	20.00	40.00	25.00	67	20
2	5.00	45.00	45.00	5.00	44	20
3	8.33	50.00	41.67	0	46	24
4	18.75	31.25	43.75	6.25	42	16
5	23.08	23.08	30.77	23.08	35	13
6	6.25	50.00	37.50	6.25	35	16
7	14.29	28.57	50.00	7.14	36	14
Total					305	123

TABLE XVI

SUPPORTING SELF AND FAMILY (ALPHA), AND
SUPPORTING SELF (BETA) GROUP RESPONSE
TO PUBLIC RELATIONS' PROMOTIONS OF
PROFESSIONAL RELATIONS

Group	Percentage of Total NR				N	NR
	A	B	C	D		
Alpha	8.47	40.68	38.98	11.86	68	59
Beta	16.13	35.48	41.94	6.45	33	31
Total					101	90

TABLE XVII

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MARITAL STATUS RESPONSE TO PUBLIC RELATIONS'
PROMOTIONS OF PROFESSIONAL RELATIONS:
MARRIED (M)--SINGLE (S)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
M	13.98	36.56	37.63	11.83	104	93
S	3.70	37.04	55.56	3.70	31	27
Total					135	120

TABLE XVIII

PROFESSIONAL STATUS GROUP RESPONSE TO PUBLIC RE-
LATIONS' PROMOTIONS OF PROFESSIONAL RELATIONS:
ADMINISTRATOR (A)--TEACHER (T)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
A	20.00	40.00	33.33	6.67	15	15
T	11.76	35.29	42.16	10.78	116	102
Total					131	117

TABLE XIX

SCHOOL LEVEL RESPONSE TO PUBLIC RELATIONS'
PROMOTIONS OF PROFESSIONAL RELATIONS:
ELEMENTARY (E)--HIGH SCHOOL (H)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
E	13.48	38.20	37.08	11.24	225	89
H	8.82	32.35	52.94	5.88	79	34
Total					304	123

TABLE XX

TEACHING EXPERIENCE GROUP RESPONSE TO PUBLIC RELATIONS' PROMOTIONS OF PROFESSIONAL RELATIONS: FIRST YEAR (X), TWO TO ELEVEN YEARS (Y), AND TWELVE TO TWENTY-FOUR YEARS (Z)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
X	11.11	33.33	44.44	11.11	10	9
Y	11.29	27.42	50.00	11.29	72	62
Z	14.00	50.00	30.00	6.00	54	50
Total					136	121

TABLE XXI

DEGREE QUALIFICATION GROUP RESPONSE TO PUBLIC RELATIONS' PROMOTIONS OF PROFESSIONAL RELATIONS: NO DEGREE (ND)--DEGREE (D)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
ND	0	66.67	0	33.33	5	3
D	12.71	35.59	42.37	9.32	130	118
Total					135	121

Pupil-Teacher Welfare

The technicalities of law are considered with extreme scrutiny by the Legislative Committee of the Illinois Education Association. The primary objectives are noted within the ten areas concerned with Pupil-Teacher Welfare. The total aspect of school and employees is studied by this committee. The various activities are: expansion of educational opportunities for Illinois children, improvement of the attendance laws, provisions of safety laws for the child while in school, appropriations for scholarships, and the improvement of teachers' certification, retirement programs, tenure laws, minimum salaries, sick leaves, insurance policies, and federal income tax rates.

The following information represents the random sample replies made by the North Lakes Division's members toward the 1962 Legislative's objectives for pupil-teacher welfare. The seven tables designate the seven categories used in the questionnaire. They are: seven sections of the North Lakes Division, supporting self and family and supporting self, marital status, professional status, school level, teaching experience, and degree qualifications. Tables XXII to XXVIII consider the percent of the total category responses received to the four determinates. All letters denote the same designation as in previous tables.

TABLE XXII

SEVEN SECTIONS' RESPONSE TO LEGISLATIVE'S
PUPIL-TEACHER WELFARE ACTIVITY

Section	Percentage of Total NR				N	NR
	A	B	C	D		
1	10.00	30.00	30.00	30.00	67	20
2	42.86	33.33	14.29	9.52	44	21
3	24.00	44.00	24.00	8.00	46	25
4	31.25	31.25	25.00	12.50	42	16
5	23.08	30.77	23.08	23.08	35	13
6	18.75	56.25	25.00	0	35	16
7	35.71	35.71	21.43	7.14	36	14
Total					305	125

TABLE XXIII

SUPPORTING SELF AND FAMILY (ALPHA), AND
SUPPORTING SELF (BETA) GROUP RESPONSE
TO LEGISLATIVE'S PUPIL-TEACHER
WELFARE ACTIVITY

Group	Percentage of Total NR				N	NR
	A	B	C	D		
Alpha	26.67	38.33	21.67	13.33	68	60
Beta	31.25	31.25	28.13	9.38	33	32
Total					101	92

TABLE XXIV

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MARITAL STATUS GROUP RESPONSE TO LEGISLATIVE'S
PUPIL-TEACHER WELFARE ACTIVITY:
MARRIED (M)--SINGLE (S)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
M	26.60	37.23	22.34	13.83	104	94
S	25.00	35.71	28.57	10.71	31	28
Total					135	122

TABLE XXV

PROFESSIONAL STATUS GROUP RESPONSE TO LEGISLA-
TIVE'S PUPIL-TEACHER WELFARE ACTIVITY:
ADMINISTRATOR (A)--TEACHER (T)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
A	60.00	13.33	20.00	6.67	15	15
T	20.39	40.78	24.27	14.56	116	103
Total					131	118

TABLE XXVI

SCHOOL LEVEL RESPONSE TO LEGISLATIVE'S
PUPIL-TEACHER WELFARE ACTIVITY:
ELEMENTARY (E)--HIGH SCHOOL (H)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
E	27.78	35.56	23.33	13.33	225	90
H	22.86	42.86	22.86	11.43	79	35
Total					304	125

