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"A Study of the Role of the Michigan
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As Perceived by Selected Educators"

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Abstract

A Study of the Role of the Michigan Education Association Field Representative as Perceived by Selected Educators

by Gerald N. Simmons

This study was designed to identify and clarify the role of the state education association field representative. Role perception data from selected public school educators and a jury of experts were gathered and compared.

It was felt that a clearer understanding of the field representative's role might be an important factor in the interactions among the officers of each unit of the Michigan Education Association as well as in the interactions between the officers and the field representative. Role conflicts sometimes emerge where interpretation or understanding of role is unclear. With role knowledge comes cooperative behavior as well as smoother social relationships among the educational leaders and the MEA field representative.

The field representative needs to understand the role that the MEA membership at large and the role that the local association leaders expect him to assume. He needs to understand the role as each identifies it. Each of the parties is likely to behave in terms of the expectations each holds of each other's position. It is important that these leaders' perceptions of the role of the field representative be conceptualized by the field representative for his effectiveness with these groups.

To determine perception of the role of the field representative, a questionnaire was submitted to four groups of respondents. These four groups were: (1) fifty local association presidents, (2) fifty members at large of the MEA, (3) nine authorities (jury of experts), and (4) the nine full-time MEA field representatives. In addition, the MEA executive secretary was asked to complete the questionnaire. It was decided that, although his response would not be used in the statistical analysis as are those of the four respondent groups, it would be helpful to identify and compare his perceptions of the role of the field representative with the perceptions of the population of the study.

The statistical analysis was obtained by using the One-Way Analysis of Variance Routine with Unequal Sub-Classes, as programmed for Computer 3600. The twenty statistical tables showed only slight difference in the role perceptions among the four respondent groups. A profile of the field representative's role was constructed according to the perception of each respondent group and the perception of the MEA executive secretary.

The largest amount of statistically significant difference in the role perception among the respondents occurred in the area of service to individuals as opposed to service to local MEA units or service to schools in general. There was much more convergence than divergence in the role perception of the population.

The study shows that the respondents feel that the field representative should provide service equally to all Association units, rather than to the large city or any other type of group. It also shows that the service should not be performed on behalf of the local unit with the board of

education, nor should the service be provided to non-members of the state association.

An implication of the study is that the professional organization should attempt to determine the causes of the perceptual inconsistencies among the membership in order to reduce potential conflict and attain group effectiveness in goal achievement. There may be not only a lack of understanding of role but also a lack of understanding of the need for certain goal attainments. Perhaps the difference in perception is caused by lack of professional orientation, different psychological orientation, or varied experience. It is suggested that further research could be structured to measure observed behavior of the several role occupants in the decision-making process.

A STUDY OF THE ROLE OF THE MICHIGAN
EDUCATION ASSOCIATION FIELD REPRESENTATIVE
AS PERCEIVED BY SELECTED EDUCATORS

by

Gerald N. Simmons

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Chapter I

Introduction

Introductory Statement

This study was designed to identify and clarify the role of the state education association field representative. For practical purposes the study was limited to the state of Michigan. Specifically, the role of the field representative of the Michigan Education Association (hereinafter referred to as the state education association or the MEA) was studied. Role perception data from selected public school educators and a jury of experts were gathered and compared.

It was felt that a clearer understanding of the field representative's role might be an important factor in the interactions among the officers of each unit of the MEA as well as in the interactions between the officers and the field representative. Role conflicts sometimes emerge where interpretation or understanding of role is unclear. With role knowledge comes cooperative behavior as well as smoother social relationships among the educational leaders and the MEA field representatives.

It is important that educators link themselves together ethically and cooperatively for the elevation of the profession. With education such an integral part of our democratic way of life, it is imperative that persons within the profession take every measure to insure genuine public understanding of our schools. The Michigan Education Association, a private, non-profit professional organization composed of voluntary memberships of teachers and administrators at the elementary, secondary, and higher

education levels, works primarily to advance the cause of education. The MEA seeks to raise the standards of the profession and to improve the economic benefits of the individuals within the profession.

The MEA functions most effectively as a "grass roots" organization. For operational purposes the MEA has divided the state into eighteen regions and each region into several districts. These districts are referred to as local associations and constitute the basic unit of the MEA. These local associations implement into action the philosophy and the general program of the MEA as developed by the state association's Board of Directors and its Representative Assembly. The local association is striving constantly to improve education at the local level.

The MEA employs nine full-time field representatives to serve as educational consultants. These field representatives are members of the executive staff and are assigned to the field service division. The purpose of field service is to provide consultants to work with local school personnel in improving educational standards and practices. The field representative acts as a consultant to the local association (especially, to the officers of the local association) and to schools in general in his geographical area of service. The field representative interprets to the membership of the MEA the policies and the program of action of the MEA. The field representative must be knowledgeable in such areas as curriculum development and techniques for the improvement of instruction, and he must have particular skills in the areas of teacher education and professional standards, school law, the application of personnel policies, internal and external communication processes, and good administrative procedures.

Since the field representative has continuing contact with educational issues on local, state, and national levels, it enables him to work effectively with educators at all levels as well as with businessmen, civic leaders, and other lay persons whose concepts of education help mold our public school programs. However, it is with the local association officers that the field representative spends most of his time.

Statement of the Problem

There are many educators who serve in a consultative capacity. The following is a list of the classification of some of these consultants:

1. The college professor
2. The school administrator
3. The school supervisor
4. The special teacher of specific area or content
5. The state education department personnel
6. The state education association personnel
7. The U. S. Office of Education personnel
8. The National Education Association staff personnel

Each of these consultants has a unique role to fill, which is based on the ostensible purpose of his position in the educational enterprise.

This proliferation of consultative roles grows out of and is reinforced by our decentralized system of public education. This system of using many consultants takes the place of the "inspectorate," which is common in the school programs of some other countries. Because of the difference in background, conditions, and points of view between the United

States and other countries it is understandable that its system of education is different from that of the other countries. Each country's educational system is developed to meet its particular needs.

Therefore, the understanding of the roles filled by the above listed educational consultants becomes necessary to the development of a dynamic educational program in our culture. This study concerns itself only with the role of the MEA field representative.

In the United States there are approximately 135 state education association field representatives. They have the responsibility to serve over 1,600,000 public school educators. Hence, the specific role of this segment of our educational program becomes a potential in and of itself. Greater knowledge of the function of the field representative may assist to improve the level of service of all educators who serve in a consultative capacity.

With role knowledge comes cooperative behavior. The MEA field representative needs to understand the role that the MEA membership at large and the role that the local association leaders expect him to assume. He needs to understand the role as each identifies it. Each of the parties is likely to behave in terms of the expectations each holds of each other's position. It is important that these leaders' perception of the role of the field representative be conceptualized by the field representative for his effectiveness with these groups.

The field representative serves as a consultant to several local associations. For him to help each group to achieve predetermined goals it is necessary for him to effect cohesive social relationships. He must identify potential conflict and reduce the conflict-producing items.

Purposes of the Study

The hypothesis of this study is that the role of the MEA field representative is perceived differently by local association leaders and by the MEA membership at large, thereby creating possibilities of role conflict. Therefore, the study is for the following purposes:

1. To identify the role of the field representative as it is perceived by fifty (50) local association presidents.
2. To identify the role of the field representative as it is perceived by fifty (50) random-selected members of the state education association.
3. To identify the role of the field representative as it is perceived by authorities (jury of experts) in the field of education.
4. To identify the role of the field representative as it is perceived by the nine MEA field representatives.
5. To identify the points of convergence and points of divergence among the role expectations of these groups.
6. To identify conflict or potential conflict from the role expectations of these groups.
7. To analyze the findings and make recommendations relative to the emerging role of the field representative.

Importance of the Study

The field representative needs to understand the expectations that teachers and administrators, in general, and the local association leaders

have of his role. He needs to understand the role as each identifies it. Each teacher, administrator, local association leader, and field representative likely will behave in terms of the expectations each holds of each other's position. In this study we are concerned only with the perception of the field representative's role.

Sociologists tell us that what people think of us is a strong influence on our lives. We often act in response to what we believe is their attitude toward us, and we fall into the role which we feel they assign to us. Since each person looks at an interpersonal relationship according to how he sees the relationship and how he thinks the other person sees the relationship, the result of his actions will determine largely how accurately he interprets the other person's perceptions of his role.

It is difficult for anyone to analyze interpersonal situations in which he finds himself involved. Growth in the skill of self-analysis by the consultant requires a real appreciation of the attitudes of the members of the group with which he is working.

Just as the relationship between the teacher and the students tends to be predicated on the need of the students for a teacher to whom the students can make an easy and a continuing adjustment, so the relationship between the consultant (field representative) and the executive board members of the local association is marked by the dependence of the local leaders on the field representative. In turn, the field representative is dependent upon the local leaders for cooperative behavior, for recognition of his consultative competencies, and for personal friendliness.

In looking at effectiveness of the group in goal achievement we need to

understand the significance of the statement of the social scientist when he says that some individuals in the group may take pleasure in resisting the efforts of the stimulator (consultant). However, Kurt Lewin states: "It is usually easier to change individuals formed into a group than to change any one of them separately."¹

For the consultant to help the group to achieve pre-determined goals it is necessary for him to effect cohesive social relationships. Bales describes this connection of the social structure of the group as: "The actions of other individuals are always relevant to the problems of tension reduction of any given individual. It is to the advantage of every individual in the group to stabilize the potential activity of others toward him, favorably if possible, but in any case in such a way that he can predict it."² It is assumed that role conflict decreases role value. Therefore, an understanding of role as perceived by others should lead to increase in role value.

The concept of role has assumed an important position among the social scientists. Yet, despite its frequent use in the literature, there are few hypotheses involving concept role which are based on empirical studies. "The concept role is at present still rather vague, nebulous, and non-definitive."³ Gross, et al, have stated that role has reference to

¹Kurt Lewin, "Group Decision and Social Change," Readings in Social Psychology, p. 472

²Robert Bales, Interaction Process Analysis, Addison-Wesley Press, Cambridge, 1950, p. 15

³Neal Gross, Ward Mason, A. W. McEachern, Explorations in Role Analysis, John Wiley & Sons, Inc., New York, 1958, p. 4

behavior of an occupant of a position according to behavioral standards. Therefore, it is important that the perception of the consultant's role be conceptualized by the field representative for his effectiveness with the group.

Delimitation

This study was limited to Michigan and was conducted in 1964. The study is an attempt to identify the professional working role of the MEA field representative as perceived by selected individuals, i.e.: local association leaders, a random-sampling of the MEA membership, a jury of experts, and the nine field representatives themselves. Since the term role perception is such a broad and many-faceted term, it was decided to limit the study to those aspects of the working role of the field representative as pertain to his relationship with persons occupying specific positions.

A preliminary questionnaire was developed, based mainly on the report of the Professional Services committee of the National Education Field Service Association, entitled "The Changing Role of Field Service." Suggested modifications in the questionnaire were made by personnel in the education research department in the College of Education at MSU. The revised questionnaire was then pre-tested by sending it to six educators in the state. As a result of their replies, the questionnaire was modified slightly, prepared in its present final stage, and submitted to the four groups of respondents.

The data collected from the respondents were concerned with role conflict possibilities. A starting point for role clarification was

furnished by the role conflict possibility items. Only the professional working role of the field representative was considered.

Definitions

Role - "To include all aspects of role requirements, we must define social role as an organized pattern of expectancies that relate to the tasks, demeanors, values, and reciprocal relationships to be maintained by persons occupying specific membership positions and fulfilling desirable functions in any group." ⁴

Or, as Young says of role, "a pattern of behavior which the person builds up in terms of what others expect of him." ⁵

In generalized terms role refers to "two or more persons come into contact with each other over a sufficient length of time and each begins to have certain expectations as to how the other will act or behave." ⁶

The definition of role we prefer is stated by Solby, "the functioning form the individual assumes in the specific moment he reacts to a specific situation in which other persons or objects are involved." ⁷

⁴E. Hartley and R. Hartley, Fundamentals of Social Psychology, Alfred A. Knopf, New York, 1952, p. 486

⁵Kimball Young, Personality and Problems of Adjustment (2nd Edition), Appleton-Century-Crofts, New York, 1952, p. 125

⁶Elmer Ferneau, "Which Consultant?", Administrators Notebook, Vol. 11, No. 8, p. 1

⁷Bruno Solby, "The Role Concept and Job Adjustment," Sociometry, 1944, Vol. 7, p. 224

Expectations - It seems that members of any group have role expectations of any person in a particular position in the group. For example, the expectations of the members of the group relative to the role of the person in the position of president of the group are that he will act as chairman and will preside at meetings of the group. In reference to this term, Brookover says "any group may have expectations of a particular actor in a specific situation." ⁸

Perception - Young refers to this term as "a discriminatory response dependent on the receptor and on the effects of prior learning which serve to control this response." ⁹

The dictionary says, "to become aware of through the senses, as of sight, hearing, etc.; acquire a mental impression of, from immediate presentations of sense modified by the reactions determined by attention, interests, previous experience, etc." ¹⁰

Procedures and Techniques of the Study

For background for this study, periodical and textbook opinions were analyzed. The literature researched dealt with the sociological-psychological concept of role. Also, interviews were conducted with educators with

⁸Wilbur Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, Vol. 29, p. 3

⁹Kimball Young, Personality and Problems of Adjustment (2nd Edition), p. 99.

¹⁰Winston Dictionary, College Edition, John C. Winston Co., New York, 1945, p. 719

whom field representatives work from time to time. Other educators were interviewed who serve in varying capacities of consultants. The topic of educational consultant roles was discussed with personnel from the National Education Association and with personnel who are staff members of other state education associations.

Generally, the literature produced little specifically dealing with the role of the educational consultant, except some opinion articles, which dealt with teachers in special areas. Most often, role literature is concerned with the conceptual approach based on personal insight and observation. However, recent studies tend to be more specific.

It was decided to develop the analytical role approach. The questionnaire was developed, hopefully to learn the factors which cause the respondents to define the role of the field representative in terms of their expectancies.

With the suggestions of personnel in the education research department of the College of Education at MSU, it was decided to select four respondent groups: (1) fifty of the one hundred ninety local association presidents, (2) fifty members at large of the MEA, (3) nine authorities (jury of experts), and (4) the nine full-time MEA field representatives. Each respondent was to define the role of the field representative as he perceived it in terms of the activities list, the questionnaire. In addition, the MEA executive secretary was asked to complete the questionnaire. It was decided that, although his response would not be used in the statistical analysis as are those of the four respondent groups, it would be helpful to identify and compare his perceptions of the role of the field representative with the perceptions of the population of the study.

The fifty local association presidents were selected by taking the name of every third name in the list. Every fourth name in the list was selected as a supplementary listing to be used only in case some of the first fifty selectees failed to reply after a 45-day waiting period.

The second group of fifty MEA members at large were selected by taking the first name and every one thousandth name thereafter from the total list of fifty six thousand active members of the MEA. Also selected was the name of the person in the list immediately following that of each of the first fifty selectees. This supplementary list was to be used only in case some of the first fifty selectees failed to reply within the 45-day waiting period.

Following is a listing of the names of authorities in the field of education, the jury of experts, to whom the questionnaire was sent:

a. National Education Association personnel

Dr. William Carr, Executive Secretary

Dr. Karl Berns, Assistant Executive Secretary for
Field Operations

b. State Education Association personnel

Dr. Arthur Corey, Executive Secretary, California

Dr. Frederick Hipp, Executive Secretary, New Jersey

c. State Education Department (DPI) personnel

Dr. Lynn Bartlett, Superintendent of Public Instruction

Dr. Ferris Crawford, Assistant Superintendent for
Instruction

d. University personnel

Dr. Roland Strolle, Assistant Dean, School of Education
Western Michigan University

Dr. Kent Leach, Director, Bureau of School Services, the
University of Michigan

Dr. Kenneth Bordine, Dean, School of Education, Central
Michigan University

Dr. Kenneth Cleeton, Acting Dean, School of Education
Eastern Michigan University

Dr. Edward Pfau, Dean, School of Education Northern
Michigan University

Finally, the fourth group to whom the questionnaire was given is that of the nine full-time MEA field representatives. The questionnaire and cover letter were given personally to each member of this group. A stamped, self-addressed envelope was enclosed with the questionnaire and cover letter to each member of each group.

Summary

Background for the study, the rationale for the study, and the importance of the study have been described in this chapter. The basic hypothesis, the limitations of the study, and definitions were stated. A discussion of role value was given, as was the psychological implications of the knowledge of role. Finally, the procedures and techniques used in the study were outlined.

Chapter II

Review of the Literature

Background for the Study

The review of literature for this study largely concentrated on two areas: (1) role analysis from the socio-psychological and interactive aspect, and (2) authoritative writings and studies which describe the duties and responsibilities of the consultant or the special area teacher.

Role Analysis Framework

Frequently, we find groups that exist for a long period of time but show little improvement in their ability to work successfully in achieving group goals. It is then that the consultant to the group is challenged to lead the group into productivity. Thus, the role of the consultant must be understood by the members of the group.

Any study of role theory must seek information relative to the job involvement, the personal interpretation, and the interpersonal relationships in the situation. In general, members of the group have rather fixed role expectations of the consultant.

Here, we are concerned with the perceptions that the MEA local association leaders have in a social working situation of the consultant, the field representative. We are interested in the general expectancies that these teachers and administrators hold of the working role of the field representative. And, of course, how the field representative thinks others perceive his role determines his approach to working with the group.

In their definitional chapter on role, Gross, Mason, and McEachern quote statements from leading social scientists on role formulations and

role categories. They show quite clearly that role identifies how an individual actually performs in a given position, as distinct from how he is supposed to perform. The suggestion is that the person's office is influenced by factors other than the requirements of the position itself. There is, however, little in the literature which demonstrates that the consultant's perception of the degree of consensus of expectations of his position held by others affects his role behavior.

It would seem that the consultant ought to observe the social climate of the group, analyze his perceptions of the role expectations the group leaders have of him, and deliberately structure his motivational attack in such a manner as to lead the group toward goal attainment with the least resistance possible. The consultant must present his proposals in such a fashion as to cause the group leaders to accept his influence as legitimate and without jealousy, undue dependence, or resistance.

The literature reports that conflicts within the group need not always be considered as bad. Here, then, we would suggest that the consultant will achieve intimacy with group members by allowing conflicts and differences to be raised and resolved. The consultant will be successful in his role when he can marshal the necessary response to precipitate a decision. Yet, the consultant must strive to gain goal attainment by the group in such a way or manner as not to cause too much group dependence on him.

It would seem to the writer that the MEA field representative must place himself in the position of the local association leader and say to himself 'as the leader of this association, how can I accept the influence of this consultant on me and on our group without losing my self respect?' With this thought in mind, the consultant would then perceive his role to

listen with understanding, to integrate his feelings into the work of the group, and to express himself in such a manner as to show that he has respect for the dignity and worth of each member of the group.

Leadership of a local education association carries with it a complex of rights, obligations, and responsibilities. The pattern is determined by the organization's written and unwritten requirements for the general membership as well as for those in leadership positions. In most instances, the board of directors of the local education association tend to concentrate on short-range issues. Concern in many of their meetings is with the minutiae of immediate operations.

As the elected leader of the association, the president is exposed to behavioral expectations which, sometimes, are incompatible with his philosophy pertaining to a particular issue. This problem is magnified still further when the local association has a norm of behavior on an issue which is incompatible with the stated position of the state association. It is in this type of conflict situation that the field representative sometimes finds himself. It is then that his skill in interpersonal relations comes into good use.

It would appear that the field representative occupies a dysfunctional position. He may be caught between the expectations of the state association and the expectations of the local association, both of whom exercise authority over behavior patterns--each in a different manner. The state association, through his supervisors and the Board of Directors, provides a source of reward: rank and salary. The local association provides a source of reward, that of invitation to participate in the development of their program.

Therefore, the field representative must get his ideas accepted by the local association leadership or he has no program. The degree to which the field representative is successful in program development with the local association determines to some extent the evaluation of his services by his supervisors. Skill in interpersonal relationships is as necessary as knowledge of the program.

