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EXPECTATIONS OF THE MICHIGAN EDUCATION  
ASSOCIATION BY BLACK AND WHITE URBAN  
TEACHERS.

Michigan State University, Ph.D., 1974  
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1974

A COMPARATIVE STUDY OF PERCEPTIONS AND EXPECTATIONS  
OF THE MICHIGAN EDUCATION ASSOCIATION BY  
BLACK AND WHITE URBAN TEACHERS

By

Francis M. Grant

A DISSERTATION

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## ABSTRACT

### A COMPARATIVE STUDY OF PERCEPTIONS AND EXPECTATIONS OF THE MICHIGAN EDUCATION ASSOCIATION BY BLACK AND WHITE URBAN TEACHERS

By

Francis M. Grant

This study was designed to determine if significant differences existed between Black and White urban teachers with regard to their perceptions and expectations for the leadership behavior of the Michigan Education Association. The research was based on the premise that the above groups have different perceptions of problems and expectations and that because of the difference, there is conflict of opinion, confusion, and misunderstanding regarding the role played by the M.E.A.

The perceptions of problems and expectations of the M.E.A. was measured by an instrument developed by Francis M. Grant. The instrument is designed to obtain data which show the relationship among teachers, the role of teachers' organizations, how they operate and how teachers think they should function.

The data to be collected from teachers were of three general types:

- |                          |  |
|--------------------------|--|
| Socio-economic           | 1. e.g., age, sex, marital status, number of dependents, total income and other personal characteristics.                            |
| Socio-psychological      | 2. e.g., indices of satisfaction, commitment, consensus, tension, and conflict, and issues for negotiation.                          |
| Occupational Information | 3. e.g., educational attainment, work role, work load, membership in occupational association and participation in that association. |

Analysis of the data was done by using the multivariate analysis of variance test (programmed by Jeremy Finn). Results were deemed significant at the .05 level of confidence.

The following conclusions were made as a result of this study:

1. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to culture diversity being reflected in curriculum materials.
2. There is no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of racial and ethnic biases in hiring of teachers by Boards of Education.

3. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of standardized tests based solely on White middle-class standards.
4. There is no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to emphasizing humanism in education.
5. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new methods and procedures for selecting and processing candidates for M.E.A.'s central staff.
- 6A. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities, as they relate to students involved in curriculum planning.
- 6B. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities, as they relate to teachers involved in programs at all levels of instruction.

7. There is no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to whether the M.E.A. takes a stand on political issues.
8. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to requiring ethnic studies as a prerequisite for permanent certification.
9. There is no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to acting on individual needs in children.
- 10A. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing better methods and procedures for evaluating educational programs.
- 10B. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to assuring Blacks representation in the evaluating of educational programs.

11. There is a significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regards to establishing educational standards that maximize the learning potential of each child.

An implication of the study is that the Michigan Education Association should attempt to determine the causes of the perceptual inconsistencies among the members in order to reduce potential conflict and attain group effectiveness in goal achievement. It is suggested that further research could be structured to measure observed and expected behavior of M.E.A. using the ethnic groups as dependent variables, using nonmembers' responses to compare to member responses, and that these studies be made periodically to see if the same perceptions and expectations hold for a given time period.

Dedicated with love to--  
Justine Grant, Colette Grant,  
Joseph Grant, Craig Zackery,  
Georgia and Henry Walker, Ida  
and James Bell, Rachel Middleton,  
Henry Whitten and family, Marvin  
Grant and family, Charlene  
Snowden and family.

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Also a thank you to the school officials and teachers in the city where this study was conducted.

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## CHAPTER I

### INTRODUCTION

This study is designed to determine if significant differences exist between the perceived role and expected role of the Michigan Education Association as viewed by Black and White teachers of an affiliate, in a large industrial city. The M.E.A. has the responsibility of serving approximately 78,000 members of which 3,000 are Black. If the M.E.A. is to serve as an agent to different ethnic groups and affiliates, then it is important that the perceptions and role expectations of its members be conceptualized by M.E.A. for greater effectiveness.

Most urban communities are becoming populated with Black families and teachers who actively demand increased educational services relevant to their needs and aspirations. As the Black urban population increases, demands will become more vocal and eruptive; therefore, it must be recognized that the M.E.A.'s job can best be done with an awareness of the concerns of Black teachers as members.

The M.E.A. in its 1971 Fall Representative Assembly adopted the following goals and objectives for its members.

GOAL A: TO UNIFY MICHIGAN TEACHERS IN AN EFFECTIVE STATE, AND NATIONAL ORGANIZATION

- Objective 1. To strengthen continually the network of effective local affiliates and members.
- Objective 2. To enroll 100% of the public K-12, community college, and junior college teachers before September, 1976.
- Objective 3. To strengthen and formalize relationships with the Michigan Federation of Teachers.
- Objective 4. To secure bargaining rights in four of the seven major public universities before June, 1974.

GOAL B: TO IMPROVE THE QUALITY OF PROFESSIONAL PRACTICE AND CLASSROOM INSTRUCTION IN MICHIGAN SCHOOLS

- Objective 1. To assure that every K-12 classroom is staffed with a qualified teacher.
- Objective 2. To achieve an effective teacher influence in the preservice and inservice education of teachers.
- Objective 3. To provide professional consultation and clearing-house services regarding improvement of school curriculum and teacher participation in educational decision-making at all levels of instruction, including teacher preparation.
- Objective 4. To develop and establish improved practices in teacher evaluation.
- Objective 5. To develop meaningful guidelines for the use of paraprofessionals.

GOAL C: TO EXERT LEADERSHIP IN SOLVING CONTEMPORARY SOCIAL PROBLEMS AND TO PROTECT THE CIVIL AND HUMAN RIGHTS OF EDUCATORS AND STUDENTS

- Objective 1. To identify and resolve racism in the schools.
- Objective 2. To prevent disruptive school crises and mitigate those which occur.
- Objective 3. To initiate and support legislation funding the exchange of teachers and students among urban, suburban, and rural school districts for the purpose of providing instructive intergroup experiences, and to negotiate opportunities for inter-district exchange of teachers and students.

Objective 4. To prepare teaching units appropriate for secondary level students designed to provide an understanding of their rights, such manuals to be ready for use in twelve school districts on a pilot basis by September 1, 1973.

Objective 5. To solicit state and federal resources to train and retrain teachers through inservice education to better function in a multi-ethnic school environment.

GOAL D: TO ADVANCE AND PROTECT THE PROFESSIONAL AND ECONOMIC RIGHTS AND INTERESTS OF MEMBERS

Objective 1. To guarantee adequate retirement provisions for Michigan teachers.

Objective 2. To provide members with comprehensive liability insurance.

Objective 3. To assure equity for MEA-NEA members as provided by Constitution, statute, and contract in matters related to their professional employment.

Objective 4. To assure that every local association enjoys the right to engage in good faith collective negotiations as provided by law.

Objective 5. To prepare for state area or regional bargaining for Michigan K-12 teachers, thereby guaranteeing economic equity and job security.

GOAL E: TO ACHIEVE AND MAINTAIN AN OPTIMAL FINANCIAL BASE FOR PUBLIC EDUCATION IN MICHIGAN

Objective 1. To provide an adequate tax base as a source of revenue for public education.

Objective 2. To secure adoption of an omnibus state aid bill which meets the specifications as are adopted by the Representative Assembly and/or the Board of Directors.

Objective 3. To supplement NEA's efforts to achieve broad, general federal support for the public schools.

Objective 4. To secure legislation to provide a community college system which shall be available to every resident of the State of Michigan.

Objective 5. To provide leadership, representation and coordination for MEA-MAHE units in lobbying for the appropriations to their respective institutions.

Objective 6. To provide consultation services to local associations regarding their effective participation in local millage elections.

Objective 7. To secure monies to establish programs for all children with learning disabilities.

**GOAL F: TO INCREASE THE EFFECTIVENESS OF EDUCATORS' INFLUENCE ON PUBLIC AFFAIRS AND PUBLIC OPINION**

- Objective 1. To encourage the effective participation of MEA-NEA members in public affairs.
- Objective 2. To educate MEA-NEA members regarding their rights and opportunities as citizens in the operations of political parties and in the elective procedure of the state.
- Objective 3. To provide local associations with consultations in developing comprehensive public relations programs.
- Objective 4. To cultivate increased public exposure of MEA-NEA as an expert and public-spirited voice on school problems.
- Objective 5. To maintain continuous and effective relationships with other associations of educators (MASA, MAESP, MASSP, etc.).
- Objective 6. To maintain continuous and effective relationships with lay organizations (MASB, CAPE, Farm Bureau, etc.).
- Objective 7. To maintain continuous and effective relationships with the legislature, the Governor, the State Board of Education, and other governmental agencies.<sup>1</sup>

Knowledge of the perception of problems and expected role of the M.E.A. may assist in improving the level of service to local associations and its members. With role knowledge comes cooperative behavior and satisfaction since each member is likely to behave in terms of the expectations each holds of the other's position. It is important that these members' perceptions of the role of M.E.A. be conceptualized by the M.E.A. for further effectiveness.

The M.E.A. serves as an agent to different ethnic groups. If they are to help each group achieve pre-determined goals, it is necessary for them to effect

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<sup>1</sup>1971 M.E.A. Fall Representative Assembly, "Goals and Objective Brochure."

cohesive relationships. They must identify potential conflicts between ethnic groups with regard to children, jobs, and education and reduce the conflict-producing items. Therefore, an assessment of the perception of problems and expectations of the role M.E.A. plays with Black and White members is important.

#### Statement of the Problem

The problem will be to determine whether a significant difference exists between Black teachers and White teachers with regard to their perceptions and expectations of the M.E.A.

#### Significance of the Study

Black teachers are a very important component in the financial composition of teacher associations. As their numbers increase so does their financial contribution. These contributions are made primarily through the means of dues. The average dues a teacher pays today is approximately \$100 per year. According to Black teachers interviewed by the researcher, from Flint, Kalamazoo, and Grand Rapids, funds over the past years have not been spent for Black student and teacher concerns. These teachers are convinced that dues are being received without providing equal representation.

Voices of discontent are calling for accountability or withdrawal. It is suggested by the teachers

previously mentioned that since Black teachers are not receiving the kind of benefits relevant to the welfare of both students and themselves, forming a Black teachers' association may be in their best interest.

Teachers' associations must represent the interest, needs, and aspirations of all their members. If they are going to be more attuned to these responsibilities, attention must be given to problems of White and Black teachers respectively and collectively.

### Rationale

The importance of research in the area of role expectations has been intensified in the last decade because of the increased concerns regarding the role teacher associations should play in relation to teachers, students, and education in general. It is necessary that social scientists and educators attempt to understand and lessen the gap between needs, aspirations, and goals.

Inferences from research indicate that teachers have the following feelings regarding teacher associations. Teacher associations should be abolished; teacher associations are company unions; and teacher associations should be changed. Contacts between rank and file groups have done little to bring about better communications and cohesiveness. Both groups know little of what to expect of each other. Frequently, we find organizations 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 that organization is challenged to lead the members into relevant productivity, thus, its role becomes better understood by members of the group.

Any study of role theory must seek information relative to the job involvement, the personal interpretation, and the interpersonal relationships that exist in the situation. Here we are interested in the general expectancies and perceptions that teachers have of the working role of their association. This study focuses on the Michigan Education Association.

#### Purpose of the Study

The purpose of this study is to determine by research if significant differences exist between the perception of problems and role expectations of Black and White teachers in relation to professional roles and responsibilities of the M.E.A.

#### Definition of Terms

A Teacher.--A teacher is defined as anyone possessing a valid teaching certificate and who is responsible for teaching pupils as a profession.

Expected Behavior.--The expected behavior is the desired activities and programs of the M.E.A. as described by the teachers and members. Stogdill refers to this kind of behavior as "ideal" behavior.<sup>2</sup>

Role.--A role is defined as "a set of expectations applied to an incumbent of a particular position. It is an organized pattern of expectancies that relates to the tasks, demeanors, values, and reciprocal relationships to be maintained by persons occupying specific membership positions and fulfilling desirable functions in any group."<sup>3</sup> A role is also "a pattern of behavior which the person builds up in terms of what others expect of him."<sup>4</sup> In generalized terms role refers to "two or more persons coming 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."<sup>5</sup>

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<sup>2</sup>Ralph M. Stogdill, "Manual for the Leader Behavior Description Questionnaire, Form XII," An Experimental Revision (Columbus, Ohio: Bureau for Business Research, College of Commerce and Administration, the Ohio State University, 1963).

<sup>3</sup>E. Hartley and R. Hartley, Fundamentals of Social Psychology (New York: A. Knopf, 1952), p. 486.

<sup>4</sup>Kimball Young, Personality and Problems of Adjustment (2nd ed.; New York: Appleton-Century-Crofts, 1952), p. 125.

<sup>5</sup>Elmer Ferneau, "Which Consultant?" Administrators Notebook, Vol. 11, No. 8, p. 1.

Perceptions.--Perception is defined as the ability "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."<sup>6</sup>

Role Conflict.--"Any situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations."<sup>7</sup>

Members.--Is defined as each of the persons composing a society, party, community, or organization.

M.E.A.--Michigan Education Association.

Perceived Behavior.--The perceived behavior is the actual leadership activities of M.E.A. as described by themselves and their teachers. Stogdill refers to this type of behavior as "real" behavior.<sup>8</sup>

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<sup>6</sup>Winston Dictionary (College ed.; New York: John C. Winston Co., 1945), p. 719.

<sup>7</sup>Neal C. Gross, Ward S. Mason, and A. W. McEachern, Exploration in Role Analysis (New York: John Wiley and Sons, 1958), p. 248.

<sup>8</sup>Stogdill, op. cit.

Culture Diversity.--To show difference, unlikeness, variety, multiformity, or a point of difference in cultures.<sup>9</sup>

Biases.--To influence, usually unfairly prejudice; warp.<sup>10</sup>

Environmental Factors.--The aggregate of surrounding things, conditions, or influences that contribute to bring about any given result.<sup>11</sup>

Humanism in Education.--Any system or mode of thought or action in which human interests predominate in education.<sup>12</sup>

Human Relations.--Of, pertaining to, or characteristic of man; an existing connection, the various connections in which persons are brought together as by common interests.<sup>13</sup>

Human Awareness.--Refers to an individual's sense of recognition of something. To be awake or awakened to an inner realization of a fact, a truth, a condition.<sup>14</sup>

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<sup>9</sup>The American College Dictionary, ed. by C. L. Barnhart and Jess Stein (New York: Random House, 1963), pp. 295, 354.

<sup>10</sup>Ibid., p. 118.

<sup>11</sup>Ibid., p. 402.

<sup>12</sup>Ibid., p. 588.

<sup>13</sup>Ibid.

<sup>14</sup>Ibid., pp. 87, 587.

Students.--One who is engaged in or given to study. One who is engaged in a course of study and instruction, as at a college, university, or professional or technical school.<sup>15</sup>

Dues.--A payment due, as a charge, a fee, etc.

Fringe Benefits.--Accessory or supplementary.<sup>16</sup>

Quality of Education.--A characteristic, innate or acquired, which in some particular determines the nature of education.

Test Variables.--Symbols which may represent any one of a given set of objects on a test. The try out of a suspected third factor by holding it constant to see whether this affects the association between A & B.<sup>17</sup>

### Hypotheses

#### Hypothesis 1:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to culture diversity being reflected in curriculum materials.

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<sup>15</sup>Ibid., p. 1209.

<sup>16</sup>Ibid., pp. 489, 113.

<sup>17</sup>Robert C. Weiss, Statistics in Social Research (New York: John Wiley & Sons, Inc., 1968), p. 175.

Hypothesis 2:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of racial and ethnic biases in hiring of teachers by Boards of Education.

Hypothesis 3:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of standardized tests based solely on White middle-class standards.

Hypothesis 4:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to emphasizing humanism in education.