TABLE XXVII

TEACHING EXPERIENCE GROUP RESPONSE TO LEGISLATIVE'S PUPIL-TEACHER WELFARE ACTIVITY: FIRST YEAR (X), TWO TO ELEVEN YEARS (Y), AND TWELVE TO TWENTY-FOUR YEARS (Z)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
X	33.33	11.11	44.44	11.11	10	9
Y	15.87	39.68	23.81	20.63	72	63
Z	39.22	41.18	15.69	3.92	54	51
Total					136	123

TABLE XXVIII

DEGREE QUALIFICATION GROUP RESPONSE TO LEGISLATIVE'S PUPIL-TEACHER WELFARE ACTIVITY: NO DEGREE (ND)--DEGREE (D)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
ND	33.33	0	33.33	33.33	5	3
D	25.83	38.33	23.33	12.50	130	120
Total					135	123

Administration and Organization

The Legislative Committee's next area is concerned with the administration and organization of the Illinois schools. The ten objectives are provisions, promotions, and clarifications of functions vital to the schools' continuation. A majority of the points are found within the School Code of Illinois. The incorporated matter deals with the functions and elections of school boards, financial support for school districts and junior colleges, and the improvement of the school districts' fiscal reports.

Tables XXIX to XXXV represent the seven categories in relation to the Legislative Committee's objectives for administration and organization.

TABLE XXIX

**SEVEN SECTIONS' RESPONSE TO LEGISLATIVE'S
ADMINISTRATION AND ORGANIZATION ACTIVITY**

Section	Percentage of Total NR				N	NR
	A	B	C	D		
1	0	15.00	25.00	60.00	67	20
2	10.53	26.32	47.37	15.79	44	19
3	12.50	37.50	37.50	12.50	46	24
4	12.50	31.25	31.25	25.00	42	16
5	15.38	7.69	38.46	38.46	35	13
6	6.67	26.67	46.67	20.00	35	13
7	0	28.57	57.14	14.29	36	14
Total					305	121

TABLE XXX

SUPPORTING SELF AND FAMILY (ALPHA), AND
SUPPORTING SELF (BETA) GROUP RESPONSE TO
LEGISLATIVE'S ADMINISTRATION AND
ORGANIZATION ACTIVITY

Group	Percentage of Total NR				N	NR
	A	B	C	D		
Alpha	8.33	30.00	40.00	21.67	68	60
Beta	16.67	20.00	36.67	26.67	33	30
Total					101	90

TABLE XXXI

MARITAL STATUS GROUP RESPONSE TO LEGISLATIVE'S
ADMINISTRATION AND ORGANIZATION ACTIVITY:
MARRIED (M)--SINGLE (S)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
M	8.70	25.00	40.22	26.09	104	92
S	7.69	30.77	30.77	30.77	31	26
Total					135	118

TABLE XXXII

PROFESSIONAL STATUS GROUP RESPONSE TO LEGISLATIVE'S
ADMINISTRATION AND ORGANIZATION ACTIVITY:
ADMINISTRATOR (A)--TEACHER (T)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
A	13.33	53.33	20.00	13.33	15	15
T	7.07	22.22	41.41	29.29	116	99
Total					131	114

TABLE XXXIII

SCHOOL LEVEL RESPONSE TO LEGISLATIVE'S
ADMINISTRATION AND ORGANIZATION ACTIVITY
ELEMENTARY (E)--HIGH SCHOOL (H)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
E	9.30	23.26	39.53	27.91	225	86
H	5.71	31.43	40.00	22.86	79	35
Total					304	121

TABLE XXXIV

TEACHING EXPERIENCE GROUP RESPONSE TO LEGISLA-
TIVE'S ADMINISTRATION AND ORGANIZATION ACTIVI-
TY: FIRST YEAR (X), TWO TO ELEVEN YEARS (Y),
AND TWELVE TO TWENTY-FOUR YEARS (Z)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
X	0	22.22	44.44	33.33	10	9
Y	8.20	18.03	39.34	34.43	72	61
Z	10.20	36.73	38.78	14.29	54	49
Total					136	119

TABLE XXXV

DEGREE QUALIFICATION GROUP RESPONSE TO LEGIS-
LATIVE'S ADMINISTRATION AND ORGANIZATION
ACTIVITY: NO DEGREE (ND)--DEGREE (D)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
ND	0	0	66.67	33.33	5	3
D	8.62	25.86	38.79	26.72	130	116
Total					135	119

School Finance

The schools' programs cannot function without an adequate fiscal income. The Legislative Committee of the Illinois Education Association considers the vast and vital provisions for the improvement of the educational status. The area considered-- school finance. The Legislative Committee's seventeen objectives were designed to provide a realistic fund and to enact laws whereby financial assistance could continue in the following special areas: retirement fund, school lunch programs, pupil transportation, drivers' education fund, education for special children, elementary and higher institutions of learning, school building construction, etc..

Tables XXXVI to XLII represent the seven categories in relation to the Legislative Committee's objectives for school finance.