Related Studies

The writings and studies reviewed were involved with role theory as a tool in dealing with role expectations. Bidwell¹ attempted to define teachers' role expectations and perceptions of administrative behavior as these are related to job satisfaction by the teacher in his position. From a 53 percent return of his questionnaire, Bidwell concluded that the level of teaching satisfaction or dissatisfaction is dependent upon convergence or divergence of expectations and perceptions of the administrator's behavior.

Doyle² studied the convergence and divergence of expectations held by parents, school board members, and elementary teachers of the role of elementary teachers. The results of his interview--checklist indicated that teachers erroneously defined for others many role expectations and identified potential role conflict where none existed. Doyle noted that the teachers held many beliefs which the other groups did not share.

¹C. E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, 29: 41-47, 1955

²A. L. Doyle, "A Study of the Expectations Which Elementary Teachers, Administrators, School Board Members, and Parents Have of the Elementary Teachers' Roles." Unpublished Ed.D. Thesis, Michigan State University, 1956

In their study of military officers and civilian teachers in a military situation, Getzels and Guba³ found that an important element in role conflict is personality. They state "the crucial differences in behavior are a function of the interaction between the different personalities and the role expectations, and the extent to which conflict is felt is a function of differences in personality structure."

Another element of note in the Getzels-Guba study is that of legitimacy of expectations. They found "if the individual chooses as his major role the one that is also the legitimate role in the situation he is less likely to be affected by conflicts or threat of sanctions than when he chooses some alternate role." To sum their findings, Getzels and Guba said "that in a role conflict situation the sufficient conditions for role effectiveness, technical skill aside, are twofold: the congruence of personality needs and role expectations, and the choice of a major role that is the more legitimate one."

Hoffman⁴ studied the role of the elementary special area teacher and the consultant role. His questionnaire contained sixty-two items dealing with generalized roles. From the 76 percent reply it was shown that there was inconsistency in role perception held for these roles. Possibilities of open role conflict were identified.

³J. W. Getzels and E. G. Guba, "Role, Role Conflict, and Effectiveness: An Empirical Study," American Sociological Review, 19: 164-175, 1954

⁴James Hoffman, "A Study of the Perceptions that Administrators, Elementary Teachers, Consultants, and Special Area Teachers Have of the Elementary Special Area Teacher and the Consultant Role." Unpublished Ed.D. Thesis, Michigan State University, 1959

In his study of teachers in Tennessee, Campbell⁵ attempted to define the role of teachers as seen by parents, magistrates, school board members, administrators, and teachers. The purpose of the study was to determine what school administrators, lay groups, and teachers believed the role of the teacher to be. Campbell did not attempt to learn what the teachers' expectations were with regard to the roles that the various groups might assign to them, which this study is attempting to do.

One of the early pioneers in developing the concept of role was Willard Waller.⁶ He stated that the patness of a role, its propriety or impropriety, depends upon its acceptability. He went on to say that one individual responds directly to another and that "he responds to an imagined construct of the other." In his many pages on role, Waller says "the action of the individual comes to be oriented with reference to an entire situation of which the supposed attitude of others is a part." He said also that to play a role is to regulate one's behavior by the imagined judgments of others.

The roles of secondary school principals were studied by Holden.⁷ The population of his study included 42 junior and senior high school principals and 148 teachers in six counties in Washington. He recorded

⁵Claud L. Campbell, "The Role of the Teacher in Cheatham County, Tennessee," Contributions to Education, Second Series, No. 22, Nashville, Peabody Teachers' College, 1953

⁶Willard Waller, The Sociology of Teaching, John Wiley and Sons, New York, 1932

⁷Leonard W. Holden, "Administrative Roles in Secondary Education as Identified by Secondary Principals and Teachers," Ed.D. Dissertation, Stanford University, 1959

the degree to which role perceptions clustered around three divisions of administrative responsibility: managing, harmonizing, and motivating. Based on the replies to the twenty statement questionnaire, Holden discovered that the teachers and principals generally differed in the use of the three categories. His findings, also, indicated that the teachers' responses were person-centered in describing the principals, whereas the principals themselves tended to be process-centered in their responses.

The study of Washburne⁸ dealt with the actor's involvement and his self-image as the key concepts. He found that "dilemmas and contradictions exist in all areas of involvement" and that this state is reflected in "confusion, ambivalence, and stress on the part of actors." Washburne also found that the actor is involved in a variety of incompatible relations; "in one sense he is becoming proletarianized and at the same time he is becoming more professional."

Burchard⁹ found that the actor, a chaplain, seeks to reconcile his role conflict "either through rationalization or through compartmentalization of role behaviors and compartmentalization appeared to be the more successful technique." Burchard's study indicates that the role which provides for the individual his primary identification takes first place

⁸Chandler Washburne, "Involvement as a Basis for Stress Analysis," Ph.D. Thesis, Michigan State University, 1953

⁹Waldo W. Burchard, "Role Conflicts of Military Chaplains," American Sociological Review, 19: 528-535, 1954

in his hierarchy of role obligations and that, for the chaplain, the role of military officer provides his primary identification.

The study of Bates¹⁰ indicates that the term role does not indicate the full problem of role behavior. About all that it does is "to state that the norms which are associated with a position influence the behavior of a person occupying that position." Like Burchard, Bates produced evidence to indicate that the occupant of a position containing conflicting roles will tend either to redefine these roles to reduce tension or will employ mechanisms to reduce tension, and the most familiar type of mechanism employed is compartmentalization. This amounts to maintaining mental segregation of the norms composing the two roles so that awareness of the conflict is eliminated.

In his report, Toby¹¹ indicates the hierarchies of role obligations are usually recognized and the actor, to avoid role conflict, will institute a system of priorities which is more specific than mere cataloguing the individual's rights and responsibilities. Toby cites the reason for role conflict as "the imperfect integration of all social systems." He says that if the integrative mechanism functioned perfectly true role conflicts would be impossible.

In his analysis of roles and value orientations within a teaching

¹⁰Frederick Bates, "Position, Role and Status, a Reformation of Concepts," Social Forces, 34: 313-21, 1956

¹¹Jackson Toby, "Some Variables in Role Conflict Analysis," Social Forces, 30: 323-27, 1952

group, Nix¹² used a mode of behavioral causation. The model represents the behavior of an actor in a social position. He found that real behavior emerges from the interaction of three groups of factors, which are: (1) socio-cultural structure norms or expected behavior, (2) situational factors, and (3) personality factors. Nix further points out that individual personalities have regularity and, therefore, individuals occupying similar roles have personality traits in common.

Moreno¹³ pointed out that "social life has a tendency to attach a definite role to a specific person so that this role becomes the prevailing one into which the individual is folded." Anxiety, fear, resentment, or feelings of differences and distinction are often increased by this condition. Each individual, Moreno says, is filled with different roles which he wants to become active in and that are present in him in different stages of development. And, "it is from the active pressures which these multiple individual units exert upon the manifest official role that a feeling of anxiety is often produced."

In his discussion on role, Solby,¹⁴ for point of orientation, cites three values: "(1) social saturation value--the value that a certain 'job' has in helping the individual to experience a saturation of his emotional

¹²Harold L. Nix, "A Sociological Analysis of the Roles and Value Orientations of an Occupation," Ph.D. Dissertation, Louisiana State University, Baton Rouge, Louisiana, 1960

¹³J. L. Moreno, "Inter-Personal Therapy and the Psychopathology of Inter-Personal Relations," Sociometry, I: 1-2; 9-76, pages 44-47, 1937

¹⁴Bruno Solby, "The Role Concept and Job Adjustment," Sociometry, 7: 222-29, 1944

needs for interpersonal relationships; (2) role value--which represents his financial compensation plus the various individual and cultural symbols he experiences in the job situation; (3) integration value--this is part of the productivity value of a job which the individual experiences as ability to express his specific talents in productive work." Solby maintains that the integration value increases proportionately to the increase in role value which the individual experiences. He states "if the role value is decreased and becomes smaller than the social saturation value, the social saturation value will have to increase proportionately if the degree of integration is to be maintained." For job adjustment it is important to have the integration value more heavily stressed than the role value.

Norman Cameron¹⁵ says "it is obvious that the member of any organized society must develop more than a single role if he is to reciprocate and cooperate effectively with his fellows." It is necessary, he says, to consider the matter of self-reaction when analyzing the role player. To avoid personal difficulties, it is necessary to use skill in shifting from one role to another as the social situation warrants.

Stouffer's¹⁶ paper is a result of an empirical study made of Harvard and Radcliffe students. He points out that conflicts of role obligations are a common experience of all people. Stouffer says that the norms of any social group produce a strain for conformity to these norms. He feels that if the norms are clear and unambiguous the individual has no choice but to

¹⁵Norman Cameron, "Role Concept in Behavior Pathology," American Journal of Sociology, 55: 464-67, 1950

¹⁶Samuel Stouffer, "An Analysis of Conflicting Social Norms," American Sociological Review, 14: 707-17, 1949

conform or take the consequences in group resentment. If the person has simultaneous roles in two or more groups such that simultaneous conformity to the norms of each of the groups is incompatible, he can "(1) conform to one set of role expectations and take the consequences of non-conformity to the other sets or (2) seek a compromise position by which he attempts to conform in part in the hope that the sanctions applied will be a minimal." Stouffer says that the very existence of flexibility is the element which makes behavior in groups possible.

In much of the literature role is defined in terms of social systems. Linton's work is often quoted in the literature. It should be noted that Linton treated the concepts of role and status in two major works, The Study of Man¹⁷ and the Cultural Background of Personality.¹⁸

In a study of role and role expectations, the relationship of personality with role should be considered. The actor in any position has those personality factors that greatly affect his role expectations and his actions in that role. Parsons and Shils¹⁹ have described this relationship in their discussion of personality of role.

"One particular crucial aspect of this articulation of personality with the social system should be mentioned briefly. Once an organized system of interaction between ego and alter becomes stabilized, they build up reciprocal expectations of each others' actions and attitudes

¹⁷Ralph Linton, The Study of Man, Appleton-Century, Inc., New York, 1936

¹⁸Ralph Linton, The Cultural Background of Personality, Appleton-Century, Inc., New York, 1945

¹⁹Talcott Parsons and Edward Shils, Toward a General Theory of Action, Harvard University Press, Cambridge, pp. 76-77

which are the nucleus of what may be called role expectations. Alter expects ego to behave in given situational conditions in certain relatively specific ways or at least within relatively specific limits. Alter's reaction will be contingent on the fulfillment or nonfulfillment of his expectations, be different, with fulfillment leading to rewards and/or favorable attitudes, and nonfulfillment leading to the reverse. Alter's reaction is in turn meaningfully interpreted (not necessarily correctly--distortion is of course possible and frequent) by ego and this interpretation plays a part in shaping the next stage in the process of his actions toward alter (all this takes place in reverse, too)."

Brookover's²⁰ discussion of role and personality outlines the same relationship as that of Parsons and Shils. Brookover says that "it is apparent, of course, that each actor has different experiences, needs and perceptions relevant to the situation. One actor brings his particular set to the position of teacher while another teacher **brings** a very different set." He also mentions that the actor's experiences, needs, and perceptions are changing constantly. The actor is different in each situation than in previous ones.

This sociological concept of personality, as outlined by Brookover and by Parsons and Shils, is important to this study. Drake²¹ in his study of perceptions of vocational agriculture teachers in Michigan refers to these same ideas. As we study the perceptions of the MEA field representative and

²⁰Wilbur B. Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, September, 1955, 29: 3

²¹William E. Drake, "Perceptions of the Vocational Agriculture Teacher's Professional Role in Michigan," Ph.D. Thesis, Michigan State University, 1962

weight these perceptions against those of people in counter positions, we must realize that each reactor in the group is an individual whose personality is continually having its effect upon the role he plays. Since education is experiencing so much change, it follows that without personality playing its part in role expectations there would be few innovators to bring forth needed behavioral adaptations to the changes taking place.

Of role in its broadest sense, Znaniecki²² says "there is obviously a fundamental and universal, though unreflective, culture pattern in accordance with which all kinds of lasting relationships between individuals and their social milieus are normatively organized and which we denote by the term 'social role'."

Davis²³ takes a little different approach in his analysis of role. He says "how an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position. It is the dynamic aspect of status or office and as such is always influenced by factors other than the stipulations of the position itself."

Gross, Mason, and McEachern²⁴ say that differences in role definition stem from the fact that different authors place their role concept in different frames of reference. The reason for this, they say, is that the different definitions are influenced by the different disciplines of the definers and the special problems in which they are interested. Gross, Mason,

²²Florian Znaniecki, The Social Role of the Man of Knowledge, Columbia University Press, New York, 1940, p. 19

²³Kingsley Davis, Human Society, The Macmillan Co., New York, 1949, p. 90

²⁴Neal C. Gross, Ward S. Mason, and A. W. McEachern, Explorations in Role Analysis, Wiley and Sons, New York, 1958, pp. 16-17

and McEachern go on to say "although their formulations have some fundamental differences, most of the authors whose definitions have been presented are concerned with the same phenomena. Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of role themselves, are that individuals: (1) in social locations, (2) behave, (3) with reference to expectations."

In speaking about conflicts and tensions, Lewin²⁵ said "society is characterized in part by sets of expectations, which its members come to incorporate in their personalities. In fact, when an individual acts in accordance with or in opposition to, the expectations of some other person or social group, his behavior is social. As long as an individual's expectations are realized, life goes along smoothly, and he feels more or less secure. But when expectations begin to be thwarted in considerable numbers over a considerable period of time individuals become uncertain. Their morale may drop if the uncertainty continues, and this will lead to decrease in productive efforts. In addition, personal conflicts will increase, and social tensions of all sorts will be brought to the surface of community life."

Using a list of varied behaviors in which teachers might participate, Greenhoe²⁶ attempted to define teachers' social roles as perceived by members of boards of education, students, and teachers. The results indicated that the social conduct of teachers is restricted.

²⁵Kurt Lewin, Resolving Social Conflicts, Harper and Brothers, 1948 p. 110

²⁶Florence Greenhoe, Community Contacts and Participation of Teachers, American Council on Public Affairs, Washington, D. C., 1941

Seeman²⁷ studied role conflict and ambivalence in leadership. He surveyed superintendents, principals, and teachers. His results indicate that we place leaders in positions of built-in conflict.

Cowan²⁸ studied the role expectations held by relevant groups of the building director. His study was confined to reference groups focal to the position incumbent's efforts in the internal organization of the school. He pointed out that the role adopted by the director in working with group leaders is different from that adopted in working with staff members.

Summary

Most of the authors agree that people do not behave in a random manner but that their behavior is influenced by their own expectations and those of others in the group in which they are participants. Generally, human conduct is a function of expectations. The frame of reference for this study is that the expectations of selected educators are important in determining behavior of the MEA field representative, especially to the degree of perception the field representative has of these expectations.

Many of the studies cited in this chapter reveal that the consultant's role carries with it a great deal of conflict. Many of the problems of the education profession are brought about by conflicting expectations and confusion in the definition of roles existing in the profession. The

²⁷ Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, 18: 373-80, 1953

²⁸ Alton W. Cowan, "The Flint Building Director: Role Expectations Held by Relevant Groups," Ed.D. Thesis, Michigan State University, 1960

problems of role definition are most often caused by varied perceptions of that role.

That method of functioning is best for any consultant in which he sees his role and sees how others see it.

Chapter III

History of the MEA

Historical Development

On October 12, 1852, a group of two hundred educators, attending the dedication of the first building on the campus of Michigan State Normal School, Ypsilanti, signed their names to a resolution which is the birth certificate of the Michigan Education Association. The resolution stated:

"Whereas, The cause of education in this State demands efficient organization to advance its various interests, and to secure greater harmony and concert among its friends; therefore be it

"Resolved, That we who subscribe our names to this resolution hereby form ourselves into a State Teachers' Association, which shall be auxiliary to the Superintendent of Public Instruction and the State Normal School."¹

Following the passage of this resolution, another resolution was adopted which permitted any educator or anyone interested in education to become a member of the newly formed Association by sending his name and address to the recording secretary and paying the twenty-five cents annual dues.²

¹Annual Report of the Superintendent of Public Instruction of the State of Michigan for the Year 1852, Lansing, Michigan, pp. 118-19

²"Constitution of the State Teachers' Association," Michigan Journal of Education, I, March, 1854, p. 95

Officers were elected and Adonijah S. Welch, principal of the State Normal School, was chosen president. Vice-presidents selected were A. C. Rogers and H. B. Thayer. John Horner was elected recording secretary and Henry Cheever was chosen secretary.³

The following committees were named, instructed to make studies of the problems in their fields, and report findings at the next meeting of the Association: (1) Best Manner of Teaching Elementary Reading, (2) School Visitation, (3) Composition and Declamation, (4) Expediency of Holding a Common School Celebration on the Fifth of October, 1853, (5) Best Method of Teaching Geography, (6) Giving Rewards in School, (7) Penmanship in Schools, (8) Teaching Vocal Music in Schools, (9) Best Method of Teaching Elementary Grammar, (10) Orthography and Phonography, (11) Wages of Female Teachers, (12) Regular Attendance in School.⁴

Formal organization of the Association was completed and the Constitution adopted at the next meeting, which was held in Ypsilanti in March, 1853. A. S. Welch was re-elected president.

There had been earlier attempts to organize teacher societies and teacher organizations in Michigan, but all had been short lived. In January, 1838, at a teachers' convention in Detroit, John D. Pierce, Michigan's first Superintendent of Public Instruction, organized a society of teachers, which was called The Michigan Literary Institute. It died soon after birth.⁵

³Annual Report of the Superintendent of Public Instruction of the State of Michigan for the Year 1852, Lansing, Michigan, pp. 119-20

⁴Daniel Putnam, A Sketch of the History of Michigan State Teachers' Association, Ypsilanti, Michigan, Published by the Michigan State Teachers' Association, 1877

⁵Ibid

In 1847, the Michigan State Education Society was formed at a convention in Ann Arbor. The organization was disbanded after two annual meetings had been held.⁶ This left the field clear in 1852 for the organizing of the Michigan State Teachers' Association.

The Constitution of the Association, adopted in 1853, made no statement of the specific purposes of the organization, but left the executive board free to "arrange the order of exercises for the Association at each meeting."⁷ The founders proposed to act in any way in which action was needed under the conditions then existing. Since any person could become a member of the Association, we find in the records that some of the earliest influential members were not teachers in the strict sense of the term.

At the third meeting of the Association in Detroit in September, 1853, the predecessor of the present Michigan Education Journal was authorized. The first number was published in Detroit in January, 1854, under the editorship of John M. Gregory. This publication was called The Michigan Journal of Education. Many issues of the Journal contained reports of the low pay of teachers, the failure to maintain certification standards, and the large number of transients in the profession.

The Association president, A. S. Welch, and the Superintendent of Public Instruction, Ira Mayhew, used their influence to obtain legislation in 1855 permitting the state to pay the subscription for the Journal to be

⁶Daniel Putnam, A Sketch of the History of Michigan State Teachers' Association, Ypsilanti, Michigan, Published by the Michigan State Teachers' Association, 1877

⁷"Constitution of the State Teachers' Association," Michigan Journal of Education, I, March, 1854, p. 95

sent to the library in each of the thirty-eight hundred school districts in the state. There were relatively few individually paid subscriptions, less than three hundred, aside from the state subscription.⁸ With the discontinuance of the state subscription eight years later, the publication was discontinued in November, 1861.⁹

From 1861 to 1919 the Association had no official publication, but in 1919 the MSTA Quarterly was published. In 1923, the Quarterly was replaced by the present Michigan Education Journal. The Journal has been sent free to all Association members since its inception.