Hypothesis 5:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new methods and procedures for selecting and processing candidates for M.E.A.'s central staff.

Hypothesis 6A:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities as they relate to students involved in curriculum planning.

Hypothesis 6B:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities, as they relate to teachers involved in programs at all levels of instruction.

Hypothesis 7:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to whether the M.E.A. takes a stand on political issues.

Hypothesis 8:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to requiring ethnic studies as a prerequisite for permanent certification.

Hypothesis 9:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to acting on individual needs in children.

Hypothesis 10A:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing better methods and procedures for evaluating educational programs.

Hypothesis 10B:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to assuring Blacks representation in the evaluating of educational programs.

Hypothesis 11:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regards to establishing educational standards that maximize the learning potential of each child.

### Limitations of the Study

1. The study will be limited to schools and teachers in the educational systems designated.
2. Teachers included in the study will be full-time teachers from grades K-12. Their levels of teaching experience range from less than one year to more than five years.
3. The responses of teachers will be based upon their experiences with teachers' associations at the building level and in the school system in which they are teaching at the time the study was conducted.
4. The study limits its focus to the M.E.A. and teachers of a large industrial city in Michigan.
5. This study is subject to all of the limitations inherent in the use of a questionnaire administered by mail or teacher's meetings as a data-gathering instrument.

### Outline of the Study

The dissertation is organized into five chapters. In Chapter I the background for the study has been described, the rationale behind the study has been outlined in some detail, the problem as well as the basic hypotheses has been stated, the scope and limitations of

the study have been briefly outlined, and a list of definitions of terms has been included along with methods and procedures to be used.

Chapter II will contain a review of literature related to the concerns members of the teaching, nursing, and engineering profession have for their organizations.

In the third chapter the instrumentation used in conducting the study will be presented. In addition the statistical design and basic assumptions underlying the design will be discussed.

The data will be analyzed and discussed in Chapter IV.

Chapter V will contain the summary and conclusions of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of the literature for this study centers around the perceptions that teachers, nurses, and engineers have for their professional organization. These groups are contrasted to show that teachers are not alone in expressing concerns for the role of their organization; nurses and engineers express concerns similar in nature which are also due to conflict in opinions, perceptions, and expectations. Each group is working to develop a vital organization and profession.

Teacher concerns were centered around three main areas: proper representation and efforts on behalf of the members, development of internal structure for overall effectiveness, and fair and equal treatment for minorities. The first concern was one regarding the quality and type of representation provided for its members. Charges arising from members are that M.E.A. locals are not aggressive in their fight for membership benefits; that coercion by administration is responsible for M.E.A. locals membership; that M.E.A. locals will not answer questions asked by their members; that M.E.A.

state and local leadership does not provide proper educational, social, or political stimulus for members; that dues are too high and members are not receiving adequate representation for the amount of dues presently paid.

The second area of concern was in regard to the effectiveness of M.E.A.'s internal structure. To some members it is questionable. It is maintained that there is membership duplication and overlapping, internal dissension, misuse of members and the public by not providing proper information, and complying with Boards of Education leaving members and the public voiceless. Urban programs instituted by M.E.A. are ineffective. M.E.A. officials spent most of their time participating in social activities instead of working for the benefit of association and members, and that N.E.A. - M.E.A. locals are pragmatic, they appear busy and active but little is seen of end results.

The third and final area of concern was in regard to integration. Minority members felt they should have a voice in writing their own goals. The M.E.A. should stop speaking for minorities and should hire minority group members to speak for themselves. The N.E.A., M.E.A., and local affiliate should assist in the struggle for integration by using the full potential of their offices to aid in the implementation of the 1954 Supreme Court decree.

Nurses concerns regarding the professional role their association should play centered around two main areas: membership benefits and developing procedures, policies, and goals for a strong unified association.

Members felt uninformed on salary goals and benefits; they felt more communication would eliminate the gap between them and association officials; they felt more members should be solicited and worked with by association officials to eliminate fear and apathy regarding collective negotiations, and that the public should be informed of the groups present nature to gain support for its future goals. Finally, nurses felt that state labor relations acts and other statutes should be examined by legal counsel to determine whether discrimination exists against nurses.

Concerns about professional association status were that the American Nurses' Association be concerned about the professional ethics of its professional group; that ANA and hospital officials work jointly in developing grievance procedures; that ANA work with members to formulate goals, policies, and procedures. Finally, members felt that ANA should control local units to synthesis efforts in their own behalf.

Engineers concerns regarding the professional role their association should play centered mainly in one area, that of forming a union that represented the goals

and aspirations of its members. Engineers felt that unions of professional personnel have fashioned a form of unionism which does not represent a choice between the guild and trade union and that consultation, as a means of discussion and termed "collective bargaining," be eliminated in the best interest of the union and members.

As can be seen teachers are not alone in their concern regarding the professional role and responsibilities of their professional organizations. Nurses and Engineers also have views that parallel those of teachers. The concerns of all three groups are an effort to make their professional association a better working and more viable unit.

#### Professional Concerns of Teachers

The first area to be considered centers around teachers' concerns regarding the quality and type of representation provided for its members by the association. Charges were that M.E.A. was not aggressive enough in behalf of its members, that there is administration coercion to get members for M.E.A., that N.E.A. - M.E.A. locals will not answer questions asked by its members, that M.E.A. does not provide educational, social, or political stimulus for members, that dues are too high and M.E.A. does not provide adequate representation for the amount of dues presently paid.

Moskow states that as it is organized now the N.E.A. can never be an effective organization for representing teachers in negotiations with school boards. The average teacher currently pays \$10 national dues, \$10 state association dues, and approximately \$2 local dues. This dues structure is top heavy. Because the bulk of the funds must be expended at the local level, if the school district is too small for sufficient money to be accumulated, then possibly county or even state associations will have to direct negotiations. Moskow continues by stating that at present, the Urban Project has approximately twenty-five staff persons who have been attempting to service from Washington the local and state associations. After two years of traveling the country, the Urban Project staff is finally beginning to realize that its task is impossible. Unable to serve effectively in this way the thousands of school districts in the United States, the N.E.A. has begun to allocate funds directly to state and local associations. Finally Moskow states that traditionally, local education associations have been inept in improving teacher welfare. For example, in a 1959 N.E.A. survey of the activities of local education associations, 80 per cent of the local associations reported that they sent two or fewer communications to their school board during the past year. Ninety per cent of the local associations said

they received two or fewer communications from the school authorities. As expected, 75 per cent of the associations reported that they spent the majority of their time participating in social activities.<sup>1</sup>

"Membership apathy and oligarchical control," to Blau and Scott the most formidable obstacles to successful mutual benefit associations, were overwhelmingly characteristic of the education associations throughout the premilitant period. So long as these characteristics prevailed, all-inclusiveness was acceptable. Unfortunately, even though they had contributed significantly to improved public support of education both financially and otherwise, the associations had failed to make substantial progress towards the establishment of public school teaching as a true profession. Furthermore, the salaries of teachers were still below the wages paid many tradesmen and craftsmen.<sup>2</sup>

Jonson writes that the opportunity to see the N.E.A. program is complicated by the fact that much of its effectiveness is not viewed directly, but is reflected

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<sup>1</sup>M. H. Moskow, "Teacher Organizations: An Analysis of the Issues," Teacher College Recording, LXVI (Fall, 1965), 453-63.

<sup>2</sup>Jack F. Parker, "Let's Abolish the N.E.A.," Phi Delta Kappan, XLIX (June, 1968), 567-71.

in the more closely witnessed activities of local and state associations.<sup>3</sup>

A New Jersey schoolman charged, "the . . . N.E.A. has failed to develop adequate standards for entrance and continuance in the profession; has failed to stand up to our critics effectively and has actually assisted the profession's decline in the public eye."<sup>4</sup>

Morse advocates that teachers' associations cooperate with superintendents and boards of education in solving problems on teachers' salary schedules and teacher tenure to give the public a "square deal."<sup>5</sup>

Turner believes, "to meet the problems and challenges of the future, N.E.A. must set goals now."<sup>6</sup>

The second area of concern is in regard to the effectiveness of M.E.A.'s internal structure; charges were that M.E.A. has membership duplication and

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<sup>3</sup>K. Jonson, "Images of M.E.A.," Minnesota Journal of Education, XLIV (March, 1964), 11.

<sup>4</sup>K. Jonson, "Most Teachers Will Not Join Unions, Administrators Believe and Hope," National School, XLIX (May, 1962), 69-81.

<sup>5</sup>G. D. Morse, "Are Teacher's Associations Playing the Game Squarely?" American School Board Journal, CXLVII (October, 1963), 13-14.

<sup>6</sup>E. Turner, "What Do You Think About N.E.A. Goals?" N.E.A. Journal, L (October, 1961), 68.

overlapping, internal dissension, misuse of members and public in effective urban programs and too much socializing.

Rice states that the weakness of N.E.A. is not in its cause. As a professional organization it is vulnerable because of the imbalance in its own internal structure--and this includes its relationship to its many "departments" and "affiliates." Rice further states that the N.E.A. is a hodgepodge of 8,000 affiliates with memberships that duplicate and overlap. Many of these groups compete with each other for power and privileges within the national association. Finally, Rice states, N.E.A. is weakened by internal dissension. A powerful element of its leadership disagrees with the old adage that "you can't have your cake and eat it, too." These individuals want the help and support of the state associations, especially in membership recruitment for the national association and in lobbying activities on Capitol Hill. But they want to curb the power and influence that state associations might exert within the N.E.A. structure by dimming the state association's voice at the Representative Assembly.<sup>7</sup>

Wirth states that in urban communities the group affiliated with the National Education Association has

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<sup>7</sup>A. H. Rice, "Does N.E.A. Need To Be Reorganized?" Nations School, LXXIV (September, 1964), 14.

not been aggressive enough. That the gains already made are the work of aggressive unionists and that local N.E.A. units are riddled by the senile, the bootlickers and the timid. The phrase is "company union."<sup>8</sup>

While writing about the conflict between the union and N.E.A., Betchkal states that union members scoffed at N.E.A. efforts to win teacher benefits. Grumbled one: "What N.E.A. has done we've forced them to do." "We provided the thrust and N.E.A. tries to take the credit," asserted another American Federation of Teacher's representative, "claiming that the union's aggressive efforts have forced N.E.A. to do likewise or lose members."<sup>9</sup>

Brown believes that the ability of a teachers' union or association to adjust problems of working conditions and professional status is a more severe test of its effectiveness as an organization than its ability to secure raises in salary. Salary is extremely important, but the issues are much easier to understand; and it is easier to get support for higher salaries, within the organization and outside it. Problems of working conditions and professional status deal with intangibles.

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<sup>8</sup>R. M. Wirth, "Let's Be Sane About Unions," Michigan Education Journal, XL (October, 1962), 204-05.

<sup>9</sup>J. Betchkal, "N.E.A. and Teacher Unions Bicker and Battle for Recognition," Nations School, LXXIV (August, 1965), 35.

They usually only involve a few people at a time, and their solution requires a great deal of dogged and unrewarding work. Those who serve teachers in this area know that they are contributing as much to the wholesome development of children as the curriculum theorists and that working conditions for teachers are learning conditions for children.<sup>10</sup>

Megel labels the N.E.A. as a "company union"; he then attempts to document his argument that administrator coercion is responsible for most of the N.E.A. membership. He presents examples of teacher contracts and salary schedules which contain clauses requiring membership in educational associations. He quotes from administrator bulletins to teachers urging them to join educational associations, and he then questions the mystique of a voluntary membership of 100 per cent. After giving several other examples, he restates the A.F.T.'s position on the freedom of teachers to join organizations of their own choosing.<sup>11</sup>

A member confused about M.E.A.'s role and the type of benefits she should receive for her dues wrote the following:

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<sup>10</sup>J. J. Bowen, "Better Working Conditions, Better Education," The American Teacher (February, 1961), pp. 13-14.

<sup>11</sup>Moskow, op. cit.

I am a new teacher beginning my teaching career. As a part of my orientation, I was told that I must join my professional organization--the N.E.A. I have done so. However, I have been unable to find out just what I will receive in return for my membership dues and loyalty. In reply to my inquiries, I have received vague generalities and high-sounding propositions which sound to me like avoidances of issues. It seems to me that all of the things attributed to your organization in my state--North Carolina--are actually the work of legislators. Specifically, all of the benefits which North Carolina teachers have received in the past few years are the work of our governor. Another thing which distresses me is the discontent or skeptical attitudes of older teachers toward your organization. If these teachers who have been in the profession for many years are uncertain about your organization, it makes me feel even less secure. Specifically, without any generalities or vagueness, could you tell me what your organization does that no other association representing teachers can do? I am very much interested in this because I intend to make a career of teaching. I would appreciate a reply.<sup>12</sup>

Nation Schools states the following questions that both N.E.A. and A.F.T. should answer to their members:

1. Teacher contracts commonly give more experienced teachers the right to demand transfers. Thus, they draw experienced teachers from the most difficult assignments in inner-city schools. Are teacher organizations willing to accept and encourage seniority provisions that will prevent experienced teachers from leaving those schools that need them the most?

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<sup>12</sup>M. H. Moskow, "Why Belong to N.E.A.," N.E.A. Journal, LIII (November, 1964), 35-37.

2. The new teacher militancy points toward a greater role for teachers in policy development and other forms of school decision making. But are they ready for this? What does the teaching profession recommend in the way of professional preparation and inservice training to fit teachers for this new responsibility? Does it assume that teachers need no special preparation?
3. To what extent are organized teacher groups encouraging experimentation with new approaches to teacher training and teacher certification? Shouldn't they encourage more flexible certification requirements?
4. What do N.E.A. and A.F.T. get from state and local affiliates that can be called professional improvement?
5. How can the teaching profession do a better job of converting schools from fortresses that wall out the community into open-door facilities that encourage the community to come and go?
6. How can we get the teaching profession to develop a hierarchy within its ranks? The typical system of promotions assumes that all teachers have the same skills and deserve the same rewards. How can the profession be encouraged to adapt

the best aspects of the system used in colleges, where the strongest teachers receive larger responsibilities and rewards, while other teachers accept lower positions on the departmental ladder?

7. What are teaching organizations doing now to get their members ready for the school of the year 2000, when the teacher probably will no longer be the pupil's source of information?
8. How do teacher groups reconcile the educational needs of children with organizational needs when they apply strikes or sanctions?
9. Are teacher groups satisfied they have struck a fair balance between teacher prerogatives and responsibilities?
10. To what extent do teacher groups express their concern for dropouts in imaginative programs that show teachers how to exert themselves on behalf of potential dropouts? The way these questions are answered by N.E.A. and A.F.T. unquestionably will determine the character of American education for the next generation. More often than not, a profession gets the kind of national leadership its members deserve. So far, we're glad that all the returns are not in yet.<sup>13</sup>

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<sup>13</sup>M. H. Moscow, "Will N.E.A. and A.F.T. Answer These Questions," Nation School, XXCI (May, 1968), 51.

The third area of concern was in regard to integration: minority members felt they should have a voice in writing their own goals and that M.E.A. should hire minority group members to speak for themselves.

Mr. Smith (Black) states,

I wish N.E.A. would take a firm stand with its affiliates and insist that they comply with federal guidelines on equal-opportunity hiring practices. Also, I would hope that N.E.A. would not do business with any company that is not an equal-opportunity employer. The number of minority-group teachers in the United States should reflect the minority-group population of the country; then, in turn, representation in the Assembly needs to reflect both minority group teachers and population.

Since at present the proportion of minority-group teachers does not really reflect the minority-group population, the writer would have to say that he agrees with Tony.