TABLE XXXVI
SEVEN SECTIONS' RESPONSE TO LEGISLATIVE'S
SCHOOL FINANCE ACTIVITY

Section	Percentage of Total NR				N	NR
	A	B	C	D		
1	0	10.00	35.00	55.00	67	20
2	5.26	31.58	36.84	26.32	44	19
3	4.35	43.48	34.78	17.39	46	23
4	6.25	18.75	43.75	31.25	42	16
5	15.38	15.38	23.08	46.15	35	13
6	6.67	26.67	53.33	13.33	35	15
7	7.14	21.43	35.71	35.71	36	14
Total					305	120

TABLE XXXVII

SUPPORTING SELF AND FAMILY (ALPHA), AND
SUPPORTING SELF (BETA) GROUP RESPONSE TO
LEGISLATIVE'S SCHOOL FINANCE ACTIVITY

Group	Percentage of Total NR				N	NR
	A	B	C	D		
Alpha	3.39	37.29	35.59	23.73	68	59
Beta	16.67	13.33	43.33	26.67	33	30
Total					101	89

TABLE XXXVIII

MARITAL STATUS GROUP RESPONSE TO LEGISLA-
TIVE'S SCHOOL FINANCE ACTIVITY:
MARRIED (M)--SINGLE (S)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
M	4.40	28.57	35.16	31.87	104	91
S	11.54	15.38	38.46	34.62	31	26
Total					135	117

TABLE XXXIX

PROFESSIONAL STATUS GROUP RESPONSE TO LEGISLA-
TIVE'S SCHOOL FINANCE ACTIVITY: ADMINISTRA-
TOR (A)--TEACHER (T)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
A	13.33	53.33	20.00	13.33	15	15
T	5.10	19.39	39.80	35.71	116	98
Total					131	113

TABLE XL
SCHOOL LEVEL RESPONSE TO LEGISLATIVE'S
SCHOOL FINANCE ACTIVITY: ELEMEN-
TARY (E)--HIGH SCHOOL (H)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
E	4.65	20.93	39.53	34.88	225	86
H	8.82	35.29	32.35	23.53	79	34
Total					304	120

TABLE XLI
TEACHING EXPERIENCE GROUP RESPONSE TO LEGIS-
LATIVE'S SCHOOL FINANCE ACTIVITY: FIRST
YEAR (X), TWO TO ELEVEN YEARS (Y), AND
TWELVE TO TWENTY-FOUR YEARS (Z)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
X	0	0	66.67	33.33	10	9
Y	3.28	19.67	37.70	39.34	72	61
Z	10.42	37.50	33.33	18.75	54	48
Total					136	118

TABLE XLII
DEGREE QUALIFICATION GROUP RESPONSE TO LEGIS-
LATIVE'S SCHOOL FINANCE ACTIVITY:
NO DEGREE (ND)--DEGREE (D)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
ND	0	0	33.33	66.67	5	3
D	5.22	26.09	37.39	31.30	130	115
Total					135	118

Opposed Legislation

Education possesses a continuous growth and transformation in all aspects--increase of class enrollments, beautiful schools (exterior and interior), better salaries, attractive textbooks, improved curricula, and others. Education and knowledge come alive through the conscientious efforts of the Legislative Committee of the Illinois Education Association. The Legislative Committee studies, supports, and enacts measure specifically desired for pupil-teacher welfare, administration and organization, and school finance. Also, the Committee sets broad objectives to prevent passage of various measures which may hinder the advancement of these goals. The seven objectives are concerned with aiding: to oppose state adoption or censorship of textbooks; to oppose measures which would limit tax rates on property unless other adequate sources were provided; to oppose an increase of instructional obligations unless compensated adequately in a financial manner; to oppose any programs which would abolish the present Illinois teacher retirement systems; to oppose measures which would interfere with teachers' citizenship activities and professionalism; to oppose programs which would merge the education, transportation, and building funds; and to oppose programs which would weaken the prestige of tenure.

Tables XLIII to XLIX represent the responses of the seven categories to the area, Opposed Legislation.

TABLE XLIII

SEVEN SECTIONS' RESPONSE TO LEGISLATIVE'S
OPPOSED LEGISLATION

Section	Percentage of Total NR				N	NR
	A	B	C	D		
1	5.00	10.00	35.00	50.00	67	20
2	10.53	31.58	42.11	15.79	44	19
3	13.04	52.17	17.39	17.39	46	23
4	25.00	37.50	18.75	18.75	42	16
5	15.38	23.08	7.69	53.85	35	13
6	6.67	46.67	20.00	26.67	35	15
7	7.69	15.38	46.15	30.77	36	13
Total					305	119

TABLE XLIV

SUPPORTING SELF AND FAMILY (ALPHA), AND
SUPPORTING SELF (BETA) GROUP RESPONSE
TO LEGISLATIVE'S OPPOSED LEGISLATION

Group	Percentage of Total NR				N	NR
	A	B	C	D		
Alpha	12.07	39.66	27.59	20.69	68	58
Beta	20.69	27.59	27.59	24.14	33	29
Total					101	87

TABLE XLV
 MARITAL STATUS GROUP RESPONSE TO LEGIS-
 LATIVE'S OPPOSED LEGISLATION:
 MARRIED (M)--SINGLE (S)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
M	9.89	35.16	26.37	28.57	104	91
S	20.00	20.00	28.00	32.00	31	25
Total					135	116

TABLE XLVII
 PROFESSIONAL STATUS GROUP RESPONSE TO
 LEGISLATIVE'S OPPOSED LEGISLATION:
 ADMINISTRATOR (A)--TEACHER (T)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
A	20.00	60.00	6.67	13.33	15	15
T	12.22	26.53	28.57	33.67	116	98
Total					131	113

TABLE XLVII
 SCHOOL LEVEL RESPONSE TO LEGISLATIVE'S
 OPPOSED LEGISLATION: ELEMEN-
 TARY (E)--HIGH SCHOOL (H)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
E	13.79	27.59	26.44	32.18	225	87
H	6.25	43.75	28.13	21.88	79	32
Total					304	119

TABLE XLVIII

TEACHING EXPERIENCE GROUP RESPONSE TO LEGISLATIVE'S OPPOSED LEGISLATION: FIRST YEAR (X), TWO TO ELEVEN YEARS (Y), AND TWELVE TO TWENTY-FOUR YEARS (Z)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
X	0	11.11	44.44	44.44	10	9
Y	8.33	30.00	28.33	33.33	72	60
Z	18.75	39.58	20.83	20.83	54	48
Total					136	117