During 1852 and 1853, the Association meetings were held in conjunction with the state teachers' institutes. The first separate meeting of the MSTA was held in Detroit in April, 1854. Speakers at this meeting included Henry Barnard and Horace Mann. Mr. Mann gave two formal addresses. Concern was voiced in the meeting about standards for the profession. The editor commented that "the public must be made aware of the fatal error in the popular belief that anyone can teach children."¹⁰

During this meeting in 1854, Levi Bishop, President of the Detroit Board of Education, and Professor Joseph Estabrook spoke in favor of legislation making teaching a profession. President Welch and others, however, thought that efforts to obtain such legislation would fail to pass. A resolution to strive for such legislation as proposed by Mr. Bishop and Professor Estabrook did not pass.¹¹

⁸"Editor's Table," Michigan Journal of Education, II, February, 1855, p. 60

⁹Daniel Putnam, A Sketch of the History of Michigan State Teachers' Association, Ypsilanti, Michigan, Published by the Michigan State Teachers' Association, 1877

¹⁰"Michigan State Teachers' Association," Michigan Journal of Education, I, May, 1854, p. 163

¹¹Ibid

Early Leaders of the Association

At this point, brief mention should be made of some of the more prominent and active members of the MSTA during the early years of its existence. Much credit for the organizational effort of the Association should be given to A. S. Welch. Mr. Welch, a native of Connecticut, came to Michigan at the age of eighteen, was graduated from the University of Michigan in 1846, studied law, was admitted to the bar, changed his occupational choice, and became principal of the Union School in Jonesville. From Jonesville he went to the principalship of the Normal School in Ypsilanti where he remained until 1867, when he resigned because of ill health.¹²

Miss A. C. Rogers, the first preceptress of the Normal School, was one of the first officers of the Association. She was a woman of great ability and much energy.¹³

One of the original members of the MSTA and a central figure in its affairs was J. M. B. Sill. Professor Sill was well known for this work at the University of Michigan and was respected throughout the state for his efforts in education.¹⁴

John M. Gregory was the second president of the Association, 1854-55, and the editor of its publication from 1854-1859. He was Superintendent of Public Instruction, 1859-64. He later was appointed President of Kalamazoo College.¹⁵

¹²Daniel Putnam, A Sketch of the History of Michigan State Teachers' Association, Ypsilanti, Michigan, Published by the Michigan State Teachers' Association, 1877

¹³Ibid

¹⁴Ibid

¹⁵Ibid

Another charter member of the Association and its third president, 1855-56, was Professor Joseph Estabrook. A native of New Hampshire, Professor Estabrook was a graduate of Oberlin College in 1847. He was principal of the Union School in Ypsilanti for thirteen years, superintendent of East Saginaw Schools, principal of the Normal School for nine years, Superintendent of Public Instruction for four years (1886-90), and professor in Olivet College. It is said that Professor Estabrook was better known and more deeply loved than any other teacher in Michigan.¹⁶

Others involved with early activities of the Association included Dr. J. A. B. Stone, first president of Kalamazoo College; Dr. E. O. Haven, who later became president of the University of Michigan; Ira Mayhew, Superintendent of Public Instruction from 1845 to 1849 and 1855-58; Daniel Putnam, who was MSTA President 1874-75 and the first historian of the Association; Oramel Hosford, Superintendent of Public Instruction from 1865 to 1872; Francis Shearman, Superintendent of Public Instruction, 1849-50 and 1851-1854; Professors Alexander Winchell, E. Olney, T. C. Abbott, J. R. Boise, D. P. Mayhew, and L. R. Fiske.¹⁷

Association Activities

In-service training of teachers was promoted by the Association from its earliest days, and is still a concern of the organization. Reading circles were developed throughout the state, at the suggestion of the MSTA Executive Committee. Teachers would band together in small groups and read and discuss current literature in the field of pedagogy. The Association

¹⁶ Daniel Putnam, A Sketch of the History of Michigan State Teachers' Association, Ypsilanti, Michigan, Published by the Michigan State Teachers' Association, 1877

¹⁷ Ibid

organized a State Reading Circle to coordinate the work of the county and area reading circles. The State Reading Circle distributed a bibliography of professional literature. It was assumed that the reading circles were especially helpful to the rural teachers. Interest in the reading circles was maintained during the 1880's and 90's, but declined shortly after 1900. However, the ME Journal continued to publish preferred lists of books for school libraries in the 1930's and 40's.

Another in-service training device was the teachers' institutes. Mainly because of Association pressure, the Legislature in 1855 passed an act authorizing the Superintendent of Public Instruction to hold teacher institutes of not less than ten days wherever fifty teachers desire one. The state would pay up to \$200 per institute but not more than \$1,800 per year.¹⁸ A new institute law was passed in 1879 which ordered all examining boards to collect one dollar from male teachers and fifty cents from female teachers who were awarded teaching certificates. The money was to be used for county institutes.¹⁹ The MSTA cooperated with the State Superintendent of Public Instruction and with the county school commissioners in developing programs for the institutes. The MEA is still sponsoring teacher institutes annually around the state.

The MSTA was active in promoting the union school movement. The school code in 1846 authorized boards of inspectors of any township to form a single district out of two or more districts in the township, with the pupils

¹⁸"Act No. 70," Public Acts of the Legislature of the State of Michigan for the Year 1855, Lansing, Michigan

¹⁹"Act No. 53," Public Acts of the Legislature of the State of Michigan for the Year 1879, Lansing, Michigan

classified into two or more grades.²⁰ By 1860, the concept of free, tax supported public schools was fairly well accepted for the elementary grades, but not so for the secondary schools. The MSTA continued to urge extending educational opportunities through the secondary school. An act was passed in 1859 allowing graded school districts to establish academic or high school departments in their union schools.²¹ However, it was not until the Kalamazoo Case in 1872 that separate high schools began to develop rapidly. In the Kalamazoo Case, the Supreme Court ruled that the school district could collect part of the school taxes for the support of the high school.

Through the years the Association continued to emphasize the need for increased teacher training facilities. At the annual meeting of the Association in 1870 the following resolution was passed: "That in the opinion of this Association the Michigan State Normal School is doing a noble work for education in Michigan, and that we respectfully suggest to the Honorable Legislature the need of further similar facilities for the training of teachers."²² The Legislature was populated heavily with farmers during the latter part of the nineteenth century. Since the grange and the farm bloc desired localization of educational institutions, support was gained for the MSTA position of more institutions for preparing teachers.

In 1895, Michigan's second Normal School was established in Mt. Pleasant. The law stated that this school should be a "Normal School for the

²⁰Joint Documents of the State of Michigan for the Year 1851, p. 397, Lansing, Michigan, Publisher: Ingals, Hedges, and Company, 1851

²¹School Law of Michigan, 1859, Hosmer and Kerr, Lansing, Michigan, 1859, p. 219

²²"Proceedings of the State Teachers' Association," Michigan Teacher, VI, February, 1871, pp. 73-4

preparation and training of persons for teaching in the rural district schools."²³ The MSTA delegates from the upper peninsula continued to agitate at the annual Association meetings for a Normal School in their area. The third Normal School was established in 1899 in Marquette "for the purpose of instructing persons in the several branches pertaining to a public school education, and in the science and the art of teaching the same."²⁴ The law establishing the fourth Normal School in 1903, Western Michigan Normal School in Kalamazoo, specified one of its objectives would be "the preparation and training of persons for teaching in the rural district schools."²⁵

The Association appointed a committee of ten in 1913 to cooperate with the proper authorities at the University of Michigan and the State Superintendent of Public Instruction in urging the formation of a separate school of education with a demonstration school at the University. The Legislature in 1919 passed the law which led to the establishment of the demonstration school at the University of Michigan.²⁶ The Association continued with its annual plea to the Legislature for adequate funds for these institutions. In 1930, the MEA Representative Assembly passed a resolution directing the staff to maintain constant vigilance so that the policy of granting sufficient

²³"Act No. 261," Public Acts of the Legislature of the State of Michigan for the Year, 1895, Lansing, Michigan

²⁴"Act No. 51," Public Acts of the Legislature of the State of Michigan for the Year, 1899, Lansing, Michigan

²⁵"Act No. 156," Public Acts of the Legislature of the State of Michigan for the Year, 1903, Lansing, Michigan

²⁶"Act No. 178," Public Acts of the Legislature of the State of Michigan for the Year, 1919, Lansing, Michigan

appropriations by the state to maintain high standards of teacher training be continued.²⁷

Throughout its history the Association has been active in promoting higher standards for teacher certification. In 1857, MSTA President-Elect Alexander Winchell said that teaching would become a stronger profession when a specified period of training was required before a person would be allowed to teach and when some effective means of sifting out the incompetents and undesirables was developed.²⁸ The Michigan Journal of Education in 1855 suggested that teachers might take over the job of issuing certificates to teach, just as lawyers and physicians were licensed by men of their own profession.²⁹ During the 1860's the MSTA Journal advocated the county school superintendent system, with the superintendent to be appointed for a two-year term by the township inspectors.³⁰ The Legislature in 1867 passed a bill establishing a system of county superintendents.³¹

The 1878 meeting of the Association produced the following resolution: "We realize a growing sense of the need of radical improvement in the management and work of the rural and ungraded schools of the state, and we respectfully express the hope that the state Legislature will provide for

²⁷"Resolutions of the Association," Michigan Education Journal, VII, April, 1930, p. 471

²⁸A. Winchell, "Address Before the S.T.A.," Michigan Journal of Education, V, January, 1858, p. 9

²⁹"Inspection of Teachers," Michigan Journal of Education, II, January, 1855, pp. 22-3

³⁰"School District," Michigan Journal of Education, VII, December, 1860, p. 468

³¹"Act No. 55," Public Acts of the Legislature of the State of Michigan for the Year, 1867, Lansing, Michigan

improvement in the system of supervision of such schools and the inspection of teachers."³² In 1891, a law was passed providing for a county school commissioner and two examiners to be elected by the people. These officials constituted a county school board for the examination and certification of teachers.³³ At the 1894 meeting of the Association the committee on legislation took a strong stand favoring a law to punish school boards for employing unqualified teachers. No such law was passed, however. The Association recommended in 1897 that more control over certification be given to the Superintendent of Public Instruction.

The MSTA Quarterly in 1919 advocated that rural teachers have at least two years of academic and professional training beyond high school and that high school teachers have four years of training beyond high school.³⁴ In 1927, Frank Cody, President of the MEA (the Association changed its name in 1926 from the Michigan State Teachers' Association to the Michigan Education Association), proposed a plan for regulating certificates offered by the four state teacher colleges. The State Board of Education, in 1928, adopted the plan whereby life certificates would be issued upon completion of 144 term hours (three years) but no credit would count toward a life certificate unless taken as part of a 144 hour curriculum.³⁵

³²Annual Report of the Superintendent of Public Instruction for the State of Michigan for the Year, 1878, Lansing, Michigan

³³"Act No. 147," Public Acts of the Legislature of the State of Michigan for the Year, 1891, Lansing, Michigan

³⁴Charles McKenny, "Ideals and Standards for the Preparation of Teachers," MSTA Quarterly, I, June, 1919, pp. 28-30

³⁵"Life Certificate Requirements Advanced," Michigan Education Journal, V, January, 1928, p. 318

One of the members of the Extra Legal Advisory Committee, appointed in 1933 by the State Board of Education, was the MEA executive secretary. The Committee drafted the new Certification Code, adopted in 1936 by the State Board of Education, which reduced the number of certificates to five: the elementary provisional-permanent, the secondary provisional-permanent, the junior college permanent, the state limited, and the county limited.³⁶

As the teacher shortage became more critical during World War II, the State Board of Education in 1942 created a new certificate, the War Emergency Certificate, valid for one year.³⁷ During the remaining war years, the MEA passed its usual resolution each year opposing the entrance of unqualified people into the profession.

A new Advisory Committee on Teacher Education and Certification was appointed in 1944, with Dean J. B. Edmonson of the University of Michigan as chairman and MEA Executive Secretary, A. J. Phillips, as vice-chairman. Upon the recommendation of this Committee, the certification code was strengthened to require the holders of elementary provisional certificates issued after July 1, 1945, to present ten semester hours of college work to make the certificate permanent.³⁸

The MEA Commission on Teacher Education and Professional Standards from 1950 through the present has continued to promote the idea of maintaining and raising professional standards in teacher preparation and certification.

³⁶"Resolutions Adopted by Conference of City Superintendents," Michigan Education Journal, XIV, October, 1936, p. 86

³⁷Minutes of the Meetings of the State Board of Education for the Fiscal Year Ending June 30, 1942, Lansing, Michigan

³⁸W. Ray Smittle and John Darbee, A Primer of Michigan School Law, Oakland Education Press, Clawson, Michigan, 1948, p. 118

Another area of concern to the Association through the years is that of compulsory education. Our society's laissez-faire policy during the latter part of the nineteenth century about children attending school limited the educational opportunities greatly for many children. There is frequent reference to the need for legislation in this area found in the Association's publications and reports of its annual meetings. The compulsory school law of 1889, passed after several years of effort, applied to all townships supporting graded schools. The local school board was authorized to require that juvenile delinquents attend school as long as the school board should direct.³⁹

As a result of the 1894 resolution of the MSTA on this topic, the 1895 session of the Legislature passed a bill extending the compulsory education law to include all children aged 8-14, and 7-16 in cities. The children were to attend school at least four months of each school year, and the law was to be enforced by each district appointing a truant officer.⁴⁰ In 1915, the Legislature amended the compulsory school attendance law to require all children of ages 7-16 to attend school during the entire school year.⁴¹

Throughout its history the Association has been concerned with items of teacher welfare, as: better salaries and improved working conditions. Because the Association leaders from 1852 to 1870 were mostly college professors, the Association's action on individual welfare items centered, mainly, around resolutions and study committees. Papers were read at the annual meetings

³⁹Annual Report of the Superintendent of Public Instruction of the State of Michigan for the Year, 1889, Lansing, Michigan

⁴⁰"Act No. 95," Public Acts of the Legislature of the State of Michigan for the Year, 1895, Lansing, Michigan

⁴¹"Act No. 47," Public Acts of the Legislature of the State of Michigan for the Year, 1915, Lansing, Michigan

decrying the poor salaries of teachers. However, the actual membership in the Association never exceeded 500 until near the turn of the century. Consequently, little coordinated and unified action could be brought to bear on the Legislature or on local school boards.

The Association leadership rested, largely, in the hands of school administrators from 1870 until about 1911. With the development of the suffrage movement, women teachers began to attend the meetings, and, in 1911, Miss Ann Barnard of Mt. Pleasant was elected second vice-president of the Association and Mrs. Cornelia Hulst of Grand Rapids was elected to the executive committee.⁴² Women were given equality, also, by raising their membership fee from fifty cents to one dollar, the same as the men.

The Association membership rose from 520 in 1901 to 902 in 1905 to 4,488 in 1906 (that year the State Superintendent of Public Instruction designated the Association's annual meeting as an official state teacher institute day). Of the 4,488 Association members, 3,646 were women and 842 men.⁴³ The Association membership began a steady incline: 1920 = 11,711; 1930 = 31,996; 1940 = 34,117; 1950 = 33,666; 1955 = 41,807; 1960 = 54,960; 1964 = 65,048.

With the classroom teachers assuming more roles of leadership in the Association after 1911, the organization more vigorously pressed for teacher welfare items, including a teacher retirement fund. The Association succeeded in its efforts for a teachers' retirement plan with the passage in 1915 of a retirement bill. Continued Association efforts have brought about amendments to improve the teacher retirement fund.

⁴²"State Association Notes," Moderator Topics, XXXII, November, 1911, p. 206

⁴³"State Association Notes," Moderator Topics, XXXII, November, 1911, p. 207

Better salaries for teachers and increased state appropriations for school aid continued to become key items of the Association's program from 1916 to the present. The salary committee of the MSTA in 1919 publicized the need for higher teacher salaries through "an array of convincing statistical facts."⁴⁴ The salary committee published another study of teacher salaries in 1924.⁴⁵ In 1925, the Association published a code of ethics which dealt with group action on the salary question. The code urged all teachers to accept only those "salaries sufficient to cover living expenses for twelve months and a balance for saving, and to advocate for the members of the profession just recognition and adequate compensation for services rendered."⁴⁶

At the 1935 Representative Assembly, the MEA executive secretary reported that the Legislation Commission and the Board of Directors were considering the idea of a minimum wage law for teachers.⁴⁷ In 1938, we find the first of several annual MEA recommendations to the Legislature to the effect that "adequate salaries should take precedence over school buildings and equipment."⁴⁸ The MEA today is continuing to work for better teacher salaries, improved working conditions, increased State Aid for schools, federal support for public education, fringe benefits for teachers, as well as in the area of professional standards and more autonomy for the profession.

⁴⁴T. J. Knapp, "The Work of the Salary Committee," MSTA Quarterly, I, March, 1919, p. 6

⁴⁵Report of the Committee on Salaries of the Michigan State Teachers' Association, MSTA Bulletin No. 1, Lansing, Michigan, p. 3

⁴⁶A Code of Professional Ethics for Teachers and Administrators and a Code of Ethics for Boards of Education, MEA Bulletin No. 2, Lansing, Michigan, pp. 1-4

⁴⁷"Annual Report of the Executive Secretary," Michigan Education Journal, XII, May, 1935, p. 416

⁴⁸A. J. Phillips, "Salaries," Michigan Education Journal, XV, February, 1938, p. 282

In the interest of conservation of time and space, we will not discuss the many efforts of the Association in bringing about teacher tenure, sabbatical leave, sick leave, insurance programs, teacher credit unions, professional negotiation agreements with local school boards, etc. That the Association has made significant contributions to education is beyond serious question.

The democratic structure of the MEA has encouraged the evaluation of programs reflecting the needs of the members. It has been a primary responsibility of the field representative to help the local units implement these programs into action.

As the elected officials of the Association, the members of the Board of Directors have worked with the staff in providing leadership in promoting member-developed programs. As the elected heads of the Association, the MEA presidents have exercised much influence in educational developments between 1852 and the present.

Staff Development

With the rapid increase in membership in the Association after 1900, it was decided to employ staff personnel. In 1908, John Everett, professor of mathematics and chairman of the department of mathematics at Western Michigan University in Kalamazoo, was employed on a part-time basis as the MEA executive secretary. He was empowered to employ secretarial help. The records and the MEA office for a number of years were maintained in his home.

In 1922, E. T. Cameron was appointed as the first full-time executive secretary and the headquarters was moved from Kalamazoo to rented offices in the Prudden Building in Lansing. In January, 1929, the Association became established in its own building on Washington Avenue in Lansing, where the

headquarters remained until growth of staff and services required the construction of a new headquarters building in East Lansing in 1964.

In January, 1929, the second full-time professional staff member was added when Arthur H. Rice was employed as editor of the ME Journal. In 1933, the third member of the professional staff was added with the employment of A. J. Phillips as Director of Research and Field Representative.

It soon became evident that additional staff personnel was needed, especially in the area of field service. So, in July, 1936, the Board of Directors authorized the employment of E. B. Robbins as assistant editor and Wesley E. Thomas as the first full-time field representative. The next year Thomas was given the title of Director of Field Service.

In 1944, two additional field representatives were employed, Alfred G. Amundsen and Thomas J. Northey, which brought the total of professional staff members to six. The following list shows the development of the staff. It is interesting to note the new positions, the changes in titles, and the increased number of staff members in the field service division.

