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A STUDY TO DETERMINE THE GOALS AND THE
ORGANIZATIONAL STRUCTURE OF THE
ILLINOIS CONGRESS OF
PARENTS AND TEACHERS

Gilbert F. Deimel

A STUDY TO DETERMINE THE GOALS AND THE
ORGANIZATIONAL STRUCTURE OF THE
ILLINOIS CONGRESS OF
PARENTS AND TEACHERS

A Paper
Presented to the Faculty of
Eastern Illinois University
In Education 481

In Partial Fulfillment
Of The Requirements For The Degree
Master of Science in Education

Plan B

By

Gilbert F. Deimel

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APPROVED:

DATE: _____

INTRODUCTION

The Illinois Congress of Parents and Teachers, affiliated with the National Congress of Parents and Teachers, is a part of the largest volunteer organization in the world. The immensity of the membership is exceedingly impressive in view of the rather short duration of the organization.

It is the purpose of this paper to investigate the goals and structural organization of the Illinois Congress and to examine the operations and functions of the subgroups within the state.

In order to develop a background for better understanding, the first two chapters have been devoted to a study of the National Congress of Parents and Teachers.

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CHAPTER I

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

The Period of Organization

The concept of an organization for the promotion of education and child welfare is several years older than the organization which evolved as a result of the movement. The need for such an organization was realized long before the First National Congress of Mothers was held in 1897. Two influences helped its development in the nineteenth century.

One of these influences was the new social reorganization which the country was undergoing. Settlements were springing up all over the country. As the settlements continued to grow, the populace began to be concerned with the safety, and welfare, of their children. Mothers' Clubs began to be organized as a result of this general attitude.

The increased interest in kindergartens provided the second influence. Parents were encouraged to visit kindergarten classes. Sometimes child study groups were formed. The movement toward a unified organization became more national in character when Miss Elizabeth Harrison held three annual conferences at her Chicago Kindergarten College in 1894, 1895, and 1896.

Another active organizer of this period, Mrs. Theodore W. Birney of Chevy Chase, Maryland, outlined a plan for uniting all mothers of the country. The plan was outlined before the mothers' meeting at the New York Chautaugua in 1895.

Mrs. Birney was able to enlist the assistance of interested and capable people. Among these was Mrs. Phoebe A. Hearst, widow of the California senator, who provided financial aid.

The plan continued to thrive. "In May, 1896, at the request of Mrs. Birney, the first official call to a mothers' congress was read before the biennial of the General Federation of Women's Clubs at Louisville, Kentucky."¹ She urged them to organize local mothers' clubs so that people would be aware of the necessity of the movement and so that delegates could be selected for the National Congress to be held the following February.

The ladies attending the meeting went back to their homes, and the movement began to acquire momentum. Due to new inventions and modern conveniences, women now had more time to spend outside the home. The clubs appealed to large numbers of them, who because of social class differences in the existing social structure, were uninterested in previously organized women's organizations of the period.

The First National Congress of Mothers, from which the National Congress of Parents and Teachers was to emerge, began on February 17, 1897, at the Arlington Hotel in Washington, D. C. Attendance at the meeting must have been much greater than had been anticipated, as hundreds of people had to be turned away. The remaining sessions were held in the First Baptist Church to better accommodate the large crowd. A variety of speeches was heard during the three days the congress lasted. The subjects ranged from "Primitive Motherhood" to "Dietetics"

¹Dorothy Sparks, Strong Is The Current (Chicago: The Lakeside Press, 1948), p. 2.

and the 'Moral Responsibility of Women in Heredity.'²

Although it was not a part of the original founders' plans, many delegates went home with the idea of organizing similar conferences on the state level. The original plan was to have delegates from local clubs meet annually: "at least the first six congresses were so designated - i.e. Fifth National Congress of Mothers, 1901."³ Thus the National Congress of Parents and Teachers was actually born during the meeting of the First National Congress of Mothers in 1897.