TABLE XLIX

DEGREE QUALIFICATION GROUP RESPONSE TO LEGISLATIVE'S OPPOSED LEGISLATION
NO DEGREE (ND)--DEGREE (D)

Group	Percentage of Total NR				N	NR
	A	B	C	D		
ND	0	33.33	0	66.67	5	3
D	12.28	30.70	28.07	28.95	130	114
Total					135	117

CHAPTER V

SUMMATION OF FINDINGS

Today's child approaches the improved door to learning unaware of the countless services initiated by conscientious members of government, educational associations, organizations, and agencies. The members of these aggregate groups studied and projected measures to enrich the complex system of education. The child's unawareness never ceases. For as an adult, human nature is prone to innumerable educational achievements. Hence, the writer of this thesis studied the activities and contributions of the Illinois Education Association and accepted Walter Pater's challenge, "What we have to do is for ever curiously testing new opinions and courting new impressions."¹

Besides the four determinates, the writer of the thesis made available a space following each question of the questionnaire for the respondents' free written expressions. The purpose of this chapter is to present these expressions of the North Lakes Division's members. There were fifty-four respondents who wrote

¹ John Bartlett, The Shorter Bartlett's Familiar Quotations (New York: Permabooks, 1960), p. 283.

comments on various items. The zenith responses to the Public Relations' and Legislative's 1962 Platform are as follows:

The Public Relations' activities involved: publicizing the Illinois Education Association's and education's activities, problems, and conditions through the facilities of radio, television, films, and the press.

Of the fifty-four members, 7.41 percent desired an increase of recognition and of coverage through radio, television, and press facilities. There existed 9.25 percent of the members that were highly impressed with the films and newsletters made available through the Illinois Education Association and National Education Association.

The implementations or tools utilized by the Public Relations Committee are distributions of adequate funds, participation by staff and delegates in divisional meetings, dissemination of research bulletins, supplements, local and state newsletters, and the publication of Illinois Education.

The comments of the members were: increase the dues and utilize the proceeds to sell the Illinois Education Association's programs to the public; design and encourage programs which would entice new teachers to participate voluntarily and to contribute to the advancement of the Illinois Education Association's programs; and to supply immediately to teachers, especially the novices, the available Illinois Education Association's publica-

tions. The latter created a trend of extreme dissatisfaction on the memberships' part. There were 14.81 percent of the members who felt that an improvement was needed for the distribution of the publications.

The third program designed by the Public Relations Committee is promotion of professional relations. Within the realms of this program, the Committee considered the following: to inform the membership regarding the advantages, benefits, and services of the Illinois Education Association; to promote professional relations conferences at the college and university levels; to encourage Future Teacher Association Clubs and Student Illinois Education Association Chapters; to present to students attending teacher training institutions programs concerning the services of the Illinois Education Association and of the National Education Association; and to inform the membership of the benefits derived from the Illinois Education Association, the National Education Association, and their affiliates in order that the membership are qualified to support the activities proposed by either/or all of the mentioned groups.

The written comments regarding the promotions of professional relations were of a probable existence. The members were cognizant that the associations possessed and worked toward these aims; however, they neither had felt nor had seen the results with a direct impact.

The Legislative's program considered pupil-teacher welfare, administration and organization, and school finance.

There were 29.63 percent of the members who indicated that the Illinois Education Association's objectives for pupil-teacher welfare status improved because either direct or indirect action was evident in their area. They asserted that some of the insurance plans should be considered and accepted by the school boards as fringe benefits.

The ordinary school teacher would not be too familiar with the latter areas of legislation--administration and organization, and school finance. The limited comments following certain questions indicated that the members noticed the activity in the following areas: Illinois Education Association supported the constitutional amendment for an appointment of superintendent of public instruction by the state board of education; the Illinois Education Association promoted expansion of junior colleges with adequate financial support; and the Illinois Education Association improved the clarification of laws relating to school finance and the School Code for Illinois.

Within the realm of school finance, comments indicated that an improvement was needed for early retirement benefits; and that excessive attention was given to the support of retarded children.

As for the Illinois Education Association's activities toward the opposition of legislation--one comment suggested that two retirement systems be maintained by the teachers; that is social security and the state teachers' retirement system.

Conclusions

The division and section officers expressed their interest toward learning the ideas related by the North Lakes Division members. They are at liberty to read this thesis. Also, the writer of the thesis contends that the organization and administration of the Illinois Education Association is ideal. The promotion and support of the Illinois Education Association's programs can only be achieved through its membership. Hence, develop and train enthusiastic representatives by several days of intensive orientation. This could take place either at the termination of the school term, or during the summer vacation, or the week of orientation preceding the school session.

The representatives' names should be placed on a mailing list whereby circulars, newsletters, and other important information can be disseminated quickly throughout his school system.

Other educational organizations and Parent-Teacher Associations should set up a calendar whereby conflicting assembly dates would be avoided. This act would enable many representatives to attend the representative meetings without conflicting dates.

The Illinois Education Association is similar to a tropical flowering annual. The Illinois Education Association possesses value through its contributions; however, the continual blossoms and growth depend upon its membership.

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APPENDIX I

DATA CONCERNING THE NORTH LAKES DIVISION

A. School Districts (1964)

section	elementary	high
1	6	1
2	4	2
3	1	1
4	9	2
5	12	4
6	8	2
7	8	2
	<u>48</u>	<u>14</u>
	+	14 = 62 school dist.