1922-23

Executive Secretary - E. T. Cameron

1929-30

Executive Secretary - E. T. Cameron
Director of Publications - Arthur H. Rice

1933-34

Executive Secretary - E. T. Cameron
Director of Publications - A. H. Rice
Director of Research - A. J. Phillips

1936-37

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - Wesley E. Thomas
Assistant Editor - E. B. Robbins
Business Representative - E. T. Cameron

1937-38

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - E. B. Robbins
Business Representative - E. T. Cameron

1938-39

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - Wesley E. Thomas
Assistant Editor - E. B. Robbins
Business Representative - E. T. Cameron

1939-40

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - E. B. Robbins

1940-41

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - E. B. Robbins

1941-42

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - E. B. Robbins
Director of Placement Bureau - Donald Wilson

1942-43

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - Lewis C. Fay

1943-44

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - Paul Schulze

1944-45

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - P. W. Schulze
Field Representative - Alfred G. Amundsen
Field Representative - Thomas J. Northey

1945-46

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - Lewis C. Fay
Field Representative - A. G. Amundsen
Field Representative - T. J. Northey

1946-47

Executive Secretary - A. J. Phillips
Director of Publications - A. H. Rice
Director of Field Service - W. E. Thomas
Assistant Editor - L. C. Fay
Field Representative - A. G. Amundsen

1948-49

Executive Secretary - A. J. Phillips
Director of Publications - Edwin Wintermute
Director of Field Service - W. E. Thomas
Director of Public Relations - Maurice Carmany

1949-50

Executive Secretary - A. J. Phillips
Director of Publications - E. Wintermute
Director of Field Service - W. E. Thomas
Director of Public Relations - M. G. Carmany
Field Representative - Ivan Bentley
Field Representative - Cecil Elmore
Field Representative - C. P. Titus

1950-51

Executive Secretary - A. J. Phillips
 Assistant Executive Secretary - E. D. Kennedy
 Director of Publications - E. Wintermute
 Director of Field Service - W. E. Thomas
 Director of Public Relations - M. G. Carmany
 Field Representative - Ivan Bentley
 Field Representative - Cecil Elmore
 Field Representative - C. P. Titus
 Camp Director - Kenneth Barnhill

1951-52

Executive Secretary - A. J. Phillips
 Assistant Executive Secretary - E. D. Kennedy
 Director of Publications - E. Wintermute
 Director of Professional Relations & Research -
 W. E. Thomas
 Director of Public Relations - M. G. Carmany
 Director of Field Service - T. J. Northey
 Camp Director - L. A. Doyle
 Field Representative - Ivan Bentley
 Field Representative - Cecil Elmore
 Field Representative - C. P. Titus

1952-53

Executive Secretary - A. J. Phillips
 Assistant Executive Secretary - E. D. Kennedy
 Director of Professional Relations & Research -
 W. E. Thomas
 Director of Publications - Hugh Schram, Jr.
 Director of Public Relations - M. G. Carmany
 Director of Field Service - T. J. Northey
 Camp Director - L. A. Doyle
 Field Representative - Cecil Elmore
 Field Representative - Robert McConeghy
 Field Representative - Meredith Taylor

1953-54

Executive Secretary - A. J. Phillips
 Assistant Executive Secretary - E. D. Kennedy
 Director of Professional Relations & Research -
 W. E. Thomas
 Director of Publications - Hugh Schram, Jr.
 Director of Public Relations - M. G. Carmany
 Director of Field Service - T. J. Northey
 Camp Director - L. A. Doyle
 Field Representative - Cecil Elmore
 Field Representative - Meredith Taylor
 Field Representative - Richard Adams
 Field Representative - William Weldon

1954-55

Executive Secretary - A. J. Phillips
 Assistant Executive Secretary - E. D. Kennedy
 Director of Professional Relations & Research -
 W. E. Thomas
 Director of Publications - Hugh Schram, Jr.
 Director of Public Relations - M. G. Carmany
 Camp Director - Raymond Randels
 Field Representative - T. J. Northey
 Field Representative - Cecil Elmore
 Field Representative - Richard Adams
 Field Representative - Gerald Simmons
 Field Representative - Fred Stacks
 Assistant Editor - Norman Hearn

1955-56

Executive Secretary - A. J. Phillips
 Assistant Executive Secretary - E. D. Kennedy
 Director of Professional Relations & Research -
 W. E. Thomas
 Director of Publications - Hugh Schram, Jr.
 Director of Public Relations - M. G. Carmany
 Camp Director - Raymond Randels
 Field Representative - T. J. Northey
 Field Representative - Cecil Elmore
 Field Representative - Richard Adams
 Field Representative - Gerald Simmons
 Field Representative - Fred Stacks
 Assistant Editor - Norman Hearn

1956-57

Executive Secretary - A. J. Phillips
 Associate Executive Secretary - E. D. Kennedy
 Assistant Executive Secretary - W. E. Thomas
 Director of Publications - Hugh Schram, Jr.
 Director of Public Relations - M. G. Carmany
 Camp Executive - Ray Randels
 Field Representative - T. J. Northey
 Field Representative - Cecil Elmore
 Field Representative - Richard Adams
 Field Representative - Gerald Simmons
 Field Representative - Fred Stacks
 Assistant Editor - Norm Hearn

1957-58

Executive Secretary - A. J. Phillips
 Associate Executive Secretary - E. D. Kennedy
 Assistant Executive Secretary - W. E. Thomas
 Director of Publications - Hugh Schram, Jr.
 Director of Public Relations - M. G. Carmany
 Camp Executive - Ray Randels
 Field Representative - T. J. Northey
 Field Representative - Cecil Elmore
 Field Representative - Richard Adams
 Field Representative - Gerald Simmons
 Field Representative - Fred Stacks
 Field Representative - Norm Hearn

1958-59

Executive Secretary - E. D. Kennedy
 Assistant Executive Secretary - W. E. Thomas
 Director of Publications - Arthur H. Rice, Jr.
 Director of Public Relations - M. G. Carmany
 Department Coordinator - Cecil Elmore
 Special Assistant in Legislation - Richard Adams
 Special Assistant in Research - Thomas Northey
 Coordinator of College Relations - Gerald Simmons
 Coordinator of Field Service - Fred Stacks
 Field Representative - Kai Erickson
 Field Representative - Donald Giese
 Camp Executive - Ray Randels

1959-60

Executive Secretary - E. D. Kennedy
 Associate Executive Secretary - Jefferson Haney
 Assistant Executive Secretary - W. E. Thomas
 Director of Publications - A. H. Rice, Jr.
 Director of Public Relations - Jack White
 Camp Executive - Ray Randels
 Department Coordinator - Cecil Elmore
 Special Assistant in Legislation - Richard Adams
 Special Assistant in Research - T. J. Northey
 Coordinator of College Relations - G. N. Simmons
 Coordinator of Field Service - Fred Stacks
 Field Representative - Kai Erickson
 Field Representative - Donald Giese
 Field Representative - Al Amundsen
 Field Representative - Dan Welburn

1960-61

Executive Secretary - E. D. Kennedy
 Associate Executive Secretary - Jefferson Haney
 Director of Publications - A. H. Rice, Jr.
 Director of Public Relations - Jack White
 Director of Field Service - Gerald Simmons
 Director of Research - Stanley Hecker
 Director of Insurance - Fred Stacks
 Camp Executive - Ray Randels
 Legislative Consultant - Richard Adams
 Department Coordinator - Cecil Elmore
 Special Assistant in Research - T. J. Northey
 Field Representative - Kai Erickson
 Field Representative - Donald Giese
 Field Representative - A. G. Amundsen
 Field Representative - Dan Welburn
 Field Representative - Robert McConeghy
 Field Representative - Daniel Manthe

1961-62

Executive Secretary - E. D. Kennedy
 Assistant Executive Secretary - Richard Adams
 Assistant Executive Secretary - A. G. Amundsen
 Assistant Executive Secretary - Cecil Elmore
 Assistant Executive Secretary - Ray Randels
 Assistant Executive Secretary - Gerald Simmons
 Assistant Executive Secretary - Fred Stacks
 Director of Publications - A. H. Rice, Jr.
 Director of Public Relations - George Hancin
 Director of Higher Education - Herbert Hengst
 Assistant in Research - T. J. Northey
 Field Representative - Kai Erickson
 Field Representative - Donald Giese
 Field Representative - Dan Welburn
 Field Representative - Daniel Manthe
 Field Representative - John Carlson
 Field Representative - Robert Ferguson
 Field Representative - Mildred Kunz
 Field Representative - Robert Richards

1962-63

Executive Secretary - E. D. Kennedy
 Assistant Executive Secretary - Richard Adams
 Assistant Executive Secretary - A. G. Amundsen
 Assistant Executive Secretary - Cecil Elmore
 Assistant Executive Secretary - Ray Randels
 Assistant Executive Secretary - Gerald Simmons
 Assistant Executive Secretary - Fred Stacks

Director of Higher Education - Herbert Hengst
 Director of Public Relations - George Hancin
 Managing Editor - Mark Garbarini
 Assistant in Research - T. J. Northey
 Field Representative - Kai Erickson
 Field Representative - Donald Giese
 Field Representative - Dan Welburn
 Field Representative - Daniel Manthe
 Field Representative - Robert Ferguson
 Field Representative - Mildred Kunz
 Field Representative - Robert Richards
 Field Representative - George Cavin
 Field Representative - Lee Lonsberry

1963-64

Executive Secretary - E. D. Kennedy
 Assistant Executive Secretary - Richard Adams
 Assistant Executive Secretary - A. G. Amundsen
 Assistant Executive Secretary - Cecil Elmore
 Assistant Executive Secretary - Ray Randels
 Assistant Executive Secretary - Gerald Simmons
 Assistant Executive Secretary - Fred Stacks
 Director of Higher Education - Herbert Hengst
 Director of Public Relations - George Hancin
 Managing Editor - Mark Garbarini
 Assistant in Research - T. J. Northey
 Field Representative - Donald Giese
 Field Representative - Dan Welburn
 Field Representative - Daniel Manthe
 Field Representative - Robert Ferguson
 Field Representative - Mildred Kunz
 Field Representative - Charles Alexander
 Field Representative - Donald Baldwin
 Field Representative - Jack Frucci
 Field Representative - Herbert Surtman
 Salary Consultant - Kai Erickson
 Membership Consultant - Lee Lonsberry
 Student Programs Consultant - William Owen

1964-65

Executive Secretary - E. D. Kennedy
 Assistant Executive Secretary - Richard Adams
 Assistant Executive Secretary - A. G. Amundsen
 Assistant Executive Secretary - Cecil Elmore
 Assistant Executive Secretary - Ray Randels
 Assistant Executive Secretary - Gerald Simmons
 Assistant Executive Secretary - Fred Stacks
 Assistant Executive Secretary - Arthur Rice, Jr.
 Director of Higher Education - Milton Brown
 Director of Public Relations - George Brown
 Editor - Elwood Landis

Assistant in Research - T. J. Northey
Field Representative - Donald Giese
Field Representative - Dan Welburn
Field Representative - Daniel Manthe
Field Representative - Mildred Kunz
Field Representative - Charles Alexander
Field Representative - Jack Frucci
Field Representative - Herbert Surtman
Field Representative - Arnold Korpi
Field Representative - Tom Patterson
Salary Consultant - Kai Erickson
Membership Consultant - Lee Lonsberry
Student Programs Consultant - William Owen
Comptroller - John Walper
Journal Staff Writer - Ute Auld
Assistant in Public Relations - Janet Weaver

The Association presently employs twenty-seven professional staff members of which ten are in the field service division. The field service program has grown from one full-time field representative in 1936 to ten in 1964. Since the Association field service program provides direct, personal contact with the membership, it often is referred to as the backbone of the Association.

Chapter IV

Procedure for Gathering the Data

Development of the Questionnaire

The writer has been employed as a member of the staff of the Michigan Education Association for ten years, the first five of which were in the capacity of field representative. In the course of his work during those five years and in his present position of supervising the Association's field operations the writer has had occasion to note the various images of the role of field representatives as perceived by educators in general and, especially, by local association leaders. As noted in the first chapter, this study is an attempt to understand the role of the field representative as he perceives it and as perceived by selected educators. With role knowledge comes cooperative behavior.

In 1960 and again in 1962 a report, entitled "The Changing Role of Field Service," was made by the Professional Services committee of the National Education Field Service Association at the semi-annual meetings of the organization. These reports outlined many of the duties and activities of field representatives of state education associations. The preliminary questionnaire for this study was based mainly on these NEFSA reports, but also included material developed from open-ended interviews held with local association leaders, school administrators, and staff representatives of other state education associations.

The questionnaire then was taken to the education research office in the College of Education at MSU, where critical comments and suggestions

were made to the writer. Also discussed was the procedure to be used in handling the questionnaire survey as well as the type of analysis which could best be used with the compiled data from the returns. Two members of the writer's guidance committee offered help and suggestions pertaining to the questionnaire.

The questionnaire was revised and then pre-tested by sending it to ten educators in Michigan who had been or presently were local association presidents. Six of the ten returned the completed questionnaires. As a result of their replies and comments, the questionnaire was again modified and then prepared in its final state.

Selection of the Four Respondent Groups

The fifty local association presidents were selected by taking the first name and every third name thereafter in the total list of 196 MEA District presidents. Every fourth name in the list was selected as a supplementary group, to be used only in case some of the first fifty selectees failed to reply after the 45-day waiting period.

The group of fifty MEA members at large were selected by taking the first name and every one thousandth name thereafter from the total list of fifty-six thousand active MEA members. Also selected was the name of the person in the list following that of each of the first fifty selectees. This supplementary list was to be used only in case some of the first fifty selectees failed to reply after the 45-day waiting period.

Following is a listing of the names of authorities in the field of education, the jury of experts, to whom the questionnaire was sent:

a. National Education Association personnel

Dr. William Carr, Executive Secretary

Dr. Karl Berns, Assistant Executive Secretary

b. State Education Association personnel

Dr. Arthur Corey, Executive Secretary, California

Dr. Frederick Hipp, Executive Secretary, New Jersey

c. State Education Department (DPI) personnel

Dr. Lynn Bartlett, Superintendent of Public Instruction

Dr. Ferris Crawford, Assistant Superintendent for Instruction

d. University personnel

Dr. Roland Strolle, Assistant Dean, School of Education,
Western Michigan University

Dr. Kent Leach, Director, Bureau of School Services, the
University of Michigan

Dr. Kenneth Bordine, Dean, School of Education, Central
Michigan University

Dr. Kenneth Cleeton, Acting Dean, School of Education,
Eastern Michigan University

Dr. Edward Pfau, Dean, School of Education, Northern
Michigan University

The fourth group consisted of the nine MEA field representatives. It was determined by discussion with committee members and others that the study would be more complete by including the field representatives themselves as one of the groups.

The finished questionnaire plus the cover letter and a stamped, self-addressed envelope were sent to each person in the four groups. At the end of the 45-day waiting period, all nine field representatives had responded, which made that group complete. Also, replies were received from nine of the eleven jury of experts, thus completing that group.

From the group of fifty District presidents, 42 replies were received. Fifteen others, already selected, were sent the questionnaire. In about three weeks the eight needed replies were received, thus completing the 50 observations for this group.

From the group of fifty members at large, 38 replies were received. Twenty others, already selected, were sent the questionnaire. In three weeks the twelve needed replies were received, thus completing the 50 observations for this group.

Grouping of the Questions on the Questionnaire

For the purpose of analysis of the compiled raw data, it was determined to group the questions on the questionnaire into classifications. First, the questionnaire was given to each of ten educators and these people were asked to group the 30 questions into three or more classifications. The replies indicated a fairly clear grouping into five classifications. These five classifications are:

Classification A, Service to School Groups in General

Classification B, Service to MEA Units

Classification C, Service to Individuals

Classification D, Serve as Liaison between the Community and the School

Classification E, Personal Traits, Characteristics, and Responsibilities

The questionnaire and the list of these five classifications then were given to the members of each of two classes at MSU. The two classes were composed, mainly, of graduate students in Education. The questionnaire was given only to those who had taught in Michigan for one or more years. These people were asked to place the letter of the applicable classification before the number of each question, as well as make critical comments on the questionnaire itself.

From the 72 students in these two classes, 32 replies were received. The tabulation of these replies indicated a clear division of the questions

among the identified classifications, as follows:

Classification A - Questions 1, 3, 7, 13, 14, 20, 24, 26

Classification B - Questions 4, 5, 6, 9, 11, 12, 28

Classification C - Questions 2, 15, 22, 23

Classification D - Questions 10, 18, 29

Classification E - Questions 8, 21, 30

Questions 16, 17, 19, 25, and 27 received no clear classification. Therefore, it was determined to treat these questions separately.

Type of Analysis Used in the Study

It was determined that the use of the One-Way Analysis of Variance Routine, Unequal Sub-Classes, would be the most appropriate to analyze statistically these data from the 118 observations of the four respondent groups. It was decided to use the One-Way Analysis of Variance Routine for Unequal Sub-Classes (AØV, UNEQ1) because the study has two parts.

The first part attempts to determine if there are any differences in these four groups of respondents in their perceptions of the role of the field representative. The second is, if it is demonstrated that there are differences, to construct a profile of the field representative as perceived by each group. Or, if there is no or very little difference, to construct an over-all profile of the role of the field representative as perceived by all four groups.

These profiles will be useful to us in understanding how others see the role of the field representative, in helping the field representative to orient himself and adjust his actions as he understands the perceptions of others of his role, and in helping new personnel become oriented to the position. Hopefully, these understandings will help other consultants to know better the importance of role perception.

If we were comparing only two groups we would use the t test. However, we are comparing four groups with unequal numbers in the sub-classes and, therefore, must use the AØV, UNEQ1.

Basically, each item on the questionnaire has the same form as the items from the Likert scale. Those variables of primary concern for our purpose of analysis are the total scores of such items in the classifications already identified. We feel comfortable in assuming that we have scores which approximate an interval scale.

Further, we are willing to assume that these scores are from a normally distributed population. This is particularly true since the AØV routine is relatively robust to deviations from abnormality.

Further, inspection of the group variances supported our assumption that the within-group variances were equal. In other words, inspection indicated that we had homogeneity of variances.

Finally, for any given analysis of variance that is run we can assume that the final and most important assumption of AØV, which is independence of scores in classes, is satisfied. The only basis on which this assumption could be challenged would be the somewhat weak argument that the scores are not independent because all respondents are professional educators. This, we feel, is not a valid argument because they all used independent judgment and each observer replied to each question separately.

Description of the Analysis

The first part of the analysis study involves a comparison of the mean scores of each of the four respondent groups on each of the five classifications of questions relating to the identified aspects of the role of the field representative. When the AØV demonstrates that there exists

differences in means and a plot of the group means does not show clearly the source of the differences, Scheffee's multiple-comparison procedure is used to make particular two-group comparison that appears to be of interest. Scheffee's multiple-comparison procedure (used in the unequal ends case) allows the investigator to make a particular comparison between the means of any two of three or more groups whose means were compared by one of the AØV routines.

Although we might have run the Student's t test for comparing the means when we had only two groups, it was decided to run the AØV and use its F test, since the AØV in the two group case reduces essentially to the Student's t test. The AØV statistic, the F , is simply the t^2 , and the value that the F is compared with is the number or value that we would have compared the t with if it were t^2 .

We remember that the One-Way Analysis of Variance F is a ratio of the variance between the means to the within-groups, or is another name for the population variance. If the means are not different, then the variance in the means, roughly, should be equal to the variance in the population, i.e. the F ratio should be 1.00. If the means do differ then this ratio will be greater than 1.00. How much larger than 1.00 the F would have to be in order to say that the means are significantly different at the .05 level is determined by entering the $F_{.95}$ table with appropriate degrees of freedom. In the next chapter we show these tables and plot the profiles as seen by each group. Then, these profiles and the AØV are looked at together to obtain the perceived image of the role of the field representative.

The AØV routine for unequal sub-classes is already programmed for Computer 3600 in the MSU Computer Center. After attending a lecture in the Control Center on the use of the eight programmed routines of analysis of

variance, we prepared the data cards according to the programmed routine for AØV, UNEQ1. The next step was that of key-punching the deck cards for the computer.

It had been determined that the sum of the scores of each observation to the questions in each classification of questions on the questionnaire would constitute a primary variable. Since there are five classifications of questions, there are these five primary variables to measure against the four characteristic variables of each observation: (1) his group, (2) his sex, (3) his educational preparation, and (4) his educational position. Thus, the computer gave us a table of statistics of each of the five sum variables times each characteristic variable. These twenty tables show the statistical analysis of variance in each instance.

Description of the Population

These data were drawn from 118 selected educators. Both male and female classroom teachers and administrators as well as the MEA field representatives were included in the sample.

The study aimed at discovering any differences that exist between the four respondent groups relative to their perceptions of the general working role of the state education association field representative. The study also aimed at developing a profile of the role of the field representative according to the convergence among the four groups.

The questionnaire administered to the population contained thirty items, each marked on a four-point scale. The scale ran from "absolutely must" to "absolutely must not." The scale was numbered from one to four for the purpose of analysis. Numbers one and two indicated support for the item and numbers three and four indicated opposition to the item.

Table I describes the population on which the study is based. Indicated in this table are the number and name of each respondent group, the number of observations in each group by sex, the number of observations in each group by position, and the total number of observations in each group. It is interesting to note that Group 3 contains 15 females and 35 males which Group 4 has the same ratio in reverse.