Minority-group representation in the Assembly currently should reflect the number of minority peoples in the U.S. population. However, overall I think there has been quite an improvement on this matter of minority representation in the N.E.A. Representative Assembly in recent years. This is especially true for the delegations from the Southern states. But this is not always the case with delegations from other sections of the country. I would hope that state associations, with N.E.A. prodding, would make a greater effort to include blacks and other minority-group members in their delegations.<sup>14</sup>

Groff states that "Since 1954, the N.E.A. has used few of its various good offices to aid in the implementation of the Court's decree. Furthermore, it has stated that it opposes action by the Federal government

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<sup>14</sup>P. J. Groff, "The N.E.A. and School Desegregation," Journal of Negro Education, XXVI (Spring, 1960), 181-90.

in the matter. As late as 1960, it regarded integration as an "evolving process" in which "all the problems of desegregation in our schools are capable of solution at state and local levels." The repeated instances of resistance by southern states and communities to Federal court orders to integrate their schools, the civil disorder that is involved, and the need for threatened or actual intervention by the Federal government apparently have done little to alter the N.E.A.'s convictions. Its resolutions since 1954 ring with the sounds of high ideals. These translate, however, into wishful commonplaces, carefully broad and bland, seemingly predetermined not to offend the southern white membership. For instance, all concerned with the problem of integration are asked "to promote good will," "to maintain free public education," "to support democratic principles," "to respect the law," "to protect individual rights," "to recognize the dangers of unlawful protests of judicial decrees," and so on. Never, however, has there been a biting call to action to breathe some life into these precepts. In short, the N.E.A. has given little to the cause of desegregation either through the weight of its membership, the respect for its seniority, the persuasion of its intellect, or the sweep of its numerous publications. Never before the 1954 Supreme Court decision did the N.E.A. give support to the attempts

at legal action by the defenders of distressed Negro pupils and their Negro teachers. On no occasion were local chapters rebuked or suspended for practicing racial segregation in their membership. Moreover, if serious attempts ever were made to write a nonsegregation amendment into the N.E.A. national constitution, apparently such drafts were firmly tabled. The N.E.A. gave no documentation on the issue or information as to its beliefs on the evils of segregation to the Supreme Court while this body was deliberating on the segregation issue.<sup>15</sup>

Helen Bain of the N.E.A. led a discussion with three members of minority groups. These members told what criticism they have of the N.E.A. Mr. Norwood (Indian) stated,

In my opinion, we have far too many Indian experts when we should have more expert Indians. This is the crux of our problem. Our people have leadership potential within them right now; and if they were given the proper positions, they could lead our people in Indian education. If the N.E.A. is going to formulate policy for Indian education, I think N.E.A. should ask the opinions of Indian education consultants and leaders. We should have representatives at every N.E.A. conference so we can keep our ideas before the Association.<sup>16</sup>

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<sup>15</sup> Ibid., p. 185.

<sup>16</sup> H. Bain, "What Do You Want From N.E.A.?" Today's Education, LX (January, 1971), 26-29.

Mr. Sarinana (Mexican American) states,

My people are extremely concerned that Mexican Americans speak for us and not so many of these so-called experts who have written master's or doctoral theses about educational needs of Mexican Americans, based on very slanted information. Often these studies aren't only highly inaccurate but highly insulting and don't represent the point of view of the contemporary Mexican American community. In our case, we have such a small number of Mexican American teachers working in the local affiliates that our people will never be fairly represented if that is the route we must take. Instead, I think representation should be based on the number of Mexican Americans in the U.S. population. We've got approximately 15 million people in this country. Neither the N.E.A. nor the California Teachers Association has done an adequate job of providing the Mexican American teacher with services or of getting him involved in decision making. Neither has the American Federation of Teachers. Many of my close friends who are professionals have told me, "You're wasting your time trying to get us involved in professional organizations. Our problems are unique, and they don't do anything for us."<sup>17</sup>

### Professional Concerns of Nurses

Concerns of nurses regarding the professional role their association should play centered around two main areas: membership benefits and developing procedures, policies and goals for a strong unified association.

Members felt uninformed on salary goals and benefits; they felt more communication would eliminate the gap between them and association officials; they felt more members should be solicited and worked with by

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<sup>17</sup>Ibid., p. 27.

association officials to eliminate fear and apathy regarding collective negotiations; that the public should be informed of the professions present nature to gain support for its future goals. Finally, nurses felt that state labor relations acts and other statutes be examined by legal counsel to determine whether discrimination exists against nurses.

The central dilemma of the nurses is that Section 2(2) of the Taft-Hartley Act excludes from coverage employees of hospitals operated on a nonprofit basis. Thus these employees are prohibited from requesting representation elections, filing unfair labor practice charges with the National Labor Relations Board, and from having recourse to any federal agencies. The ANA and its state affiliates strongly endorse the necessity and propriety of these rights. The ANA views the exemption provision as being discriminatory and restrictive. The net result is that regarding nurses who work in nonprofit hospitals, the ANA must look to state laws for protection in implementing its collective bargaining program.<sup>18</sup>

As individuals, nurses have an obligation to participate responsibly in establishing terms and conditions of employment. State nurses' associations

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<sup>18</sup>H. Bain, "Collective Bargaining and the Hospital," selected references, Princeton University (January, 1969), p. 240.

have a concomitant obligation to promote and protect the economic and general welfare of nurses and to assume active leadership in the organization of local units. SNAs must be prepared to publicize collective bargaining to members, nonmembers, the public, and employers. Section economic security committees must be prepared to use it intelligently as they develop employment standards in their states. Members of local units must acquaint themselves with its contents and decide how to use it in drawing up their salary proposals. As a pronouncement from on high, it will die with tomorrow's headlines; as a tool for improving our economic well-being and securing the quality and quantity of nursing care Americans should expect, it will grow in usefulness only as you and I are prepared to know and support it.<sup>19</sup>

The nurses' professional organization, as is the case with most professional organizations, contains the entire hierarchy of professional positions, from the general duty nurse to the nursing director. As indicated above, the top positions in the professional organization tend to be filled by nurses who occupy the top positions in the hospitals. Few if any labor laws in the private or public sector allow supervisory personnel to be members of the same bargaining unit as those whom they supervise. Therefore, when the professional organization

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<sup>19</sup>Ibid., p. 4.

wishes to act as bargaining agent, it must generally establish a sub-organization from which supervisory nurses are excluded. In many instances there may be difficulty in developing leadership for these smaller units, particularly where the excluded supervisory nurses have provided the past leadership in the professional organization. In the initial period of organization this may present problems. However, it does not appear to create any serious difficulties over a longer period, as leadership can be developed.<sup>20</sup>

Most nurses do not think that ANA alone should determine standards for the nursing profession.

Nine out of ten nurses want to work with other nurses to obtain higher salaries and better occupational conditions, and most think it is professional for nurses to try to increase their salaries.

Most of the nurses (69%) studied in Illinois. There are two hospital schools in Champaign-Urbana, the major city in District 15; and it appears that both members (41%) and exmembers (63%) tend to be graduates of these schools, but nonmembers (24%) do not.<sup>21</sup>

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<sup>20</sup>Gerald W. Cormick, Collective Bargaining Experience of Canadian Registered Nurses, p. 678.

<sup>21</sup>Margaret K. Chandler and Philip Marden, "Members, Nonmembers, and Exmembers," University of Illinois Bulletin (June, 1961), pp. 6, 10, 12, 13.

The professional nursing association has an obligation to seek improvements in nursing, not only for the profession, but for the public as well. Improvements in employment conditions for any group of nurses, such as those in public employment, will have an effect on the employment conditions of all nurses and on nursing care. The association believes that improvements in the economic welfare of nurses are necessary if the profession is to attract and retain persons who can provide the nursing care which the public requires.<sup>22</sup>

What kind of organization is ANA? All three groups of nurses identify ANA most strongly with another association of professional employees, the National Society of Professional Engineers.

But when asked what they think ANA should be like, members are very different. Half of them favor as first choice the image of a stronger association of independent professionals, the American Medical Association. Half of the nonmembers and exmembers favor the NSPE model as first choice. In general, the image of ANA as a union is not popular. It is the first choice rating of 15 per cent of the members, 13 per cent of the exmembers, and 20 per cent of the nonmembers.<sup>23</sup>

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<sup>22</sup>Margaret K. Chandler and Philip Marden, "The Nurse as a Public Employee," American Nurses' Association (New York, February, 1965), p. 15.

<sup>23</sup>Cormick, op. cit., p. 10.

Analysis of interview reports and an inventory of opinions reveal that members are better informed about services and programs of ANA than nonmembers and exmembers are, but that even many members lack information.

All but 13 of the 200 nurses interviewed know that only R.N.'s can belong to ANA. However, from that point on, only one-third or less of the exmembers or nonmembers know anything at all about specific services, programs, or policies of ANA.

Less than one in five of nonmembers and exmembers know that ANA has legislative and economic security programs, whereas two members out of five know that those programs exist.

One member in three knows how ANA officers are elected: by the House of Delegates.

Three members out of four do not know that ANA has a legislative body--the House of Delegates.

Sixty per cent of the members know that the nurse must request it if information about her is to be sent to a prospective employer by the Professional Counseling and Placement Service.

The most frequent source of information about ANA for nonmembers is a source now remote--their nursing school. For members and exmembers it is journals and pamphlets.

When the researchers compared nurses' knowledge of ANA by field of practice, the obvious prediction that teachers would excel proved correct. Public health nurses know almost as much as teachers.<sup>24</sup>

Members are the most enthusiastic. Over half of them strongly favor programs for (in order of preference) racial equality, mandatory licensure of practical nurses, economic betterment, research to improve nursing practice, public relations, meeting with hospital administrators to improve occupational conditions and salaries, professional counseling and placement, and insurance.

Exmembers are the most restrained group. Only one program--nursing research--is strongly favored by more than half of the exmembers.<sup>25</sup>

Two basic needs appeared when interviewers asked the members what they think should be done to improve programs of the professional association.

First of all, they want better communications: "I wish there was some way they (the Association) could get nurses on a local level to stimulate individual nurses to become more aware of the total program."

Others phrased desire for more personal contact with the professional organization: "I don't feel very close to it."

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<sup>24</sup>Ibid.

<sup>25</sup>Ibid., p. 12.

Of all the programs, public relations receives the lowest average grade for performance. This rating seems to be primarily a reflection of a desire for more activity in this area, with a kind of implicit wish that the initiative in public relations should come from someone besides rank and file members--from program leaders.

The second basic need is summed up as a desire for more organizational authority and strength, especially for more power to achieve salary and other related professional goals: "We need more members, a more cohesive group."<sup>26</sup>

Dr. Burling suggests that ANA should be more actively concerned regarding the administration ordering members of a professional group to behave in ways that are contrary to their professional ethics. He sees the time as being right around the corner when there is going to be a professional ethic which will enable the personnel to say, "that cannot be done, that is unethical." An example was presented by Dr. Burling where the hospital administration makes distinctions between the employee's representatives and the employees themselves; obviously, the representatives, and the statements they make, are not really what the employees feel. This adds fuel to the idea that "well, if we can only communicate

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<sup>26</sup>Ibid., p. 13.

directly with our employees and eliminate the outsiders--the pressures from professional groups or other groups representing our employees--then we will get along much better."<sup>27</sup> Dr. Burling also suggests that ANA and hospital officials work jointly in developing grievance procedures and answer such questions as, who is to participate? How are problems to be handled?<sup>28</sup>

Anne Zimmerman also thinks the ANA should help nurses overcome one of their most difficult problems interfering with unity--the attitude that it is unprofessional to talk about salaries and conditions of employment. Nurses think it is undignified for them to take part in collective action. There are all kinds of statements to support this position--from religious-affiliated groups, professional groups, scholars who write on the subject. But deep down underneath, the nurse's attitude that this might bring disfavor from her colleagues, her supervisor, her employer, or the community is the most difficult of all. Nurses are afraid, and rightfully so, unfortunately. They are afraid they will be isolated by contemporaries who

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<sup>27</sup>American Nurses' Association, Economic Security Conference, Economic Security Unit, "Panel on Factors in Personnel Administration in Hospitals" (New York, October, 1961), p. 2.

<sup>28</sup>American Nurses' Association Convention Bulletin (45th), the House of Delegates and Sections (1966), p. 28.

don't approve, afraid of disapproval by their immediate supervisors, and afraid of losing their jobs. She states that for collective bargaining to become truly institutionalized in the nursing profession, several problem areas will require attention:

1. The continued opposition of most hospital employers to all forms of meaningful bargaining with nurses remains the single greatest obstacle to implementation of the Economic Security Program. Hospital employers, in my opinion, have been even less willing to accept joint decision-making than have school boards in their relations with teachers.
2. The apathy and lack of economic sophistication on the part of many practicing nurses remains a problem. In spite of the recent upsurge in activity many nurses are unwilling to do anything of a positive nature to promote collective bargaining. It is not so much that they oppose bargaining, rather they do not understand it and frequently appear unwilling to learn. Women, generally, have not made good collective bargaining material. In an occupation consisting almost entirely of women many of these difficulties become amplified.

3. The absence of effective economic muscle, a sine qua non of bargaining, plays into the hands of reluctant employers. It shows up both in seeking recognition as bargaining agent and in negotiations. The ANA voluntarily relinquished the strike. It has found no substitute. Its main assumption, that it would place an increased moral responsibility on hospitals to recognize and bargain with nurses' organizations voluntarily, has not appeared to have much effect.
4. The ANA and its state affiliates suffer from a number of organizational weaknesses. These range from the lack of financial resources to inadequate communication among the different levels of the organization. Of major importance is the practice of state affiliates of not entering a local situation until a clear expression of interest and willingness to support a bargaining program is evident. The crucial role of the "organizer" whose usefulness has been so amply demonstrated in traditional unionism is not adequately appreciated.
5. To the ANA collective bargaining is only one aspect of its Economic Security Program, and the Economic Security Program is only one part of its total program for the economic and professional

enhancement of the nurses' situation. It is possible the ANA is trying to do too much, with the result that no part of its program is receiving adequate attention. If collective bargaining is to be the chief means for the improvement of nurses' economic and professional status, then the ANA would do well to curtail those programs that compete with, and in some cases conflict with, its collective bargaining objectives. Proliferation of tactics and programs has tended to dilute the resources of the organization and make many nurses uncertain of what the ANA is committed to accomplish.

This listing of strengths and weaknesses in collective bargaining is by no means intended as exhaustive. The main prerequisites for effective bargaining in the nursing profession are, in my judgment, well established. Favorable enabling legislation, of the type provided most other categories of employees, would go far toward making genuine bargaining a reality with a consequent improvement in the economic and professional situation of nurses employed in hospitals.<sup>29</sup>

In San Francisco 2,000 registered nurses out of 3,700 employed in 33 different hospitals submitted their

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<sup>29</sup>American Nurses' Association, Economic Security Conference, op. cit., p. 29.

resignations because of the failure of the hospital association and the California Nurses' Association (CNA) to agree on wages. A compromise was reached short of an actual walkout, but many nurses felt that their negotiators should have held out for more money. Barely one-half of the over 1,000 nurses who attended the ratification meeting supported the agreement. Throughout the summer, in many communities in and out of California, mass meetings of nurses, as well as walkouts, both active and threatened, were common.

In the face of this militancy, hospital associations sought to maintain a united front and were severely critical of those hospitals unilaterally giving salary increases above the agreed-upon rate. At the same time unions were putting out feelers to test the depth of the nurses' dissatisfaction with existing conditions. The large Los Angeles local of the Retail Clerks Union established the Registered Nurses Guild of Southern California to organize nurses. Calling for a union approach to nurses' problems, the local criticized the efforts of the California Nurses' Association. Many registered nurses feel that the CNA has consistently failed to discharge its obligations in securing for them professional recognition and adequate salary rates. There is little evidence that the Retail Clerks are meeting with much success. In 1951 Harold and Audrey Sheppard were able

to state: "Paternalism certainly characterizes a major portion of the relationship between the nurse and her employer, although nurses may be reluctant to recognize or admit this fact. To the objective observer, however, it is obvious that many members of the nursing profession are satisfied to accept uncritically the subordinate-dependent position in an authoritarian relationship."<sup>30</sup>

The second area of concern was regarding the professional association's status, charges were that ANA be concerned about the professional ethics of its professional group and that ANA hospital officials work jointly in developing grievance procedures and that ANA does not work with members to formulate goals, policies, and procedures.