B. Schools

section	elementary	high
1	25	2
2	16	2
3	21	2
4	21	2
5	24	4
6	18	3
7	13	2
	<u>138</u>	<u>17</u>
	+	17 = 155 schools

C. Illinois Education Association Members (December, 1964)

section	elementary	high
1	484	192
2	324	125
3	365	97
4	357	64
5	216	137
6	285	71
7	253	116
	<u>2,284</u>	<u>802</u>
	+	802 = 3,086 members

D. Representatives (one per 25 IEA member in the school)

section	elementary	high
1	19	6
2	11	4
3	16	4
4	12	6
5	11	5
6	12	4
7	13	3
	<u>94</u>	<u>32</u>
	+	32 = 126 represent- atives

APPENDIX II

THE SCHOOLS LOCATED IN THE NORTH LAKES DIVISION ACCORDING TO THE SEVEN SECTIONS

Section I

Elementary schools

District 106-Bannockburn

District 107-Highland Park (St. John's Street)

Elm Place

Green Bay

Indian Trail

District 108-Highland Park (Red Oak Drive)

John F. Kennedy

Braeside

Edgewood

Lincoln

Ravinia

Sherwood

West Ridge

District 109-Deerfield (Deerfield Road)

A. B. Shepard

Kipling

Maplewood

Walden

District 110-Wilmot Junior High (Wilmot Road)

Wilmot Elementary

Woodland Park

South Park

District 111-Oak Terrace (Prairie Avenue)

Northwood Junior High

Wayne Thomas

High schools

District 113-Deerfield (Waukegan Road)

Highland Park (Vine Avenue)

Section II

Elementary schools

- District 65-Lake Bluff Elementary
Lake Bluff Junior High
- District 67-Lake Forest
Cherokee
Everett
Gorton
Sheridan
Ridge Farm
- District 63-North Chicago
Novak
- District 64-North Chicago Neal Junior High
Central
Forrestal
Green Bay
Lindberg
South

High schools

- District 115-Lake Forest High School
District 123-North Chicago High School

Section III

Elementary schools

District 60-McAllister

Jack Benny Junior High
Jefferson Junior High
Webster Junior High
Central
Clark
Cooke
Clearview
Glen Flora
Glenwood
Hyde Park
Jackson
Little Fort
Lyon
McCall
North
Oakdale
Washington
West
Whittier

High schools

District 119-Waukegan East
Waukegan West

Section IV

Elementary schools

District 6-Zion Junior High
Central
East
Elmwood
Lakeview
West

District 56-Gurnee

District 3-Beach Park
Beach
Bonnie Brook
Howe
Oak Crest

District 1-Winthrop Harbor
Westfield

District 50-Woodland
Woodland Junior High

District 58-Spaulding South
Spaulding North

District 11-Zion Newport

Unit 2--Districts 2 North Prairie and 24 Millburn

High schools

District 121-Warren High School

District 126-Zion Benton High School

Section V

Elementary schools

- District 34-Antioch
Oakland
- District 37-Gavin Central
Gavin North
Gavin South
- District 38-Big Hollow
- District 41-Lake Villa
Hooper
Allendale
- District 43-Round Lake Main
R. Ellis
Round Lake Beach
Round Lake Park
Indian Hill
Primary
- District 46-Grayslake
Woodview
- District 47-Avon Center
- District 114-Fox Lake Downtown
Shady Lane
- Unit 3-District 35-Channel Lakes
District 33-Emmons
District 10-Lotus
District 36-Grass Lake

High schools

- District 116-Round Lake
District 117-Antioch
District 124-Grant
District 127-Grayslake

Section VI

Elementary schools

- District 70-Libertyville Highland Junior High
Bush
Adler
Central
Copeland
Rookland
- District 75-Mundelein, Carl Sandburg Junior High
Lincoln
Washington
- District 73-Mundelein, Hawthorne
- District 118-Waucanda Consolidated Unit Junior High
Waucanda Grade
Island Lake
- District 76-Diamond Lake
Fairhaven
- District 79-Fremont
- Unit 1-District 68-Oak Grove
District 72-Round Out

High schools

- District 120-Libertyville-Fremont
Mundelein
- District 118-Waucanda

Section VII

Elementary schools

- District 4-North Barrington
District 95-M.E. Whitney
Seth Paine
District 96-Kildeer Countryside
District 98-Quentins
District 120-Aptakisic Tripp
District 103-Half Day
District 1-Barrington Sunny Hill
Countryside
Hickory Hill
District 4-Barrington (Grove)
Hough Street
Roslyn Road

High schools

- District 125-Ela Vernon
District 224-Barrington

APPENDIX III

THE PUBLIC RELATIONS PROGRAM FOR 1962¹

I. Goals

- A. A continuous program to interpret to the teachers and to the general public the aims, practices, achievements, and problems of public education, and especially to stimulate effective public relations in the local school districts.
- B. Statewide interpretation and explanation of existing school laws and educational legislation passed by the General Assembly.
- C. Cooperation with the NEA officers, committees, and commissions, and with other national and regional agencies having for their purposes the interpretation of the emphasis upon public education.
- D. Promotion of local education associations and further extension of field services to SIEA and IAFTA clubs, to local associations, and to the divisions of the Illinois Education Association.
- E. Continued sponsorship of state, divisional, sectional, and local conferences and workshops, pertaining to the programs of the local, sectional, divisional, state, and national associations.
- F. Promotion of membership in local education association, the Illinois Education Association, and the National Education Association toward the goal of membership of all teachers in these associations; the encouragement of membership in the World Confederation of Organizations of Teaching Profession, and the promotion of a program which will result in a united profession.
- G. Continued cooperation between our Association and other state, national, and international groups interested in the welfare of public education.

¹ Illinois Education Association, Reports and Recommendations to the 108th Annual Meeting (Chicago: Illinois Education Association, December, 1961), pp. 15-17.