Tables II through V indicate the level of preparation and the years of experience in the profession, by sex, of each of the four groups. Of the 118 observations, 51 (43%) have a bachelors degree, 57 (48%) have a masters degree, and 10 (about 9%) have earned doctoral degrees. There are only 9, or about 7%, who have been in the profession 1-2 years; 19, or about 16%, have been in the profession 3-5 years; 34, or about 29%, have been practicing for 6-10 years; 56, or about 48%, have had eleven or more years' experience in the profession.

Table VI indicates the number of observations, by sex, of Group 3 in each type of teaching position. Table VII indicates the number of observations, by sex, of Group 4 in each type of teaching position.

From tables IV and V we observe that 50% of Group 3, the District presidents, have eleven or more years' experience in the profession. Whereas, only 40% of Group 4, the members-at-large, have this much educational experience. Also, only 16% of Group 3 has had less than six years' experience while 40% of Group 4 have been in the profession 1-5 years.

Of the total population of 118, 51 (43%) are females and 67 (57%) are males. There are no females in respondent Group 1, Jury of Experts; one

female in Group 2, Field Representatives; 15 in Group 3, District Presidents; and 35 in Group 4, Members-at-Large. Table VI indicates there are no females in the college teaching or the administrative groupings. Whereas, two of the 35 males in this respondent group are teaching at the college level and 5 of the 35 are in administrative positions.

Table I

Description of the Population

<u>Group</u>	<u>Description</u>	<u>Females</u>	<u>Males</u>	<u>Teachers</u>	<u>Administrators</u>	<u>State Staff</u>	<u>NEA Staff</u>	<u>Total</u>
1	Jury of Experts	0	9	1	5	2	1	9
2	Field Representatives	1	8	0	0	9	0	9
3	District Presidents	15	35	45	5	0	0	50
4	Members at Large	35	15	48	2	0	0	50

Table II

Group 1 - Jury of Experts

Sex	<u>Preparation</u>			<u>Years' Experience in Education</u>			
	<u>B</u>	<u>M</u>	<u>D</u>	<u>1-2</u>	<u>3-5</u>	<u>6-10</u>	<u>11 or more</u>
Female	0	0	0	0	0	0	0
Male	0	0	9	0	0	1	8

Table III

Group 2 - Field Representatives

Sex	<u>Preparation</u>			<u>Years' Experience in Teaching Before Joining MEA</u>				
	<u>B</u>	<u>M</u>	<u>D</u>	<u>1-2</u>	<u>3-5</u>	<u>6-10</u>	<u>11 or more</u>	
Female	0	1	0	0	0	0	1	
Male	0	8	0	0	0	6	2	

Table IV

Group 3 - District Presidents

<u>Sex</u>	<u>Preparation</u>			<u>Years' Experience</u>			
	<u>Bachelor</u>	<u>Masters</u>	<u>Doctorate</u>	<u>1-2</u>	<u>3-5</u>	<u>6-10</u>	<u>11 or more</u>
Female	5	10	0	0	1	3	11
Male	11	23	1	1	6	14	14

Table V

Group 4 - Members at Large

<u>Sex</u>	<u>Preparation</u>			<u>Years' Experience</u>			
	<u>Bachelor</u>	<u>Masters</u>	<u>Doctorate</u>	<u>1-2</u>	<u>3-5</u>	<u>6-10</u>	<u>11 or more</u>
Female	28	7	0	5	8	4	18
Male	7	8	0	3	4	6	2

Table VI

District Presidents

<u>Sex</u>	<u>Elem. Teacher</u>	<u>Jr. H.S.</u>	<u>Sr. H.S.</u>	<u>College Teacher</u>	<u>Administrator</u>	<u>Total</u>
Female	8	4	3	0	0	15
Male	4	10	14	2	5	35
						70

Table VII

Members at Large

<u>Sex</u>	<u>Elem. Teacher</u>	<u>Jr. H.S.</u>	<u>Sr. H.S.</u>	<u>College Teacher</u>	<u>Administrator</u>	<u>Total</u>
Female	22	5	7	0	1	35
Male	4	3	7	0	1	15

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Chapter V

Presentation and Analysis of Data

This chapter contains four sections, each dealing with a separate treatment of the data. The first section contains the twenty statistical tables and their data which show the results of the analysis of the means of the scores on the questions in each of the five classifications.

The second section contains table XXVIII and its data which shows the composite score of each of the four respondent groups and the MEA executive secretary to the five classifications of questions and to the five separate questions not included in the classifications.

The third section contains profile charts of the role of the field representative as perceived by the four respondent groups and the MEA executive secretary.

The final section contains the tables and their data which show the scores of the population on each questionnaire item in each of the five classifications and the five questionnaire items treated separately.

The first section of this chapter contains tables VIII through XXVII which are the product of the One-Way Analysis of Variance, UNEQ1. The data in these tables show the statistical analysis of the means of the scores of the four respondent groups. The format will be the same in the analysis of each statistical table. This analysis and discussion of each statistical table includes:

1. a general statement of the hypothesis under consideration;
2. the means and the standard deviation of each group;
3. the one-way analysis of variance table used in testing the significance of difference in group means;
4. a plot of the group means illustrating trends, relationships, or sources of mean differences; and
5. a verbal discussion and interpretation of the data of each table.

Section 1

Table VIII

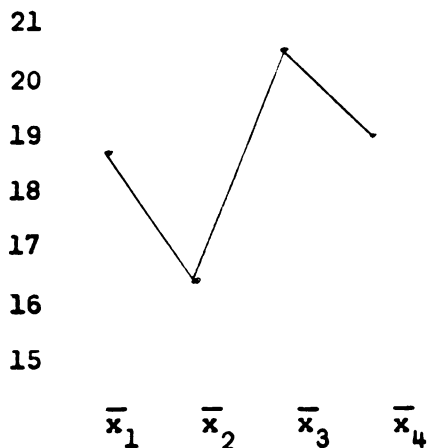
Analysis of Variance Between the Four Groups to the
Questions in Classification A, Service to School Groups in General

1. H_0 : The means of the four respondent groups differ significantly for variable A.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	9	18.888	2.315
2	9	16.667	1.000
3	50	20.660	2.946
4	50	19.080	3.016
Total	118	19.551	3.029

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	151.406	3	50.469	6.242 *
Within Groups	921.789	114	8.086	
Total	1073.195	117		

4. Plot of the Means



5. This table is the product of the analysis of variance between the four group means on the questions in classification A, Service to School Groups in General. Group 1 is the jury of experts. Group 2 is the field representatives. Group 3 is the district presidents. Group 4 is the members-at-large of the MEA.

As stated in chapter IV, we are using Scheffee's $F_{.95}$ table for the statistical analysis of variance. In Scheffee's table with degrees of freedom of 3 and 114 we find the F statistic to be 2.68. Therefore, this table's F statistic of 6.242 shows that the variance in the means of the four groups is statistically significant.

From the plot of the means of the four groups, we note that groups 1 and 4 are nearly the same. We note that group 2 is the lowest and group 3 is the highest. The variance between groups 2 and 3 is so great that it is largely responsible for the variance in means of this table being statistically significant.

As previously described, each of the respondents rated the questionnaire items on a scale from 1 to 4, with the score of 1 indicating most favorable rating and the score of 4 indicating an unfavorable rating. If we divide the mean score of each group for classification A by 8, since there are eight questionnaire items in this classification, we obtain the following composite score for each group:

<u>Group</u>	<u>Score</u>
1	2.3
2	2.1
3	2.6
4	2.4

Since the exact mid-point between 1 and 4 is 2.5, it can be seen that groups 1, 2, and 4 favor this type of activity as part of the role of the field representative. Group 3 is barely on the negative side of the

half-way point, indicating that this group, the district presidents, tend to feel that this grouping of services should not be part of the role of the field representative. We can assume that the members of group 3, district presidents, are so closely affiliated with the MEA program and its implementation through their units that they tend to think of the role of the field representative only in connection with their activities.

The hypothesis is well supported for classification A.

Table IX

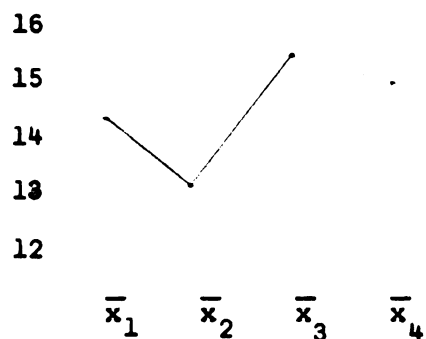
Analysis of Variance Between the Four Groups to
the Questions in Classification B, Service to MEA Units

1. H_0 : The means of the four respondent groups differ significantly for variable B.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	9	14.444	1.333
2	9	13.333	1.000
3	50	15.360	2.439
4	50	15.060	2.419
Total	118	15.008	2.330

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	34.429	3	11.476	2.178
Within Groups	600.562	114	5.268	
Total	634.991	117		

4. Plot of the Means



5. This table indicates that the difference between the means of the four groups to classification B is not statistically significant. As in table

VIII, Group 2 is the lowest, indicating that they feel the strongest for this service or activity as part of the role of the field representative. Group 3 is the highest of the four groups. It is interesting to note that Group 3, the District Presidents, don't perceive this activity as a role of the field representative as strongly as any of the other groups, yet they represent the MEA unit stated in this variable. One would think that this group would feel the strongest for this type of service and, therefore, ought to have the lowest mean instead of the highest.

When we divide the mean score of each group for classification B by 7, the number of questionnaire items in this classification, we obtain the following composite score for each group:

<u>Group</u>	<u>Score</u>
1	2.1
2	1.9
3	2.2
4	2.1

Since all four groups are below 2.5, the mid-point of the rating scale, it is apparent that all of the groups perceive this type of activity as part of the role of the field representative.

The hypothesis for classification B is not supported.

Table X

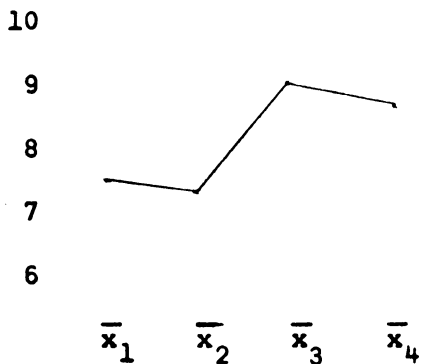
Analysis of Variance Between the Four Groups to
the Questions in Classification C, Service to Individuals

1. H_0 : The means of the four respondent groups differ for variable C.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	9	7.555	1.424
2	9	7.222	1.641
3	50	9.040	2.020
4	50	8.760	1.673
Total	118	8.669	1.877

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>	
Between Groups	37.292	3	12.431	3.781	*
Within Groups	374.818	114	3.288		
Total	412.110	117			

4. Plot of the Means



5. Table X indicates that the difference between the means of the four groups to variable C is statistically significant. As in tables VIII and IX,

the mean of Group 2 is the lowest and that of Group 3 is the highest. However, on this variable Group 1 is nearly as low as Group 2, indicating that the Jury of Experts feel nearly as strongly as the Field Representatives that this type of activity must be part of the role of the field representative.

When we divide the mean score of each group for classification C by 4, the number of questionnaire items in this classification, we obtain the following composite score for each group:

<u>Group</u>	<u>Score</u>
1	1.9
2	1.8
3	2.3
4	2.2

Again, all four groups are well below the 2.5 mid-point of the rating scale. Hence, all the groups perceive the field representative's role including this type of activity.

The hypothesis for classification C is supported.

Table XI

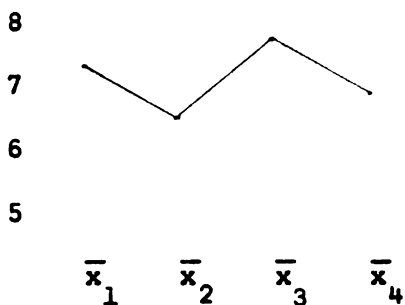
**Analysis of Variance Between the Four Groups to the
Questions in Classification D, Serve as Liaison Between the
Community and the School**

1. H_0 : The mean of the four respondent groups differ for variable D.

<u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	9	7.222	2.166
2	9	6.666	1.581
3	50	7.700	1.632
4	50	6.920	1.805
Total	118	7.254	1.770

<u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	18.637	3	6.212	2.037
Within Groups	347.736	114	3.050	
Total	366.373	117		

4. Plot of the Means



5. Table XI indicates that the difference between the means of the four groups to variable D is not statistically significant. As in the previous

tables of variance, the mean of Group 2 is the lowest and the mean of Group 3 is the highest. However, all four group means are nearly the same.

The largest amount of standard deviation within a group occurs in Group 1, the Jury of Experts, indicating that the nine respondents in this group have divergent perceptions of this type of activity as part of the role of the field representative.

When we divide the mean score of each group for classification D by 3, the number of questionnaire items in this classification, we obtain the following composite score for each group:

<u>Group</u>	<u>Score</u>
1	2.4
2	2.2
3	2.6
4	2.3

Thus, as in table VIII, Groups 1, 2, and 4 perceive this activity as part of the role of the field representative. Group 3, the district presidents, scored barely above the mid-point of 2.5 and, therefore, tend to feel that this type of activity might not be part of the role of the field representative.

The hypothesis for classification D is not supported.

Table XII

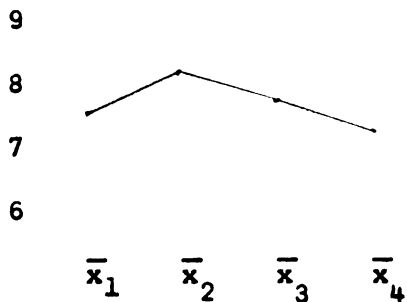
Analysis of Variance Between the Four Groups to the
Questions in Classification E, Personal Traits, Characteristics,
and Responsibilities of the Field Representative

1. H_0 : The mean of the four groups differ for variable E.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	9	7.666	1.000
2	9	8.111	.782
3	50	7.940	1.038
4	50	7.480	1.313
Total	118	7.737	1.158

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	6.667	3	2.222	1.687
Within Groups	150.189	114	1.317	
Total	156.856	117		

4. Plot of the Means



5. Table XII indicates that the difference between the means of the four groups to variable E is not statistically significant. The plot of this

table's means of the four groups produces a different pattern than the plots of means of the last four tables of variance. Here, the mean of Group 2 is the highest and that of Group 4 is the lowest.

It would appear that Group 2, the Field Representatives, have the least amount of interest of any of the four groups to the items in this variable, constituting traits and characteristics of the field representative.

When we divide the mean score of each group for classification E by 3, the number of questionnaire items in this classification, we obtain the following composite score for each group:

<u>Group</u>	<u>Score</u>
1	2.5
2	2.7
3	2.6
4	2.5

Since 2.5 is the mid-point of the rating scale, it is apparent that Groups 1 and 4 are non-committal on this variable. Both groups 2 and 3 tend to feel negative about these items as part of the role of the field representative.

The hypothesis for classification E is not supported.

Table XIII

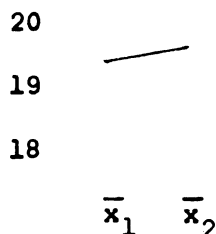
**Analysis of Variance Between Females and Males
to the Questions in Classification A, Service to School Groups in General**

1. H_0 : The mean of the females and males differ for variable A.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	51	19.412	2.578
2	67	19.657	3.346
Total	118	19.551	3.029

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	1.737	1	1.737	.188
Within Groups	1071.457	116	9.237	
Total	1073.194	117		

4. Plot of the Means



5. This table is the result of the analysis of difference between the females and the males of the four respondent groups to classification A. The difference between the means of these two groups is not statistically significant. In fact, there is very little difference in the means of the females and the males to variable A. According to the $F_{.95}$ table with degrees of freedom of 1 and 116, the F statistic is 3.92--hence, the

F statistic of .188 of this table indicates almost no difference.

Group 1 indicates the female population of the sample and Group 2 is the male population. Group 1 constitutes 43% of the total population of 118 and Group 2 constitutes the remaining 57%.

The composite score of both groups to the 8 questionnaire items in this classification is 2.4. Hence, both groups perceive the field representative's role including this type of service.

The hypothesis for classification A is not supported.

Table XIV

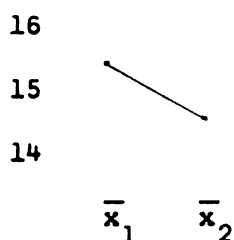
Analysis of Variance Between Females and Males to the
Questions in Classification B, Service to MEA Units

1. H_0 : The mean of the females and males differ for variable B.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	51	15.353	2.314
2	67	14.746	2.325
Total	118	15.008	2.330

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	10.658	1	10.658	1.980
Within Groups	624.334	116	5.382	
Total	634.992	117		

4. Plot of the Means



5. Table XIV indicates that the difference between the means of the female population and the male population to variable B is not significant. Although the mean of Group 2, the male population, is lower than the mean of Group 1, there is little divergence in their perceptions to this variable.

The composite score of Group 1 is 2.2 and for Group 2 it is 2.1. Thus,

both groups perceive this type of activity as part of the role of the field representative.

The hypothesis is not supported for classification B.

Table XV

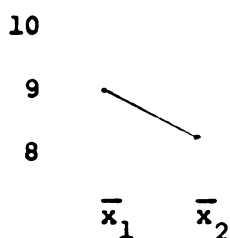
Analysis of Variance Between Females and Males to the
Questions in Classification C, Service to Individuals

1. H_0 : The mean of the females and males differ for variable C.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	51	9.039	1.587
2	67	8.388	2.037
Total	118	8.669	1.877

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	12.278	1	12.278	3.562
Within Groups	399.832	116	3.447	
Total	412.110	117		

4. Plot of the Means



5. This table shows that the difference between the means of the females and the males to variable C is not significant. As in table XIV, the mean of Group 2 is lower, but not significantly. There is a larger amount of standard deviation in Group 2, indicating more divergence within the male population than within the female population to this variable.

The composite score of 2.2 for Group 1 and of 2.1 for Group 2 indicates

that both groups favor this service as part of the field representative's role.

The hypothesis for the classification is not supported.

Table XVI

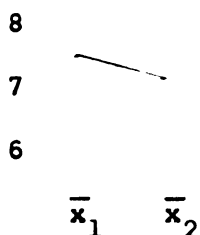
Analysis of Variance Between Females and Males to the
Questions in Classification D, Serve as Liaison Between Community
and School

1. H_0 : The mean of the females and males differ for variable D.

<u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	51	7.412	1.734
2	67	7.134	1.800
Total	118	7.254	1.770

<u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	2.229	1	2.229	.710
Within Groups	364.144	116	3.139	
Total	366.373	117		

4. Plot of the Means



5. Table XVI indicates that the difference between the means of the females and the males to variable D is not significant.

The composite score of Group 1 is 2.5 and for Group 2 the score is 2.4. This would indicate that the male sample of the population tends to perceive only slightly stronger than the female sample that this activity should be part of the role of the field representative.

The hypothesis is not supported for Classification D.

Table XVII

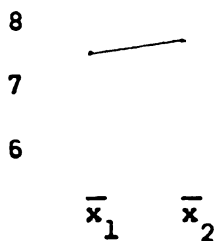
Analysis of Variance Between Females and Males to the
Questions in Classification E, Personal Traits, Characteristics, and
Responsibilities

1. H_0 : The mean of the females and males differ for variable E.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	51	7.647	1.369
2	67	7.806	.973
Total	118	7.737	1.158

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	.731	1	.731	.543
Within Groups	156.125	116	1.346	
Total	156.856	117		

4. Plot of the Means



5. Table XVII indicates that the difference between the means of the females and males to variable E is not significant.

Since Group 1 has a composite score of 2.5 and Group 2 has a score of 2.6, neither group feels that these traits and characteristics of the field representative have much relationship to his role.

The hypothesis is not supported for classification E.