The professional nurse has a two-fold responsibility. First, they are concerned with the health needs of the public. According to a recent International Labor Office (I.L.O.) report, "nurses supply the most exacting comprehensive and responsible care of a nursing nature available in a given country including those competent in research, consultation, education, and planning

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<sup>30</sup> Archie Kleingartner, Nurses' Collective Bargaining and Labor Legislation (University of California, 1967), p. 244.

of Health programs. Second, nurses have a responsibility for the welfare of their group and for their own personal welfare."<sup>31</sup>

The American Nurses' Association (ANA) serves as an agent for over 200,000 nurses in the United States. The association is composed of 54 constituent states and territorial associations. Its purpose is to foster high standards of nursing practice, promote the professional and educational advancement of nurses to the end that all people may have better nursing care. In 1946, the ANA established an Economic Security Program which has since been adopted by all constituent state and territorial associations. Basically it is a program to improve the employment conditions of nurses through group action such as collective bargaining.

Even though the ANA serves as a functioning organization for nurses, there are still conflicts within its ranks regarding the role ANA should assume.

One argument, neither a specific strength nor weakness but frequently presented, is that collective bargaining and professionalism are incompatible, and in this case, that the ANA is destined to become just another union, forsaking the loftier mission of a true professional organization. Jack Barbash, Professor of

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<sup>31</sup>International Labor Office Report (New York, October, 1969), p. 10.

Economics at the University of Wisconsin, has stated with specific reference to teachers, but of equal relevance to nurses, that: "The dignity, status and scientific competence that go with being a professional cannot be fully realized unless, in the first instance, the professional has a measure of economic and personal security on the job."<sup>32</sup>

A platform adopted at a major official policies meeting set forth the following resolutions for improvement within the ANA's structure: "Resolved, that ANA give top priority to a program interpreting a strong nationwide public information campaign stressing the shortage of nurses, low salaries and unsatisfactory employment practices; and be it further resolved, that a thorough investigation be made relative to utilizing available public service time of major communication media, including both television and radio network programs."<sup>33</sup>

Factors that affect the SNA policy on promoting state labor laws are:

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<sup>32</sup>"Spot Check of Current Hospital Nursing Employment Conditions," American Nursing Association (New York, February, 1951), p. 242.

<sup>33</sup>"Major Official Policies Relating to the Economic Security Program," American Nurses' Association (New York, 1965), p. 12.

1. Professional nurses have the same need as other employed persons to have full freedom of association, actual liberty of contract, and freedom to designate representatives of their own choosing for purposes of collective bargaining.
2. Existing state laws, state labor relations acts and other statutes should be examined by legal counsel to determine whether discrimination against nurses exists.
3. The inclusion of provisions which exempt nonprofit hospitals from the operation of labor laws denies the benefit of legal recourse to nurses employed in these hospitals, when it is needed in the course of the development of state economic security programs.
4. To facilitate collective bargaining between nurses and their employers, comprehensive labor relations acts should be promoted in states that have no labor relations laws.
5. Where nurses are excluded from using the orderly machinery established by the law, and employers refuse to recognize the practice and procedure of collective bargaining by refusing to meet and bargain collectively with duly chosen representatives of their employees, such action by employers leads

to unrest and to disputes between nurses and their employers, and endangers the quality of nursing service for the public.

6. Employers who have no statutory obligation to bargain will frequently refuse to do so unless subject to strong economic pressure from their employees. Nonprofit hospital employers are, in states that prohibit strikes, immune from such pressures. It is, therefore, important to see that state laws require such employers, as well as other employers of nurses, to bargain with their employees.
7. The promotion of legislation which will give protection to nurses in the exercise of these basic rights is necessary to the development of sound relationships between nurses and their employers.
8. Professional nurse members of ANA have voluntarily relinquished the right to strike. Therefore, the need for legal protection is particularly important.<sup>34</sup>

Some considerations for ANA and SNA's contemplating legislative action are:

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<sup>34</sup>"Labor-Management Relations, Laws as They Affect the Economic Interest of Nurses," American Nurses' Association (New York), pp. 3-4.

1. The ANA and the SNA should have an ongoing economic security program before taking the initiative in sponsoring labor legislation. The law is a tool for making the program more effective and should be sought only when the need for such a law has been experienced.
2. When labor-management legislation is initiated under other sponsorship, the SNA should give serious consideration to supporting proposals which will assist nurses in the promotion of state economic security programs and to opposing proposals which would have a deterrent effect on their state programs.
3. Because such legislation affects employee groups other than nurses, the SNA-ANA will need to determine the attitude of these groups. The SNA-ANA should understand that the introduction or support of such legislation may necessitate working with other organizations such as other professional groups, municipal employee groups, labor unions, et cetera, with which the SNA-ANA may not have previously worked.
4. Before and during any SNA-ANA active labor legislation program, an extensive educational program among the nurses of the state must be carried on

by the SNA-ANA in order to equip the nurses to interpret this activity to, and solicit the support of, not only the legislators but also other individuals and groups in the local community and the state.

5. The SNA-ANA should be assured that legal counsel retained for this type of legislation has a broad understanding of industrial and labor relations.<sup>35</sup>

To bring about improvements of the status, privileges, and economic conditions of registered nurses under national and state labor laws, ANA works through its Government Relations Department on federal legislation and encourages SNA's to work on state legislation. Among its legislative goals are:

1. Removal of nonprofit hospitals from their exempt status in Section 2(2) of the Labor-Management Relations Act (Taft-Hartley). This provision exempts nonprofit hospitals from the obligation to bargain collectively with their employees. To date, only ten jurisdictions have labor relations laws requiring nonprofit hospitals to negotiate with employees on salaries and other

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<sup>35</sup>Ibid., p. 4.

employment conditions. They are: Connecticut, Hawaii, Massachusetts, Michigan, Minnesota, Montana, New York, Oregon, Puerto Rico, and Wisconsin.

2. Mandatory coverage for unemployment compensation for employees in nonprofit hospitals. According to a U.S. Bureau of Labor Statistics study in July, 1966, the proportion of registered nurses not covered by unemployment insurance was 89 per cent in nongovernment hospitals and 83 per cent in state and local government hospitals.
3. Mandatory (not voluntary) Social Security coverage for all nurses, including those in nonprofit employment. BLS data indicate that at least 10 per cent of the nurses in nongovernment hospitals have no coverage.
4. Uniform mandatory coverage of Workman's Compensation Laws. Coverage in any private employment is elective in nearly half the states.
5. Provision for more liberal tax deductions for working women paying the cost of child care.
6. Liberal provisions for tax deductions for educational expenses.

To meet these challenges, to improve the economic and employment conditions of registered nurses, the ANA and

the SNA's continuously engage in activities seeking the improvement of patient care and the betterment of the status of the registered nurse.<sup>36</sup>

Nurses' salaries in such a committed nation, according to Sister Delphine, should reflect the value of their service to society, their investment in education, and their worth in relation to other professions and occupations. She sees the low economic status of nurses as a deterring factor in recruitment of young people into the profession and discourages qualified nurses remaining in nursing practice. It is imperative for the health of the nation that the nursing profession increase in both quantity and quality to meet the expansion of demand and new knowledge. Sister Delphine recommends that state nurses associations inform their membership, the employers of nurses, and the public of this national salary goal and, using all methods consistent with the ANA Economic Security Program and work toward its implementation. She also recommends that the resolution on a national salary goal for entrance into nursing be amended by deleting the words "in 1966," and by striking out the figure \$6,500 and inserting the figure \$7,200.<sup>37</sup> Sister

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<sup>36</sup>"Economic Fact Sheet of the Nursing Profession," American Nurses' Association, New York,.

<sup>37</sup>American Nurses' Association (New York, May, 1963), p. 3.

Delphine states that it is amazing how little nurses know of their rights and privileges as employees. They understand the role in which they function--that of an expert in the field of nursing care and a member of the profession; but they really do not understand their second role; that of an employee of an agency or institution. Nurses need to overcome this lack of understanding not only because lack of information contributes to lack of courage but also because uninformed courage is really worse than none at all.

To enhance their professional standards, nurses must also improve their economic status. Achieving new economic status may well require the development of different institutional arrangements. Nurses working through their professional associations must seek out solutions or a series of solutions to the economic problems, which beset the professional nurse. In a free society, the decision to improve their economic status will be made by the nurses themselves.<sup>38</sup>

Anne Zimmerman sees the ANA as being a significant factor in eliminating this problem along with the problem of unity. Anne Zimmerman also states that nurses suffer from a lack of legislative protection. A number of nurses resent this and wish the ANA would take steps

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<sup>38</sup> American Nurses' Association, "Economic Security Conference, Economic Security Unit" (New York, 1963), p. 29.

against it. They want laws that would protect them in their right to work, and the elimination of the six-day law (which requires everyone to work six days before a day of rest).

Anne Zimmerman suggests that nurses should develop leadership within their own ranks, with the help of ANA, to curtail nurses from being successfully encouraged to join other organizations, touted as substitutes for membership by other professional organizations.<sup>39</sup>

#### Professional Concerns of Engineers

The definitive history of engineering unionism has still to be written. The following summary will suffice for the purposes of this paper.

1. Most of these unions were founded during 1943-1947 as a means of keeping engineers out of the CIO, which was then seeking bargaining units encompassing all employees. They were largely instigated by traditional professional organizations such as the American Society of Civil Engineers and the American Chemical Society, doubtless with willing acquiescence by employers.
2. Section 9(b) 1 of the Taft-Hartley Act, which was passed in 1947, prohibited the blanketing

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<sup>39</sup>Ibid., pp. 5-10.

of professionals against their will in the same bargaining unit as other employees. Thus, engineers no longer had reason to fear being swallowed up by production unions. With their original reason for existence gone, some engineering unions fell apart.

3. The unions that remained took moderate positions, in the hope that relations with management would be friendly. But when managements, in general, ignored the moderate approach, a number of the unions began using tougher tactics. In 1953 one union resorted to strike action to buttress its demands, and from then on there have been a number of strikes.
4. Individual units began exchanging information regarding salaries as early as 1948. Several early attempts to form national organizations were failures but the ESA, a loosely knit national organization, was founded in 1952. It grew until by 1956, its peak year, it claimed 30,000 members.
5. From the beginning there were internal struggles, ostensibly over the question of whether unions should include nonprofessional technical employees and over the relative weight to be given to organizing new unions as against educational or

lobbying activities, but in a larger sense over whether engineering unions should pattern themselves after professional societies or after traditional trade unions.

The more union-oriented faction lost out and left ESA to form the short-lived Engineers and Scientists Guild. Eventually several dissenting groups joined the IUE, which in 1961 represented about 3,500 engineers and scientists.

6. The issue of including nonprofessionals in the bargaining unit led to a Supreme Court ruling and new elections at Western Electric, where certification was lost and Westinghouse, where it was retained.
7. The loss of membership and internal quarrels led to the demise of ESA in 1961. By 1961 unions had lost their certification at Western Electric, Minneapolis - Honeywell, and Sperry, among the major employers (and in August, 1963, the Western Electric union lost in a comeback attempt by a top-heavy 4,375 to 2,582 margin). Unions continued to represent certain portions of the engineering work force at Boeing, Lockheed, Douglas, RCA, Westinghouse, Shell Oil of Indiana, Tidewater Oil, Boston Edison, and Pacific Gas and Electric, among others. In addition, engineers

at Bell Laboratories and General Electric were represented by "sounding boards" which lacked NLRB certification and did not negotiate contracts. Union membership of scientists and engineers has recently been estimated at 23,000.<sup>40</sup>

Back in 1957, engineering unions were among the "white hopes" of the labor movement. Of approximately 500,000 engineers in the United States, professional engineering unions already claimed to represent 45,000 while industrial unions such as the IUE and the UAW claimed another 10,000. Over 25,000 engineers belonged to the Engineers and Scientists of America (ESA), a loose federation of engineering unions. If engineers, among the most "white-collar" of white-collar employees, could be organized--so many unionists argued--then white-collar organization generally would be easy. Few subjects commanded greater interest among students of the union movement.

Today the ESA is dead. Unions at Sperry, Western Electric, and Minneapolis Honeywell, which together represented 10,000 engineers, have lost their NLRB certification. No group of engineers of any importance has been organized since 1951. "The leadership of the

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<sup>40</sup> George Strauss, Professionalism and Occupational Associations (California Hall, 1967), p. 521.

engineers' union movement is demoralized and defeatist. The movement is shredded with personal animosities and conflicting views of policy matters."

Why this dramatic change in fortunes? There seem to be a number of reasons. The union movement generally has lost strength in recent years. Management is taking a strong stand in many industries. Engineering salaries are no longer declining, as compared with salaries in other occupations. But the heart of the problem is that engineers' unions just have not been successful in selling themselves to engineers.

Why not? At first glance the answer seems simple. Engineers' unions were founded originally, for the most part by fluke, not because engineers wanted to be unionized, but because they wanted to be protected from being swallowed up by production unions. Further--it may be claimed, engineers are really management-oriented--they have middle-class orientation and see their future as rising through management ranks. Once the CIO danger had passed, it was natural for their interest in unions to wane.

To a large extent this analysis is valid. To be sure, many engineers partly identify with management and this identification inhibits their acceptance of unionism. Yet even where unions successfully loosen their engineers' ties to management, another problem arises: there are

real conflicts between the engineer's interest as an employee and his interest as a professional, and every engineering union must decide to what extent it will serve as a normally employee-oriented union and to what extent it will act as a professional association. It is the thesis of this article that these decisions are not easy to make and that the resulting conflicts have contributed to the decline in engineering union strength.<sup>41</sup>

Industrial engineers are also making strides in the hospital field. They have been brought in in an attempt to control the price of hospital service by developing greater efficiencies within the hospitals. Most often, they are committed to streamlining or simplifying the work being done, to saving time, to saving personnel. In hospitals, they are not just concerned with the laundry, or the kitchen, or the housekeeping functions; they are also involved with patient care and other services, including nursing. When a hospital tries to offset some of the cost of improved wage and benefit programs by introducing operating efficiencies, problems may arise to give you real concern.<sup>42</sup>

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<sup>41</sup>George Strauss, Professionalism of Employee-Oriented Dilemma for Engineering Unions (California Hall, 1964), pp. 519-33.

<sup>42</sup>Joel and Glen Seidman, "Unionized Engineers and a Case Study of a Professional Union," Journal of Business (July, 1964), 238.

As one former engineering union official put it:

All other units (other than Arma and Boeing) are walking the high wire being pulled to the left by those urging more militancy--to the right, by those desiring more professionalism. So long as the balance is maintained the show goes on. . . . The real battle rages not at the membership meetings, but in the minds of men who want to be powerful yet professional.

Thus, engineers differ among themselves as to their interests, and many feel somewhat uncertain and ambivalent as to what they really want. This uncertainty, it is hypothesized, makes it difficult for engineering unions to frame their objectives in a way which will appeal to all engineers.<sup>43</sup>

Occupational associations promote professionalism: they help protect the occupation's autonomy and raise its status. These professional objectives are often more objectionable to management than are purely economic demands. Thus a company representative spoke of how his engineering union "threatens teamwork with accounting, operating personnel, and other management people . . ."

Whether occupational associations become increasingly powerful would seem to depend on several factors. Foremen's clubs, professional associations, and some engineering unions would find it hard to exist without management's tolerance and support. Generally, management

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<sup>43</sup> Bernard Goldstein, The Perspective of Unionized Professionals (Rutgers, 1959), p. 369.

is pleased when employees take part in such extracurricular activities and feels that such organizations are desirable from a morale standpoint. Perhaps were managements more aware of the long-run implications of professionalism they might withdraw their support. But as the factors making for professionalism become increasingly prevalent, employees may come to think of the opportunity to take part in occupational associations (even on company time) as a fringe benefit or even as a vested right.<sup>44</sup>

Some engineers are assigned to advanced research projects and their work resembles that of the pure scientist. Others hold management or quasi-management positions. Still others perform routine drafting functions or are trouble shooters in a manufacturing plant. In addition, there are subtle status distinctions: design engineers and electrical engineers are near the top in terms of prestige, while industrial engineers are at the bottom.

Engineers differ, too, in educational background. Many hold advanced degrees. Others hold the title "engineer," but have received their training on the job or have attended a few years of a night-college program.

Engineers differ greatly both in the nature of their work and in their identification with either

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<sup>44</sup>Bernard Goldstein, "Unionism As A Social Change, The Engineers' Case," Monthly Labor Review (April, 1963), p. 365.

management or their profession. Policies which are appropriate to one group may be completely inappropriate with others.<sup>45</sup>

The engineer's dilemma is that, to a greater or lesser extent, almost every engineer is uncertain of his role. Is he professional? Is he management? Or is he merely a worker?

Certainly his training and his title make him a professional. As a professional he has a mission to push back the frontiers of knowledge. He is partly bound by values (professional standards) other than those of the organization for which he works. He seeks his rewards primarily in terms of approbation from other professionals, rather than from within the organization itself. He aims to set his own rules and to be judged by other professionals.

But the engineer also feels some identification with management, whether he is formally classified as management or not. His job permits some discretion (often less than he wants), and his middle-class upbringing leads him to seek material rewards. In most companies the only way to get ahead, in terms of both prestige and earnings, is to be promoted through the ranks of management.

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<sup>45</sup>George W. Zinke and Earl Madsen, Unions of Professional: Prototypes for Coming Decades? (University of Colorado, 1967), p. 15.

Finally, in moments of discouragement, the engineer may feel like a factory worker. Often he works in a large drafting room, and he may be subject to factory-like discipline (sometimes he must check with his boss before leaving the area and may have his coffee breaks carefully times). His discretion may be quite limited; he may work on a tiny part of a total project and feel that he is making little contribution to knowledge. He may recognize that as an employee he is dependent on management and that, to some extent, he has the same economic interests as other employees. And so he seeks salary increases, overtime payments, protection against arbitrary acts of management, and so forth.<sup>46</sup>

It has been suggested here that professional employees, because of their location in society, are more strongly imbued with certain values, generally accepted as characteristic of the middle class, than are industrial workers. As a consequence, they give meanings to various aspects of trade unionism that are significantly different from those generally held by wage workers.

The engineers define collective bargaining as a process of exchange whereby two parties present facts that must be evaluated in an attempt to reach a mutually beneficial contract. Ideally, it is not a power struggle,

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<sup>46</sup>Ibid., p. 13.

though the engineers will grant that the employer often behaves as though it were. Their union provides an instrument whereby management may be kept better informed of their needs and, being informed, will more easily be able to provide an appropriate work atmosphere, to their mutual advantage. The grievance procedure exists to deal with group problems that require company-wide decisions, and, if necessary, to protect the small minority not capable of defending their own self-interest.

It is an open question as to where this particular case stands in relation to unions of professionals that are independent but include nonprofessional employees, and unions of professionals that are affiliated with the AFL-CIO. Whether this perspective is valid for all professionals in unions, regardless of type, or reflects only the values of those in this particular kind of union is not known. But the data clearly suggest that to attribute trade union values to trade union members, without allowing for the variety of reference groups to which they may be oriented, is to oversimplify the task of understanding American trade unionism.

To the observer, the membership of these engineers in a union might appear inexplicable. From the point of view of the actors in the situation, there is no such problem. Their union was formed in part as a reaction to post-war company personnel policies, but also in part

as a defense against threatened organization by AFL-CIO unions. To most of the engineers, their organization is different--it is a professionally oriented, voluntary association, democratic in structure, with dedicated local leadership, and committed to the improvement of the lot of both employer and employee. Membership in such an organization is entirely consistent with their outlook.<sup>47</sup>

Those who oppose engineering unions stress the incompatibility of professionalism and unionism. Editorials and articles appearing in society journals suggest that unions may be proper for manual workers, but not for professional persons whose interests are much more closely identified with management than with labor. There is an implied--if not direct--accusation that the engineer who joins a union lowers the dignity of the profession and degrades himself. The imputations are the same whether the engineer affiliates with a union that takes in nonprofessionals or joins one of the unions that restrict membership to professional persons; in both cases the societies insist that unionization has brought the engineer closer to the status of a production worker.<sup>48</sup>

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<sup>47</sup>"Success and Failure in Organizing Professional Engineers," Industrial Relations Research Association (1964), pp. 194-96.

<sup>48</sup>Allen W. Walz, "Unionization of Engineers and Professional Employees-Management's Viewpoint," The Conference Board Management Record (August, 1955), p. 327.

Conflict split the ESA and played a major role in the three elections which led to decertification. As stated by one of the protagonists the issue was between: . . . two distinct groups of feuding fathers. One essentially wanted to form a national labor union for engineers; the other wanted to form an engineering professional society that would sequester the collective bargaining franchises and place them in cold storage. One group wanted an organization to enhance reputation; the other simply wanted some control over the work situation.

The split between the opposing groups may not have been as clear as the above statements suggest. Nevertheless there were significant differences among engineering unions and their members as to whether these unions should function as other unions did--or whether they should be primarily professional associations.<sup>49</sup>

Salary administration presents a series of critical dilemmas for engineering unions. Almost every engineering union avowedly supports the principle of allowing people to rise on the basis of individual merit. Yet the traditional union objective is to get more money for its members on a collective basis; thus, as we shall see, one of the unintended consequences of the engineering unions' concern with salary administration is to place

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<sup>49</sup>Ibid.

pressure on management to move toward salary equality. Thus the conflict between the principles of individualism and equality in salary administration has bedeviled every engineering union.<sup>50</sup>

It was found that unionized engineers at the two sites did not differ markedly from their nonunion colleagues with reference to certain background social characteristics. Nor did the two groups differ on the basis of a general political orientation. However, there were significant differences between members and nonmembers with regard to degree of satisfaction with the job and company, feelings of conflict between professionalism and unionism, attitudes toward unionism in general, and attitudes toward the particular unions involved. Thus, engineers who were union members were more likely to be dissatisfied with their work environment, to regard joining a professional union as compatible with professionalism, and to have a more positive attitude toward unionism, as well as toward the union in their company and its leadership.<sup>51</sup>

The engineer, because of his socio-economic position, is even more sensitive to the expectations of his reference group, the middle class of the community in which he resides. Though a process of diffusion has

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<sup>50</sup>Ibid.

<sup>51</sup>Ibid.

occurred whereby the grievance machinery has nominally become a part of his culture, the engineer views it as an alien importation.

To many union leaders, the grievance procedure is the heart of the union's activity on behalf of its members. Among the engineers studied, however, relatively little use is made of this device. Of those interviewed, only one had filed a grievance, and this was part of a group grievance. During the period May, 1952, through August, 1956, a total of 31 grievance cases were processed, though not all were settled. A total of 31 grievances over a period of 4 years in a plant averaging about 1,000 engineers is small by comparison with the typical experience among industrial workers.

The attitude of the engineers studied can be pointed up in two ways. The following respondent is critical of the engineers in this regard:

Trouble is, engineers are kind of funny at times. They'll make a lot of noise, and gripe. You ask them to sit down and spell out their grievances and sign their name, why, they back away. . . . There have been several occasions when they could have used it, but just never did. They were afraid, or something. They're different, I guess, that's all. Too much of an individualist.

Thus, the engineers themselves are reluctant to be put in a position where differences with their superordinates will become formalized. One Board member, during an interview, told a long story of how he had carried a grievance all the way up the line--on his own. When

asked why he did not use the grievance procedure, he said that he was able to handle his own problems, the grievance machinery was for those who were too timid to protect their own interests.<sup>52</sup>

A second source of insight into this matter is revealed by the king of Grievance Committee that is found desirable. For example, asked whether he thought the Grievance Committee was important, a respondent said:

I think so. I don't think they're too forward. I personally know a few members of the Grievance Committee and they seem to have picked out fellows that are well educated, very conscientious. They're able to talk to management on their own level. . . . They seem to weed out the grievances. They feel there must be some justification for a grievance and not just any old thing. So they've been doing a good job, I think.

Clearly, the conception here is of a responsible, business-like approach, so that the handling of grievances will not come to be a matter of conflict between engineers and management. There is no desire for a militant Grievance Committee, ever on the watch for an infringement on the rights of its constituents. The engineers look upon this machinery as a last line of defense, rather than as a first line. There is a desire for an organization somewhere in the background, in the shadow of which they can operate with greater feelings of security.<sup>53</sup>

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<sup>52</sup>"Success and Failure in Organizing Professional Engineers," op. cit., p. 324.

<sup>53</sup>Ibid., p. 325.

Most trade unionists hold that true collective bargaining is not possible unless workers have the right to strike and are prepared to do so. Among the engineers, there is widespread antagonism towards the union movement because of its use of the strike, and strong feelings against the use of the strike weapon by their own union. Of the thirty respondents who discussed the possible use of the strike in their own situation, only two took the position that a union had to be willing and prepared to strike in order to carry on effective collective bargaining. Only seven of the thirty were of the opinion that it would be possible to get the engineers out on strike under any condition.

Of the respondents, twenty-one took the position that either they or the engineers at large would not accept the strike as a legitimate means by which to compel management to accept the union point of view. The theme that force and violence had to be avoided and that the way to settle disputes was to meet at the negotiating table was basic in the rejection of the strike:

I don't believe too much in strikes. . . . Maybe it's because most of the strikes I've read about were actually directed by other unions and they used goon tactics, and stuff like that. I don't believe in any violence, and it seems there's always violence connected with strikes. So I don't approve of strikes. Actually, I

think the Company is starting to see things more our way and I think anything we do can be talked over at the negotiating table instead of going out on strike.<sup>54</sup>

There was the feeling, among both members and officers, that engineers were too conservative to engage in strike behavior or, more critically, that they were afraid of strikes and violence. As a member of the leadership group put it:

. . . I don't think a strike would be successful at all. . . . I've heard some of the fellows say, "Well, let's go out and stay out until they give in to us." Well, I'd ask them, "How long would you be willing to stay out?" "Oh, a week." I'd say, "Yeah, that's the hell of it. After two or three weeks, if we had to be out longer than that, the only ones who would be out would be the officers and the fellows who have carried the ball all the way."<sup>55</sup>

The attitude of the engineers to the strike weapon is consistent with their basic approach--an approach based on conciliation, avoidance of publicly observable conflict, and a faith in the ultimate triumph of facts and reason in the collective bargaining process. The industrial worker, by and large, maintains a somewhat skeptical attitude towards management, and while he certainly does not enjoy striking, he is prepared to accept it as the ultimate trade union weapon. The engineers feel otherwise. They prefer the clash of words to the clash of swords. This avoidance of out-and-out conflict,

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<sup>54</sup>Ibid., p. 327.

<sup>55</sup>Ibid., p. 324.

the reliance on conference and persuasion, these, too, seem to reflect an acceptance of middle-class perspective on the handling of relations between groups.

The available evidence indicates that while a majority of union members will agree that their union should provide them with information concerning candidates and issues, only a minority are in favor of any more vigorous union involvement in politics. The engineers studied were even less inclined to see political action as a legitimate activity on the part of their organization. The dominant attitudes of these engineers were neatly forecast by McConnell.<sup>56</sup>

Throughout its history the Association has been a "pure" professional union; its membership has been of high professional societies.

The Association, whose members are employed either in research and development or in engineering, has never called or even formally threatened a strike, and in any event, without cooperation from the plant unions, would be powerless to shut down the refinery or even to cause the company any significant loss of production. The company, moreover, operates other refineries whose professional employees are not unionized, and it could make good from these sources any production loss caused by strike action at this facility. Without the

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<sup>56</sup> Ibid., p. 325.

strike weapon, the Association obtains salary increases that follow the contract gains made by the union of production workers at its plant, which in turn follows the industry-wide pattern. Nevertheless, the Association raises with management, as vigorously as it can, matters of interest to the professional employees. While it probably lacks the power to increase the size of the bargaining package, it has been able to alter the distribution to the greater satisfaction of its members and to achieve other benefits.<sup>57</sup>

Although the Association, with its NLRB certification and collective bargaining functions, is unquestionably a union, its limited economic power, its restricted scope of operations (for example, almost no grievance processing), and its function as an agency of communication give it some of the earmarks of the "sounding-board" type of organization found elsewhere among professionals.

Over the years the Association, without benefit of any type of union security provision, has enjoyed the support of an overwhelming majority of the engineers and chemists for whom it bargains. When the study was conducted, approximately 80 per cent of the 500 professionals within the bargaining unit were members of the organization. Since only about 160 were in the unit when the

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<sup>57</sup>Seidman, op. cit., p. 240.

Association was formed, the great majority of the professionals had found the Association well established as their bargaining agent when they entered the company's employ. They knew of the grievances that had led to the formation of the Association only by hearsay.

Responses of the professional workers indicated general satisfaction with their job and with the company, a view supported by a low turnover rate. The engineers and scientists liked the company's generally high salary level and working conditions, the facilities provided for their use, the quality of their colleagues and supervisors, the independence afforded them, the variety in their work, and the research orientation of the company. On the other hand, many of them disliked the company's geographical location, and also its large size and top-heavy supervisory structure in the research and engineering departments.<sup>58</sup>

Of the forty-seven members or officers of the Association who gave their reasons for joining, or the circumstances under which they joined, only one-fourth responded in terms of a belief in professional unionism in particular or unionism in general. An equal number said that they wanted to have a voice in the organization that represented them, and nine simply went along with the group. Almost as many were impressed with the

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<sup>58</sup>Ibid., p. 239.

standing or accomplishments of the Association, and the remainder liked its stand on particular issues or reported that they had been "talked into" joining by enthusiastic members.<sup>59</sup>

Of the sixty-eight professional employees interviewed, only seven, all of them nonmembers, felt that the Association had no achievements worthy of mention. Eleven others--four nonmembers, five rank-and-file members, and two officers or active members--believed that its accomplishments did not amount to much. The remaining fifty respondents, including five nonmembers, thirty rank-and-file members, and fifteen officers or active members, all credited the Association with accomplishments of considerable importance, although their degree of enthusiasm varied.

The nonmembers who viewed the Association as of little or no value argued, in part, that the achievements for which it took credit would have come anyway, though perhaps the process was sometimes speeded up by the Association's pressure. Some of them viewed the organization's claims as greatly exaggerated, or found its achievements of trivial importance. One looked upon the Association as ineffective with regard to the level of salaries, asserting that the professionals got the same increases in pay as the union of production workers;

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<sup>59</sup>Ibid., p. 243.

another took the view that the company should have freedom to determine salaries and that the dissatisfied should go elsewhere.<sup>60</sup>

### Summary

The literature review indicates that teachers, nurses, and engineers have concerns regarding the role their unions should assume in their behalf.

Teacher concerns were: that the N.E.A. was a company union; that N.E.A. has assisted the profession's decline in the public eye; that N.E.A. effectiveness is not viewed directly; that M.E.A. locals do not give the public a square deal by cooperating with Boards of Educations; that M.E.A. is vulnerable because of the imbalance in its internal structure; that memberships duplicate and overlap; that M.E.A. is weakened by internal dissension; that M.E.A. is not aggressive enough in behalf of its members; that administrator coercion is responsible for most of the M.E.A. local membership; that dues are top-heavy; that urban projects are ineffective; that a majority of M.E.A. associations spent 75 per cent of its time participating in social activities; that M.E.A. goals be clearly defined and visible; that M.E.A.'s local associations are usually pragmatic; that M.E.A. answer questions asked by its

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<sup>60</sup>Ibid., p. 249.

members; that N.E.A. - M.E.A. local associations adjust problems of working conditions and professional status; that N.E.A. ask opinions of Indian education consultants and leaders before formulating policy; that N.E.A. use the full potential of its various offices to aid in the implementation of the 1954 court decree; that N.E.A. remove membership apathy and oligarchical control as obstacles to successful mutual benefit for associations; that N.E.A. let Mexican Americans speak for Mexican Americans and not its Mexican American experts; that N.E.A. take a stand with its affiliates and insist they comply with federal guidelines on equal opportunity hiring practices; that N.E.A. include Blacks and other minority group members in their delegation to N.E.A. Representative Assembly; and that N.E.A. get Mexican Americans included in decision making.

Nurses' concerns were: that ANA's state associations inform membership, employers of nurses and public of their national salary goal and use all methods consistent with its Economic Security Program toward its implementation; that ANA develop leadership within its own ranks; that ANA be more concerned regarding the profession ethics of its professional group; that ANA and hospital officials work jointly in developing grievance procedures; that ANA help nurses overcome attitudes of fear regarding their job which interferes with unity;

that ANA solve problems interfering with collective bargaining becoming institutionalized; that ANA discharge its obligations in securing professional recognition and adequate salary rates; that ANA look to state laws for protection in implementing its collective bargaining program; that ANA is destined to be just another union because collective bargaining and professionalism are incompatible; that ANA improve the economic and employment conditions of registered nurses, to meet, set goals; that ANA have an ongoing economic security program before taking the initiative in sponsoring labor legislation; that an extensive education program among nurses be carried on by ANA-SNA in order to equip nurses to interpret, solicit, and support legislators, individuals, and local and state groups; that ANA-SNA promote and protect the economic and general welfare of nurses and to assume active leadership in the organization of local units; that ANA develop leadership for smaller units when the professional organizations wish to act as bargaining agents; that existing state laws, state labor relations acts, and other statutes be examined by legal counsel to determine whether discrimination exists against nurses; that ANA not be the sole determiner of standards for the nursing profession; that ANA provide better communication, personal contact, more organizational authority and strength, more members, a more cohesive

group; that ANA give a program interpreting a strong nationwide public information campaign stressing the shortage of nurses, low salaries and unsatisfactory employment practices and that ANA provide organization information to members and nonmembers to increase their awareness.

Engineers' concerns were: Unions of professional personnel have fashioned a form of unionism which is compatible with respective, contextually defined self-concepts of professionalism and which does not only represent a choice between the guild and the trade union. These unions all desire to bargain with management but do not wish to resort to the strike as an incident in the collective bargaining process. As a result, they have chosen a technique of discussion which may be characterized as "consultation," but which cannot be termed collective bargaining as it is practiced by conventional trade unions. The success of this newly emergent process of consultation--of mutualistic rule-making--thus hinges on the success of the professional and his management to accommodate with one another facing only the pressures generated by the intimate knowledge of the affairs of each other. In a sense, this is both a strength and a weakness of the form of unionism created: a strength, because only this form of union can meet the demands of contextually defined self-concepts of professionalism,

absent which there would probably be no self-organization or employee representation at the firm; a weakness, because organizational goal achievement depends solely upon the union's ability to educate management to the point where it will recognize the validity of the specifics of the union's position.

The "weakness" of the unions tactical position can be discounted to some extent because consultation is both a means and an end for some organizations. Therefore, consultation which may not result in total success in achieving all the goals of the union, or which may not achieve most of the union's goals, may be successful from the union's standpoint if it creates an understanding on management's part of the need to meet differentiatational status interests of the membership of the wage-conscious unions.

The presently organized unions of professional personnel are prototypes of unionization in coming decades. They meet the problem of unionization versus professionalism by choosing new union tactics and strategies compatible with professionalism, thus, paradoxically, eliminating the distinction between professionalism and unionization.

It is important that professional employees such as teachers, nurses, and engineers shake loose from habitual modes of thought concerning the legitimacy of

the present work structure, the nature of professionalism, the question of power, and the use of collective action. Thus, the purpose of challenging discussions on the autonomy question, on bureaucratic structure, on professionalism, and on a larger role in society is to help unsettle minds and create openness to new ideas. The problem of organizational effectiveness would look very different if a supportive outlook emerged which incorporated the notion of a larger, more responsible role and which legitimized behavior required to secure and act the role.

## CHAPTER III

### THE RESEARCH PROCEDURE

The basic procedure employed in the design of this study included the selection of the sample, designing the study, collection of the data, analysis of the data, formulation of discussions and recommendations.

#### Design of the Study

This study is comparative in nature. Its causal-comparative method is aimed at the discovery of possible causes for the variables being studied by comparing subjects from a random population. It further attempts to determine differences between defined groups or selected variables.

This study was designed to determine the difference in the perception of problems and the expected role of M.E.A. by Black and White teachers. The research was based on the premise that the above groups hold different perceptions and expectations, which cause conflict of opinion, confusion, and misunderstanding regarding the role M.E.A. is to play as a professional association.

A large industrial city in Michigan was selected in which local teachers were affiliated with an M.E.A., local and state organization.

#### Description of the Urban School System

The school system in the large industrial city in this study consisted of 55 schools--4 high schools, 8 junior high schools, and 43 elementary schools. There are 45,236 students of which 18,999 are Black.

The system employs 1,975 school teachers of which 496 are Black.

#### Population and Sample

The population used in this study were Black and White teachers of a large industrial city in Michigan. A minimum of 200 subjects were sampled for proper statistical analysis.

The sample consisted of 124 White subjects and 76 Black, who were chosen randomly from the teaching population. Over 350 questionnaires were sent out and 200 returned. Several follow-up attempts were made to collect the data through personal visits.

Teachers were selected from two high schools: Northwestern and Southwestern. Both of which are located on the outer perimeters of the city; predominately staffed by White teachers. Six elementary schools located in the inner city; staffed predominately by

Black teachers. Selection was made in an effort to get a cross section of Black and White responses ranging from elementary to high school.

### Instrumentation

The instrument was devised to show the degree to which Black and White teachers perceive the hypotheses of this study to be a problem and the degree of satisfaction with the efforts of M.E.A. in eliminating the problem. It was also devised to show differences in Black and White responses in an effort to see if Blacks and Whites hold the same perceptions and expectations. It measures such factors as:

- (1) student, teacher involvement in curriculum planning and formulation of programs;
- (2) ethnic studies as means for permanent certification;
- (3) humanism in education;
- (4) biases in hiring practices by local boards;
- (5) standards of educational testing;
- (6) action on individual needs of child;
- (7) methods and procedures for evaluating educational programs and processing M.E.A. staff candidates;

- (8) equal representation in program evaluation;
- (9) educational standards that maximize each child's learning potential.

Teachers indicate their perceptions of problems and satisfactions by responding to one of five classifications; very serious problem, quite a serious problem, problem, not a serious problem, and not a problem.

The scoring on the questionnaire ranged from 1 - 5. The closer to one the more positive the responses and the more negative responses being closer to five.

Additional data collected were of three general types:

- |                             |   |
|-----------------------------|---|
| 1. Socio-economic           | e.g., age, sex, marital status, number of dependents, total income and other personal characteristics.                            |
| 2. Socio-psychological      | e.g., indices of satisfaction, commitment, consensus, tension, and conflict, and issues for negotiation.                          |
| 3. Occupational Information | e.g., educational attainment, work role, work load, membership in occupational association and participation in that association. |

A sample of the instrument and hypotheses tested in this study are located in Appendix A.

### Data Collection

A visit was made to each school in which there were participating teachers. The principals were informed of the study, purpose of the study, and staff participation was solicited. Agreements were sought to administer the instrument in teachers' meetings wherever possible; in other cases the instrument and a self-addressed envelope with a cover letter were left in each participating teacher's mailbox. The results were collected one week later and letters of of reminder were sent to those failing to return the data in the allotted time. Scoring procedure was determined with the assistance of the Research Bureau of Michigan State University.

### Treatment of Data

The questionnaire was constructed to utilize IBM processing procedures. The data were scored and coded for machine tabulation. It was processed through the use of a digital computer Mystic (Michigan State Illiac Computer).

### Data Analysis

The hypotheses were stated in their null or test form. The analysis of the data for this study was done by the "Finn" routine which is a multivariate analysis of variance test. This program was developed by Jeremy Finn, Department of Educational Psychology, State

University of Buffalo. The program is entitled "multi-variance: univariate and multivariate analysis of variance and covariance. A Fortran IV Program Version 4, June, 1968." Hypotheses were tested at the Michigan State Computer Center.

### Summary

In this chapter, the research procedures were described. They consisted of the design of the study, selection of a school system, determining the population and sample, selection of an instrument, administration of the instrument, collection of data, and data analysis.

## CHAPTER IV

### ANALYSIS OF THE DATA

The purpose of this study was to determine if significant differences exist between the perceptions and role expectations of Black and White teachers in relation to professional roles and responsibilities of the M.E.A.

A questionnaire of thirteen general items (socio-economic, socio-psychological, and occupational information) and thirteen specific items (hypothesis tested) were administered and scored on return as to the positive and negative effect of the responses. The scoring on the questionnaire ranges from 1 - 5. The closer to one the more positive the responses and the more negative ones being closer to five.

Each hypothesis is stated in null or test form and accompanied by the results of the multivariate analysis of variance. The level of rejection for the hypothesis is alpha level of .05. A hypothesis is rejected when a response pattern is significantly greater than .05 margin of error.

Testing of Hypotheses

Hypothesis 1:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to culture diversity being reflected in all curriculum materials.

TABLE 4.1.--Multivariate analysis of variance for Hypothesis 1

	Mean for Perception Test	Mean for Expecta- tion Test	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.48		2.26	2.61	.34
Expected Role		3.10	3.11	3.09	.021

The F-ratio for the multivariate test of Hypothesis 1 shows that significant results for the perception test were obtained  $p < (0.0450)$ . Significant results for the expectation test were not obtained  $p > (0.9127)$ . The null is rejected for perception test but confirmed for expectation test.

Findings for Hypothesis 1 indicate that 38.16 per cent of Blacks saw quite a serious problem and 45.45 per cent of Whites saw quite a serious problem. Expectation results reveal that 40.26 per cent of Blacks were very greatly satisfied, and 37.19 per cent of Whites were somewhat satisfied.

More Whites saw a greater need for cultural diversity in curriculum materials and seem to be less satisfied than Blacks. Large numbers of both groups seem to contradict themselves by seeing a problem and then expressing satisfaction with that problem.

Results of multivariate analysis of variance for Hypothesis 1 are shown in Table 4.1.

Hypothesis 2:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of racial and ethnic biases in hiring of teachers by Boards of Education.

TABLE 4.2.--Multivariate analysis of variance for Hypothesis 2

	Mean for Perception	Mean for Expec- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.48		2.18	2.75	1.32
Expected Role		3.20	3.52	3.00	1.39

Hypothesis 2 was accepted  $p < (0.0033)$  for the perception test and accepted  $p < (0.0106)$  for the expectation test.

Results of the multivariate analysis of variance for Hypothesis 2 are shown in Table 4.2.

The findings for Hypothesis 2 indicate that 35.06 per cent of Blacks saw a very serious problem in the perception test whereas 33.88 per cent of Whites saw quite a serious problem. Results of expectation test show that 35.06 per cent of Blacks were somewhat satisfied. Both groups are aware that a problem exists in this area and seem somewhat dissatisfied.

Hypothesis 3:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of standardized tests based solely on White middle class standards.

TABLE 4.3.--Multivariate analysis of variance for Hypothesis 3

	Mean for Perceptions	Mean for Expec- tations	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.38		2.00	2.62	.62097
Expected Role		3.36	3.56	3.24	.323

Significant statistical results were obtained by the multivariate analysis of variance for the perception test of Hypothesis 3  $p < (0.0020)$ , but not obtained for expectation test  $p > (0.1328)$ . The null was rejected for the perception test but accepted for expectation test.

Data reveal that 36.36 per cent of Blacks saw a very serious problem and 28.93 per cent of Whites saw a problem in the perception test. Expectation test results reveal that 32.47 per cent of Blacks were slightly satisfied and 38.84 per cent of Whites to be somewhat dissatisfied. There was no significant difference in the perception test, but significant difference in the expectation test. Although both groups of teachers see a problem to a serious problem, and they appear to be slightly to somewhat satisfied. There is an apparent inconsistency in the response pattern for Hypothesis 3.

Results of Hypothesis 3 are shown in Table 4.3.

Hypothesis 4:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to emphasizing humanism in education.

TABLE 4.4.--Multivariate analysis of variance for Hypothesis 4

	Mean for Perceptions	Mean for Expect- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.64		2.44	2.75	.31
Expected Role		3.13	3.26	3.04	.214

The multivariate analysis of variance for Hypothesis 4 shows no significant results for perception test  $p > (0.1349)$  and no significant results for expectation test  $p > (0.3048)$ . The null was rejected for both the perception and expectation test.

Data findings of perception test show that 51.95 per cent of Blacks saw a very serious problem and 26.45 per cent of Whites saw a problem. Also, 26.45 per cent of Whites saw no serious problem.

Findings for expectation test show 40.26 per cent of Blacks slightly satisfied and 43.80 per cent of Whites somewhat satisfied. Again large numbers for each group perceive a problem to a serious problem and appear to be somewhat to slightly satisfied. Again there is an apparent contradiction.

#### Hypothesis 5:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to establishing new methods and procedures for selecting and processing candidates for M.E.A.'s central staff.

The multivariate analysis of variance for Hypothesis 5 reveals significant results for perception test  $p < (0.0122)$ , but no significant results for expectation test  $p > (0.9372)$ . The null hypothesis was rejected for the perception test but confirmed for the expectation test.

TABLE 4.5.--Multivariate analysis of variance for Hypothesis 5

	Mean for Perceptions	Mean for Expec- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.53		2.18	2.75	.565
Expected Role		3.30	3.28	3.30	.061

Perception test data show that 24.79 per cent of Blacks saw a problem and 24.79 per cent of Whites saw a problem.

Expectation test data show 29.87 per cent of Blacks slightly satisfied and 35.54 per cent of Whites somewhat satisfied. The same response pattern again appears for Hypothesis 5 as in Hypothesis 4.

Results are shown in Table 4.5.

#### Hypothesis 6A:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities as they relate to students involved in curriculum planning.

Hypothesis 6 shows significant results for the perception test  $p < (0.0161)$  and no significant results for test of expectation  $p > (0.1013)$  when analyzed by the multivariate analysis of variance. Hypothesis 6A

rejected in null form for test of perception but accepted for expectation test.

TABLE 4.6A.--Multivariate analysis of variance for Hypothesis 6A

	Mean for Perceptions	Mean for Expect- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.96		2.67	3.13	.466
Expected Role		3.50	3.69	3.37	.318

The data reveal that 24.68 per cent of Blacks saw a very serious problem and 22.31 per cent of Whites saw a problem.

The data for the expectation test reveal 28.57 per cent of Blacks somewhat satisfied, 28.57 per cent of Blacks not satisfied at all, and 28.10 per cent of Whites somewhat satisfied. Both groups had a similar response pattern in Hypothesis 6A as they did in Hypotheses 1, 2, 3, 4, and 5. Both groups perceived a problem to a serious problem. Blacks were equally divided between somewhat, somewhat satisfied, to not satisfied at all. Whites also responded to somewhat satisfied. Again a contradiction is apparent.

See Table 4.6A for results.

Hypothesis 6B:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities, as they relate to teachers involved in programs at all levels of instruction.

TABLE 4.6B.--Multivariate analysis of variance for Hypothesis 6B

	Mean for Perception	Mean for Expect- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.53		2.27	2.68	.409
Expected Role		3.57	3.50	3.61	.112

Hypothesis 6B was not confirmed  $p < (0.0429)$  for the perception test, but confirmed  $p > (0.05552)$  for the expectation test.

Data findings reveal that 24.68 per cent of Blacks saw a problem and 33.88 per cent of Whites saw a problem.

Expectation findings reveal that 35.06 per cent of Blacks were not satisfied at all and 29.75 per cent of Whites somewhat satisfied and 29.75 per cent of Whites slightly satisfied. Each group perceived a problem for Hypothesis 6B; Blacks were not satisfied at all with the problem whereas Whites were slightly satisfied.

See results in Table 4.6B.

Hypothesis 7:

There will be no difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to whether the M.E.A. takes a stand on political issues.

TABLE 4.7.--Multivariate analysis of variance for Hypothesis 7

	Mean for Perception	Mean for Expect- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.85		2.71	2.94	.233
Expected Role		3.30	3.11	3.41	.300

The results of the multivariate analysis of variance for Hypothesis 7 reveal no significant results for perception test  $p > (0.2965)$  and no significant results for test of expectation  $p > (0.1558)$ . The null hypothesis is accepted for both the perception and expectation test.

The data show that 37.66 per cent of Blacks saw a very serious problem and 27.27 per cent of Whites saw quite a serious problem.

Expectation test results show that 33.77 per cent of Blacks were slightly satisfied and 32.23 per cent of Whites slightly satisfied.

Hypothesis 7 shows evidence of a contradiction that also appears in Hypotheses 1, 2, 3, 4, 5, and 6B.

Seeing a very serious to quite a serious problem but responding to be slightly satisfied with the problem, this contradiction holds for Blacks and Whites alike.

See results in Table 4.7.

Hypothesis 8:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to requiring ethnic studies as a prerequisite for permanent certification.

TABLE 4.8.--Multivariate analysis of variance for Hypothesis 8

	Mean for Perception	Mean for Expec- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.83		2.21	3.20	.999
Expected Role		3.59	3.82	3.44	.385

The null hypothesis is not accepted for perception test  $p > (0.0001)$  but accepted for expectation test  $p < (0.0627)$ . Evidence in the multivariate analysis of variance suggests that significant results were obtained for the perception test and not obtained for the expectation test.

Of the Blacks, 27.27 per cent saw a problem and 26.45 per cent of Whites saw a problem in the perception test. Of the Blacks, 33.77 per cent were somewhat

satisfied and 30.58 per cent of Whites were not satisfied at all for expectation test. This is a similar response pattern to Hypotheses 1, 2, 3, 4, 5, 6B, and 7.

See results in Table 4.8.

Hypothesis 9:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to acting on individual needs in children.

TABLE 4.9.--Multivariate analysis of variance for Hypothesis 9

	Mean for Perception	Mean for Expec- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.42		2.31	2.49	.176
Expected Role		3.41	3.44	3.29	.148

Hypothesis 9 was accepted  $p > (0.2884)$  for the perception test and accepted  $p > (0.4533)$  for the expectation test.

Data results show that 19.48 per cent of Blacks saw quite a serious problem and 28.93 per cent of Whites saw no serious problem.

Expectation results show 48.05 per cent of Blacks were not satisfied at all and 32.23 per cent of Whites somewhat satisfied.

The response pattern for Black and White teachers in Hypothesis 9 indicates that Blacks saw quite a serious problem whereas Whites saw no problem. Blacks were not satisfied at all with the problem whereas Whites were somewhat satisfied with the existing status.

Hypothesis 10A:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to establishing better methods and procedures for evaluating educational programs.

TABLE 4.10A.--Multivariate analysis of variance for Hypothesis 10A

	Mean for Perception	Mean for Expec- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.25		1.93	2.44	.509
Expected Role		3.29	3.50	3.16	.338

The null Hypothesis 10A was not confirmed for perception test  $p < (0.0044)$  but confirmed for expectation test  $p > (0.5165)$ . Significant results were obtained for perception test but not obtained for expectation test.

Findings of data reveal that 33.77 per cent of Blacks saw a very serious problem and 37.19 per cent of Whites saw a problem.

Findings of expectation test show 40.26 per cent of Blacks were not satisfied at all and 29.75 per cent of Whites were somewhat satisfied. Both groups recognized that a problem to a serious problem existed for Hypothesis 10A. Blacks were not satisfied with the problem whereas Whites were slightly satisfied, implying an inconsistency in the response pattern.

See results in Table 4.10A.

Hypothesis 10B:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to assuring Blacks representation in the evaluating of educational programs.

TABLE 4.10B.--Multivariate analysis of variance for Hypothesis 10B

	Mean for Perception	Mean for Expect- tation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.43		2.13	2.62	.489
Expected Role		3.38	3.51	3.30	.206

The F-ratio for the multivariate test of this hypothesis shows that significant results were obtained for the perception test  $p < (0.01716)$  but not obtained for expectation test  $p > (0.1174)$ . The null for

Hypothesis 10B was not accepted for test of perception but accepted for test of expectation.

The perception test data reveal that 44.16 per cent of Blacks saw a very serious problem and 35.54 per cent of Whites saw quite a serious problem.

Expectation test results reveal that 35.06 per cent of Blacks were not satisfied at all and 34.17 per cent of Whites somewhat satisfied. Response pattern for Hypothesis 10B is identical to Hypothesis 10A, with the exception of Whites feeling somewhat satisfied in Hypothesis 10B to feeling slightly satisfied in Hypothesis 10A. Whites also had the similar contradiction in their response pattern.

#### Hypothesis 11:

There will be no significant difference in the perception of problem and the expected role of M.E.A. by Black and White teachers in regard to establishing educational standards that maximize the learning potential of each child.

TABLE 4.11.--Multivariate analysis of variance for Hypothesis 11

	Mean for Perceptions	Mean for Expectation	Black Cell X	White Cell X	Cell Difference
Perception of Problem	2.24		1.94	2.41	.471
Expected Role		3.35	3.50	3.54	.145

The results of the multivariate analysis of variance for Hypothesis 11 reveal that results for the perception test were significant  $p < (0.0124)$ , however, results of the expectation test were not significant  $p > (0.3365)$ . Hypothesis 11 was not confirmed for the perception test but confirmed for the expectation test.

Data results show that 44.16 per cent of Blacks saw a very serious problem and 34.71 per cent of Whites saw a problem for the perception test.

Results of the expectation test show that 37.66 per cent of Blacks were not satisfied at all and 28.93 per cent of Whites slightly satisfied. Large numbers from both groups saw a problem to a very serious problem. Blacks were not satisfied at all with this problem, however, Whites were slightly satisfied.

See results in Table 4.11.

#### Summary

While analyzing the data sheet, a pattern or direction was noticed which verified the assumption that teachers share conflict in opinions, perception of problems, and expectations in regard to their professional organization.

Scores for perception of problems were closely grouped with the White group having larger cell means for each hypothesis. However, the standard deviation of the means was no more than 1.5.

Scores for expected role showed Whites to have a larger cell mean in Hypotheses 5, 6B, and 7. Blacks had a higher mean in Hypotheses 1, 2, 3, 4, 6A, 8, 9, 10A, 10B, and 11. The standard deviation of the means again varied no more than 1.5.

Large numbers of both groups showed inconsistent response patterns by perceiving a problem and stating satisfaction. This was apparent in Hypotheses 1, 3, 4, 5, 6A, 7, and 8. Whites had additional inconsistent responses in Hypotheses 6B, 10A, 10B, and 11. Blacks were inconsistent in Hypotheses 1, 2, 3, 4, 5, 6A, 6B, 7, 8, and consistent in 9, 10A, 10B, and 11.

Hypothesis 9 showed that Whites saw no problem on individual needs of children and were satisfied. Blacks saw a serious problem and were not satisfied. Although responses were consistent, they were different.

## CHAPTER V

### IMPLICATIONS, RECOMMENDATIONS, AND REFLECTIONS

This study was designed to determine if significant differences exist between the perceived role and expected role of the Michigan Education Association as viewed by Black and White teachers of an affiliate, in a large industrial city.

Findings imply that there is conflict in the role projected by M.E.A. to what is perceived by Black and White teachers. Each group has perceptions and expectations that may or may not be consistent with established goals of the M.E.A. or the goals of each other. Other findings show that teachers differ significantly in their perception of problems and expectations; indications of significant Black/White perceptual differences show the amount Black/White teachers differ in regard to Hypothesis 4, emphasizing humanism in education; Hypothesis 7, whether the M.E.A. takes a stand on political issues, and Hypothesis 9, acting on the individual needs in children. Indications of significant Black/White

expectational differences show in Hypothesis 1 cultural diversity being reflected in curriculum materials; Hypothesis 3, the elimination of standardized tests based solely on White middle class standards; Hypothesis 4, emphasizing humanism in education; Hypothesis 5, establishing new methods and procedures for selecting and processing candidates for M.E.A.'s central staff; Hypothesis 6A, establishing new local association priorities as they relate to students involved in curriculum planning; Hypothesis 6B, establishing new local association priorities as they relate to teachers involved in programs at all levels of instruction; Hypothesis 7, whether the M.E.A. takes a stand on political issues; Hypothesis 8, requiring ethnic studies as a prerequisite for permanent certification; Hypothesis 9, acting on individual needs in children; Hypothesis 10A, establishing better methods and procedures for evaluating educational programs; Hypothesis 10B, assuring Blacks representation in the evaluating of educational programs; and Hypothesis 11, establishing educational standards that maximize the learning potential of each child. Indications of no significant Black/White perceptual difference show in Hypothesis 1, Hypothesis 3, Hypothesis 5, Hypothesis 6A, Hypothesis 6B, Hypothesis 8, Hypothesis 10A, Hypothesis 10B, and Hypothesis 11. Indication of no significant Black/White expectational difference shows in Hypothesis 2 only.

Findings also show that there is variance in the perceptions and expectations between Blacks and Blacks and between Whites and Whites. Also, findings show that there is variance between Black and White perceptions and expectations as separate groups. Further the findings show to what intensity Black and White teachers feel their perceptions and expectations to be significant. Finally, findings of this study indicate that variance between Black-Black and White-White and Black-White perceptions and expectations may be due to difference in attitudes, values, standards, philosophy, and beliefs. These attitudes, values, standards, philosophy, and beliefs influence the quality and kinds of education received by the child.

Results of Black-White percentages of the expectation and perception tests are in Tables B-16 through B-19.

#### Recommendations of the Study

Recommendations as a result of this study are based on problems indicated by the review of the literature and analysis of the results.

1. The M.E.A. should investigate and attempt to eliminate the perceptual and expectational differences among Black teachers.

2. The M.E.A. should investigate and attempt to eliminate the perceptual and expectational differences among White teachers.
3. The M.E.A. should investigate and attempt to eliminate the perceptual and expectational differences between Blacks and Whites as two groups working together in a joint process.
4. The M.E.A. should investigate and attempt to eliminate the perceptual and expectational differences of Blacks and Whites in relation to the projected role of the M.E.A.
5. The M.E.A. should take steps to eliminate the conflict-producing items between Blacks and Whites respectively and as a joint group to attain effectiveness in goal achievement.
6. Effort should be made to reinforce items and areas where no significant differences appear between the perceptions and expectations of Blacks and Whites individually and as a joint group.

### Reflections

It is the opinion and belief of the author of this study that the M.E.A. should make greater efforts to work for the benefit of children as well as its members. Attempts should be made to determine the

cause and effect of the perceptual and expectational differences among its members in order to reduce the potential conflict-producing items necessary to attain group effectiveness in goal achievement.

There should be greater work to instill more cultural diversity in school curriculum materials in an effort to familiarize children with their own culture and the culture of others. Careful consideration should be given to values, attitudes, and beliefs children bring to school so that they are not alienated from the learning process. All effort should be made to assist each child in feeling good about himself.

Assistance should be given to teacher training institutions in efforts to make courses in ethnic studies a prerequisite for certification. Teachers holding permanent certificates should be encouraged to familiarize themselves with current educational issues and innovations. In-service workshops, conferences, and seminars should be provided for school districts to acquaint teachers with knowledge, skills, and techniques in communicating across cultural lines.

The M.E.A. should work jointly with local school boards to eliminate racial and ethnic biases in hiring. M.E.A. should take a stand to assure its members that unfair practices will not be tolerated within its own organization or in local school districts.

Efforts should be made to establish more humanism in education in the form of intensive in-service workshops geared toward the understanding of children's feelings, emotional problems, and affective aspects of education. Also, emphasis should be placed on understanding the feelings and emotions of teachers.

New methods and procedures should be established for selecting and processing candidates for the organization's central staff. Methods and procedures should be established that will include minorities as a part of the selection process and give them a voice in speaking and planning educational programs relevant to their needs and aspirations.

Efforts to eliminate cultural bias in testing should be made as well as establishing educational criteria which reflect the values, beliefs, cultural, and learning experiences of all children. Strict attention should be given to existing tests that stereotype and stigmatize children's efforts.

Students should be involved in curriculum planning and evaluation. Recommendations and a course of action should be presented to local school districts to assist in developing and assuring student involvement.

Teachers should be involved in planning and evaluating educational programs since the teacher is the one who makes any program a success. Efforts should be made

to halt the rapid turnover of educational programs by giving the teacher a greater voice and role.

The M.E.A. should take definite stands on political issues pertaining to education in an effort to service children and members and not adjust itself solely to organizational matters. The M.E.A. should establish itself as a strong educational lobbying agent in local, state, and national affairs.

Leadership should be provided to members and school officials in focusing on individual needs of children. Workshops, conferences, and seminars should be designed to assist teachers in gaining information regarding differences in children's rates of learning, their ability to learn, their capacity for learning, and the time needed for learning.

Methods and procedures should be established that assure proper representation of students, teachers, and minorities in program evaluation. Efforts should be undertaken to make future programs more relevant, comprehensive, and effective.

Finally, because the M.E.A. has become a large complex educational agency and the association attempts to speak for the education profession in the legislature, through its publications, and among the other professions and learned societies, better methods of communicating with its members should be established to assist in

conceptualizing the respective role responsibilities and to help produce greater achievement of association goals and objectives.

Recommendations for Further Research

1. The instrument should be used to test if there is a significant difference in the perceived and expected role of M.E.A. using the ethnic groups as dependent variables.
2. A similar study should be made periodically to see if the same perceptions and expectations hold for a given time period.
3. A study should be conducted with teachers who are nonmembers to identify their perceptions of the M.E.A. and then compare these perceptions to those who are members.
4. The internal structure of the M.E.A. should be further studied to eliminate conflict-producing items so it can become a better working association in behalf of its members.
5. A similar study should be conducted in cities where the M.E.A. is the sole bargaining agent.
6. Teacher training institutions should be studied to determine the extent they are meeting the needs of the public educational system.

## **APPENDICES**

## **APPENDIX A**

### **HYPOTHESES, LETTER, AND TEACHER QUESTIONNAIRE**

## APPENDIX A

### HYPOTHESES

#### Hypothesis 1:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to culture diversity being reflected in curriculum materials.

#### Hypothesis 2:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of racial and ethnic biases in hiring of teachers by Boards of Education.

#### Hypothesis 3:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to the elimination of standardized tests based solely on White middle class standards.

#### Hypothesis 4:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to emphasizing humanism in education.

#### Hypothesis 5:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new methods and procedures for selecting and processing candidates for M.E.A.'s central staff.

Hypothesis 6A:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities as they relate to students involved in curriculum planning.

Hypothesis 6B:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing new local association priorities, as they relate to teachers involved in programs at all levels of instruction.

Hypothesis 7:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to whether the M.E.A. takes a stand on political issues.

Hypothesis 8:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to requiring ethnic studies as a prerequisite for permanent certification.

Hypothesis 9:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to acting on individual needs in children.

Hypothesis 10A:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to establishing better methods and procedures for evaluating educational programs.

Hypothesis 10B:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regard to assuring Blacks representation in the evaluating of educational programs.

Hypothesis 11:

There will be no significant difference in the perception of problem and expected role of M.E.A. by Black and White teachers in regards to establishing educational standards that maximize the learning potential of each child.

April 10, 1972

Dear Teacher:

This questionnaire is devised to obtain data which will tell us what perceptions and role expectations teachers hold for the Michigan Education Association. It will provide data on how Michigan Education Association operates in this district and how its members think it should function. This study is being conducted by members of M.E.A. and Michigan State University. The questionnaire is anonymous and confidential; no one in your school or district will ever see your answers. No person or school will ever be identified in any way.

We all know that major changes are occurring in education. Unfortunately, the pace of developments has far outstripped our knowledge and, all too frequently, people must act without adequate information. This study will provide some data upon which action can be taken by persons in education and the M.E.A. Your honest and thoughtful answers to the questions asked will give us much of this needed information.

This study has the approval and support of Michigan Education Association officials on the state level in Michigan and on the local levels in cities where the research is being conducted.

Thank you in advance for completing this questionnaire. Your contribution to this research will be greatly appreciated by all persons connected with education.

Sincerely,

Dr. Donald Nickerson  
Associate Professor

Francis M. Grant  
Doctoral Candidate  
AC 517 355-8080

DN

EDUCATION ADMINISTRATION STUDY  
Department of Sociology  
Michigan State University

Teacher Questionnaire

1. In what grades are you teaching? (Include any pre-first grade under "K." Please circle all the grades in which you are teaching this year.)

K 1 2 3 4 5 6 7 8 9 10 11 12

2. What is your employment status in this school system?  
CHECK ONE.

- a. \_\_\_\_\_ I have a regular full-time appointment with tenure.  
b. \_\_\_\_\_ I have a regular full-time appointment but not on  
tenure.  
c. \_\_\_\_\_ I am a substitute teacher part-time.

3. Counting the present year, what is the total number of years of full-time teaching experience you have had? (Consider counseling as teaching experience.) (Write in number)

I have had \_\_\_\_ years of full-time teaching experience.

4. Are you a member of an affiliate of M.E.A.? CHECK ONE.

Yes \_\_\_\_  
No \_\_\_\_

- 4a. How many years have you been a member? (Write in number \_\_\_\_ years).

- 4b. Have you held an office in the local organization?  
CHECK ONE

Yes \_\_\_\_ No \_\_\_\_

- 4c. Have you held an office in the state organization?  
CHECK ONE

Yes \_\_\_\_ No \_\_\_\_

5. Counting the present year, what is the total number of years of full-time teaching experience you have had in this school? (Consider counseling as teaching experience.) (Write in number) \_\_\_\_\_

6. In your opinion, how beneficial will collective negotiations be to teachers? (CHECK ONE)

definitely beneficial	probably beneficial	probably have no effect one way or the other	probably not beneficial	definitely not beneficial
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7. To what extent do you consider each of the following a problem? (CHECK ONE ON EACH LINE.)

Very serious problem	Quite a serious problem	Problem	Not a serious problem	Not a problem
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- a. Culture diversity being in all curriculum materials
- b. Ethnic and racial bias in hiring of teachers by Board of Education
- c. Test being based solely on White middle class standards
- d. Lack of humanism in education
- e. Methods and procedures used in selecting and processing candidates for M.E.A. central staff
- f. Students not being involved in curriculum planning
- g. Teachers not involved in educational programs
- h. Lack of stand on political issues
- i. Ethnic studies being necessary as prerequisite for permanent certification
- j. Lack of action on the individual needs of child

Very serious problem	Quite a serious problem	Problem	Not a serious problem	Not a problem
----------------------------	-------------------------------	---------	-----------------------------	---------------------

k. Methods and procedures used for evaluating educational programs

l. Blacks receiving equal representation in evaluating educational programs

m. Lack of educational standards that maximize the learning potential of each child

8. How satisfied are you with the efforts of M.E.A. on each of the following? CHECK ONE ON EACH LINE.

Very greatly satis- fied	Greatly satis- fied	Some- what satis- fied	Slightly satis- fied	Not satis- fied at all
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a. Promoting culture diversity in all curriculum materials

b. Eliminating racial and ethnic biases in hiring by Board of Education

c. Eliminating test based on solely on White middle class standards

d. Emphasizing humanism in education

e. Establishing new methods and procedures used in selecting and processing candidates for M.E.A.'s central staff

	Very greatly satis- fied	Greatly satis- fied	Some- what satis- fied	Slightly satis- fied	Not satis- fied at all
f. Getting students involved in cur- riculum planning					
g. Getting teachers involved in edu- cational pro- grams					
h. Whether the M.E.A. takes a stand on politi- cal issues					
i. Requiring ethnic studies as a pre- requisite for permanent cer- tification					
j. Establishing better methods and procedures for evaluating educational pro- grams					
k. Guaranteeing Blacks equal represen- tation in evalu- ating educational programs					
l. Establishing edu- cational standards that maximize the learning potential of each child					
m. Acting on indi- vidual needs of each child					

9. How old were you on your last birthday? CHECK ONE.

- ☐ (a) Under 26
- ☐ (b) 26-35
- ☐ (c) 36-45
- ☐ (d) 46-55
- ☐ (e) 56-65
- ☐ (f) 66 or older

10. What is the highest college degree you hold? (If you hold a degree not listed below, check the one that is most nearly equivalent to the one you hold. Do not report honorary degrees.) CHECK ONE.

- a. ☐ No degree
- b. ☐ A degree based on less than four years' work
- c. ☐ Bachelor's degree
- d. ☐ Master's degree
- e. ☐ Education Specialist
- f. ☐ Doctor's degree

11. To what ethnic group or race do you belong? CHECK ONE.

- a. ☐ White
- b. ☐ Negro/Black
- c. ☐ Indian
- d. ☐ Mexican American
- e. ☐ Oriental
- f. ☐ Other

12. Suppose you could go back in time and start college over; in view of your present knowledge, would you enter the field of education again? CHECK ONE.

Yes ☐  
No ☐

13. In what size town or city did you live while attending high school? (If you lived in more than one, check the one where you spent most of that time.) CHECK ONE.

- a. ☐ Under 2,000
- b. ☐ 2,000 to 4,999
- c. ☐ 5,000 to 9,999
- d. ☐ 10,000 to 49,999
- e. ☐ 50,000 to 99,999
- f. ☐ 100,000 to 499,999
- g. ☐ 500,000 and over

14. What was your father's occupation when you were in high school? (If your father was deceased or retired, please give his usual line of work.)

Be specific as possible.

In what kind of business was that? \_\_\_\_\_

15. Please indicate your sex and marital status. CHECK ONE.

- a. \_\_\_\_\_ Man, unmarried
- b. \_\_\_\_\_ Man, married
- c. \_\_\_\_\_ Man, widowed, divorced, or separated
- d. \_\_\_\_\_ Woman, unmarried
- e. \_\_\_\_\_ Woman, married
- f. \_\_\_\_\_ Woman, widowed, divorced, or separated

16. Which of the following most nearly describes your present position in this school? CHECK ONE.

- a. \_\_\_\_\_ Classroom teacher, teaching all or nearly all subjects to one class.
- b. \_\_\_\_\_ Classroom teacher, teaching a few subjects to several different classes.
- c. \_\_\_\_\_ Classroom teacher, teaching many different subjects to several different classes.
- d. \_\_\_\_\_ Specialist (e.g., librarian, counselor, nurse, psychologist, etc.) giving less than half-time to classroom teaching.
- e. \_\_\_\_\_ Teaching principal.
- f. \_\_\_\_\_ Other (please write in) \_\_\_\_\_

## **APPENDIX B**

### **TABLES**

# APPENDIX B

TABLE B.1.--Means for expectations of Black and White teachers

Hypothesis	Means	Standard error of the mean	T of the mean	F of the mean
I	3.10500	0.0955	32.5216	1057.6573
II	3.20500	0.0988	32.4355	1052.0634
III	3.36500	0.1045	32.2110	1037.5424
IV	3.13000	0.1013	30.8906	954.2279
V	3.30000	0.1042	31.6748	1003.2917
VI-A	3.50000	0.0962	36.3987	1324.8641
VI- B	3.57000	0.0926	38.5674	1487.4407
VII	3.30500	0.1028	32.1576	1034.1141
VIII	3.59000	0.1005	35.7041	1274.7810
IX	3.41000	0.1083	31.5011	99.3204
X- A	3.29000	0.1048	31.3912	985.4046
X-B	3.38500	0.1041	32.5149	1057.2205
XI	3.35500	0.0961	34.9005	1218.0421

TABLE B.2.--Means for perceptions of Black and White teachers

Hypothesis	Means	Standard error of the mean	T of the mean	F of the mean
I	2.48000	0.0848	29.2598	856.1343
II	2.53500	0.0940	26.9649	727.1077
III	2.38000	0.0979	24.3649	593.6499
IV	2.64000	0.1008	26.2006	686.4732
V	2.53500	0.1100	23.0413	530.9001
VI-A	2.96000	0.0943	31.3999	985.9525
VI-B	2.53000	0.0982	25.7631	663.7377
VII	2.85500	0.1081	26.4190	697.9653
VIII	2.83000	0.1096	25.8175	666.5431
IX	2.42500	0.0803	30.1851	911.1392
X-A	2.25000	0.0873	25.7659	663.8797
X-B	2.43500	0.1004	24.2541	588.2593
XI	2.24000	0.0919	24.3618	593.4988

TABLE B.3.--Cell means, difference, and standard deviations of expectation

Hypothesis	Black X	White X	Difference	Standard Deviation
I	3.11842	3.09677	.02165	1.350219
II	3.52632	3.00806	.51826	1.397404
III	3.56579	3.24194	.32385	1.477392
IV	3.26316	3.04839	.21477	1.432957
V	3.28947	3.30645	.01698	1.473362
VI-A	3.697737	3.37903	.31834	1.359870
VI-B	3.50000	3.61290	.11290	1.309072
VII	3.11842	3.41935	.30093	1.453457
VIII	3.82895	3.44355	.38540	1.421974
IX	3.44737	3.29639	.14690	1.530888
X-A	3.50000	3.16129	.33871	1.482189
X-B	3.51316	3.30645	.20671	1.472262
XI	3.50000	3.35484	.14516	1.359491

TABLE B.4.--Cell means, difference, and standard deviations of perceptions

Hypothesis	Black X	White X	Difference	Standard Deviation
I	2.26316	2.61290	.34974	1.190659
II	2.18421	2.75000	.56579	1.329516
III	2.00000	2.62097	.62097	1.384325
IV	2.44737	2.75806	.31069	1.424975
V	2.18421	2.75000	.56579	1.555918
VI- A	2.67105	3.13710	.46605	1.333149
VI- B	2.27632	2.68548	.40916	1.308792
VII	2.71053	2.94355	.23302	1.526284
VIII	2.21053	3.20960	.99915	1.550199
IX	2.31579	2.49194	.17615	1.136147
X - A	1.93421	2.44355	.50934	1.234960
X- B	2.13158	2.62097	.48939	1.419806
XI.	1.94737	2.41935	.47198	1.300329

TABLE B.5.--Percentage of responses for Black perception test

Hypothesis	Very serious problem	Quite a serious problem	A Problem	Not a serious problem	Not a problem	No response
I	30.26%	38.16%	11.84%	13.16%	3.95%	2.63%
II	35.06%	31.17%	16.88%	10.39%	6.49%	0.00%
III	36.36%	18.18%	24.68%	10.39%	5.19%	5.19%
IV	51.95%	12.99%	9.09%	14.29%	6.49%	5.19%
V	28.57%	27.27%	20.78%	10.39%	10.39%	2.60%
VI-A	24.68%	22.08%	22.08%	10.39%	10.39%	10.39%
VI-B	19.48%	22.08%	24.68%	18.18%	11.69%	3.90%
VII	37.66%	23.38%	19.48%	7.79%	9.09%	2.60%
VIII	18.18%	16.88%	27.27%	14.29%	14.29%	9.09%
IX	38.96%	19.48%	15.58%	9.09%	11.69%	5.19%
X-A	33.77%	14.29%	32.47%	16.88%	1.30%	1.30%
X-B	44.16%	16.88%	22.08%	5.19%	6.49%	5.19%
XI	44.16%	18.18%	14.29%	7.79%	10.39%	5.19%

TABLE B.6.--Percentage of responses for White perception test

	Very serious problem	Quite a serious problem	Problem	Not a serious problem	Not a problem	No response
I	30.58%	45.45%	14.05%	7.44%	2.48%	0.0
II	14.88%	33.88%	23.14%	23.93%	3.31%	1.65%
III	16.53%	16.53%	28.10%	28.93%	5.79%	4.13%
IV	18.18%	19.83%	26.45%	26.45%	4.13%	4.96%
V	14.88%	17.36%	24.79%	23.97%	11.57%	7.44%
VI-A	17.36%	14.05%	22.31%	20.66%	14.88%	10.74%
VI-B	8.26%	13.22%	33.88%	28.10%	12.40%	4.13%
VII	19.83%	27.27%	23.97%	11.57%	15.70%	1.65%
VIII	8.26%	14.05%	26.45%	23.97%	17.36%	9.92%
IX	9.92%	13.22%	19.83%	28.93%	22.31%	5.79%
X-A	22.31%	23.97%	37.19%	12.40%	3.31%	.83%
X-B	15.70%	35.54%	29.75%	8.26%	6.61%	4.13%
XI	18.18%	16.53%	34.71%	14.05%	10.74%	5.79%

TABLE B.7.--Percentage of responses for White expectation test

Hy- pothe- sis	Very greatly satisfied	Greatly satisfied	Some- what satis- fied	Slightly satis- fied	Not satis- fied at all	No response
I	21.49%	23.97%	37.19%	10.79%	4.13%	2.48%
II	4.96%	8.26%	51.24%	15.70%	14.88%	4.96%
III	8.26%	13.22%	38.84%	18.18%	15.70%	5.79%
IV	4.13%	7.44%	43.80%	12.40%	24.79%	7.44%
V	5.79%	15.70%	35.54%	19.01%	17.36%	6.61%
VI-A	4.13%	11.57%	28.10%	23.97%	24.79%	7.44%
VI-B	4.96%	9.92%	29.75%	29.75%	20.66%	4.96%
VII	1.65%	11.57%	28.10%	23.97%	32.23%	2.48%
VIII	7.44%	7.44%	30.58%	23.14%	28.10%	3.31%
IX	5.79%	7.44%	32.23%	22.31%	27.27%	4.96%
X-A	4.13%	11.57%	29.75%	23.14%	26.45%	4.96%
X-B	8.26%	9.09%	34.71%	21.49%	19.83%	6.61%
XI	3.31%	13.22%	26.45%	28.93%	21.49%	6.61%

TABLE B.8.--Percentage of responses for Black expectation test

Hypothesis	Very greatly satisfied	Greatly satisfied	Some-what satisfied	Slightly satisfied	Not satisfied at all	No response
I	40.26%	15.58%	14.29%	9.09%	7.79%	12.99%
II	9.09%	6.49%	35.06%	16.88%	23.38%	9.09%
III	3.90%	11.69%	23.38%	23.38%	32.47%	5.19%
IV	6.49%	1.30%	27.27%	16.88%	40.26%	7.79%
V	6.49%	16.88%	24.68%	15.88%	29.87%	6.49%
VI-A	9.09%	10.39%	28.57%	16.88%	28.57%	6.49%
VI-B	2.60%	5.19%	18.18%	32.47%	35.06%	6.49%
VII	10.39%	9.09%	29.87%	14.29%	33.77%	2.60%
VIII	10.39%	3.90%	33.77%	19.48%	22.08%	10.39%
IX	2.60%	9.09%	15.58%	19.48%	48.05%	5.19%
X-A	6.49%	3.90%	18.18%	18.18%	40.26%	12.99%
X-B	6.49%	5.19%	22.08%	23.38%	35.06%	7.79%
XI	7.79%	5.19%	22.08%	19.48%	37.66%	7.79%

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