The number of Parent-Teacher Associations has shown tremendous growth over the past sixty-four years. There are now fifty-two branches of the organization which includes all of the states, the District of Columbia, and the European Congress of American Parents and Teachers. Within the fifty-two branches there are 45,500 local associations.⁴ There are Congress parent-teacher associations in Mexico, Saudi Arabia, Singapore, the Virgin Islands, Guam, on our military establishments in the Azores, Cuba, Japan, Labrador, the Marshall Islands, Newfoundland, Okinawa, the Philippines, Puerto Rico, Saipan, and Taiwan.⁵

The National Congress of Parents and Teachers, consisting of 11,516,905 members is the largest volunteer organization in the world.⁶

²Ibid., p. 3.

³Ibid.

⁴Parent-Teacher Manual, 1960-1961 (Chicago: By National Congress of Parents and Teachers, 1960), p. 2.

⁵Ibid.

⁶Origin, Objects, Policies, Organization, Administration, Services. A Brochure prepared by the Illinois Congress of Parents and Teachers (Springfield, Illinois: 1960).

Its members came from all segments of society, regardless of race, religious, political, economic, and social status.

Objects and Principles of the P.T.A.

Organizations must have well defined objectives and carefully formulated policies if their existence is to be justified. Local parent-teacher associations could not have made the tremendous success which they have achieved if either objectives or policies were lacking or poorly defined.

The objectives and policies of the National Congress of Parents and Teachers are clearly defined and set forth in a manner which can be easily interpreted by any literate layman. It is indeed unfortunate that there are probably many members of local organizations who are unfamiliar with them.

The objectives of the National Congress of Parents and Teachers are set forth as follows:

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such unified efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.⁷

⁷Time To Care. The 59th convention program booklet prepared by the Illinois Congress of Parents and Teachers (Springfield: 1961), p. i.

The National Congress of Parents and Teachers has set forth eleven principles, based on the five objectives of the organization, which they believe are important if each child is to develop to the utmost of his potential. The principles are stated as follows:

Human Values

We believe that individual freedom, individual rights, individual responsibility, and individual dignity are indispensable components of a democracy.

Spiritual Faith

We believe that religion is fundamental in our American tradition as a basic factor in personal and social behavior, and that every child is entitled to the opportunity to develop a religious faith.

Good Homes

We believe that the home is the basic unit in the structure of our society and should be the most constructive influence in building the child's character, sense of values, and his conception of the world.

Sound Health

We believe that the concept of health as physical, mental, emotional, and social well-being is vital to the individual citizen, the community, and the nation.

Safety

We believe that every child should have an education that develops safe living habits and attitudes and should have an environment free from avoidable physical hazards.

Educational Opportunity

We believe that every child should have the opportunity through free public education to develop his capacities to the maximum.

Vocational Competence

We believe that vocational competence is a way to satisfaction, self-confidence, and independence for the individual and to increase stability for society.

Conservation of Natural Resources

We believe that every child should be taught to respect his country's natural resources and should be given general knowledge of how these resources may be conserved and replenished.

Constructive Leisure

We believe that the worthy and satisfying use of leisure plays a significant role in the development of children and youth.

International Understanding

We believe that by understanding the characteristics, cultures and religions of all peoples and by recognizing the interdependence of the nations of the world, we shall move nearer the goal of enduring peace.

Civic Responsibility

We believe that every child should understand that the privilege of American citizenship demands the acceptance of its responsibilities.⁸

It is imperative that local organization leaders have a thorough knowledge of goals which the organization may, or may not, pursue. Cooperation with other agencies in joint studies and surveys is permitted; but it does not enter into joint membership, fund raising, or membership enrollment campaigns with other organizations. While it may either support or oppose legislation, it remains non-partisan, non-commercial, and non-sectarian. The local organization may help in curriculum planning and in the study of school problems. On the other hand, it must never attempt to direct or determine school policy.

The P.T.A.'s only purpose is that of enabling children to develop to the maximum mentally, spiritually, and physically. It believes that each child is entitled to this opportunity. It is through the enhancement of these values that men will be able to adjust to our society and make that society a better place in which to live.

⁸Parent-Teacher Manual, 1960-1961, op. cit., pp. 7-9.