Table XVIII

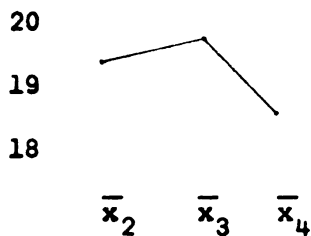
**Analysis of Variance Between the Three Levels of
Preparation to the Questions in Classification A, Service
to School Groups in General**

1. H_0 : The mean of the groups according to level of preparation differ for variable A.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
2	51	19.471	3.355
3	57	19.807	2.900
4	10	18.500	1.650
Total	118	19.551	3.029

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	15.112	2	7.556	.821
Within Groups	1058.083	115	9.201	
Total	1073.195	117		

4. Plot of the Means



5. Table XVIII indicates that the difference between the three groups, according to their level of preparation, to classification A is not significant. In preparing the cards for the computer, it was determined that one of the

characteristic variables of the respondents is that of level of preparation. It was determined to use Group 1 for those with less than a bachelor's degree, Group 2 for those with a bachelor's degree, Group 3 for those with the master's degree, and Group 4 for those with the doctoral degree. As this table indicates, there were none in Group 1. Of the total population of 118, 51 (43%) have a bachelor's degree; 57 (48%) have a master's degree; and 10 (9%) have a doctor's degree.

Of the 51 with the bachelor's degree, 33 (65%) are females and 18 (35%) are males. Of the 57 in Group 3 (master's degree), 17 (30%) are females and 40 (70%) are males. All 10 persons in Group 4, the doctoral degree level, are males.

Although all three level of preparation groups perceive the role of the field representative to include this item, service to school groups in general, the mean of Group 4 is the lowest, indicating the strongest support for this type of service. However, the largest amount of deviation occurs within Group 2, the bachelor degree level.

The hypothesis for classification A is not supported.

Table XIX

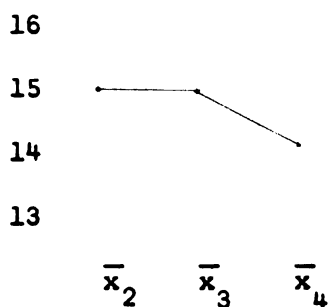
Analysis of Variance Between the Level of Preparation
Groups to Classification B, Service to MEA Units

1. H_0 : The mean of the level of preparation groups differ for variable B.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
2	51	15.078	2.217
3	57	15.088	2.572
4	10	14.200	1.135
Total	118	15.008	2.330

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	7.144	2	3.572	.654
Within Groups	627.848	115	5.459	
Total	634.992	117		

4. Plot of the Means



5. Table XIX shows that the difference between the level of preparation groups to classification B is not significant. Since the mean is nearly the same for all three groups, it indicates that all three groups perceive this service as part of the role of the field representative.

Group 4 scored the lowest and, therefore, feels strongest for this type of activity as part of the field representative's role. Group 3 had the largest amount of divergence within the group, as indicated by the standard deviation column.

The hypothesis for classification B is not supported.

Table XX

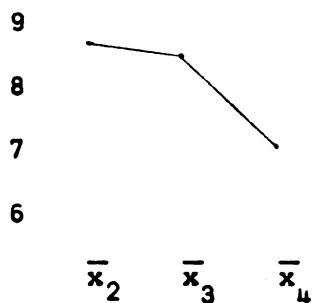
Analysis of Variance Between the Level of Preparation
Groups to the Questions in Classification C, Service to
Individuals

1. H_0 : The mean of the level of preparation groups differ for variable C.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
2	51	8.882	1.558
3	57	8.754	2.124
4	10	7.100	1.101
Total	118	8.669	1.877

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>	
Between Groups	27.355	2	13.677	4.088	*
Within Groups	384.755	115	3.346		
Total	412.110	117			

4. Plot of the Means



5. Table XX indicates that the difference between the level of preparation groups to classification C is significant. The mean of Groups 2 and 3 is almost the same. However, the mean of Group 4 is so much lower than the mean

of the other groups that it causes the difference to be statistically significant.

In the $F_{.95}$ table with degrees of freedom of 2 and 115 we find the statistic to be 3.07. Thus, the statistic of 4.088 of this table indicates the variance between the groups to variable C is significant.

Perhaps a partial reason, at least, for Group 4 having the lowest mean is that about two-thirds of this group are teaching or in administration at the college level and may be more accustomed to consultants dealing with individuals.

The hypothesis for classification C is strongly supported.

Table XXI

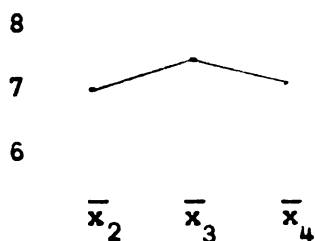
Analysis of Variance Between the Level of Preparation
Groups to the Questions in Classification D, Serve as Liaison
Between Community and School

1. H_0 : The mean of the level of preparation groups differ for variable D.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
2	51	7.059	1.816
3	57	7.456	1.680
4	10	7.100	2.079
Total	118	7.254	1.770

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	4.509	2	2.254	.716
Within Groups	361.864	115	3.147	
Total	366.373	117		

4. Plot of the Means



5. Table XXI indicates that the difference between the level of preparation groups to classification D is not significant. The mean of Groups 2 and 4 are nearly the same and that of Group 3 is only slightly greater.

The hypothesis for classification D is not supported.

Table XXII

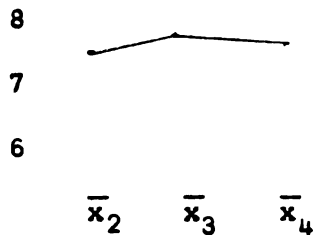
Analysis of Variance Between the Level of Preparation
Groups to the Questions in Classification E, Personal Traits,
Characteristics and Responsibilities

1. H_0 : The mean of the level of preparation groups differ for variable E.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
2	51	7.588	1.236
3	57	7.877	1.119
4	10	7.700	.949
Total	118	7.737	1.158

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	2.263	2	1.131	.842
Within Groups	154.593	115	1.344	
Total	156.856	117		

4. Plot of the Means



5. Table XXII indicates that the difference between the level of preparation groups to classification E is not significant. The means of the three groups are nearly the same.

The hypothesis for classification E is not supported.

Table XXIII

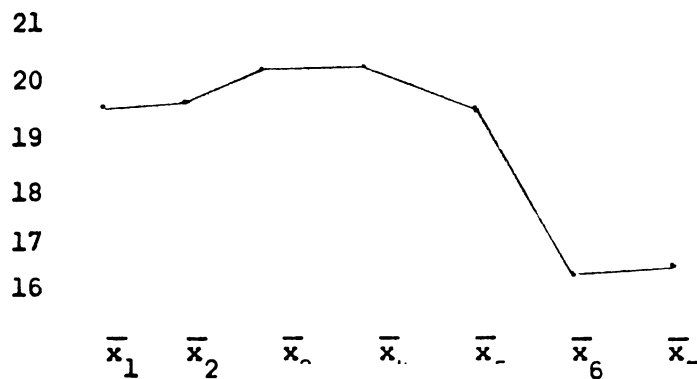
Analysis of Variance Between the Present Position
Groups to the Questions in Classification A, Service to School
Groups in General

1. H_0 : The mean of the seven groups, according to present position, differ for variable A.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	38	19.632	2.963
2	22	19.727	3.355
3	31	20.226	3.127
4	3	20.333	2.309
5	12	19.667	2.934
6	11	16.909	1.136
7	1	17.000	.000
Total	118	19.551	3.029

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	100.327	6	16.721	1.908
Within Groups	972.867	111	8.765	
Total	1073.194	117		

4. Plot of the Means



5. Table XXIII indicates that the difference between the present position groups to variable A is not significant.

Of the 38 teachers at the elementary school level in Group 1, 30 are females and 8 are males. In Group 2, junior high school teachers, 9 are females and 13 are males. Group 3, senior high school teachers, contains 10 females and 21 males. Group 4, college teachers, contains no females and 3 males. Group 5, administrators, contains 1 female and 11 males. Group 6, state association staff members, contains 1 female and 10 males. Group 7, national association staff, contains one respondent, a male.

From the plot of the means, it is interesting to note that the state and national association staff members, Groups 6 and 7, perceive most strongly this type of service as part of the role of the field representative. There is very little difference between the means of Groups 1 through 5. All seven groups feel that this service is part of the role of the field representative.

The hypothesis for classification A is not supported.

Table XXIV

Analysis of Variance Between the Present Position

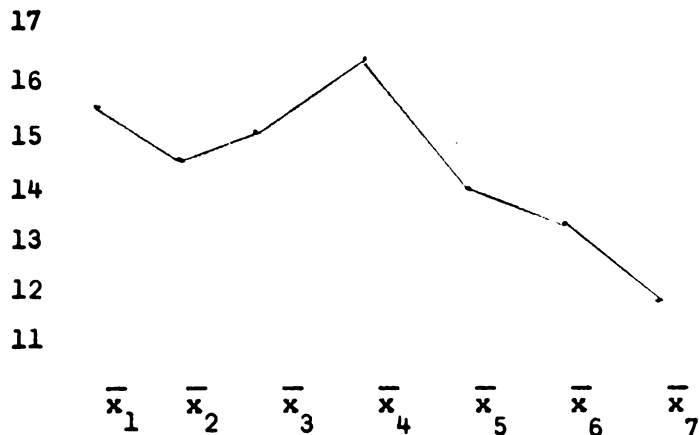
Groups to the Questions in Classification B, Service to MEA Units

1. H_0 : The mean of the groups, according to present position, differ for variable B.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	38	15.763	2.562
2	22	14.727	2.028
3	31	15.194	2.212
4	3	16.333	.577
5	12	14.000	2.558
6	11	13.455	.934
7	1	12.000	.000
Total	118	15.008	2.330

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>	
Between Groups	77.527	6	12.921	2.573	*
Within Groups	557.465	111	5.022		
Total	634.992	117			

4. Plot of the Means



5. Table XXIV indicates that the difference between the present position groups to variable B is statistically significant. In the $F_{.95}$ table with degrees of freedom of 6 and 111 the statistic is 2.17. Therefore, this table's statistic of 2.573 shows that the variance between these seven groups to this variable is significant.

As in table XXIII, the plot of the means of this table shows that the means of Groups 6 and 7, state and national association staff members, are considerably lower than the means of the other five groups. However, unlike table XXIII, the mean of Group 4, college teachers, is higher than that of any other group. All seven groups perceive this activity as part of the role of the field representative.

It is interesting to note that the mean of Group 5, administrators, is lower than the means of Groups 1 through 4, the several levels of classroom teachers. It has been stated that school administrators, generally, are apathetic about the service of field representatives to the local MEA units in their school systems. These data indicate, for the sample anyhow, that the administrators perceive this service to MEA units as an important part of the role of the field representative.

Another interesting observation from the plot of the means is that Groups 2 and 3, junior and senior high school teachers, tend to feel more strongly for this type of activity of the field representative than does Group 1, the elementary teachers. This, also, is opposite to what is often stated.

The hypothesis for classification B is supported.

Table XXV

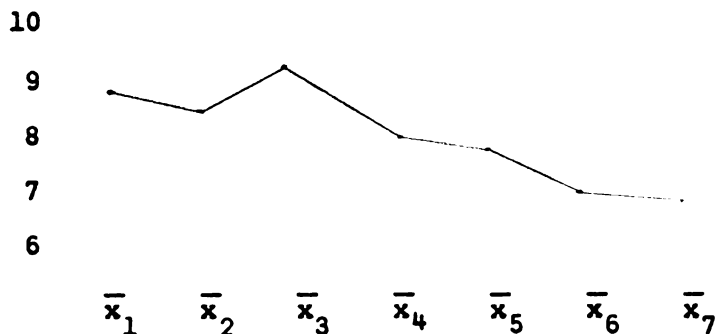
Analysis of Variance Between the Present Position
Groups to the Questions in Classification C, Service to
Individuals

1. H_0 : The mean of the groups, according to present position, differ for variable C.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	38	8.947	1.708
2	22	8.636	1.761
3	31	9.323	2.072
4	3	8.000	2.000
5	12	7.917	1.505
6	11	7.091	1.514
7	1	7.000	.000
Total	118	8.669	1.877

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	54.525	6	9.087	2.821 *
Within Groups	357.586	111	3.221	
Total	412.111	117		

4. Plot of the Means



5. Table XXV indicates that the difference between the present position groups to variable C is statistically significant.

The plot of the means shows us that, again, Groups 6 and 7 are the lowest and, therefore, feel the strongest for this type of service. However, we note that Groups 4 and 5 are nearly as low as Groups 6 and 7.

Group 3, high school teachers, have the highest mean, which is somewhat unexpected--because it has been thought by several leaders that the high school teachers are more independent and care less than other teachers for MEA service to the units but prefer service to individuals. These data show the opposite point of view. Again, all seven groups perceive this service as part of the role of the field representative.

The hypothesis for classification C is supported.

Table XXVI

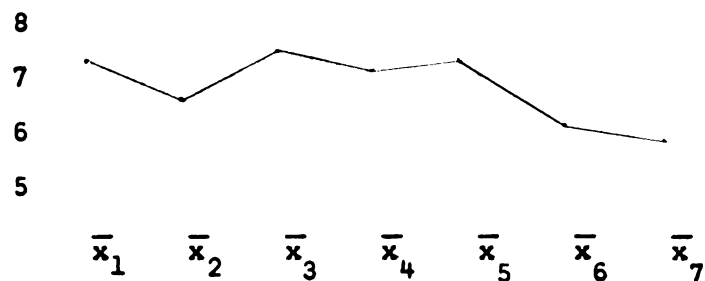
Analysis of Variance Between the Seven Present Position
Groups to the Questions in Classification D, Serves as Liaison
Between Community and School

1. H_0 : The mean of the groups, according to present position, differ for variable D.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	38	7.368	1.651
2	22	6.864	1.754
3	31	7.613	1.892
4	3	7.333	1.155
5	12	7.583	2.021
6	11	6.364	1.629
7	1	6.000	.000
Total	118	7.254	1.770

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	19.456	6	3.243	1.038
Within Groups	346.917	111	3.125	
Total	366.373	117		

4. Plot of the Means



5. Table XXVI indicates that the difference between the present position groups to variable D is not significant.

The plot of the means shows that Group 2, junior high school teachers, feel nearly as strongly for this type of service as do Groups 6 and 7. Group 5, administrators, have next to the highest mean, indicating little support for this service as part of the role of the field representative.

The most significant difference is that between the means of Groups 2 and 3. One might surmise that junior and senior high school teachers would feel nearly the same, but they perceive the role of the field representative for this variable quite differently.

The hypothesis for this classification is not supported.

Table XXVII

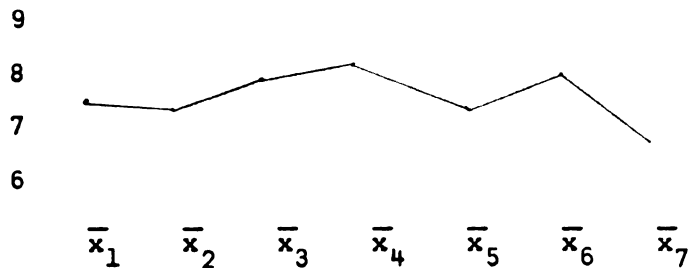
Analysis of Variance Between the Seven Present Position
Groups to the Questions in Classification E, Personal Traits,
Characteristics, and Responsibilities

1. H_0 : The mean of the groups, according to present position, differ for variable E.

2. <u>Group</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Deviation of Group</u>
1	32	7.579	1.464
2	22	7.409	.959
3	31	8.032	.948
4	3	8.333	1.528
5	12	7.583	.996
6	11	8.182	.751
7	1	7.000	.000
Total	118	7.737	1.158

3. <u>Source of Variance</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F Statistic</u>
Between Groups	10.087	6	1.681	1.271
Within Groups	146.769	111	1.322	
Total	156.856	117		

4. Plot of the Means



5. Table XXVII indicates that the difference between the present position groups to variable E is not significant.

Group 3, senior high school teachers, Group 4, college teachers, and Group 6, state association staff members, have nearly the same high mean, indicating that they care very little about these items as traits and characteristics of the field representative. There is little difference in the mean of the other groups. Since there is only one respondent in Group 7, national association staff members, it is understandable that the mean of Group 7 is the lowest on each of the tables of variance to these five variables.

The hypothesis for classification E is not supported.

Summary of Section 1

The hypothesis is strongly supported in only five of the statistical tables in analysis of variance. There is a statistically significant difference in:

- Table VIII -- the four respondent groups to classification A
- Table X -- the four respondent groups to classification C
- Table XX -- the level of preparation groups to classification C
- Table XXIV -- the present position groups to classification B
- Table XXV -- the present position groups to classification C

The largest amount of divergence by the population of 118 deals with classification C, service to individuals, as indicated in tables X, XX, and XXV.

It would appear that sex makes no difference in perception of the role of the field representative. Tables XIII through XVII indicate no significant difference in the mean scores of females and males.

Tables XVIII through XXII indicate that the level of preparation or the amount of formal preparation makes little difference in the perception of the role of the field representative, except to those items in classification C.

When the differences in perception were analyzed according to the population's present educational position, we note that there is more variance in the perception of the role of the field representative than by sex or by level of preparation. This grouping has statistically significant difference in its perception of the role according to items in classifications B and C.

Generally, these 20 statistical tables indicate much more convergence than divergence in the population's perception of the role of the field representative.

Section 2

Table XXVIII

The Composite Score of Each of the Four Respondent
Groups and the MEA Executive Secretary to Classifications
A, B, C, D, and E and to Individual Questions 16, 17, 19, 25, and 27

		<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>EDK</u>
Classification A		2.3	2.1	2.6	2.4	2.0
Classification B		2.1	1.9	2.2	2.1	2.0
Classification C		1.9	1.8	2.3	2.2	2.2
Classification D		2.4	2.2	2.6	2.3	3.0
Classification E		2.5	2.7	2.6	2.5	2.7
Question	16	2.7	2.5	3.2	2.5	3.0
Question	17	2.0	1.6	1.7	1.8	1.0
Question	19	2.1	1.0	1.4	1.5	2.0
Question	25	1.7	1.7	1.8	2.0	2.0
Question	27	2.3	1.8	2.2	2.3	2.0

Table XXVIII shows the composite score of each of the four respondent groups and the MEA executive secretary to the five classifications of the questionnaire items plus the five separate questions which were not treated as part of the five classifications.

For clarification, we repeat the information about the five classifications. Classification A contains 8 questionnaire items and this grouping is entitled "Service to School Groups in General." Classification B contains 7 questionnaire items and this grouping deals with "Service to MEA Units." Classification C contains 4 questionnaire items and this grouping deals with "Service to Individuals." Classification D contains 3 questionnaire items and this grouping

deals with "Serves as Liaison Between the Community and the School."

Classification E contains 3 questionnaire items and this grouping deals with "Personal Traits, Characteristics, and Responsibilities of the Field Representative."

From observation of table XXVIII, it is apparent that respondent group 1, the jury of experts, has scored higher than the rating scale mid-point of 2.5 on only one item of the 30 questionnaire items. This item, #16, deals with the statement "the field representative should initiate charges of unethical conduct." The score of 2.7 of group 1 on this item indicates that the group tends to feel slightly negative to this activity as part of the role of the field representative.

Group 2, the field representatives, scored 2.7 on classification E, indicating that the group tends to feel slightly negative to these points as part of the role of the field representative. On all other classifications of questions and on the separate questions this respondent group perceived these items and activities as part of the field representative's role.

Group 3, the district presidents, scored higher than the 2.5 mid-point on the rating scale on three classifications, A-D-E, as well as on item #16. It would appear as though this group tends to perceive the role of the field representative mainly as he relates to the work of their MEA units and as he works with individuals.

Respondent group 4, the MEA members-at-large, did not score higher than the 2.5 mid-point on any classification nor on any separate item. This indicates that this group perceives the role of the field representative as including all of the activities listed.

It is interesting to note that the mean composite score of all four

respondent groups is lowest (2.02) on classification B, service to MEA units, among the five classifications. The lowest mean composite score of the four groups on the five separate questionnaire items occurs on item #19, which deals with "the field representative should be provided with opportunities for advanced training."

The MEA executive secretary scored higher than the 2.5 mid-point on the rating scale on classifications D and E as well as on item #16.