II. Activities to advance these goals:**A. To present education to the Public through:**

1. Wider use of local radio and television stations, and the preparation of a series of programs and scripts adaptable to use on such facilities.
2. Continued publications of study units, reprints to be furnished to civic leaders throughout the state.
3. Preparation and distribution of releases, printed booklets, and visual aids, and the establishment and maintenance of speakers bureaus on state and divisional levels.
4. Showing of films that may be recommended by the committee.
5. Preparation and distribution of helps for local public relations programs, with emphasis upon the use of current public relations materials.
6. Statewide observance of American Education Week.
7. Statewide observance of Teaching Career Month.
8. Participation in state, divisional, sectional, and local planning and discussion groups and conferences.

B. To implement the Illinois Education Association program through:

1. Development of more effective divisional, sectional, county, and local public relations programs, with adequate appropriation of division funds for divisional public relations committees.
2. Continued wide participation in divisional meetings and divisional delegate assemblies by staff and officers of the Illinois Education Association.
3. Use of division bulletins and Illinois Education supplements.
4. Use of magazines, Illinois Education, the Handbook for local educational associations, various committee reports, research bulletins, and other publications.

C. To promote professional relations through:

1. Continuous interpretation to Illinois Teachers of advantages, benefits, and services of the Illinois Education Association.
2. Promotion of professional relations conferences in various colleges and universities in Illinois.
3. Encouragement of PTA clubs in high schools and SEA chapters in institutions of teacher education.
4. Presentation of the program and services of the IEA and NEA to the students of institutions of teacher education.
5. Development of an appreciation of the benefits to be derived from membership in the National Association and its affiliated groups.
6. Impression upon each member of the teaching profession of the duty of giving his support to the organization and promotion of local associations.

THE LEGISLATIVE COMMITTEE RECOMMENDED THE FOLLOWING²

A. Pupil-Teacher Welfare

1. To encourage expansion and improvement of the educational opportunities for children and of public school services related to such opportunities.
2. To improve pupil attendance laws.
3. To provide for the safety of children in each phase of the public school program and for purchase of insurance against financial loss due to school-connected accidents.
4. To increase the value and scope of state scholarships for the education of teachers.

2 Ibid., pp.29-31.

5. To improve the laws on teacher certification.
6. To improve teacher retirement laws and to provide adjustment in allowances of retired teachers in the event of substantial devaluation of the dollar.
7. To improve the laws on such matters as teacher tenure and continuing contract, minimum salaries, and sick leaves.
8. To provide for teachers and other school employees supplementary benefits comparable to those available in other occupations.
9. To provide for teachers and other school employees such protection as may be needed against liability incurred in the course of service.
10. To provide the same federal income tax exemptions, deduction, credits, and other privileges for active and retired teachers which afforded others.

B. Administration and Organization

1. To provide for a state board of education, preferably appointed, for the public common schools.
2. To provide through constitutional amendment for the appointment of the superintendent of public instruction by the state board of education for the common schools.
3. To promote organization of all territory of the state into operation units of administration, supervision, support, and attendance capable of maintaining adequate educational programs, preferably into districts operating at least grades one through 12.
4. To promote the development and expansion of public junior colleges with adequate financial support and enrollment for good programs and efficient operation.
5. To provide for the intermediate services needed by the public schools.
6. To clarify and improve laws relative to the qualifications, duties, and powers of school treasurers and county boards of trustees.

7. To clarify and improve the laws relative to school auditing and accounting.
8. To provide for improved methods and procedures for reporting on school finance, including a simplified and more economical treasurer's report.
9. To clarify and improve the law relative to the school day, school term, and related matters.
10. To codify, revise, and amend the School Code for purposes of clarification, simplification, improvement, and uniformity.

C. School Finance

1. To increase the state distributive fund in order that the amount contributed by the state to supplement local support shall fully guarantee an adequate and realistic foundation program.
2. To provide that the annual amount appropriated from the common school fund to the downstate teachers retirement system be increased to the amount legally designated and certified as needed by the board of trustees.
3. To provide adequate state financial assistance for the school lunch program, pupil transportation, summer school, vocational education, driver education, public junior colleges, and the education of exceptional children.
4. To provide adequate support for the education of children in state institutions; for the state institutions of higher learning; and for the Office of the Superintendent of Public Instruction.
5. To liberalize the qualifying standards for granting, on basis of financial need, state aid to construct school buildings.
6. To provide improved methods for determining the amount of state aid funds to be allocated to school districts.
7. To provide for reasonable financial support for school systems which serve the children of transient workers and of families that live in trailer homes, through

legislation which will require a fair share of such support from trailer court operators and employers of transient workers.

8. To require the Public Aid Commission to pay for books and other school cost items charges for pupils aided by such Commission.
9. To provide fair assessment of both tangible and intangible property, and any legislation necessary to provide for the efficient collection of taxes, both current and delinquent.
10. To exempt from taxation school sites not currently used for school purposes or for production of income.
11. To allow 12-grade districts, through constitutional amendment, a bonding limit of 10 percent of the assessed valuation.
12. To receive advertising and public bidding in the case of the sale of school bonds.
13. To authorize school boards, by resolution, to assign money remaining from a bond referendum to a future building program or to current repairing and remodeling of buildings.
14. To permit adequate tax rates for all locally financed common school purposes.
15. To provide more adequate sources of revenue including income taxes, preferably graduated, or comparable taxes.
16. To provide federal support to public schools without federal control, and to authorize state acceptance of any new federal aid granted to public schools and to provide for its distribution.
17. To support federal legislation sponsored by the Illinois areas handicapped through loss is assessed valuation due to federal acquisition of lands for forest reserves, wild life conservation, and other conservation projects.

D. Legislation to be opposed:

1. State adoption or state censorship of textbooks.
2. Any further limitation on the total tax rates levied against property unless and until other adequate and dependable sources or revenue are provided.
3. Further state legislation increasing instructional obligations unless provision is made for adequate financing.
4. Any legislation which would substitute the present social security program for the Illinois teacher retirement systems.
5. Any legislation interfering with the citizenship activities and professionalism of teachers.
6. Legislation merging the educational, transportation, and building funds.
7. Any legislation which would weaken the teacher tenure and continuing contract laws.

APPENDIX IV

A COPY OF THE LETTER ATTACHED TO
THE QUESTIONNAIRE

December 10, 1964

Dear Respondent:

At the present time I am working on a thesis toward a M. A. at Loyola University, Chicago, Illinois. The title is, "Opinions of the North Lakes Division's Members Toward the 1962 IEA Program (of Goals, Activities, Implementation...)". Permission for this study was obtained from the IEA and the president of the North Lakes Division.

One aspect of the thesis is your opinion. I would appreciate your evaluation of the various IEA contributions. Please complete the questionnaire and return it in the stamped, self-addressed envelope by December 22, 1964.

Thank you for your kind and immediate cooperation given to this endeavor.

Sincerely,

Miss Angela M. D'Astici

APPENDIX V

THE QUESTIONNAIRE

Page 1

PLEASE CHECK THE APPROPRIATE BLANK

YOUR SCHOOL IS IN SECTION: ___1, ___2, ___3, ___4, ___5, ___6, ___7.

YOU ARE: ___ supporting self & family ___ supporting self

YOU ARE: ___ married ___ divorced ___ widowed ___ single

YOU ARE: ___ teacher ___ administrator

TEACHING LEVEL: ___ elementary level ___ high school

TEACHING EXPERIENCE: ___ first year ___ 6-11 years ___ 18-23 years
 ___ 2-5 years ___ 12-17 years ___ 24 or more

QUALIFICATIONS: ___ No degree
 ___ BS or BA Degree
 ___ Degree & certificate
 ___ Degree + 16 hrs.
 ___ Degree + 16 hrs. & certificate
 ___ MA, MA+, DR.
 ___ MA, MA+, DR. & certificate

Dear Respondent:

Through this questionnaire, I would like to learn your opinion regarding the effectiveness of the IEA's contributions within the recent two years. Circle the capital letter you believe most appropriate for the question:

- "A" I believe the performance in this area was of the highest quality.
"B" I believe the performance in this area was of a moderate quality.
"C" I believe the performance in this area was of an inferior quality.
"D" I was not aware of the existence of this activity or goal.

PLEASE USE THE BLANK FOLLOWING THE QUESTION FOR YOUR EXTENDED PERSONAL OPINION HOW THE IEA CAN IMPROVE ITS ACTIVITIES IN THE MENTIONED AREA OR AREAS.

THANK YOU FOR YOUR COOPERATION.

- A. Do you believe the members of the IEA used adequately the radio and T.V. facilities for publicizing the Association's activities, educational problems, conditions, etc. ?
- A B C D 1. _____
Do you believe that the civic leaders throughout the state were furnished with adequate publications of research studies which the Association prepared?
- A B C D 2. _____
Do you think that booklets, pamphlets, and other audio-visual materials regarding the educational problems, Association's problems and activities were made available?
- A B C D 3.^a _____
Did you observe that speakers for your program were readily available from speakers bureaus maintained by the state and divisional IEA offices?
- A B C D 3.^b _____
Do you believe that the various committees made films adequately available of the Association's activities and problems?
- A B C D 4. _____
Do you believe that members of the public relations committee prepared and disseminated well-written, current publications regarding the Association's activities?
- A B C D 5. _____
Do you think Statewide observance of American Education Week was stimulated by the Association's publicity?
- A B C D 6.^a _____
How did your school observe American Education Week?
- A B C D 6.^b _____
Do you think Statewide observance of Teaching Career Month was stimulated by the Association's publicity?
- A B C D 7.^a _____
How did your school observe Teaching Career Month?
- A B C D 7.^b _____
Do you believe that IEA members participated adequately in state, division, section, county, and local for better public relations programs?
- A B C D 8. _____
- B. Do you believe that adequate funds are being appropriated to the division, section, county, and local for better public relations programs?
- A B C D 1. _____
Do you believe that there is wide participation in divisional meetings and assemblies by staff, officers, and delegates?
- A B C D 2. _____
Do you think that the division's bulletins (North Lakes Newsletter) and Illinois Education Association's supplements have informed the membership of the activities and problems at hand?
- A B C D 3. _____
Do you believe that the Illinois Education, the Handbook of local education associations, various committee reports, research bulletins, and other publications were of interest and benefit to its membership?
- A B C D 4. _____

C. Do you believe that you are informed adequately regarding the advantages, benefits, and services of the Illinois Education Association?

A B C D

1.

Do you believe that the IEA has promoted professional relations conferences in various colleges and universities in Illinois?

A B C D

2.

Do you think that the IEA has encouraged Future Teacher Association Clubs (FTA) in the high schools?

A B C D

3.

Do you believe that the IEA has encouraged Student Illinois Education Association (SEA) chapters in institutions of teacher education?

A B C D

3.

Do you believe that the IEA's and NEA's programs and services were presented to the students attending institutions of teacher education?

A B C D

4.

Do you think that you have derived an appreciation of the benefits received from being a member of the National Association and its affiliated groups?

A B C D

5.

Do you believe that the Association impressed upon you its purposes in order that you could aid or support the activities it may propose?

A B C D

6.

CIRCLE THE CAPITAL LETTER YOU BELIEVE MOST APPROPRIATE FOR THE QUESTION:

"A" I believe this activity was promoted with effective manner.

"B" I believe this activity was promoted with fair manner.

"C" I believe this activity was promoted with ineffective manner.

"D" I was not aware of the existence of this activity or goal.

Again, please use the blank following the question for your recommendations--how the activity can be improved.

A. Do you believe that the Association encouraged the expansion of educational opportunities for Illinois children?

A B C D

1.

Do you believe that the Association helped to improve the pupil attendance laws?

A B C D

2.

Do you think that the Association supported laws to protect the safety of the children while in school?

A B C D

3.

Do you think that the Association supported the provision for insuring school districts against financial loss due to school-connected accidents?

A B C D

3.

Do you believe that the IEA has helped to increase the value and scope of the state scholarships for the education of teachers?

A B C D

4.

Do you believe that the IEA helped to improve laws for teacher certification?

A B C D 5.

Do you believe that the IEA improved the retirement plan for teachers?

A B C D 6.

Do you believe that the Association has campaigned to improve teacher tenure laws?

A B C D 7.^a

Do you believe that the IEA has contributed to the improvement of minimum salaries in your area?

A B C D 7.^b

Do you believe that the IEA has contributed to the improvement of sick leaves?

A B C D 7.^c

Do you believe that the IEA has contributed to the improvement of benefits, such as, credit unions, medical and hospitalization plans, tuition for advance study, et cetera which are comparable to other occupations?

A B C D 8.

Do you think that the Association has helped provide insurance protection for teachers against liability incurred in the course of service?

A B C D 9.

Do you believe that the IEA promoted federal income tax exemptions, deductions, credits, and other privileges for active and retired teachers?

A B C D 10.

B. Do you believe that the IEA has promoted the establishment of the appointed state board of education?

A B C D 1.

Do you think that the IEA has supported a constitutional amendment for an appointment of the superintendent of public instruction by the state board of education?

A B C D 2.

Do you think that the IEA has supported the promotion of school districts of adequate size and financial ability?

A B C D 3.

Do you think that the IEA promoted the expansion of junior colleges with adequate financial support?

A B C D 4.

Do you believe that the Association has encouraged the furnishing of auxiliary services by intermediate agencies?

A B C D 5.

Do you think the Association has helped in clarifying and improving laws relating to school treasurers and county board of trustees?

A B C D 6.

Do you think that the IEA has helped to clarify and improve laws relating to school auditing and accounting?

A B C D 7.

Do you believe that the Association has promoted the improvement and simplification of reporting school finance in the treasurer's report?

A B C D 8.

Do you think that the Association has helped in clarifying and improving the laws relating to school day, school term, and other school matters?

A B C D 9.

- Do you believe that the Association is assisting in clarifying and simplifying the School Code?
- A B C D 10. _____
- C. Do you believe that the IEA has campaigned for increasing State distributive fund?
- A B C D 1. _____
- Do you think that the IEA has promoted the improvement of the downstate teachers' retirement system?
- A B C D 2. _____
- Do you believe that the IEA has supported programs for financial assistance in the following: school lunch, pupil transportation, drivers' education, education of exceptional children, etc.?
- A B C D 3. _____
- Do you think that the IEA encouraged adequate support for the education of children in state institutions; for the state institutions of higher learning; and for the Office of the Superintendent of Public Instruction?
- A B C D 4. _____
- Do you think that the IEA has helped to liberalize the qualifying standards for granting on financial aid for school building construction?
- A B C D 5. _____
- Do you believe that the Association has helped to promote "improved methods for determining the amount of state aid funds to be allocated to school districts"?
- A B C D 6. _____
- Do you believe that the IEA has helped to promote improved financial support for school systems which serve the children of transient workers or live in trailer courts?
- A B C D 7. _____
- Do you think that the IEA had inspired the "Public Aid Commission to pay for books and other school materials for pupils aided by such commission"?
- A B C D 8. _____
- Do you think that the IEA has helped to promote fair assessment of both tangible and intangible property for tax purposes?
- A B C D 9. _____
- Do you think that the IEA supported tax exemptions from school sites not currently used for school purposes or for the production of income?
- A B C D 10. _____
- Do you think that the IEA has helped to promote bonding limit of 10% of the assessed valuation for the 12th grade school districts?
- A B C D 11. _____
- Do you think that the Association has helped to require advertising and public bidding for the sale of school bonds?
- A B C D 12. _____
- Do you believe that the IEA supported the authorization of school boards to assign money remaining from bond referendum to future building program?
- A B C D 13. _____
- Do you think that the IEA has campaigned for adequate tax rates for all locally financed common schools?
- A B C D 14. _____

- A B C D 15.. Do you think that the IEA has helped to provide adequate sources of revenue from taxes?
Do you believe that the IEA promoted "federal support to public schools without federal control, and to authorize state acceptance of any new federal aid granted to public schools and to provide for its distributions"?
- A B C D 16.
D. Do you think that the IEA has aided to oppose state adoption or state censorship of textbooks?
- A B C D 1.
Do you think that the IEA has aided to oppose any further limitation on tax rate levied against property unless more dependable sources are provided?
- A B C D 2.
Do you think that the IEA has aided to oppose further state legislation increasing instructional obligations unless adequate financing was provided?
- A B C D 3.
Do you think that the IEA has aided to oppose "any legislation which would substitute the present social security for the Illinois teacher retirement system"?
- A B C D 4.
Do you think that the IEA has helped to oppose "any legislation interfering with citizenship activities and professionalism of teachers"?
- A B C D 5.
Do you believe that the IEA has aided to oppose "legislation merging the educational, transportation, and building funds"?
- A B C D 6.
Do you think that the IEA has aided to oppose "legislation which would weaken teacher tenure and continuing contract laws"?
- A B C D 7.

APPROVAL SHEET

The thesis submitted by Angela Margaret D'Astici has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

Dec. 30, 1965

Date

Arthur P. O'Mara

Signature of Adviser