CHAPTER II

THE ILLINOIS CONGRESS

Birth of the Illinois Congress

The state of Illinois was represented at the First National Congress by sixteen delegates. At this meeting state organizers were appointed. Mrs. Roger B. McMullen, a resident of Evanston, was appointed organizer for Illinois.

Three years of planning and work were required before the first meeting could be held. Sparks notes that Mrs. McMullen was severely criticized in her efforts to organize the Illinois Congress. Men were shocked because she left her family at home by themselves while she was "stumping" the state on behalf of the organization.⁹

Finally the necessary preparations were made, and all that remained was to wait for the opportune moment. This moment arrived when the Fourth National Congress met in Des Moines, Iowa, late in May, 1900. The Illinois meeting was planned for May 28th to May 30th, immediately following the National Congress. Mrs. McMullen arranged for the National officers to stop in Chicago on their way home to help organize the state association.

Over 300 people attended the meeting which was held in the Methodist Episcopal Church in Evanston. Mrs. Schoff, the National vice-president, presided at the business session. Others assisting at the meeting were

⁹Sparks, op. cit., p. 4.

Mrs. Birney, the National president; Colonel Parker; Judge Harvey B. Hurd, president of the Illinois Bar Association; and Mrs. Alice H. Putnam.¹⁰

State officers elected at the meeting were: president, Mrs. Roger B. McMullen; three vice-presidents, Mrs. Adlai E. Stevenson, Bloomington, Mrs. Marion Foster Washburne, Chicago, and Mrs. Agnes C. Willy, Aurora; recording secretary, Mrs. Helen M. Summers, Decatur; and treasurer, Mrs. L. K. Gillson, Evanston.¹¹

A board of twelve directors were also elected. They were: Mrs. P. C. Stewart, Evanston; Mrs. G. M. H. Wagner, Glen Ellyn; Mrs. Hardin W. Masters, Lewiston; Mrs. Virginia B. Bash, Peoria; Mrs. Davis, Wilmette; Mrs. Cora Stanton Browne, Bloomington; Mrs. Frederic Dickinson, Chicago; Mrs. Ashton Johnson, Rockford; Mrs. Beede, Princeton; and Mrs. F. L. Wean and Mrs. F. J. Scott of Englewood.¹²

The bylaws adopted at the meeting provided for ten standing committees. They were: Press, Printing, Education, Kindergarten, Literature, Legislation, Program, Finance, Transportation, and Domestic Science.

At the first Board meeting held on June 11, 1900, members of the first five committees were appointed. The Finance, Domestic Science, and Legislative committees were not appointed until later that year. The Program and Transportation committees were needed only in connection

¹⁰Ibid., p. 5.

¹¹Ibid.

¹²Ibid.

with public conferences and state conventions, so they were appointed as the need arose.

In addition to the above named committees, several others were appointed during the first decade. The more important ones were: Extension (1900), Loan Papers (1903), Juvenile Court (1905), and Child Hygiene (1909). During the first several years, several committees were merged with others, new committees were organized, and others discontinued. Often committee names were changed two or three times. While several of the committees were, and still are, essential to the operation of the Illinois Congress, many of them were insignificant.

With the issuing of charters in 1921, the organizational structure of the Illinois Congress became somewhat more formal. In preceding years there had been reports of inappropriate use of some organizations; i.e., they were used as a device for opposition to school personnel.¹³ Such practices may well have been the result of a lack of understanding by local units of Congress objectives. With the issuance of charters, certain rules to which local units must conform have been established. To date, not one charter has been revoked for rules violation. The charter rules imposed upon local associations are five in number:

To carry on constructive work for better parenthood, better homes, better schools, and better communities.

To refrain from all partisan and fractional political activities.

To refuse consideration by the association of personal grievances.

To abstain from encroaching on the administrative functions of the school.

¹³Ibid., p. 55.

To cooperate with the superintendent, principal and teachers in promoting the best interests of the school and community.¹⁴

The second, third, and fourth rules have caused much controversy. Therefore, in 1934, a committee was appointed to write an interpretation of them. However, questions are still being raised.

The Board of Managers

The Board of Managers, frequently referred to as the Board, is an extremely important body. It has charge of state funds and affairs between conventions. It may formulate its own rules for conducting business as long as the rules are in accordance with the bylaws. The Board also decides questions concerning the status of organized units.

The Board holds five regular yearly meetings. These are held just before and just after the state convention and on the second Wednesday of June, September, and January, unless decided otherwise by the Board or the Executive committee. Special meetings of the Board may be called at the request of nine Board members or at the request of the state president.

The number of representatives on the Board is limited to 100. Those persons holding Board membership are officers of the Illinois Congress, district directors, region president, and chairmen of the standing committees.

¹⁴ICPT Yearbook, 1960-1961 (Springfield, Illinois: By Illinois Congress of Parents and Teachers, 1961), pp. 13-14.

State Conventions

The annual state convention, which serves as a governing body for the Congress, is usually held in April. (Exceptions to this are discussed later.) The convention date and location are established by the Board of Managers. An Official meeting may be conducted when a quorum consisting of a majority of districts and 500 delegates is present.

The meeting is open to all interest persons. However, the making of motions, debating, and voting are limited to Board members, council presidents or alternates, presidents of local units or alternates, and accredited delegates from local units.

As was previously stated, each local unit may be represented by the president. In addition to the president, each unit of 200 members or less is entitled to one delegate. Those units having more than 200 members may have an additional delegate for each 250 members.

Council, district, and region representation, unlike local unit, is limited to a specific number. Each council may be represented by either the president or an alternate. Each district and region may send three delegates who are members of the respective Boards. These representatives are selected by the Board and must have served for six months prior to the convention.

As was mentioned earlier in the chapter, there are exceptions to holding the conventions in April. In the case of a national emergency, the convention may be cancelled by a two-thirds vote of the Board of Managers taken by mail. If a meeting should be cancelled, the Board of Managers has authority to transact business by mail. The Election committee may likewise conduct the election by this procedure. However,

in the event the convention is not held, the Board of Managers must hold two meetings in lieu of the pre-convention and post-convention Board meetings.

Election of State Officers

Rules and regulations governing the election of state officers are embodied in Article VI of the state bylaws. Unlike local unit elections, state officials are not elected annually nor are they all elected in the same year. Instead, they are elected for two year terms of office, and elections are staggered so that there are always some holdover officials.

The offices are divided into two groups, known as groups one and two. Group one, consisting of the president, first vice-president, second vice-president, third vice-president, and treasurer are elected in even numbered years. The four departmental vice-presidents and the secretary compose group two and are elected in odd numbered years. No official, except a departmental vice-president, may serve two consecutive terms.

Procedures to be followed in conducting elections are detailed. A Nominating Committee consisting of seven Board of Managers members, is elected at the September meeting of the Board of Managers. The Nominating Committee chairman, who is elected by the committee, then notifies all local units, council presidents, and members of the Board of Managers of the offices which are going to be filled in the coming election. Those persons notified have sixty days in which they may file recommendations with the Nominating Committee for positions. The committee may, or may not, follow the recommendations in nominating the

slate of officers. In March the slate of officers must be published in the Illinois Parent-Teacher.

The election is held at the convention in April. The Nominating Committee reports to the convention on the first day, and the election is held on the second day. With the consent of the nominee, nominations may also be made from the floor on the first day of the convention. The officials-elect do not take office until the close of the convention.

CHAPTER III

BRANCHES OF THE ILLINOIS CONGRESS

The Organization of Districts

During the first decade of the organization, the most common media of communication with the public was through Child Welfare Conferences. These were usually held in cooperation with women's clubs. There was no admission charge and the meetings lasted all day. Apparently there was only one way communication as the usual procedure was for an educator or jurist to speak for one-half day and a state Board member to speak the other half.

The procedure for handling the meetings changed somewhat during the second decade. Organization leaders began placing more emphasis on parent-teacher methods and procedures. Delegates now delivered a one or two minute report. Sometimes reports were given on meetings of parent-teacher councils. Frequently, in addition to guest speakers, groups were addressed by State Board members.

Congress coordination was improved with the organization of districts during the last half of the second decade. The number of estimated districts increased from ten in 1917 to eighteen in 1919. District vice-presidents, later known as Regional Directors, were first authorized in 1917. Today there are thirty-three districts in the state of Illinois. Seven of these districts are in Cook County; the other 101 counties in the state comprise the remaining twenty-six districts. (See Appendix A.)

The rapid rate of increase in membership is indicated in Table I.

TABLE 1
MEMBERSHIP GROWTH
IN THE ILLINOIS CONGRESS

YEAR	Membership
1915*	10,000
1920*	24,000
1930	112,000
1940	169,000
1950*	310,000
1960	692,000
1961	703,555

*Estimated membership

As a result of the reorganization, the Child Welfare Conferences were eventually replaced by District Conferences. Unfortunately, the number of conferences held during the period of reorganization was somewhat limited by World War I and by the newness of the organization.¹⁵ Only two of them were held in 1918 and only four in 1919-1920. Two other districts had planned conferences in 1918, but had to cancel them because of an epidemic of smallpox and a shortage of coal.¹⁶

¹⁵Sparks, op. cit., p. 214.

¹⁶Ibid.

The first two conferences were held by District 1 on November 5, 1918, in Elgin, and by District 3 on November 22, 1918, in Galesburg. District 1 then comprised what is now Districts 1, 19, 22, 23, 24, 25, 26, 28, and parts of Districts 2 and 22. District 3 comprised the present District 5, and most of the present Districts 4 and 7.¹⁷

District Conferences had become an established practice by the mid-twenties. Contrary to present practices, early conferences dealt not with specific topics but with general subjects. The first conference, emphasizing parent-teacher procedures and promoting local interest in state projects, was held in District 1 in February, 1922. By 1930, October had become the most popular month for holding District Conferences.

The procedure followed today in conducting District Conferences evolved slowly. The first school of instruction was held around 1930. Gradually more and more districts began to have them. The programs of these early schools consisted mainly of talks and reports by district chairmen. The State Board members continued to speak on general subjects.

As districts became more highly organized, a new standing committee on District and Special Conferences was established in 1933 to assist local directors. The establishment of the committee led to an extended use of State Board members as speakers and to more uniformity in District Conference programs.¹⁸

Special conferences are held as needed. During 1945-1946, thirty-nine were held. Thirty-four were conducted by district directors.¹⁹

¹⁷Ibid.

¹⁸Ibid., p. 215.

¹⁹Ibid., p. 216.

There are four distinct types of special conferences as follows:

Those arranged by a state committee chairman or group of committee chairmen to promote the work in adjacent districts.

Special district conferences arranged by the director to meet a certain situation or strengthen certain phases of state work.

Special informational conferences or schools of instruction for councils or counties, arranged by the district director.

Special help for weak or new local units or councils, arranged by the director or requested by the local president.²⁰

A number of methods have been used over the years in the provision for district coordinators. From 1935-1940, the second vice-president replaced the standing committee as Coordinator of District and Special Conferences. However in 1940, he was replaced by another standing committee. This committee was discontinued in 1941, and the first vice-president became coordinator. A fourth change was made a year later with the second vice-president being re-assigned the position which is now known as Advisor to the District Directors. He meets at Board meetings with all of the directors, thus providing better understanding within the group as special problems, etc., are discussed. One of the important duties of the Board is the scheduling of conferences.

The method of conducting district elections is similar to that followed in electing state officers. Like state officers, district directors are elected for two year terms. However, unlike most state officers, district directors are permitted to serve for two consecutive

²⁰Ibid.

terms. Elections are also arranged so that there are always holdover directors. This is accomplished by District 1 and all even numbered districts electing directors in even numbered years, and the remaining odd numbered districts electing directors in alternate years.