Section 3

Profiles of the Field Representative

A composite score of each of the four respondent groups and the MEA executive secretary was attained for each of the five classifications and for each of the five separate question items (Table XXVIII). From these data, six profile charts were produced. The horizontal points at the bottom of each profile chart indicate the ten variables. The vertical points at the left of each chart indicate the score on the rating scale for the questionnaire items.

Chart I shows the composite score of Group 1, the Jury of Experts, to each of the ten variables and, when the connecting line is drawn, the profile of the field representative as perceived by this group.

Chart II shows the profile of the role of the field representative as perceived by Group 2, the Field Representatives.

Chart III shows the profile as perceived by Group 3, the District Presidents.

Chart IV shows the profile as perceived by Group 4, the Members-at-Large.

Chart V shows the profile as perceived by the MEA executive secretary.

Chart VI shows the overlay of the profiles.

It is interesting to note from Charts I and IV that Groups 1 and 4 have very similar perceptions of the role of the field representative and that the profile of each of these two groups shows a rather steady horizontal line with no sharp ups and downs. Whereas, Charts II and III show that the profiles of Groups 2 and 3 have larger amounts of variation. Chart V shows that the role perception by the MEA executive secretary has sharp variations.

Chart VI shows that the field representative profiles by the four respondent groups follow the same pattern. They tend to dip and rise on the

same items. However, the field representative profile as perceived by the MEA executive secretary has more variations than the other profiles. This profile shows a larger amount of rejection of the items in classification D than the other profiles, and it also shows a higher degree of acceptance of item #17, "the field representative should live in the area that he serves rather than in the Lansing vicinity," than the other profiles.

Chart I

Profile of the Role of the Field Representative
as Perceived by Group 1, the Jury of Experts

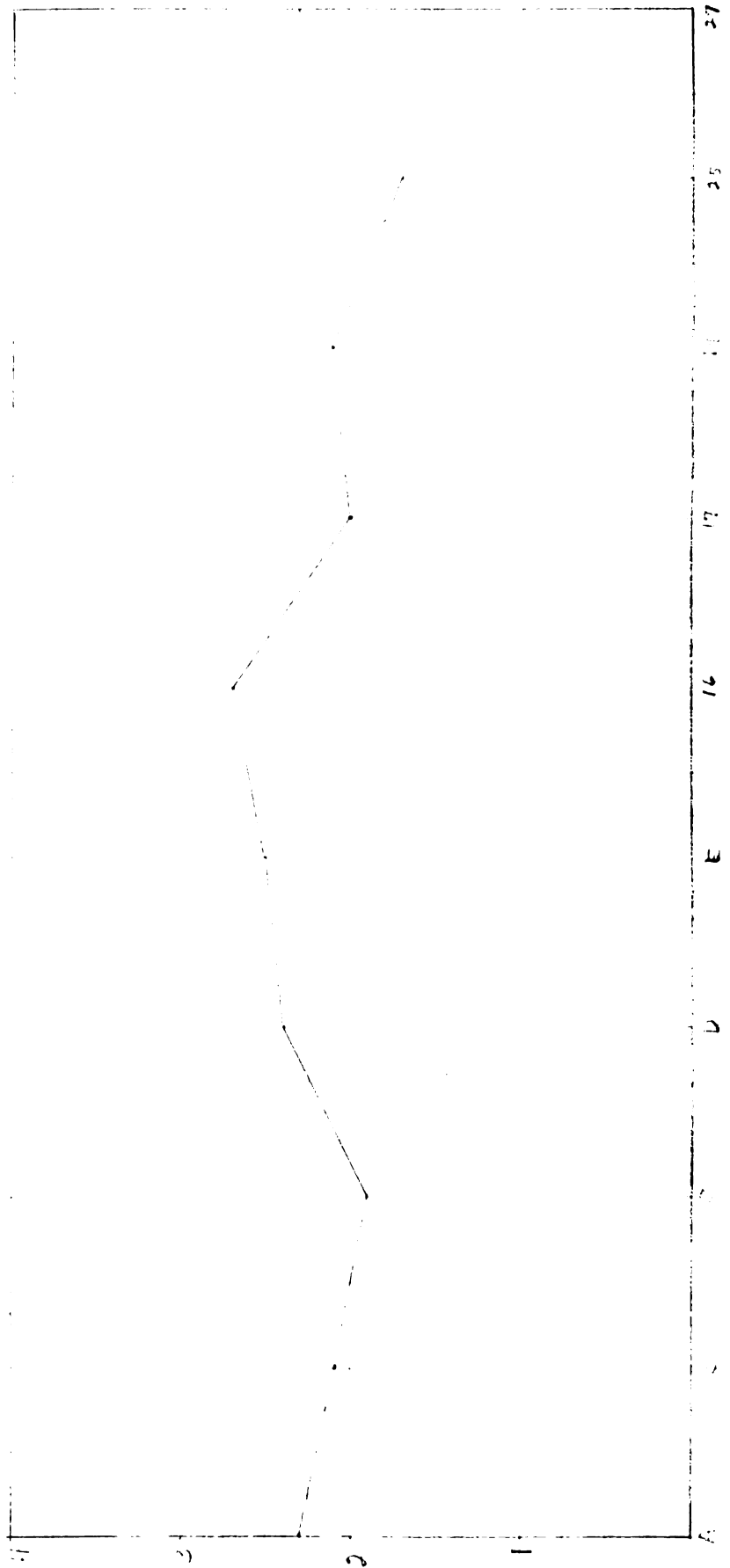


Chart II

Profile of Role of Field Representative
as Perceived by Group 2, MEA Field Representatives

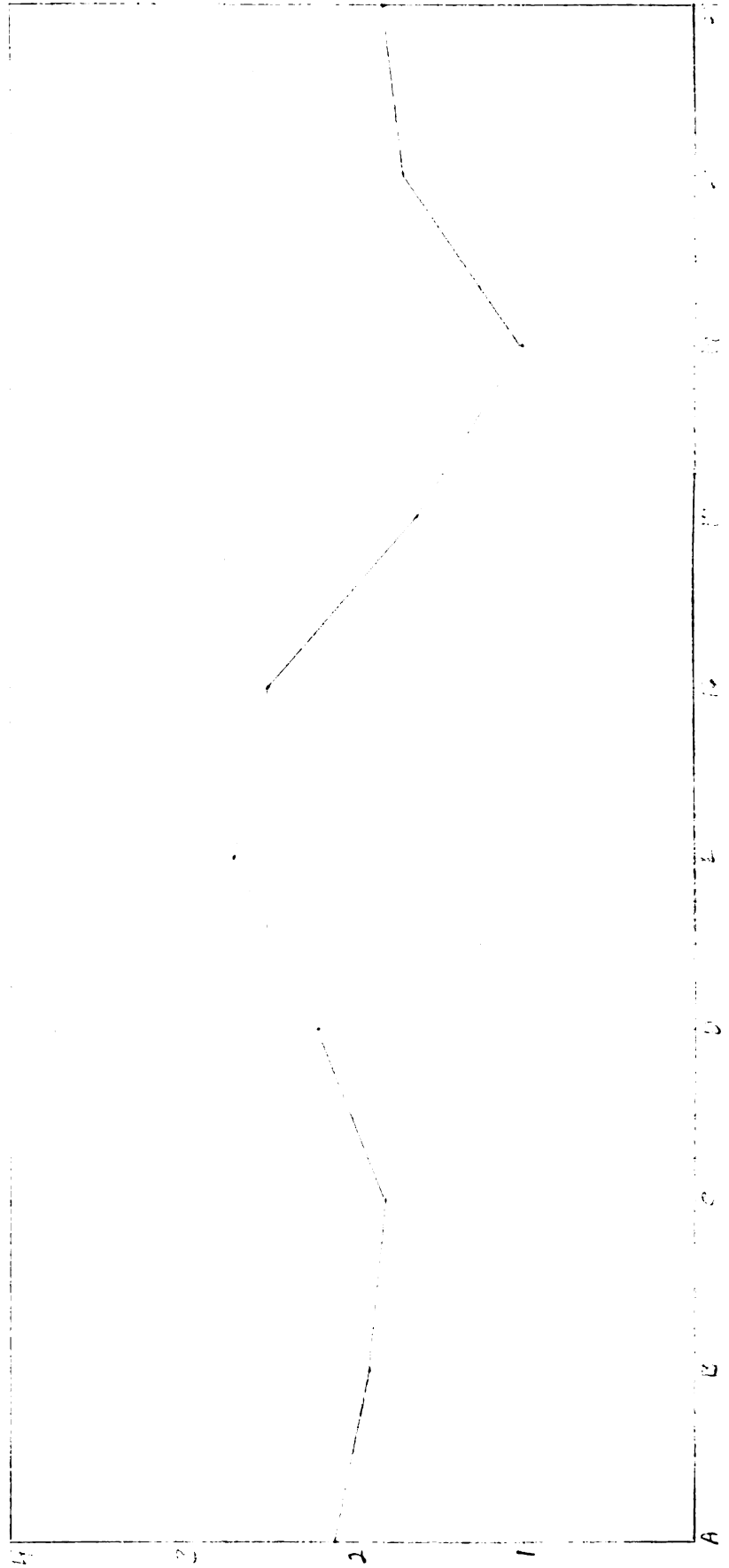


Chart III
 Profile of Field Representative
 as Perceived by Group 3, The District Presidents

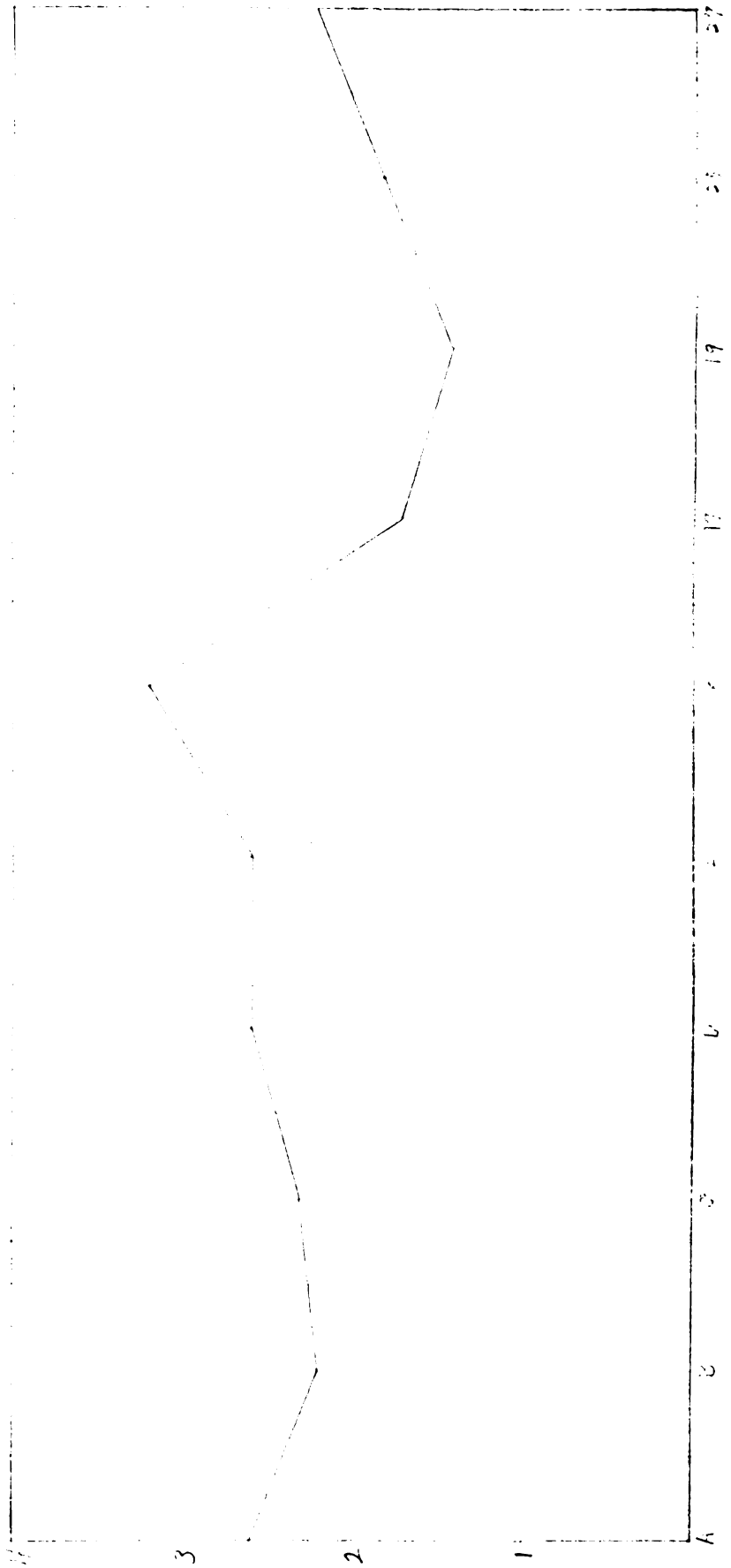


Chart IV
 Profile of Role of Field Representative
 as Perceived by Group 4, The Members-at-Large

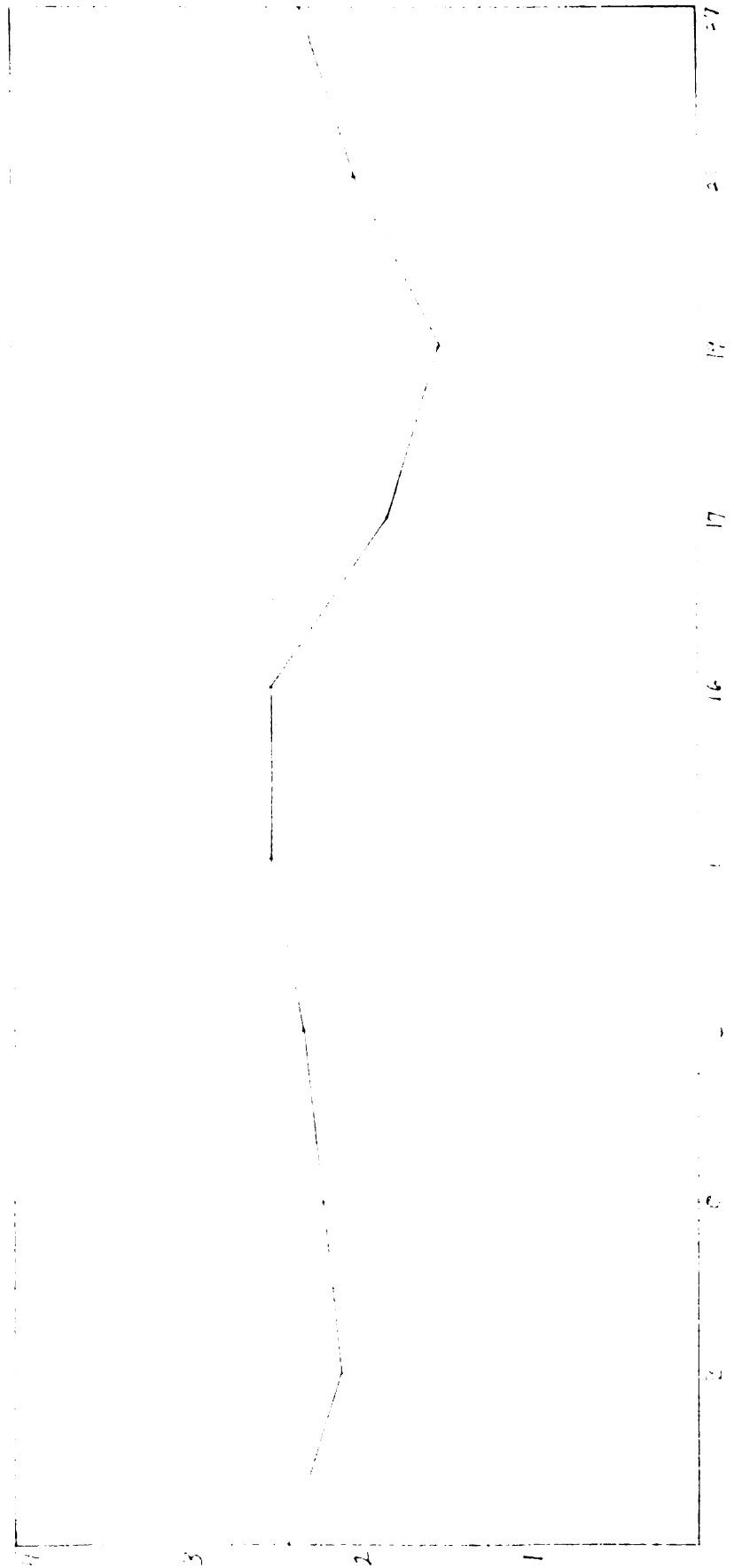


Chart V
Profile of the Role of the Field Representative
as Perceived by the MEA Executive Secretary

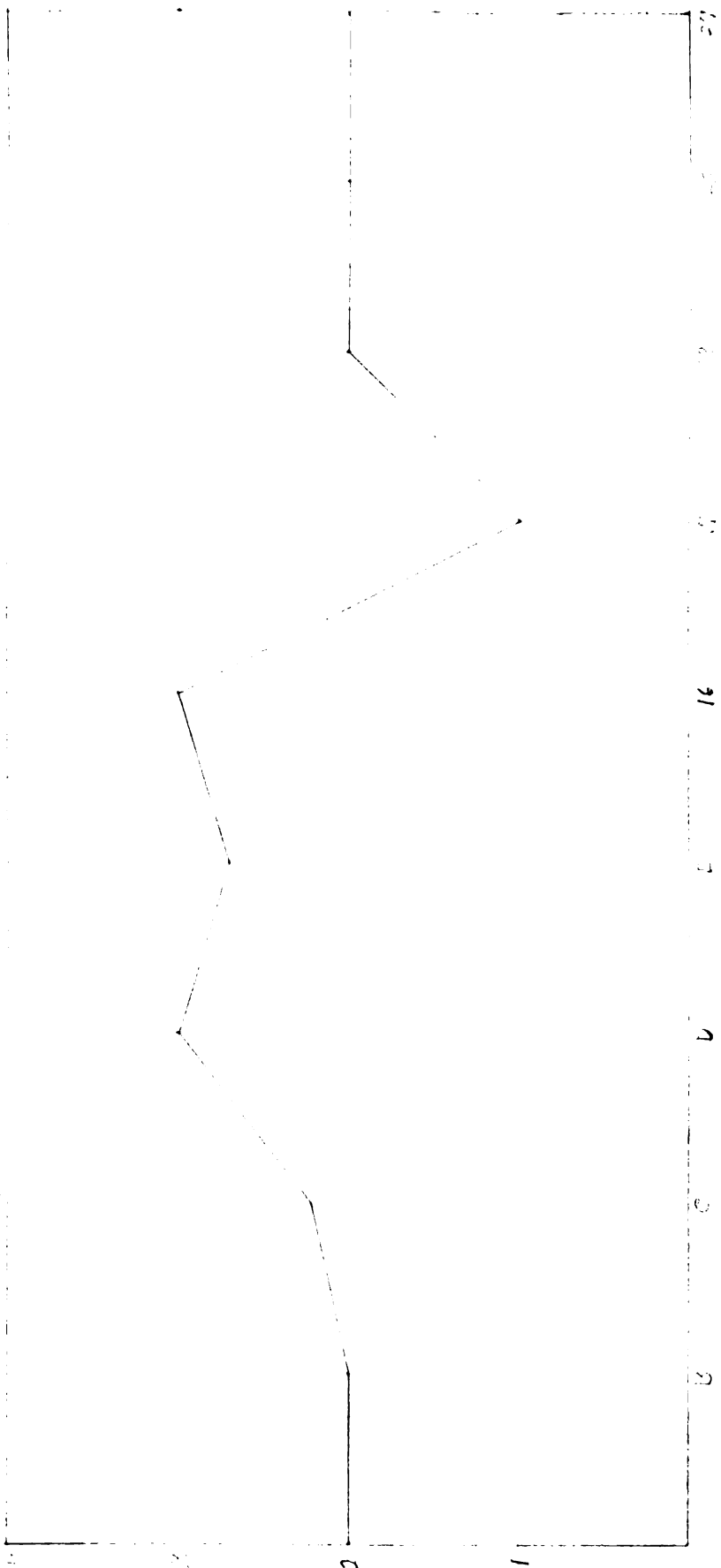


Chart VI

Profile of the Role of the Field Representative
as Perceived by Each of the Four Respondent Groups
and the MEA Executive Secretary



Group 1 = Dotted Pencil Line Group 2 = Solid Pencil Line Group 3 = Dotted Red Line
Group 4 = Solid Red Line Group 5 = Blue Line

Section 4

Scores of the Population on Each Variable Item

For personal interest and to gain further insight into the perceived role of the field representative, we summed the scores of the population for each questionnaire item in each of the five variables. Table XXIX states the eight items in classification A and sums the score on each item according to the rating scale used on the questionnaire. Table XXX sums the scores on the items in classification B. Table XXXI sums the scores on the items in classification C. Table XXXII sums the scores on the items in classification D. Table XXXIII sums the scores on the items in classification E.