Nominees in each district are selected by a Nominating Committee elected in that district either at the District Conference or at a special district meeting held for that purpose. The Nominating Committee consists of one member from each county represented and one member of the District Board. When a district includes one or less than one county, a committee of five is elected by the delegates. In order to have an uneven number on the committee, the District Board may elect a second member if necessary. After the committee has selected the nominee, the name and the candidate's qualifications must be published in a district letter thirty days before the date of the election.

The election is held either at the District Conference or at a special meeting at which time additional nominations may be made from the floor. Those persons having voting power are accredited delegates from local units, councils, and members of the Illinois Congress Board of Managers. However, each person, regardless of the number of positions held, has but one vote. The director-elect assumes his office at the close of the first state convention after the election.

The Organization of Regions

A second area of organization within the Illinois Congress is that of regional division. The State Board has the power to authorize regions when it is felt that unit representatives in a particular geographical area need to meet for information and instruction.

The purposes of regions are stated in Article VI, Section 4 of the Illinois Congress bylaws as follows:

To promote the state and national program in that area.

To provide opportunity for representatives of local Congress units in that area to meet for information, instruction, and action.

To plan and promote parent-teacher activities, pertaining to that area, in conformity with state and national parent-teacher work.

To serve as a clearing house and coordinator in that area for state and national parent-teacher work.²¹

Certain duties of the regional unit are prescribed in the state bylaws. In addition to electing a president, who serves on the State Board of Managers in the Department of Administration, each region must adopt bylaws and prepare a budget. The detailed tentative budget must be submitted to the State Budget and Finance Committee by March 31st of each year. Funds for the region are then transferred to the Regional Treasurer. A final budget must be made and approved by the delegate body. Funds are then allotted to the region according to that budget.

As was stated previously, regions are the creations of the State Board. They may likewise be dissolved by the same body when the paid membership goes below fifty-one percent of the total number of members in the region for a three year period.

The Organization of Councils

The P.T.A. Council, the unit of organization with which most people are familiar, is a unit composed of local associations such as town, city,

²¹Illinois Congress of Parents and Teachers, Bylaws. Article 6, section 4.

or county. Authorized by the state Congress, their purpose is to promote cooperation on problems of mutual interest among council member units. Either the state association or local groups may initiate them. However, a minimum of three member units is required for council initiation.

According to the Parent-Teacher Manual, there are twelve ways in which a council aids member units. These are to:

1. Learn and apply Congress policies.
2. Learn and use the best P.T.A. practices.
3. Increase its capacity for service to home, school and community.
4. Develop effective action programs.
5. Keep informed about the state congress and National Congress programs and about projects within the council territory.
6. Cooperate with the state congress in projects such as juvenile measures . . .
7. Correlate its activities with those of other units in the council.
8. Compare methods of work and share problem-solving information and techniques with member units.
9. Cooperate with other educational and child welfare organizations and public agencies in work within the field of parent-teacher interest.
10. Discover new ways to promote the use of National Parent-Teacher: The P.T.A. Magazine and other Congress publications.
11. Learn new techniques of group work and group leadership.
12. Keep informed on educational developments and trends . . . on legislation affecting children, and become acquainted with sources of information on these and other matters of parent-teacher interest.²²

²²Parent-Teacher Manual, 1957-1958 (Chicago: By National Congress of Parents and Teachers, 1957), p. 63.

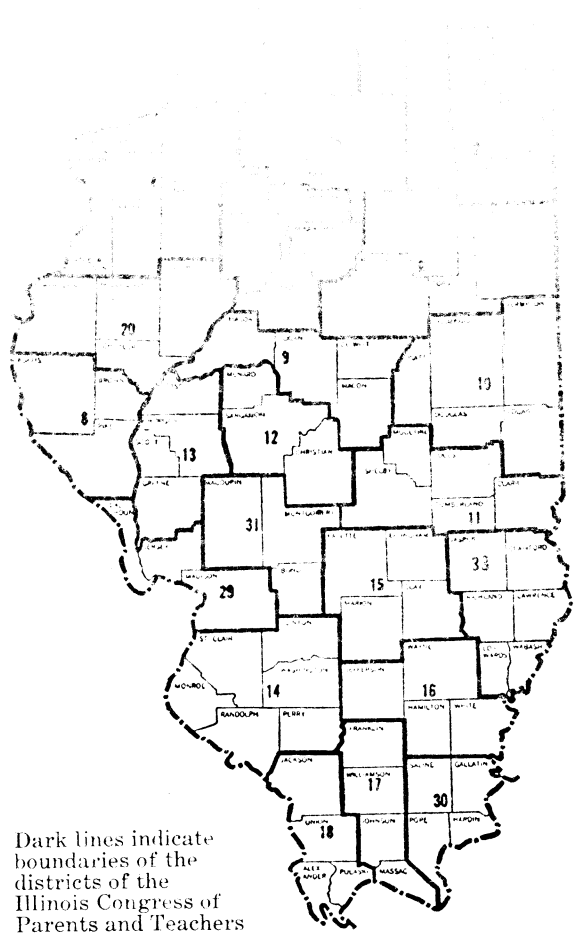
The council unit of organization is nearly as old as the Illinois Congress itself. The first council was organized in Englewood, a district of Chicago, in 1911.²³ Two years later, the State Board amended the bylaws to recognize councils as state branches. The number of councils experienced rapid growth during the twenties and has continued to increase, at a slower rate, during more recent years. There are 142 organized councils functioning presently. Councils are assisted by a state standing committee known as Council Advisor.

Although each member unit is represented at council meetings by delegates or alternates, council meetings are open to all members of units in the council. The methods of choosing delegates to the council are stated in the bylaws of each member unit.

Those persons having voting power in the council are council officers, chairmen of council standing committees, presidents or alternates of member units, and duly accredited delegates or alternates from each member unit. The superintendent of schools or his representative, and/or principals or their representatives, also have voting privileges.

²³Sparks, op. cit., p. 30.

APPENDIX A
DISTRICT BOUNDARIES



Dark lines indicate boundaries of the districts of the Illinois Congress of Parents and Teachers

APPENDIX B
BOARD OF MANAGERS
1960-1961

President	Mrs. Robert W. Nelson
First Vice-President	Mrs. G. D. Collins
Second Vice-President	Mrs. George B. Carty
Third Vice-President	Dr. Edward H. Stullken
Departmental Vice-Presidents	
Community Service	Mrs. Emmet J. Newman
Education	Otis Keeler
Extension	Mrs. Lee V. Vernon
Health and Home Service	Dr. Milton R. Litterst
Secretary	Mrs. Edward Ruwe
Treasurer	Max M. Summers

APPENDIX C

ILLINOIS CONGRESS PRESIDENTS

Mrs. Roger B. McMullen	1900-1902
Mrs. William S. Hefferan	1902-1906
Mrs. George M. Brill	1906-1908
Mrs. Orville T. Bright	1908-1910
Mrs. Louis K. Gillson	1910-1912
Mrs. L. K. Doty	1912-1914
Mrs. B. F. Langworthy	1914-1918
Mrs. Harry L. Fleming	1918-1920
Mrs. Pierce Young	1920-1922
Mrs. Mark P. Mears	1922-1924
Mrs. Thomas M. Kilbride	1924-1926
Mrs. Walter H. Buhlig.	1926-1928
Mrs. Herbert W. Whitten	1928-1930
Mrs. Harry R. Detweiler	1930-1931
Mrs. Holland Flagler	1931-1934
Mrs. Arthur R. Williams	1934-1938
Mrs. Harry M. Mulberry	1938-1940
Mrs. F. Russell Lyon	1940-1942
Mrs. Theodore Gleichman	1942-1945
Mrs. Frank A. Damm	1945-1948
Mrs. Russell H. Oplinger	1948-1951
Mrs. T. H. Ludlow	1951-1954
Mrs. Melvin C. Lockard*	1954-1956
Mrs. Milton L. Wiener	1956-1958
Mrs. Isaac A. Loose	1958-1960
Mrs. Robert W. Nelson	1960-_____

*520 Wabash Avenue, Mattoon, Illinois

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