If the sum of the scores for 1 and 2 is greater than half of the total population ($118 \div 2 = 59$) it indicates that that item is perceived as part of the role of the field representative. Conversely, if the sum of the scores for 3 and 4 is greater than half of the total population it indicates that the field representative's role should not include that item or that specific activity.

It is interesting to note from table XXIX that the population scored negatively on items 4, 5, and 6 in variable A. On these three items, the population feels that the field representative should not include them as part of his role. This information is important in attempting to clarify and develop role understandings. The field representatives, themselves, now will know that, according to the sample, they should not serve as curriculum consultants nor act as mediator between the superintendent and the rest of the staff.

Table XXX indicates a negative perception to items 5 and 7 in variable B. This indicates that the field representative should provide service equally to

all units, rather than to one type of group. Indicated also is the fact that the field representative should not act on behalf of the local association with the board of education.

Table XXXI shows that slightly more than half of the population do not perceive the role of the field representative to include informing the superintendent of staff problems. However, 53 of the 118 respondents (45%) do feel that this activity is part of the role of the field representative. Indicated in this table, also, is the fact that the field representative should serve only members of the state association. Only 38 (32%) said that the field representative should serve non-members of the association.

Table XXXII indicates divided feeling toward one item in variable D. Exactly 50% feel that the field representative should act as moderator in community mass meetings on school issues.

Table XXXIII indicates negative feeling toward only one item in variable E. Most of the population, 111 (94%), feel that the field representative should not do much formal speaking. We assume that it is preferred that the field representative will spend most of his time in other kinds of activities which will aid individuals and the local associations.

The population perceives the role of the field representative as not including those activities as given in 8 of the 25 questionnaire items distributed in the five classifications.

Table XXXIV indicates that item #16, "the field representative should initiate charges of unethical conduct," is the only one of the five separate questions which is perceived negatively. 81 of the 118 respondents reject this activity as part of the role of the field representative.

Table XXIX

Scores of the Population to Each of the

Eight Questionnaire Items in Classification A, Service to School Groups in General

The eight items in classification A are, The Field Representative Should:

1. Interpret policies of the state and national associations
2. Serve private and parochial schools as well as the public schools
3. Help develop films and other visual aids
4. Serve as curriculum consultant to schools
5. Serve as mediator between the superintendent and the rest of the staff
6. Be transferred annually or bi-annually to another area of the state
7. Promote school district consolidation or reorganization
8. Serve as consultant in the area of school finance

	<u>Score</u>	<u>Questionnaire Items</u>							
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
1. Absolutely Must	87	17	11	2	12	2	14	10	
2. Preferably Should	26	47	59	31	42	17	46	75	
3. Preferably Should Not	4	40	40	56	37	66	45	29	
4. Absolutely Must Not	<u>1</u>	<u>14</u>	<u>8</u>	<u>29</u>	<u>27</u>	<u>33</u>	<u>13</u>	<u>4</u>	
Totals	118	118	118	118	118	118	118	118	118

Table XXX

Scores of the Population to Each of the Eight
Questionnaire Items in B, Service to MEA Units

The seven items in B are, The Field Representative Should:

1. Give the major address occasionally at local association meetings
2. Have an assigned area of the state rather than working with local associations throughout the state
3. Conduct workshops for local association officers and committee chairmen
4. Help prepare materials and handbooks for use by local leaders
5. Provide service to the "big city" associations rather than to all local associations
6. Criticize local association structure or program if he feels it justified
7. Negotiate with the school board on behalf of the local association

Score	<u>Questionnaire Items</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1. Absolutely Must	22	61	56	38	2	24	16
2. Preferably Should	81	49	55	75	6	74	36
3. Preferably Should Not	15	6	6	5	32	14	46
4. Absolutely Must Not	<u>0</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>78</u>	<u>6</u>	<u>20</u>
Totals	118	118	118	118	118	118	118

Table XXXI
Scores of the Population to Each of the Four
Questionnaire Items in C, Service to Individuals

The four items in C are, The Field Representative Should:				
1. Serve as consultant to all certificated personnel rather than only to classroom teachers				
2. Apprise the superintendent of all personnel problems				
3. Make investigations in professional problem cases				
4. Provide service to non-association members as well as to members				
Score	Questionnaire Items			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. Absolutely Must	65	15	48	5
2. Preferably Should	48	38	63	33
3. Preferably Should Not	3	41	4	51
4. Absolutely Must Not	<u>2</u>	<u>24</u>	<u>3</u>	<u>29</u>
Totals	118	118	118	118

Table XXXII
Scores of the Population to Each of the Three
Questionnaire Items in D, Serves as Liaison Between the
Community and the School

The three items in D are, The Field Representative Should:

1. Enter into local school conflicts or controversies
2. Identify and work with the power structure of communities
3. Act as moderator in community mass meetings on school issues

<u>Score</u>	<u>Questionnaire Items</u>		
	<u>1</u>	<u>2</u>	<u>3</u>
1. Absolutely Must	19	15	6
2. Preferably Should	51	58	53
3. Preferably Should Not	35	33	47
4. Absolutely Must Not	<u>13</u>	<u>12</u>	<u>12</u>
Totals	118	118	118

Table XXXIII

Scores of the Population to Each of the Three
Questionnaire Items in E, Personal Traits and Characteristics
of the Field Representative

The three items in E are, The Field Representative Should:

1. Make regular contributions to local, state, or national publications
2. Engage in political activities in his own community
3. Devote most of his time to formal speaking engagements

<u>Score</u>	<u>Questionnaire Items</u>		
	<u>1</u>	<u>2</u>	<u>3</u>
1. Absolutely Must	16	14	1
2. Preferably Should	75	72	6
3. Preferably Should Not	27	28	49
4. Absolutely Must Not	<u>0</u>	<u>4</u>	<u>62</u>
Totals	118	118	118

Table XXXIV

Scores of the Population to Each of the Five Questionnaire
Items Treated Separately, Not Included in the Five Classifications

The five questions are, The Field Representative Should:

1. Initiate charges of unethical conduct
2. Live in the area that he serves rather than in the Lansing vicinity
3. Be provided with opportunities for advanced training and professional growth
4. Be a generalist rather than a specialist in one area, as: public relations, legislation, research, insurance, etc.
5. Serve as consultant to school boards

Score	Questionnaire Items				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. Absolutely Must	12	37	70	31	11
2. Preferably Should	25	61	41	69	73
3. Preferably Should Not	47	17	5	15	26
4. Absolutely Must Not	<u>34</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>8</u>
Totals	118	118	118	118	118

Summary

In chapter V we used four processes for presentation of the study data. In the first section, tables VIII through XXVII, we presented a statistical analysis of the variance between the mean scores of the four respondent groups to the five classifications of questionnaire items. There is significant difference in the population's perception of the role of the field representative in only five of the twenty statistical tables.

In the second section, the data in table XXVIII shows the composite score of each of the four respondent groups and the MEA executive secretary to the five classifications of questionnaire items and to the five separate questions not treated as part of the classifications.

Section 3 includes the charts showing the profile of the field representative's role as perceived by the four respondent groups and the MEA executive secretary.

Section 4 includes tables XXIX through XXXIII, which indicate the scores of the population on each questionnaire item treated in each of the five classifications, and table XXXIV which gives the scores on each of the five questionnaire items treated separately.

Chapter VI

Summary and Conclusions

The professional organization in education has created a new kind of educational consultant, the field representative. His is a unique role within the organization as well as in the profession. Through this position of field representative, the state and national education associations are better able to communicate with their memberships. They are better able to learn the interests and concerns of the members, to develop programs based on member needs, and to work directly with the local associations in implementing these programs.

This study was undertaken to gain insight into the role of the MEA field representative. The field representative's working role was investigated, and a comparison was made of the perceptions of this role by the study's population to note divergence or convergence of opinion. It was hypothesized that the role of the field representative would be perceived differently by the four respondent groups, thus creating possibilities of role conflict.

Twenty-five of the thirty questionnaire items were divided into five classifications. The analysis of variance between the four respondent groups, between the groups by sex, between the groups by levels of preparation, and between the groups according to present educational position was obtained to each of the five classifications of questions through the use of Computer 3600 in the MSU Computer Center. For comparison purposes, the MEA executive secretary also was asked to complete the questionnaire. Profiles of the role of the field representative as perceived by the four respondent groups and by the MEA executive secretary were charted.

From the twenty statistical tables, tables VIII through XXVII, in

Chapter V, we note much more convergence than divergence in the perception of the role of the field representative. Also, we note from profile chart #6 more convergence than divergence in the perceptions of the role of the field representative.

Only five of the twenty analysis of variance tables show a statistically significant difference in the role as perceived by the four respondent groups. Three of these five tables with significant difference deal with the questions in classification C, which is the grouping of questionnaire items dealing with "service to individuals." Although all respondents' scores to classification C indicate acceptance of this type of service as part of the role of the field representative, there is enough difference between the groups to make the $F_{.95}$ statistic significant. When we look at table XXXI we note there are four questions in classification C and that the respondents tended to accept two of the four items and to reject the other two as part of the role of the field representative.

The 118 respondents gave a score of 1 or 2 on each questionnaire item to indicate acceptance and a score of 3 or 4 to indicate rejection of the item. A majority of the population, 60 or more, rejected 9 of the 30 questionnaire items, thus indicating that these items should not be part of the role of the field representative. The nine items are numbered on the questionnaire as: 11, 13, 14, 15, 16, 20, 23, 28, and 30. On one item, #29, the population split evenly--59 scored 1 and 2 and 59 scored 3 and 4.

Following is the percentage score on each questionnaire item according to acceptance or rejection (the letter in parenthesis indicates the classification of the question):

<u>Acceptance</u>	<u>Rejection</u>
Item 1 (A) = 96%	Item 11 (B) = 93%

Item 2 (C) = 96%	Item 13 (A) = 72%
Item 3 (A) = 54%	Item 14 (A) = 54%
Item 4 (B) = 87%	Item 15 (C) = 55%
Item 5 (B) = 93%	Item 16 = 69%
Item 6 (B) = 94%	Item 20 (A) = 84%
Item 7 (A) = 59%	Item 23 (C) = 68%
Item 8 (E) = 77%	Item 28 (B) = 56%
Item 9 (B) = 96%	Item 30 (E) = 94%
Item 10 (D) = 59%	
Item 12 (B) = 83%	
Item 17 = 83%	
Item 18 (D) = 62%	
Item 19 = 94%	
Item 21 (E) = 73%	
Item 22 (C) = 94%	
Item 24 (A) = 51%	
Item 25 = 85%	
Item 26 (A) = 72%	
Item 27 = 71%	
Item 29 (D) = 50%	

From the above percentage scores it is apparent that the respondents have a larger amount of convergence than divergence in their perception of the role of the field representative. They accept 20 of the 30 questionnaire items, reject nine, and split evenly on one item. There is only slight rejection of three of the nine rejected items--they are #14, #15, and #28.

The respondents clearly rejected six items as part of the role of the field representative; these items are, The field representative should:

#11 provide service to the "big city" associations rather than to all local associations.

#13 serve as curriculum consultant to schools.

#16 initiate charges of unethical conduct

#20 be transferred annually or bi-annually to other areas of the state.

#23 provide service to non-association members as well as to members.

#30 devote most of his time to formal speaking engagements.

This insight gives us some direction relative to certain types of activity in which the field representative should not be involved. It is interesting to note that the most consistent divergence indicated in the statistical tables in section 1 of chapter V deals with classification C, and yet only one of the above listed six rejected items is included in classification C. This would indicate that there is much variation between the four respondent groups to the four questionnaire items in classification C, which deals with items relating to service to individuals.

The data in the statistical tables indicate that there is very little difference between the sexes of the total population of 118 in their perceptions of the role of the field representative. Also, little difference is noted in the role perception among the respondents according to their levels of preparation. In only one classification of questions, service to individuals, is there a statistically significant difference. To this grouping of questions, the respondents with the doctor's degree feel more favorably than those with either the bachelor or master's degree.

The variance between the respondents according to their present

educational position is interesting. The assumption has been made that secondary school teachers are less favorable to the MEA and to the field representative than elementary school teachers. However, the data in table XXIV clearly indicates that junior and senior high school teachers tend to perceive the role of the field representative to provide service to MEA units more strongly than the elementary teachers.

It has been assumed from observations by the MEA staff that the secondary school teachers prefer service by the field representative on an individual basis. However, table XXV indicates that this group scored the highest of the seven groups, indicating that they feel the strongest against this type of service by the field representative.

In comparing the responses of group 3, the district presidents, with those of group 4, the members-at-large, it should be noted that the mean score of group 3 is higher than the mean score of group 4 on every one of the five classifications of questions. This would indicate that the perception of the role of the field representative by the district presidents is less positive than the perception by the members-at-large. Since the field representative spends more of his time working with the unit presidents than with the general membership, the possibility of role conflict, as suggested in chapter I, is upheld. It would appear that the field representative should integrate his feelings into the working relationships with the group leaders in such a manner as to show that he has respect for the ideas and responsibilities of the other members of the group in order to help lead the group in goal attainment.

The profile of the field representative as perceived by the district presidents contains more variation than the profile by each of the other groups or by the MEA executive secretary. Generally, however, all five

profiles tend to follow the same pattern of high and low perceptions of activities of the field representative as his role.

Conclusions

This study should have implications for the state and national educational associations. The study shows that there are differences in the perceptions of the role of the field representative among the selected educators included in the study, indicating apparent disagreement. Disagreement produces conflict. Conflict reduces group effectiveness in goal achievement. Logically, the professional organization must attempt to determine the causes of conflicts, misunderstandings, and perceptual inconsistencies among the membership.

Perhaps most of the potential conflict between the NEA field representative and the local association leaders can be eliminated if there is a clearer understanding by both parties of the specific responsibilities of the field representative. Therefore, based on the results of this study, the writer will prepare a statement of the job description of the field representative.

This study did not attempt to identify the causes of the differences in the perceptions of the field representative's role by the respondents. We would suggest that another such study should produce valuable information for the professional organization.

In this study we have shown many areas of activity of the field representative in which there is convergent perception. This information will assist the writer and the NEA executive secretary in identifying for the present field representatives and new staff members corporate and individual activity patterns which will increase the effectiveness of the

field representative's social working role. As we stated in chapter I, with role knowledge comes a greater degree of cooperative behavior. It is important that the role of the field representative be identified clearly for the MEA general membership and, more especially, for the local association leaders.

Since there are many areas of agreement concerning the role of the field representative, these need to be projected strongly in the daily routine of the field representative. The conflict, or seeds of potential conflict, should be dispelled. Because the MEA has become a large, complex educational agency and because the Association attempts to speak for the education profession in the legislature, through its publications, and among the other professions and learned societies, its consultants must have the status necessary to serve these ends.

Sometimes status is assumed through the role played. The field representative needs to recognize that status has to be earned to be meaningful. The actor in any consultative capacity should reorient himself to others' perceptions of his role.

The field representative should study the results of his working relationships with local leaders. It might well be found that it is necessary to attempt to obtain greater involvement of these local leaders in helping to determine Association policy and program. This, in turn, might help to conceptualize the respective role responsibilities and help produce greater achievement of Association objectives and priority action items.

Suggestions for Further Research.

We suggest that research is needed to determine more precisely what causes these differences in perceptions. Perhaps, there not only is a lack of understanding of role but also a lack of understanding of the need for certain goal attainments. Perhaps the difference in perception is caused by a lack of professional orientation, different psychological orientation, or varied experience.

Since this study was of the questionnaire type, perhaps further research could be structured to measure observed behavior. Observed behavior of the several role occupants in the decision-making process should be interesting and informative. Studies dealing with varying degrees of interpretation and attitudes are suggested.

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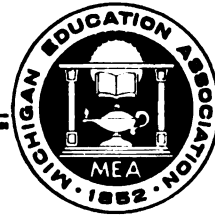
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APPENDIX A

Michigan Education¹⁴⁶ Association

935 N. WASHINGTON AVE.

Box 5007, Lansing 5, Michigan



April 1, 1964

Dear Friend:

I am making a study of the role of the MEA field representative as perceived by selected educators. This is a role delineation study. You have been selected to provide information for the study.

The enclosed questionnaire is designed to help define the role of the field representative. Will you please check the items on this questionnaire as you perceive the image of the MEA field representative? Please return the completed questionnaire in the stamped, self-addressed envelope.

Your reply will be kept confidential. I want to thank you for your cooperation without which this study would not be possible.

Sincerely

Gerald N. Simmons
Ass't. Executive Secretary
Michigan Education Association

GNS:msp
enc.

Name (optional) _____ Sex: F _____ M _____

Circle highest degree: None B.A. B.S. M.S. M.A. Ed.D Ph.D Other

School or Business Address

Years of teaching experience: 1-2 3-5 6-10 11 and beyond

Your present position: Elementary teacher _____ Grade _____
 Jr. H.S. teacher _____
 Sr. H.S. teacher _____
 College or University teacher _____ K-12 _____
 Administrator: K-6 _____ 7-12 _____ 10-12 _____
 College or University _____
 State Education Association Staff _____
 National Education Association Staff _____
 Department of Public Instruction _____

Directions: Each of the following statements describes what is considered the general working role of the state education association field representative. Would you respond to each statement by checking the columns to the right of the page! Each column expresses a degree of approval of the item, going from (1) absolutely must to (4) absolutely must not.

Key:

1 = absolutely must	3 = preferably should not
2 = preferably should	4 = absolutely must not

The state education association Field Representative should:

1. Interpret policies of the state and national association.....
2. Serve as consultant to all certificated personnel rather than only to classroom teachers.....
3. Serve private and parochial schools as well as the public schools.....
4. Give the major address occasionally at local association meetings.....
5. Have an assigned area of the state rather than working with local associations throughout the state.....
6. Conduct workshops for local association officers and committee chairmen.....
7. Help develop films or other visual aids.....

The state education association Field Representative should: (con't.)

8. Make regular contributions to local, state, or national publications.....
9. Help prepare materials and handbooks for use by local leaders.....
10. Enter into local school conflicts or controversies.....
11. Provide service to the "big city" associations rather than to all local associations.....
12. Criticize local association structure or program if he feels it justified.....
13. Serve as curriculum consultant to schools.....
14. Serve as mediator between the superintendent and the rest of the staff.....
15. Apprise the superintendent of personnel problems.....
16. Initiate charges of unethical conduct.....
17. Live in the area that he serves rather than in the Lansing vicinity.....
18. Identify and work with the power structure of communities.....
19. Be provided with opportunities for advanced training and professional growth.....
20. Be transferred annually or biannually to other areas of the state.....
21. Engage in political activities in his own community.....
22. Make investigations in professional problem cases.....
23. Provide service to non-association members as well as to members.....
24. Promote school district consolidation or reorganization.....
25. Be a generalist rather than a specialist in one area, as: public relations, legislation, research, insurance, etc.....
26. Serve as consultant in area of school finance.....
27. Serve as consultant to school boards.....
28. Negotiate with the school board on behalf of the local association.....
29. Act as moderator in community mass meetings on school issues.....
30. Devote most of his time to formal speaking engagements.....

11. The type of NEA activity in which I come into contact with the Field Representative most often is

32. The things that the Field Representative now does which I appreciate are

33. The things that the Field Representative now does which I would suggest not be done are:

34. The thing not now done that I would like most to see the Field Representative do is:

