

Utah State University

DigitalCommons@USU

All Graduate Theses and Dissertations

Graduate Studies

5-1950

The History of the Utah Education Association

Carl H. Taylor

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>



Part of the [Educational Leadership Commons](#)

Recommended Citation

Taylor, Carl H., "The History of the Utah Education Association" (1950). *All Graduate Theses and Dissertations*. 1851.

<https://digitalcommons.usu.edu/etd/1851>

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.





THE HISTORY OF THE UTAH EDUCATION ASSOCIATION

by

Carl H. Taylor

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Education

1950

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

ACKNOWLEDGEMENTS

Grateful acknowledgement is made to the people who have aided in the preparation of this thesis. Great credit is due to the former presidents of the Utah Education Association who provided information of the accomplishments made during their term of office.

The writer desires to acknowledge his sincere appreciation to Allan M. West, Executive Secretary of the Utah Education Association, and his very capable office personnel who gave permission to use their office files and documents.

The numerous documents examined in the investigation are found in several research centers. The library and librarians of the USAC Library and the University of Utah Library, the Latter Day Saints Church Library in Salt Lake City, and the Utah State Historical Society have cheerfully assisted in making records available.

The writer also wishes to express appreciation to the members of his committee, Dr. E. A. Jacobsen, chairman; Dr. J. N. Symons, Dr. K. Hendricks, Dr. J. Carlisle, and Professor H. Hunsaker for their encouragement and guidance in the completion of this study.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
The Problem	
Purpose	
Delimitations	
Sources of Data	
Method of Treatment	
II. EARLY ATTEMPTS OF TEACHERS TO ORGANIZE IN UTAH, 1847-1892	5
III. A HISTORY OF THE UTAH EDUCATION ASSOCIATION, 1892-1949	13
IV. THE OFFICIAL MAGAZINE OF THE ASSOCIATION	60
V. THE STATE CONVENTIONS OF THE ASSOCIATION	70
VI. THE CONSTITUTION AND CODE OF ETHICS OF THE ASSOCIATION	73
VII. LEGISLATIVE ACTIVITIES SPONSORED BY TEACHER ORGANIZATIONS.	78
Territorial Teacher Sponsored Legislative Activities	
Legislative Procedure within the UEA	
UEA Influence on State Legislation, 1901-1949	
VIII. THE PROMOTION OF PROFESSIONALISM BY THE UEA	102
IX. SUMMARY AND CONCLUSIONS	131
Summary	
Conclusions	
X. BIBLIOGRAPHY	142
XI. APPENDICES	146
Topics discussed and Speakers, Annual Meetings of Utah State Education Association 1907-1947	
Constitution and Code of Ethics of Utah Teachers' Associations	

LIST OF TABLES

Table	Page
I. Presidents of the Association and Their Positions Held at the Time of Their Election from 1892-1949. . . .	15
II. Utah Education Organization	53
III. A Criteria for Judging Official Publications of State Teachers' Association Journals	65
IV. Utah Educators' Membership in UEA and NEA by District. .	108
V. Receipts and Expenditures of the UEA	112
VI. Income and Expenditures of the UEA	113
VII. How the UEA Membership Dollar is Spent, 1948-49. . . .	114
VIII. Teachers Salaries Compared with Industrial and Civil Service Salaries in Utah	124
IX. Summary of Salary Schedules, 1948-49	125
X. Average Annual Salaries of Teachers, Principals, and Supervisors in Utah, 1921-1946	127
XI. Topics Discussed and Speakers of the Annual Conventions, 1907-1947	146

CHAPTER I

INTRODUCTION

The problem -- This study seeks to present a history of the Teacher Organizations which have functioned in Utah from 1860 to 1949. Since 1892 their association has been known as the Utah Education Association.

The purpose -- This study is a phase of the history of education and as such shares in the purposes claimed for such studies. A statement of general purposes of such studies is as follows:

1. To gain a knowledge of the history of the Utah Education Association as an important part of the professional training of the teacher or the school administrator.
2. The history of education is an ally in the scientific study of education rather than a competitor. It enables teachers to avoid the mistakes of the past. It serves to present the educational ideals and standards of other times.
3. The necessity for adequate interpretation of the history of education is emphasized by E. W. Knight:¹

¹E. W. Knight, Education in the United States, Boston: Ginn and Co., 1934. pp. 38.

The history of education enables the educational worker to detect fads and frills in whatever form they may appear, and it serves as a necessary preliminary to educational reform.

4. One of the purposes in making this study was to determine what the Utah Education Association contributes to the classroom teachers of Utah.

5. It has been requested by the National Education Association that a study be made of the history of the Utah Education Association.

Delimitations -- The problem is limited to a study of the influences, objectives, and events which have been most significant in the origin and development of the above named association. The study does not include a complete history of all the legislative activities attempted and sponsored by the Association nor is it a complete record of all the happenings of the institutes listed, as that problem is of sufficient scope to justify a separate investigation.

Sources of Data -- The sources for this investigation from which the historical material was compiled were found in the files and records in the office of the Utah Education Association, and in the available proceedings of the Utah Education School Journal, and in the Annual Reports of the State Superintendent of Schools of Utah. Original letters in the form of documents, minutes of meetings of the organization, stenographically reported interviews, and newspaper accounts from the Salt Lake Tribune and Telegram gave

the history and the happenings of state meetings of the Association.

Personal interviews with former presidents of the UEA, along with other leading educators of the State, were also sources of information and material secured. Thus the writer was able to obtain authentic interpretations of actions that have been entered but briefly in the records and to secure information on items and developments which induced the Association to follow certain courses of action.

Method of treatment -- From the nature of the sources available, it is evident that the methods employed in dealing with the problem are those most generally characterized as historical and documentary.

The particular aspects of the history of the Association that are to be discussed follow:

- II. Early Attempts of Teachers to Organize in Utah,
1847-1892
- III. A History of the Utah Education Association,
1892-1949
- IV. The Official Magazine of the Association
- V. The State Conventions of the Association
- VI. The Constitution and Code of Ethics of the
Association
- VII. Legislative Activities Sponsored by Teacher
Organizations
 - Territorial Teacher Sponsored Legislative
Activities
 - Legislative Procedure within the UEA
 - UEA Influence on State Legislation,
1901-1949

VIII. The promotion of Professionalism by the UEA

IX. Summary and Conclusions

Summary
Conclusions

X. Bibliography

XI. Appendix

Topics Discussed and Speakers Annual Meetings
of Utah State Education Association 1907-1947
Constitution and Code of Ethics of Utah Teachers'
Associations

CHAPTER II

EARLY ATTEMPTS OF TEACHERS TO ORGANIZE IN UTAH

1847-1892

This study would not be complete without getting into the earlier history of the Association preceding the establishing of the Utah Education Association. While the Utah Education Association appeared to be a new organization at the time of its formal inauguration, in reality it was preceded by and based upon numerous other attempts for local and territorial organizations.

Immediately after the founding of Salt Lake City in 1847, scientific, literary, and religious societies began to organize for the benefit of the school teachers of the Territory of Utah, as well as for all the people who desired to attend the meetings. Some of the more prominent societies were the Universal Scientific Society, the Polysophical Society, and the Deseret Theological Institute. Every one of these received the full support of Brigham Young.

The intention of establishing a museum, a library, and a reading room was announced by the Universal Scientific Society.² They asked help from the Chancellor and Board of Regents of the University of Deseret. This society had weekly meetings where were discussed scientific and historical subjects. Governor Brigham

²J. M. Coyner, Utah Educational Journal, Vol. I, July, 1875, p. 7.

Young, while addressing the society in the Sixteenth Ward in 1855, made this statement:

"We wish you to go ahead and to organize this society. Elect good officers and have lectures on every branch of science as often as possible."

A part of the Society's constitution was also read:

"Art. II -- Object: The improvement and elevation of the intellectual powers and pursuits of its members; the first by having lectures and papers on every branch of useful arts and sciences; the second through the use of a good library and reading-room; third by collection, by obtaining instruments and apparatus to assist in the advance of arts and sciences and by every means within their reach."³

In 1855 the Deseret Theological Institute was organized and did much to encourage the establishing of libraries in the ecclesiastical wards of the territory. The organization grew into the Salt Lake Literary and Scientific Society which contributed \$60,000 to the University of Utah.⁴

The year 1855 was an important one for education in Utah. The cultural developments had a tendency to divert pioneers from their hardships. There was an organization at the Utah capital of a number of education organizations. Some of these were the Philharmonic, Polysophical, Musical, and Deseret Theological Institute. The acquisition of foreign languages was greatly encouraged. The horticultural Society, which was the forerunner of

³LeRoy Eugene Cowles, Organization and Administration of Education in Utah, University of Utah, 1927. p. 101.

⁴Utah Educational Review, Vol. XI, September, 1917. p. 27.

the Deseret Agricultural and Manufacturing Society, was destined to have a long and useful career. The people hungered for mental nourishment.

The distinctive characteristic of the Utah school system was the extent to which it was permeated by Mormon religious thought and coloring.

The census for 1860 shows the public school system of Utah to be superior to those in the other territories as to the number of schools maintained, the number of teachers employed, and the number of pupils attending. Seven thousand nine hundred and forty-four pupils attended Utah schools during the year 1859 and 1860. There were fewer people that could neither read nor write in the Utah Territory than in any of the other Territories.⁵

October 29, 1860, thirteen years after the arrival of the first Mormon pioneers in Utah, the Deseret School Teachers' Association was formed.⁶ Its objectives were to promote the advancement and to concentrate the efforts of the school teachers in Salt Lake City and to cooperate with the societies of a similar character throughout the Territory. It was also the ambition of the group to set as their goal uniformity in connection with the practice of school teaching. This goal was to be attained by means of lectures, lessons, essays, readings, illustrations, and criticisms.

⁵Ibid.

⁶Editorial in the Deseret News, Vol. X No. 35. October 31, 1860. p. 280.

According to the report of Superintendent H. O. Riggs,⁷ the first teachers' association in Utah was organized in Salt Lake City in 1860. A brief of the first Teachers' Association Constitution is listed in the Appendix of this study.

The officers of this organization were as follows:⁸ Orson Pratt, Jr., president; James Cobb, G. W. Mousley, vice-president; W. Willes, secretary; H. W. Church, treasurer.

Thus we see that even as early as 1860 a complete teachers' organization was effected.

The next educational convention of note was held in Fort Ephraim on November 15, 1861.⁹ This meeting was called so that the designs of the educational leaders might be more fully accomplished. It consisted of all the teachers and trustees in the County of Sanpete. The results of the convention were evidenced by nine significant resolutions that were then adopted. A summary of these resolutions follows:

1. They were to use all influence possible in the promoting of the education of the children of Sanpete County.
2. A convenient school house should be erected in each district.

⁷H. O. Riggs, Biennial Report, Territorial Superintendent of Schools, 1876, p. 58.

⁸Personal correspondence of the author, letter from J. C. Moffitt, August 6, 1946.

⁹Editorial in the Deseret Evening News, November 16, 1861.

3. The teachers would not be patronized unless they obtained a certificate of qualifications plus a recommendation from some respectable citizen, recommending them for their morality and honesty.

4. In each of their districts the school trustees were to have complete jurisdiction over all the schools.

5. They recognized the fact that a good teacher was worth high wages and agreed to procure the most competent teachers available and see that they were paid well for their services.¹⁰

6. Provision was made for the ways in which the building and improvements were to be decided upon. The voice of the people, in a general school meeting, was to dictate the method.

7. At the close of each term of teaching there was to be a public examination of each school in the county, by the county Superintendent, assisted by the trustees in their respective districts.

8. The selection of the school books should be made as uniformly as possible by the trustees from the respective districts.

9. Copies of all the resolutions were to be sent to each school district in the county and should be given the people for their consideration.

Before adjourning the convention provided for another meeting at Fort Ephraim on the last Saturday in March, 1862.

Another educational meeting of great importance went down in newspaper history as the Territorial Teachers' Association.

¹⁰Ibid.

This Association grew out of the convention of 1862.¹¹ The meetings were to be annual and this particular meeting was for the election of officers. Dr. J. R. Park was elected President; W. N. Dusenberry and R. L. Campbell, Vice-Presidents; J. L. Rawlins, Secretary; O. H. Riggs, Corresponding Secretary; and Karl G. Maeser, Treasurer.

The newly-elected president, J. R. Park, took the chair for the afternoon session. The addresses delivered on the various aspects of the educational system then in operation, were delivered by Professor W. N. Dusenberry and Professor L. F. Moench.

Unlike the other two early educational meetings which have been discussed, mention is made of some visitors who were not members of the association, but who were in attendance. Elder Orson Pratt is one that the article specifically mentioned.

As a result of this meeting the next legislature was petitioned to secure a more thorough organization and supervision of public schools of the territory. Also at this meeting a committee was formed and their report on the study of school law was accepted.

In 1862 the Universal Scientific Society announced a course of lectures for the teachers and the general public. The program of lectures was the following: "Circulation of Blood," "Modern Theories of Chemistry," "Travels of the Children of Israel,"

¹¹"Editorial," Deseret Evening News, Vol. (October 2, 1873.) No. 265.

"The Atmosphere." Among the lecturers were President Joseph Young, Henry W. Naisbitt, Bartlett Tripp, and Eli B. Kelsey.¹²

In connection with the Normal department at the University of Deseret, a model school for the training of teachers of that Territory was opened in 1867. A new interest was created in the work of the schools, and this was followed by the organization of a Territorial Normal Institute in 1870 which met annually. This, in turn, lead to the organization in 1893 of the Utah State Teachers' Association.¹³

Dr. John R. Park was chosen as president of the original association, with Milton H. Hardy as secretary. Dr. Park, Dr. Karl G. Maeser, Dr. F. D. Benedict, Prof. F. M. Bishop, Prof. W. H. Roger, Prof. George M. Ottinger, Miss Mary E. Cook, Prof. O. H. Riggs, Prof. Bartlett Tripp, Prof. Orson Pratt, and Prof. J. N. Coyner are some of the persons who participated in the programs of these early institutes and conventions.

In 1875, more than a hundred teachers of the Territory attended a ten-day session of the Institute in Salt Lake City.¹⁴ At this session Prof. Orson Pratt, and Prof. O. H. Riggs were but two of the many important speakers. Prof. Pratt's lecture was entitled, "Gravitation and Centrifugal Forces," and was the closing lecture of three series.

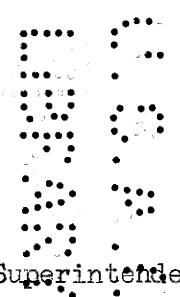
¹²Levi Edgar Young, "Teachers' Conventions and Societies in Early Day Utah," The Utah Educational Review, Vol. XI, January 1918. p. 10.

¹³Ibid. p. 11.

¹⁴Ibid. p. 12.

The Normal Institute was established as a school for school teachers under the direction of Prof. O. H. Riggs, who was Territorial Superintendent of Schools. He also established summer session for teachers in connection with the University.

CHAPTER III
A HISTORY OF THE UTAH EDUCATION ASSOCIATION
1892-1949



In 1890, a law was passed requiring County Superintendents to hold teachers' institutes annually for the instruction of the teachers. It is now known as the free school law. These required institutes were held when school was not in session and were requested to be at least two days long but not more than ten. The payment of the expenses of these institutes was made out of school funds. This law was interpreted to mean that every Utah teacher had the advantages that could be derived from such a meeting.¹⁵

In Salt Lake County it had been a practice to hold institute meetings every other Saturday during the school year. This existed before the passage of the Free School Law and was not altered by it. A summer institute, usually of five day duration, was also conducted.

The early attempts of teachers to organize developed a setting of progressiveness and showed that a need was felt and fulfilled by the organization of the Utah Education Association. The organization was effected in 1893. The meeting place of this memorable occasion was the room to the right of the East entrance

¹⁵D. R. Allen, "Local Teachers' Associations," The University Quarterly, Vol. I, December, 1895. p. 225.

of the University of Deseret building. West High, a fitting memorial, now stands on the same spot.

Throughout the remainder of the chapter an attempt will be made to consider the principal events and issues that confronted the Association through each administration.

On the following pages in Table I is a list of the Presidents of the Utah Education Association who have served from 1892 to 1949. The purpose of listing these leaders is to present the names of those who have conscientiously and laboriously served in the professional well-being of the Association.

Table I

Presidents of the Association and Their Position Held

at the Time of Their Election from 1892 to 1949

YEAR	PRESIDENT ¹⁶	POSITION
1892 1893	T. B. Lewis	Territorial Superintendent
1893 1894	John R. Park	University of Utah
1894 1895	W. J. Kerr	Utah State Agricultural College
1895 1896	George H. Brimhall	Brigham Young University
1896 1897	Joseph T. Kingsbury	University of Utah
1897 1898	William Allison	Superintendent Ogden City Schools
1898 1899	Oscar Van Cott	Salt Lake County Superintendent
1899 1900	Frank B. Cooper	
1900 1901	William M. Stewart	University of Utah
1901 1902	Mrs. Emma J. McVicker	State Supt. of Public Instruction
1902 1903	D. H. Christensen	Principal, Payson, Utah
1903 1904	Byron Cummings	University of Utah
1904 1905	A. C. Nelson	State Supt. of Public Instruction
1905 1906	George A. Eaton	Superintendent Salt Lake City Schools
1906 1907	L. E. Eggertsen	Provo City Schools
1907 1908	George Thomas	Utah State Agricultural College
1908 1909	Frank M. Driggs	Supt. of Deaf and Blind School, Ogden
1909 1910	Mathonihah Thomas	Salt Lake City School Board
1910 1911	Joseph P. Merrill	University of Utah School of Mines
1911 1912	John M. Mills	Superintendent Ogden City Schools
1912 1914	G. N. Childs	Superintendent Salt Lake City Schools
1914 1916	Howard R. Driggs	Supervisor of Lit. State Normal School
1916 1917	E. G. Gowans	State Supt. of Public Instruction

¹⁶Ref. UTAH PUBLIC SCHOOL DIRECTORY, 1945-48 p. 7.

Table I Cont'd

Presidents of the Association and Their Position Held
at the Time of Their Election from 1892 to 1949

YEAR	PRESIDENT ¹⁷	POSITION
1917 1918	D. C. Jensen	Brigham Young College
1918 1919	J. A. Widtsoe	President Utah State Agricultural College
1919 1920	J. Fred Anderson Elected, but in his absence Vice-President A. M. Merrill was Acting President	Principal, Ogden High School
1920 1921	Charles H. Skidmore	Supt. Box Elder County Schools
1921 1922	B. Roland Lewis	Head of English Dept. University of Utah
1922 1923	L. John Nuttall	Dean of Education, Brigham Young University
1923 1924	Henry Peterson	Utah State Agricultural College
1924 1925	J. T. Worlton	Assistant Supt. Salt Lake City Schools
1925 1926	Milton Bennion	Dean of Education, University of Utah
1926 1927	B. A. Fowler	Supt. of Weber County Schools
1927 1928	LeRoy E. Cowles	University of Utah
1928 1929	A. M. Thurman	Director of Pupil Personnel
1929 1930	Amos N. Merrill	Dean of Education, Brigham Young University
1930 1931	A. J. Ashman	Supt. Sevier County Schools
1931 1932	E. E. Greenwood	Principal, Midvale Jr. High School
1932 1933	Keith Wahlquist	Supt. Weber County Schools
1933 1934	Norman Hamilton	Principal, Carbon High School
1934 1935	J. R. Smith	Principal, Longfellow Elementary
1935 1936	Hugh M. Woodward	Brigham Young University
1936 1937	J. R. Mahoney	University of Utah

¹⁷Ibid.

Table I Cont'd

Presidents of The Association and Their Position Held
at the Time of Their Election from 1892 to 1949

YEAR	PRESIDENT ¹⁸	POSITION
1937 1938	Milton B. Taylor	Weber County High School
1938 1939	J. W. Thornton	Principal Farrer Jr. High School
1939 1940	E. Allen Bateman	Superintendent Logan City Schools
1940 1941	J. Easton Parratt	Director of School Finance and Research, State School Office
1941 1942	Hazel Brockbank	University of Utah
1942 1943	Glenn E. Snow	President, Dixie Junior College
1943 1944	L. Earl Acord	Principal, Helper
1944 1945	J. C. Moffitt	Superintendent Provo City Schools
1945 1946	James E. Haslam	Coordinator Salt Lake City Schools
1946 1947	Glen R. Winn	Principal, Smithfield Jr. High School
1947 1948	Maud R. Hardman	Supervisor of Art, Salt Lake City Schools
1948 1949	William P. Miller	Assistant Supt. Ogden City Schools

¹⁸Ibid.

T. B. Lewis

T. B. Lewis' zeal for the cause of education was given recognition by his selection as president. He was the Utah Territorial Superintendent. He called the meeting to order and presided over it in his capacity of Superintendent until after his election when he took the president's chair. The purpose of the Association was explained and the date and place of the next meeting was named.¹⁹

Dr. John R. Park

John R. Park's name is mentioned several times since 1865 as trying to organize local associations and institutes. He gave richly to education. He kept himself abreast with everything that was modern and sensible in education. The next meeting was held in Ogden. It is reported in the Utah Public School Directory that John R. Park was elected as second president. It has, however, come to the author's attention that this is apparently a fallacy. Oscar Van Cott, who was president 1898-1899, has stated in a letter that John R. Park was never elected president but that T. B. Lewis was elected for a second term. This is further evidenced by the fact that in all the histories which mention John Park, not one which has come to the author's attention has said anything to indicate that he ever served the Association in the capacity of president. Evidently T. B. Lewis was elected for the second time in 1893.²⁰

¹⁹Personal interview with Oscar Van Cott, April 5, 1947.

²⁰Ibid.

W. J. Kerr

W. J. Kerr was elected the second president of the Association. He served during the 1894-95 year, carrying on the work instituted by T. B. Lewis and incorporating many new ideas and means by which these ideas could be brought into realization. Van Cott had been elected Salt Lake Superintendent of Schools in 1895. Dr. Park was elected State Superintendent of Public Instruction. Their years of experience under the church ward trustee system made the three a most effective team.²¹

George Brimhall

Soon after his election for the term 1895-96, George Brimhall, together with a great convention of delegates, met in the old Salt Lake Theatre for the purpose of nominating candidates for office.²²

William Allison

In 1897-1898 William Allison headed the Association.²³ More work was done during the year towards the solving of the consolidation problem.

Oscar Van Cott

Even though Oscar Van Cott had done much work and helped the cause of education in many ways, it was not until 1898-1899 that he

²¹Ibid.

²²Utah Educational Review, Vol. XIX, April, 1926. p. 309.

²³Utah Educational Review, Vol. XVIII, March 1925. pp. 290.

became the grand vicar of the Association. It was this same Van Cott who wrote the School Law of 1896. There was no journal at the time he was president. Because of the changing social culture numerous welfare problems presented themselves. There was always the problem of obtaining good teachers; there was the Association's constant fight to overcome the health problems; and always the struggle to keep high ideals, not only among the students, but also among the teachers who were the students' constant examples. Many outstanding lecturers were obtained during this period for the education meetings. G. Stanley Hall, David Star Jordan, Col. Frances Parker, Wm. T. Harris, A. E. Winship, and John M. Tyler are some of those whose names Dr. Van Cott mentioned when speaking of these early cultural lectures.²⁴

Frank B. Cooper, William M. Stewart, and
Mrs. Emma J. McVicker

The next three presidents: Frank B. Cooper, 1899-1900; William M. Stewart, 1900-1901; and Mrs. Emma J. McVicker, 1901-1902 met much the same types of problems and legislative activities which claimed the Association's interest.²⁵ There was a constant fight to improve the environment which the children found at the schools. There was a drive to place emphasis on art and music in the schools. Great strides were made in the improvement and establishment of

²⁴Van Cott, op. cit.

²⁵Utah Educational Review, Vol. VII, January, 1918. p. 6.

libraries. The Six Cardinal Virtues were introduced and emphasized. The questions of taxation laws, health laws, building management, uniformity of opportunity, consolidation and the separation of church and state were all of current interest.

On January 1, 1901, the Salt Lake County was separated as an administration unit of the Mormon Church, which at this time dominated the schools.²⁶ The section outside the city was divided into two stakes: the Jordan Stake, which was in the southern part; and the Granite Stake, which was in the northern part. This action influenced the movement of consolidation of the schools. This changing of conditions meant that many people who had previously been against consolidation and the larger unit now could see more clearly the advantages of consolidation. It is advisable to recall at this point that Salt Lake City, the only city of the first class, had become an independent district under consolidation in 1890.

D. H. Christensen and Byron Cummings

The argument about consolidation was continued through the presidency of D. H. Christensen, 1902-1903 and into that of Byron Cummings, 1903-1904.²⁷ There was still strong opposition, but the division of Salt Lake County into the three stakes mentioned — Salt Lake, Granite, and Jordan — lessened the opposition and lead to the organization of the Granite District and the Jordan District as

²⁶Van Cott, op. cit.

²⁷Ibid.

separate units. This of course aroused animosity and new opposition in the center of the district, the part known as Murray. The people of Murray approved of the division in regard to the religious population and distribution, but they were firmly opposed to dividing the schools on that same basis. They were so incensed by this latest move that they appointed a committee to take census in the middle of Salt Lake County and find what the necessary requisite for the creation of a city of the second class was. The report showed the necessary assessed valuation of property for the raising of taxes, the number of inhabitants for the requisite population, and the number of school children. Having complied with the law they were entitled to be called a city of the second class and so had the right to appoint a superintendent of schools for that district.

A. C. Nelson

The year of A. C. Nelson's presidency, 1905, saw the culmination of several long-winded disputes.²⁸ The consolidation was effected in Salt Lake County and finally was extended over the entire state. The town of Murray, recognized as a city of the second class, organized an independent system which took effect on July 1, 1905.

The consolidation proved itself to be a vital step in the growth of the school system. Some of the effects were equalizing the opportunity for all children; improving the teaching, the supervision, and the buildings; providing for high schools; and equalizing

²⁸State Superintendent of Public Instruction, Biennial Report, 1905.

the financial benefits.

From the time that the first recommendation was made that the thirty-six school districts in Salt Lake County be consolidated into a single district controlled by a board of education discussion had been carried on throughout the county by trustees, principals, teachers, and the citizens generally. Thus, after nine years of discussion and arguments, consolidation was finally accepted in Salt Lake County. The sentiment soon spread to other counties.²⁹ There was a vigorous contention waged at the Provo convention with leading citizens taking part on both sides. It is doubtful that today anyone could be found who would argue that consolidation was not the best solution to the problems of that time.

Dr. Jesse F. Millspaugh is often thought of as the father of consolidation. He was the one who did much of the first planning and organizing of the school system that is in existence in Salt Lake City today. The influence of his masterful work has been felt through the length and breadth of the state and throughout the intermountain region. It was not until fifteen years after the consolidation of the twenty-one wards in Salt Lake City that the then new system proved itself and won sufficient public favor to organize the first two groups of county districts into single districts under Boards of Education.³⁰

²⁹Van Cott, op. cit. p. 3.

³⁰Van Cott, op. cit. p. 4.

George A. Eaton and L. E. Eggertsen

The next two presidents, George A. Eaton, 1905-1906 and L. E. Eggertsen, 1906-1907, saw the appearance of many new things under this system of consolidation.³¹ Theirs was the difficult task of educating people in the acceptance and usage of this new system. Theirs was the task of putting this new plan into practical operation and seeing that the Association did all within its power to aid and assist the schools in the changes which came about automatically, but not entirely painlessly.

George Thomas and Frank M. Driggs

George Thomas was president 1907-1908. He was elected in a meeting which was held in Provo.³² It was planned to hold the next meeting in Logan, but the executive committee decided that housing in Logan, just as it had been in Provo, was inadequate to care for the convention; so the meeting was held in Salt Lake City. Frank M. Driggs was elected the next president. In both the 1908 and the 1909 meetings the question of salary was discussed. The Association was beginning to place more and more emphasis on what it could do to help the teachers receive a just compensation.

Mathonihah Thomas

Mathonihah Thomas, 1909-1910, led the Association most ably during his one year term.³³ A small advance in the salaries of the

³¹"Editorial," Utah Educational Review, Vol. I, December, 1907. p. 16.

³²Letter on file at UEA Office, February 23, 1948.

³³Minutes on file at UEA Office, October , 1910.

teachers was made at that time, and the organization of the Association was becoming more active all the time.

Joseph F. Merrill

The emphasis during Joseph F. Merrill's term of office, 1910-1911, was on welfare activities.³⁴ A campaign was waged to get teachers to take out life memberships in the Association. The fee at that time was relatively small. It was Merrill's belief that all teachers should have a retirement pension. The Salt Lake City School System had a voluntary pension in operation. It succeeded in getting the Legislature to make a State Law similar to the one existing for Salt Lake City teachers. The name of the Association magazine, The Review, was proposed by Joseph F. Merrill in a council meeting held at the University of Utah. Through the Review, circular letters, and otherwise, it urged the Boards of Education and teachers to conform to the new retirement law. However, the law was voluntary; therefore it was a weak growl without a bite. Few Boards of Education paid any attention to the matter. The teachers were dissatisfied because they felt the Boards should meet them half way and contribute on a 50-50 basis to the fund. A referendum was conducted as the dissatisfaction mounted. It was found by this method that a majority of the teachers wanted the law repealed. They made a request to the Legislature that this be done and the Legislature complied. President Merrill then urged the teachers to make voluntary payments

³⁴Letter on file at UEA Office, July 17, 1947.

until a new law was made requiring the Boards to meet the teachers on the 50-50 basis. Even without such a law, the Salt Lake City Board of Education soon was making voluntary contributions to the City fund equal to that of the teachers. It was several years before the State amended the Salt Lake City law and required participation by Boards of Education and teachers alike. It was still later that a fine retirement law, which is yet operative, was made for the state as a whole. There were no special controversial legislative questions during Merrill's term apart from the pension system for teachers.

John M. Mills and G. N. Child

John M. Mills took office in 1911-1912 and was followed by G. N. Child, 1912-1914, as president of the Utah Education Association.³⁵ The Association was gradually becoming more an integral part of our education system. It is difficult to see how those progressive changes could have been effected without the use of the Association as a battering ram.

Howard R. Driggs

In the fall of 1914, the East High School building in Salt Lake City was ready for use. Howard R. Driggs, 1914-1916, spent his two years as president of the Association in encouraging further building.³⁶ The new building received the high school pupils east of Main Street and those children living west of Main Street continued on in their old school building, West High School.

³⁵The Utah Educational Review, Vol. XI, November, 1917. pp. 15-21.

³⁶Ibid.

E. G. Gowans and D. C. Jensen

E. G. Gowans was selected president for 1916-1917.³⁷ In 1917 Oscar Van Cott was appointed principal of the Irving Junior High School in Salt Lake City.³⁸ He served in that capacity until 1918 when he was appointed by the Board of Education to be supervisor of the grammar grades. D. C. Jensen was Association president from 1917-1918.³⁹ During this time Mr. Jensen was able to accomplish a great deal. One reason for this is that he had able and cooperative men in the offices with whom he had to work constantly.

J. A. Widtsoe

The year 1918 brought the entrance of the United States in the World War. J. A. Widtsoe was elected president of the Association and because of the war, the same officers had to carry on for another year.⁴⁰ During these two terms the House of Delegates was organized. The records, which were printed, show the vast accomplishments of this new unit. The creation of that body and the establishment of its proper functioning were perhaps the most important parts of the years that J. A. Widtsoe was in office. The

³⁷Utah Public School Directory, 1945-1946.

³⁸Letter on file at UEA Office, January 25, 1948.

³⁹Ibid.

⁴⁰Letter on file at UEA Office, July 23, 1947.

meetings of the House of Delegates were held in the State House. These meetings were lively and did much to establish the association on a better basis.

J. Fred Anderson and Charles H. Skidmore

The president following J. A. Widtsoe was J. Fred Anderson. He was elected, but in his absence the vice-president, A. M. Merrill, acted as president.⁴¹ Charles H. Skidmore took office in 1920-21. It was in that same year, 1920, that G. N. Child became Superintendent of the Salt Lake City Schools.⁴²

George N. Child's administration, during his superintendency was characterized by the organization of junior high schools. There were also a number of other advance movements. First, a part time school was organized under Principal L. M. Gillilan. The advantages of such an institution are obvious. It enabled young people to attend school part time and to serve part time in industries. This was not only a great aid to industry at the time when workers were scarce, but it also made it possible for many to attend school who had previously been unable to do so because of financial conditions at home. This movement has grown and developed during the years into the differentiation of young people's abilities into the most suitable industrial lines. This administration did much toward making play and all forms of athletics general and open to all children, rather than open only to selected teams composed of the best athletes.

⁴¹Utah Public School Directory, 1945-1946. p. 7.

⁴²Ibid.

Athletics was becoming something that every child could do and enjoy, rather than the strict competition of the earlier days. Gymnasiums had previously been established in most senior high schools. It was at this time that the movement for gyms in the junior high schools was energized.

B. Roland Lewis and L. John Nuttall

Charles H. Skidmore, B. Roland Lewis, and L. John Nuttall served as presidents during the next three years, 1920-1921, 1921-1922, and 1922-1923 respectively.⁴³ The building program went ahead with great vitality during these three years.

Henry Peterson

Henry Peterson, president of the Association 1923-24, said that one of the most difficult problems he faced during his administration was finding the right man for the important position of executive secretary of the UEA. This new staff member meant a great deal to the Association. Mr. T. D. Martin, principal of the Sevier High School at Richfield, was engaged. As was shown by his subsequent work, he was indeed the right man for the position. Another problem at that time was finding a "home" for the UEA offices in which a full-time secretary could work.⁴⁴

Until 1924, the Review had been owned by the Extension Division of the University of Utah. At this time it was generously tendered to Henry Peterson and his officers through Professor F. W. Reynolds, its

⁴³Ibid.

⁴⁴Letter on file in UEA Office, February 4, 1948.

secretary. Mr. T. D. Martin, the UEA executive secretary, and his assistants gave the magazine a good start and helped to make it a good organ of the Association.⁴⁵

Under Mr. Peterson's direction the constitution of the UEA was revised for the approval of the House of Delegates and the coming annual convention. The House approved the revised document on October 4, and the convention, October 25, 1924. The work of revision was done by a Welfare Committee which had been named by the president and the trustees on June 13, 1924. The committee was composed of the following members:⁴⁶

B. K. Farnsworth, Chairman
 Elizabeth Fitzgerald, Member
 J. R. Mahoney, Member
 L. John Nuttall, Member
 B. A. Fowler, Member
 J. R. Tippetts, Member

A Code of Ethics was sent out to all the teachers of the State. This code is given elsewhere in the thesis; therefore it will not be treated at this time. It is interesting to note, however, that it was at this time that the first Code of Ethics was made for the teachers. A copy is found in the Appendix of this study.

The welfare problems which arose during Henry Peterson's office were varied. The completion of the organization of all district units of the UEA was one of the most important accomplishments. Peterson also helped to get a full 100 per cent membership

⁴⁵Ibid.

⁴⁶Ibid.

for the Association. Thirty-three districts and eight state institutions realized this objective before the October convention. There was still a drive to get better pay for all the teachers. This was done on the basis of more adequate professional preparation and higher professional attitude. There was an effort to take the State Superintendency out of politics and make it appointive. Their effort, however, resulted in failure. The politicians were reluctant to relinquish such an important plan and many conscientious people thought that things would be run more efficiently under the status quo system.

President Peterson, in retrospect, said that he thought the professional was emphasized more strongly than the welfare aspects, but that both received rather careful attention. He said that he had a united board of trustees who worked unitedly and energetically or the vast amount of work could not have been completed. They held 17 board meetings during the 12 months. The board members were: J. H. Walker, F. D. Keeler, B. A. Fowler, C. W. Reid, Hermese Peterson, and B. K. Farnsworth.⁴⁷

Mr. Martin, who had been chosen the first secretary of the UEA was recognized by the National Education Association and left the Utah Association to take the promotion of the National Association.⁴⁸

During this time there was the ever-present problem of money for education. Mr. Charles R. Mabey was governor and was, luckily,

⁴⁷Letter on file in UEA Office, July 17, 1947.

⁴⁸Interview with John A. Widtsoe, June 20, 1948.

a great supporter of the educational cause. Governor Mabey was one of the speakers at the convention in 1924. There were many leading educators there from outside the state.

J. T. Worlton

J. T. Worlton was the president from 1924-1925. During his term emphasis was placed on the professional service rather than on teacher welfare.⁴⁹ The methods of instruction and the content were stressed in the meetings which were held that year. The Journal supported the UEA program to such an extent that it might be said it was a supplement thereto, and an outlet for the expression of policies of the Association.

Among the welfare problems that received consideration by President Worlton and his officers was the ever-present question of teachers' salaries. There was also extensive discussion leading to a teachers' retirement system. The teachers were quite unable to match the forces of the state that were blocking the progress of the schools. This was due to the fact that the membership fee was so low that it was impossible to employ the necessary personnel to present to the public the case for the schools. The needed information regarding assessed valuations, tax rates, teachers' salaries, salaries paid in other vocations, cost of training, cost of living, etc., was not available. The Association made an effort to finance a program of public relations so that the people would realize that

⁴⁹Letter on file in UEA Office, April 4, 1948.

the schools require the understanding and active support of the fathers and mothers if they are to be maintained on the desired level of efficiency. This was impossible to effect on a membership fee of \$2 per year, even though the teachers were generous in offering voluntary assistance. The program for increasing the income of the Association progressed slowly at first, but in later years it gained strength as the problems of the schools multiplied and the organized minority groups became more militant and powerful.⁵⁰

Another problem stressed was that of providing a well balanced program at the annual meeting of the Association. This project was designed to recognize the educational and cultural needs of teachers as of equal importance to their welfare needs, and the programs were planned to that end.

Milton Bennion

The next president, Milton Bennion, 1925-26, fell heir to many of the problems which had faced President Worlton. A good deal of work was done on the social and political conditions which had so much to do with the character education of youth.⁵¹ The Journal, during this year, stressed the raising of standards in the teaching profession.

Milton Bennion stressed the importance of giving serious attention to the fundamentals of individual and social morals, and

⁵⁰Ibid.

⁵¹Letter on file in UEA Office, July 14, 1947.

how best to make education in these respects effective.

It called for cooperative effort on the part of all social institutions. There were problems of indulgence in alcoholic beverages, gambling, and other vices.⁵² The Association saw the importance of teaching the adults, as well as the youth, the evils of such things. It tried to give serious attention to the fundamentals of individuals, and made a plea for cooperative effort on the part of all social institutions.

The removal of legal and community obstacles to the attainment of character education through home and school, was a goal and partial achievement of the Association at this time.⁵³

Some positive methods of furthering character education goals were also included in the proceedings of the convention of 1926.

B. A. Fowler

During the year that B. A. Fowler was president of the Association, 1926-27, the groundwork was laid for the Teachers' Retirement law.⁵⁴ It did not become a reality at that time, however. Work was done during the 1926-27 school year on teachers' salaries, tenure of teachers in various school districts, and a special effort was made to secure better salaries for teachers.

⁵²Ibid.

⁵³Letter on file in UEA Office, February 5, 1948.

⁵⁴Letter on file in UEA Office, February 4, 1948.

This was the beginning of raises for teachers. Campaigning had begun earlier, but raises were actually made this year in most of the districts in the State.

The early efforts to obtain group insurance came to a head in this period when a strong committee was appointed to work out a plan. It was developed continuously until the time of its enactment. Many capable men worked with B. A. Fowler on these various undertakings. On his committees he had such well-known educators as Dr. J. R. Mahoney, Dr. L. John Nuttall, Dr. LeRoy E. Cowles, James Jensen of Brigham, Howard Jensen of Tooele, Charles Gardner of Davis, Arch M. Thurman of Salt Lake City, C. P. Evans of North Summit, Welthea M. Learned of Salt Lake City, Fred Strate of Provo, Glenn E. Snow of St. George, R. Eugene Widdison of Weber, and Dr. J. T. Worlton of Salt Lake City.

LeRoy E. Cowles

LeRoy E. Cowles was president of the Association for the 1927-1928 term. Mr. D. W. Parratt was the secretary at that time.⁵⁵ They put forth a good deal of effort in encouraging the local organizations to be active and diligent. Among the many committees functioning, the one on teacher welfare was perhaps the most active. They tried desparately to work out a teacher retirement plan that might be passed. During Cowles' administration a goodly portion of the Mueller Park was given to the UEA

⁵⁵Letter on file at UEA Office, February 1, 1948.

as a recreation ground. Mr. Cowles had been the editor of the Review during the years 1918-1920. At that time it was just a spare time job. He did it in addition to carrying on with a full teaching schedule, and without any financial help from the Association. This gave Mr. Cowles an insight into the problems which the Association ran up against, and made it possible for him to take hold when he was first elected president and start immediately in doing the necessary things.

Arch M. Thurman

Arch M. Thurman took office in 1928-29. This was a critical year in the record of the UEA. During this time the enlargement and extension of local association organizations took place.⁵⁶ Emphasis during the year was placed upon making the local units function and become a dynamic influence in the education of their local communities as well as in the organization of the UEA.⁵⁷

In 1929 Mr. D. W. Parratt was replaced as secretary by B. A. Fowler, who was then superintendent of the Weber School District.

Some other problems met by the Thurman administration concerned revenue, retirement, public relations, local associations, and teacher morale. The aims of the Journal during that time were, as usual, to further the above program and efforts. Further consolidation also took place during this year.

⁵⁶Letter on file in UEA Office, March 27, 1948.

⁵⁷Letter on file in UEA Office, July 16, 1947.

Amos N. Merrill

Amos N. Merrill, president 1929-1930, said that during his period of presidency the organization was engaged in combating certain powerful and well-organized forces which were working against the Association's program for increasing the revenue for the public schools.⁵⁸

Next was a period of awakening to the fact that in this organization, the Utah Education Association, there was great potential power to influence legislation in the interest of childhood and youth, whom the Association was created to serve. During this period also, the teacher and her rights came to the front. The groundwork was being laid for the insurance program which subsequently was effected.⁵⁹

There was a period of uniting all forces, professional and otherwise, favorable to public school education. There was also an awakened public conscience concerning the contribution the teachers were making to the public welfare and the inadequacy of the remuneration which they were receiving for service rendered.

A. J. Ashman, E. E. Greenwood, Keith Wahlquist, and Norman Hamilton

The next four years in the Association's history were periods of steady progress. A. J. Ashman, 1930-31, was succeeded by E. E. Greenwood, 1931-32; Keith Wahlquist, 1932-33; and Norman Hamilton,

⁵⁸Letter on file in UEA Office, February 16, 1948.

⁵⁹Ibid.

1933-34, as president.⁶⁰

J. R. Smith

In 1935 the UEA sponsored Norman Hamilton for vice-president of the NEA. The effort was successful and he was elected at the Denver Convention. At that time J. R. Smith was the president of the Association.⁶¹

Some years before, a State Land Board had been established. This board had in its charge the monies which came from the state school lands in the form of royalties, rentals, etc. The board found itself in the possession of several million dollars of such money. They had fallen into the habit of loaning some of this money to farmers and irrigation projects.⁶² Naturally some of the loans were not sound and, consequently, the revenue sources of school money suffered.

In 1935 a research study on this problem was undertaken. Aldous Dixon was the chairman. The preliminary study attracted the attention of the governor, and Mr. Dixon was allowed money with which to complete his work. It resulted in the reorganization of the Land Board and a change in policy. The purpose, of course, was to study a system that would be more economical to the State of Utah.⁶³

Although mistakes were made such as the bad loans and mismanagement mentioned above, no direct knowledge of embezzlement or

⁶⁰Utah Public School Directory, 1945-1946. p. 7.

⁶¹Letter on file in UEA Office, July 16, 1947.

⁶²Ibid.

⁶³Personal interview with Allan M. West, July 17, 1947.

dishonesty was found in Mr. Dixon's report.⁶⁴

One of the special aims of the Journal during this period was to keep the teachers fully informed on the activities of the UEA. It also attempted to enlist members to support the Association in the welfare activities.

In 1935 a research department was started for the UEA. Dr. J. R. Mahoney and Mr. F. S. Stucki were the first to be hired in this position.

Once again an attempt was made to take the State Superintendent's office out of politics. Once again the attempt was futile.⁶⁵

It was during these years that the Association began to realize more than before the need of good public relations and a closer unity within.

The teachers had come to recognize the importance of the influence of the Utah Education Association. The UEA was called upon to help the teachers in various parts of the state who claimed they had been unjustly treated. In some cases the boards were persuaded to reconsider.⁶⁶

Hugh M. Woodward and J. R. Mahoney

Hugh M. Woodward was president during many of these activities. His was the term of 1935-1936. Dr. J. R. Mahoney was

⁶⁴Personal interview with W. P. Miller, October 16, 1947.

⁶⁵Letter on file in UEA office, February 26, 1948.

⁶⁶Ibid.

the next president, 1936-1937. The Utah Teachers' Retirement became a reality finally. Mr. Fowler was then secretary of the UEA. Group insurance in the form of the Utah Teachers Welfare Association was enacted about the same time as the Retirement Law.

As was heretofore shown, Dr. J. R. Mahoney began his work with the Association many years before he held the office of president. In 1924 he was named as chairman of a committee which had as its object the organization of local teachers' associations in those school districts where organizations did not exist. At the beginning of this work only 16 school districts had local teachers' associations. In the following two years they succeeded in forming organizations in all of the districts except Daggett and one other.⁶⁷ A series of regional conferences were held, having been designed to help these associations develop a constructive program.

Dr. Mahoney participated in the development of the House of Delegates functions as the legislative entity of the UEA. He also served as Chairman of the Association Finance Committee during the time that the extensive study was made of group insurance.⁶⁸ He was the chairman of the Utah Teachers Welfare Association when it was first organized. During the time that he was president of the UEA the passage of the Utah Teachers' Retirement Act was accomplished.

⁶⁷Ibid.

⁶⁸Ibid.

This marked the culmination of thirty years of effort to secure teacher retirement in Utah.

The following year Dr. Mahoney was chairman of the committee responsible for planning and conducting the campaign for the successful approval of the amendment to the constitution.

The Research Division was founded securely during this period and Jewell J. Rasmussen was hired as Research Director.

Milton B. Taylor

Prior to Milton B. Taylor's election as president of the Association, he had led a fight in Weber County as president of the local teachers' association for a salary schedule that won. One of his activities as president of the UEA was the enthusiastic support for teachers' salary schedules in every school district of the State.⁶⁹ In the salary schedule fight in Weber County some of the teachers had been threatened with dismissal for leading the salary crusade. That raised another vital problem on teachers' welfare; another issue that was activated during his time as president. Mr. Taylor also led the campaign for a State Teachers' Retirement System in the 1937 and 1937 legislative session. During his time as president he concentrated his efforts on making this retirement system an efficient, working law. The employment of one of the best actuaries in the United States, Ralph E. Nelson, was a major step accomplished in that

⁶⁹Letter on file in UEA Office, February 9, 1948.

direction. During that year, Mr. Taylor served as a member of the Retirement Board and contributed toward the establishment of sound policies that have continued to date. Another issue which was strongly supported at that time was the Uniform School Fund which was sponsored through the legislature by the Association president.

J. W. Thornton

J. W. Thornton was the next president of the UEA, in 1938-1939. He had done a great deal of work in the educational world before his election. During 1935-36, 1936-37, and 1937-38, he was chairman of the Provo local committee whose business was to carry the message of the Utah Education Association to all the teachers of the state. He traveled and urged teachers to join and be loyal to the UEA, to carry teacher welfare insurance, to organize and become active politically, and to support the UEA actively in its efforts.⁷⁰

In 1937 Mr. Thornton was appointed by Governor Henry H. Blood to the State Senate. It was during this session of the legislature that the teachers received more recognition than they had ever before in a single term.⁷¹

Emphasis was placed on teacher welfare and on revising and changing the Association's constitution. This revision was carried on by a committee of teachers and was voted on section by section by the House of Delegates in April 1939.

⁷⁰Letter on file at UEA Office, February 21, 1948.

⁷¹Ibid.

There was considerable trouble caused by boards of education refusing to hire teachers, principals, and superintendents who had been in their employ for a long period of time. In each case where this was brought to the Utah Education Association Board of Trustees by a teacher with a request for action, the welfare committee with the president and the executive secretary met with the board and, where possible, ironed out the difficulties; and made arrangements, when possible, for the employee to resume his or her duties. The Association officers met with the Granite District, the Park City District, the Wasatch District, the North Sanpete District, and the Tintic District. After these meetings there always existed a better understanding of the position of the Utah Education Association relative to the employment and tenure of the teachers. It was encouraging for the teachers to know that they had an organization which was assuming the responsibility of fighting for justice for teachers.

E. Allen Bateman

The first meeting of the presidents of the local associations took place during the time E. Allen Bateman was president. This was the 1939-1940 term. At these meetings the policies for the Utah Education Association were discussed and Mr. Bateman was called on, as president of the Association, to give a report on the Association.⁷²

⁷²Letter on file in UEA Office, February 17, 1948.

J. Easton Parratt and Hazel Brockbank

The next year J. Easton Parratt was elected president. He was followed by Hazel Brockbank, 1941-1942. Even though the responsibilities of the Association had grown to a tremendous scale by this time, both of these presidents had admirable records of accomplishments during their terms.

Glenn E. Snow

Glenn E. Snow took office in 1942-43. The problems that presented themselves were numerous. They made an effort to help finance school equalization. There was also a constant attempt to preserve retirement for teachers and to maintain the teachers standards and morale.⁷³ The Journal did a great work in informing the teachers on the professional and welfare problems. It stimulated professional association participation.

Some of the more important welfare problems of the time were those of life and health insurance, and increased school support.

L. Earl Acord

The term of L. Earl Acord, 1943-44, occurred during one of the most critical years of World War II. As a result travel was drastically curtailed, and the use of certain buildings was either prohibited or limited. Conventions were generally forbidden; therefore, no Utah Education Association Convention was held in 1943.

⁷³Letter on file in UEA Office, January 31, 1948.

The officers of the UEA were elected by mailed ballots.⁷⁴

This restriction of activities did not curtail the accomplishments and activities of the Association, however; they had an intensive organization to obtain Federal aid for education. There was a great deal of professional growth. The local associations were strengthened by many local and district meetings. The UEA was strengthened by better public relations. This was brought about through meetings of educational leaders and heads of industry. The membership of the UEA executive officers in leading civic organizations also did much to strengthen the UEA. They improved the press relationship. The membership in the UEA was increased, as was that of the NEA.

The Association had a most effective organization for favorable state educational legislation. There was an expansion of the services of the Welfare Association of the UEA. A program to recruit higher calibre students to register in the various schools of education in the State of Utah proved itself to be very successful.

J. C. Moffitt

J. C. Moffitt, while president, helped to work out a credit union setup. This was put into operation the following year. Later it was dissolved and the local associations were encouraged to handle this assignment. The Association made considerable effort to cooperate with Utah industry in getting their members to patronize them. The Journal supported them on this undertaking. The two main welfare

⁷⁴Letter on file in UEA Office, March 11, 1948.

problems of this time were the credit union and the teacher retirement plans.⁷⁵

James E. Haslam

The problems that faced James E. Haslam, president 1945-46, were of the type that are of long duration. They did succeed in putting on a successful campaign for the Constitutional Amendments, which secured their passage at a special session of the Legislature and prepared the way for their success at the time of the elections. This was a decided step forward in the program for better equalization.⁷⁶

They also secured the adoption of a Code of Ethics by the House of Delegates. Great progress was made in the adoption of unified dues for the local, state, and national associations. They laid some of the groundwork for the successful election of Glenn Snow as president of the National Education Association. They succeeded in getting higher salaries for the teachers.

Glen R. Winn

Glen R. Winn was elected president of the UEA in October, 1946, and served until October, 1947. When he took office the battle for changes in the constitutional statutes was at its height. These amendments were known as Amendments 3 and 4, which removed the ceiling on the amount of money from state sources as well as county sources.

⁷⁵Letters on file in UEA Office, July 15, 1947.

⁷⁶Letters on file in UEA Office, July 17, 1947. March 18, 1948.

This was his first big job, and through a complete reorganization of the staff and an excellent committee, this project was voted favorably, five to one.

The amendments being passed, the number two problem was to set in order school aid bills ready for the opening of the 1947 legislative session. These bills were known as SB 254, which was written as an equalization bill to benefit all of the children in the state, wherever they were located, on a minimum basis. The bill passed with a uniform classroom allocation of \$3300 per classroom unit, a unit being an organized class of thirty pupils in elementary, or twenty pupils in secondary, under classroom instruction. The bill also offered a six mill or ten per cent additional leeway for local districts to add to for a better educational program, if they so desired; also another six mills for buildings, subject to the vote of the public.

The number three problem was the job of setting up a statewide salary schedule, which took form as a schedule with a beginning salary of \$2300 to \$3600. This was a greater force or weapon to bring salaries up than anything which had previously happened. This schedule was a single salary schedule.

Problem number four was the job of unifying the local, state and national dues, which brought about a solid association in the entire membership of Utah teachers.

Problem number five was a follow-up of this professionalizing, which culminated in the election of Glenn E. Snow as NEA president at the Cincinnati Convention in 1947.

Also, many minor changes were made in our welfare program.

Problem number six was the changing of the format style of the Utah Educational Review which was set up and started in September, 1947.

The first UEA Leadership School was planned during the spring of 1947 and had to be dated ahead to November of the same year, due to finding a suitable date without major conflicts. This proved to be a great common ground for teachers as association leaders to meet with superintendents and board members to work out their common problems.⁷⁷

Maud R. Hardman

Maud R. Hardman's report for the year of 1947-48 listed a program of well-integrated activities at local, state, national, and even international levels.⁷⁸ There was evidence that the UEA was highly respected in our state and that civic, legislative, and other educational groups valued its support and wished to cooperate with the UEA. Activities and accomplishments are presented under four headings:

(1) International Activities.

UEA conducted the campaign in Utah for Overseas Teachers' Relief by which \$4,331.92 was raised by local associations.

(2) Work with the National Education Association.

UEA took great pride in having Glenn Snow in the office of president of the National Education Association.

⁷⁷Letter from Glen R. Winn, November 11, 1949.

⁷⁸Letter on file at UEA Office, April 26, 1949.

(3) The first Leadership School of UEA was held at Cedar City. Teachers, administrators, board members, and representatives of the PTA sat down together and worked on problems of professional relationships, salary, revenue, certification, recruitment, and teaching conditions.

Four problems of questionable discipline and dismissal of teachers re-emphasized the growing need for setting up procedures for an orderly dismissal of teachers.

In dealing with problems of dismissal, the UEA Professional Relations Committee found that two of the greatest impediments to fairness are failure of many boards of education to inform employees of the rules and regulations under which they work; failure to inform teachers of unsatisfactory services; and insufficient notification of dismissal.

Much thought was given to needed legislation for 1949. Four problems loomed large: broadening the tax base to relieve the property tax; strengthening the Utah Teachers' Retirement System through adequate state support, and making up of the large deficit accumulated; removal of the office of State Superintendent of Public Instruction from politics; and provision for school building funds.

Through the 1948 UEA Convention the outstanding speakers dealt with the Convention theme: "Education's Role in Solving Current Problems, Local, State, and National."⁷⁹

⁷⁹Ibid.

The office staff was enlarged as follows:

A full time Research Director, Franklin S. Stucki.
 A full time Editor, Bernell Winn.
 A full time Assistant Secretary of Utah Teachers
 Welfare, John R. Walker.

An addressograph system was set up including names of UEA members and 4,000 lay people with special interests in schools.

Publications consisted of five issues of the Utah Educational Review, the September issue of which won national recognition as the outstanding educational journal of the month; a newsletter to presidents of local associations every month; and four letters to all teachers on matters of immediate urgency. Miss Winn prepared articles and editorials for newspapers, and other publications.

A base salary schedule of \$2400 to \$4000 was recommended. Twenty-eight districts reached the minimum, none the maximum, although two reached \$3900.⁸⁰ All but six lifted salaries. A copy of the UEA proposed salary schedule will follow.

During the last UEA Convention Mr. William P. Miller, Assistant Superintendent of the Ogden City Schools, was elected president for the 1948-49 term. With the help of our capable Association Secretary, Mr. Allan M. West, they planned a legislative campaign that has hardly been equaled since the organization began. Some of the most outstanding bills brought before the legislators are as follows:⁸¹

HJR 5 and 6 passed both the Senate and the House of

⁸⁰Ibid.

⁸¹Interview with W. P. Miller, March 12, 1949.

Representatives. This bill provided for taking the office of State Superintendent of Public Instruction off the ballot and for appointing him by the State Board of Education.

The enactment of HB 293 resulted in an appropriation by the Legislature of \$1,000,000 to finance the very badly needed teacher retirement system. This was one-third more than this group have ever received before.

Two Senate bills 245 and 246, were introduced. Bill 245 gave local teacher associations permission to dissolve local retirement and required a dissolution provided they had a two-thirds majority of the respective members.

Bill 246 brings members of local associations into the State Teachers' Retirement Association on a full basis. None of the trust fund can be given to any of the members of individual accounts.

HB 272 was introduced to protect teachers or any other public employees who were successful in winning elections as legislators but according to the 1943 law could not serve in the Legislature. The 1943 law was repealed and HB 272 passed.

During Mr. Miller's term as president, the UEA hired an attorney on a retainer fee basis to give legal advice on legislative bills and problems confronting the Association.

The Beneficial Life Insurance Company's office expansion program forced the present officers of the UEA to find new headquarters for our Association. They were fortunate in securing

temporary headquarters at 20 $\frac{1}{2}$ South Main Street.⁸²

The officers have plans to purchase permanent headquarters in the very near future.

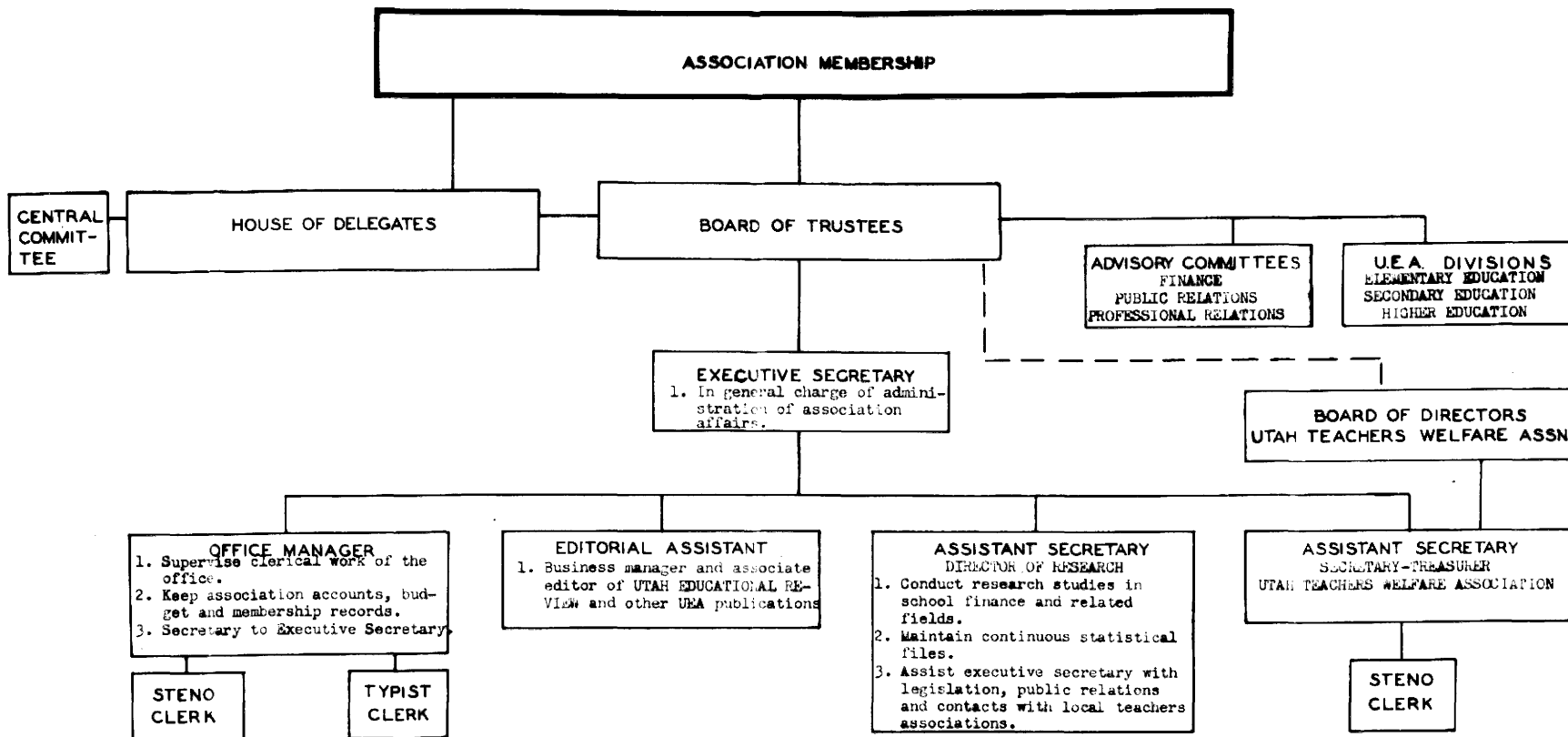
In April the House of Delegates met to study and to discuss the establishment of the classroom teacher group. At the October Convention this proposal had passed by a very close majority. In order to comply with their requests the bylaws of the constitution will have to be amended to create this new department of the UEA.⁸³

The table on the following page illustrates the organization of the UEA.

⁸²Personal interview with Allan West, February 14, 1949.

⁸³Writer served as Delegate from Ogden Education Association.

TABLE II
**UTAH EDUCATION ASSOCIATION
 ORGANIZATION**



ADOPTED BY BOARD OF TRUSTEES JULY 26, 1948

After tracing the general history of the Association from its first appearance to the present time, it is advisable to give a report of the general organization of the Association as it exists today.

The Association has an annual meeting; it is a general meeting of all members who wish to attend. In addition there are special meetings for the House of Delegates which is presided over by the president of the Association.⁸⁴ This meeting is a report of the respective committees and is attended by about 150 voting delegates who are elected by the local associations on the basis of one for each fifty members in the State Association. The function of the House of Delegates is to approve resolutions and become familiar with the state program which in turn is reported to the local units and subdivisions. They also hear and make decisions on reports of state committees, and nominate officers of the Association for the next year.

The Board of Trustees consists of twelve persons chosen by popular vote at the annual convention.⁸⁵ The Board has authority to act for the Association between the annual meetings of the House of Delegates. It is this Board that selects the executive secretary, approves nomination of the executive secretary in filling staff positions, prepares the budget for action by the House of Delegates, supervises and advises the staff on its duties, and initiates and

⁸⁴State Education Associations -- Their Organizations, Programs, and Staffs, 1947-48. pp. 161.

⁸⁵Ibid.

carries out programs consistent with the purposes of the Association. Instruction may be given the Board of Trustees by the House of Delegates but they may also act independently.

The Central Committee consists of nine persons elected by the House of Delegates. The chairman is elected by the committee members. It serves as a liaison between the House of Delegates and the Board of Trustees and approves or disapproves pre-convention plans and programs.

The constitution authorizes the use of committees and commissions of the Association. The Board of Trustees appoint the members of the committees on nomination of the president of the Association. It also selects the chairmen of the committees. The appointments are made only for one year and there is about 75 per cent turn over of the membership of each committee every year. There is no rule on the number of consecutive appointments that may be given to the members of committees. Ex officio membership on all committees is available to the president of the Association. The executive secretary is not a member of committees but he may attend their meetings and advise them as he sees fit. The committee reports are made to the House of Delegates and the Board of Trustees, which must approve them before they are released publicly or to the membership. At present the Association has the following committees:⁸⁶ The number of members in these committees varies from year to year.

⁸⁶Ibid. pp. 162.

Credentials	4 members
Elections	19 members
Finance	11 members
Professional Relations	8 members
Public Relations	9 members

There are sub-sections organized by special interest groups among the members of the committee on the approval of the Board of Trustees. These groups have their own dues and elect their own officers. There are at the present time three sub-sections: Elementary Education, Higher Education, and Secondary Education. If they find it necessary they may consult the Association officers on any questions. The local associations are considered an integral part of the State Association.

The local groups are open to all classroom teachers and administrators.

The executive secretary is selected by the Board of Trustees and serves on a continuing agreement recorded in the records of the Association. He is eligible for reappointment every two years. He is given eleven and one-half months of full time pay. He now receives \$5500 per year.⁸⁷ The major functions of this officer are: general administration, field work, editorial, conventions, committees and conferences, legislation, public relations, business management, research, and NEA program. A part of the field work is the membership campaign.

President William P. Miller, in his report to the April 1949

⁸⁷Ibid. p. 163

House of Delegates, paid tribute to the efficiency of our Executive Secretary.

The total cost of publishing the Journal is about \$6424. Approximately one-half of the cost of publishing the Journal is paid by advertising revenue.

In 1949, only twelve more memberships were needed for Utah to be on the 100 per cent honor roll of the NEA.

During the 1949 House of Delegates meeting it was pointed out that teachers know very little about the UEA and the NEA. They were urged to read the published literature of our local, state, and national associations.

Newsletter to Local Officers, and Newsletter to All Members

The assistant secretary receives a salary of \$3400.⁸⁸ He is in charge of research and is manager of the Association insurance program. He has a full time clerical assistant for the research work. This work includes the following activities: investigation of teacher welfare problems; giving field service to local units and branches or subdivisions; answering letters from teachers, laymen, students, and others requesting information; supplying facts for the publicity program of the Association; preparing reports for the Association's committees; conducting continuous tax studies; maintaining a continuous file of data; and managing the library. The research division

⁸⁸Ibid. p. 162.

issues occasional reports, small leaflets, articles and other material which is not generally available to members and yet which would be of great aid to them.

The Association is coming to emphasize the field service side of its work more and more. This field service includes visiting editors and other community leaders; helping local units with salary, tenure, and other welfare problems; helping local units in the planning of their programs; making local salary and finance surveys; visiting legislators; and attending meetings and conferences.⁸⁹

The public relations program of the Association calls for many types of staff activity. Some of the most important are preparation of news releases and news items, making of speeches before lay groups, preparing articles for lay magazines, contacting newspaper reporters at conventions, preparing of radio programs, and working on state legislative programs.

In the legislative program the duties and activities of the staff are numerous. They select bills to be sponsored by the Association and assign them priorities. They prepare information on bills, write specific bills, participate in hearings on bills, and fight bills that are adverse to education. In addition to the activity directly concerning legislation, they approach the matter indirectly by meeting with education committees, and enlisting the

⁸⁹Ibid. p. 163.

support of locals in influencing local representatives. In general, they win friends for the educational program of the state. They also interpret the program to the profession and to the layman.⁹⁰

Insurance is offered to members at nominal rates by the Utah Teachers Welfare Association. The insurance is in the fields of death benefits, hospitalization, surgery, and salary indemnity for members and dependents.

Thus, after 57 years of continual growth and expansion, we find an organization which is daily making accomplishments in its fight for better educational opportunities, and better teacher working conditions in the State of Utah.

⁹⁰Ibid. p. 164.

CHAPTER IV

THE OFFICIAL MAGAZINE OF THE ASSOCIATION

The Utah Educational Review was the first publication of the State Education Association. The first effort was published at Salt Lake City in July, 1875. When the Journal went to press, there were only two paid subscriptions. J. M. Coyner was the editor.⁹¹

The Journal looked very much like a newspaper. There were 16 pages of material but much of this space was devoted to advertisements. Even on the cover there was a full page advertisement with the word "Groceries" in black caps.

The first article in the Journal, "To the Friends of Education," explained just why the magazine was being published. It pointed out that there was no central agency who had as its duty to collect education facts and give information which would be of vital interest to the American educator. This was to be an instrument by means of which the Territorial Superintendents could reach their teachers who are scattered over such a large space of territory. Through this Journal the teachers would be able to exchange views on the best methods of school management.⁹²

⁹¹J. M. Coyner, Utah Educational Journal, July, 1875. Vol. I, No. 1.

⁹²Ibid.

The editorial, by J. M. Coyner, is his pledge to devote his time, labor, and interest to making the Journal something that would be truly helpful to the teacher in the practical work of the school room. The Journal was to be kept free from all partisan or sectarian views, with the Bible as the foundation of all true education. He also said that nothing would be published that opposed what was regarded by all Christian people as its sacred teachings.

The contents of this magazine were extremely varied for such a new publication. It is amazing to find that many of the articles are still of interest. The history of the organization of two territories, Arizona and Colorado, was briefly given. A poem entitled "Farewell," author not listed, was published. The next item was a dissertation on neatness in the school room and how children might be trained in that line. "The Historical Sketch of Compulsory Education" delves into history as far as is possible, using Solon and Sparta as early examples of State responsibility for the education of children. This article was written by Rev. S. V. VanBokken and was extremely well written as well as informative. There was a comparatively long treatment of the "Duty of the National Government to Aid General Education in the Territories," a continued history entitled "Out West", a "History of Education in Utah" written by the superintendent of common schools, a discussion on the influence of the home, a few paragraphs telling of the National Bureau of Education, a column called "General Educational News," a treatment of the methods which a successful teacher must

use, a paragraph on "Teaching as a Profession," and an article entitled "Salt Lake City and its Surroundings."⁹³

An examination of the other earlier Journals discloses that they are all very similar to the first one in regard to the material they handle. They published contributions by educators within the state, devoted space to many strange and unusual epics in Utah, gave biographies of prominent Utahns, discussions of needed school legislation, and educational creeds and codes were made in an effort to interpret a period of rapid educational expansion to its readers.

There have been radical changes in the contents of the organ from 1875 to the present time. The tremendous amount of material on the activities and work of the State Education Association have been made available to the teachers of the state. From the year 1875 the organ carried articles of a professional type, but since that time the content of the periodical has become more diversified. For example, an advertisement listing the curriculum of the University of Deseret named six subjects.⁹⁴ A second very apparent difference consists in the effort that has been made to provide units of work activity programs for special days, such as Lincoln's Birthday, Arbor Day, and Education Week, to aid the teachers in the classroom. In some years teacher units were described. Still another added

⁹³Ibid.

⁹⁴Utah Educational Journal, August, 1875, Vol. I, No. 5.
p. 24.

feature is that the Review carries digests of outstanding articles appearing in commercial magazines. The Review has also become of service to the high schools through the loaning of cuts to these institutions.

Some writers feel that the purpose of the Review is to supply official news to the Association members, and to keep the teachers informed as to the program and procedures planned by its committees, as well as to keep in contact with the affiliated units and the general progress of the organization. In this capacity the Review renders a distinct service, promoting professional morale and co-operative action.

It is clear that the Utah Educational Review conforms to the standards laid down by Mr. Jule B. Warren and Arthur Henry Chamberlain, both authorities in the field of judging the editorial contents of teachers' association journals.

The words "Review" and "Journal" are used interchangeably throughout this thesis. The former presidents giving the writer this information have constantly referred to them interchangeably.

The Utah Educational Review devotes space to administration and classroom problems, gives due editorial comment to the plans and programs of the Association, and contains personal items about the individual teachers of the state. In addition the Review advertises the beauties of the scenic places of Utah.

An article entitled "The Official Journal," by Arthur Henry Chamberlain, President of the Educational Press Association

of America and Editor of the Science Educational News, sets forth criteria for judging publications of state teachers' association.⁹⁵ The table on the following page is a compilation of these criteria as set forth by Chamberlain. In the two columns to the right an X could be placed opposite the item in the column marked yes, if the critic believed the Utah Educational Review met the requirements, and if he felt they were not being met an X could be written opposite the column marked no.

⁹⁵Ruth Hale Canaga, unpublished Thesis on the History of West Virginia State Teachers' Association, University of Chicago.

This table is inserted in this study to show a criteria for the judging of official organ of the UEA. It is as follows:⁹⁶

TABLE III
A CRITERIA FOR JUDGING OFFICIAL PUBLICATIONS OF STATE
TEACHERS' ASSOCIATION JOURNALS

Criteria	Whether the Criteria Are Being Met	
	<u>Yes</u>	<u>No</u>
Edited by or under the direction of the executive officers		
Supported in part from annual membership fees		
Issued at regular intervals		
Reflect educational movements in state and nation		
Carry contributions from leading teachers locally and nationally		
More than a local news bulletin		
Educational principles rather than personalities featured		
Owned by the State Association		
Fearless of editorial policy		
Dedicated to clean-cut policies and principles		
Good quality paper and ink used		
Type faces clean and easily read		
Editorials deal with current local and national problems		
Articles brief and to the point		
Only best books reviewed frankly		
Attention to experiments and plans that develop results		
At least one article in each issue dealing with an educational problem applicable locally as well as nationally		
Proper balance between state and national news		

⁹⁶Ibid.

The Utah Educational Journal was succeeded by a publication called "The Tablet." They did not overlap and "The Tablet" was the only educational journal in the intermountain region at that time. For its duration Joseph E. McKnight, principal of the State Normal School, was the editor.⁹⁷

In October of 1907 another publication made its appearance into the halls of literary publications. This was the Utah Educational Review. At that time it was the only journal devoted entirely to educational purposes in this area. In 1907 the Review was put out monthly with the exception of July and August. It is easy to see that the prospects of the magazine were very favorable at that time. It had expanded to 24 pages. The material contained therein covered a wide field, just as other earlier magazines did. The main difference to be noted was that the Review spread out to cover things that were not strictly within the education fold. Two of the articles are "Why American Marriages Fail," and "Not Less Education, But More Adaptation."⁹⁸

Another aspect not noted in the earlier magazines that appears in the first Review is the recreational problem. "Watching the Game",⁹⁹ discusses the various merits and faults of football as the greatest undergraduate recreation. Another article discusses

⁹⁷Utah Educational Review, October, 1907. p. 5, Vol. I.

⁹⁸Ibid. p. 7.

⁹⁹Ibid. p. 9.

the lack of gymnasiums in Utah and encourages a provision for them.¹⁰⁰ Mention is also made of the library problem and how the school libraries must be coordinated with the public library system.

Another noteworthy, and new, feature is the three pages entitled "Educational News."¹⁰¹ It was also very interesting to read the write-up of the professional departments of the University. Even then the department of medicine was comparatively well equipped and a department of law had been organized.

By official vote at the business session of the State Teachers' Association held in Provo, January 3, 1908,¹⁰² the Utah Educational Review became the official organ of the Association.

On December 27, 1910, the Utah Education Association voted that its Board of Trustees secure for each member an annual subscription to the Review.¹⁰³

Until 1923, the Review was published by the Extension Division of the University of Utah, under an agreement with the Utah Education Association. Since that time the executive secretary of the Association has been the editor.

The Utah Educational Review is a member of the Educational Press Association of America and is published in accordance with

¹⁰⁰Ibid. p. 11.

¹⁰¹Ibid. p. 17.

¹⁰²Utah Educational Review, Vol. I, January, 1908. p. 5.

¹⁰³Utah Educational Review, Vol. IV, January, 1911. p. 7.

the organization's standards. It ranks high among the publications of the state teachers' associations. Each issue of the Review is full of matters of interest and importance to Utah teachers and administrators. This information is not only helpful for the school teachers, but for the superintendents, and the school board members.

There are also a number of reprints and bulletins published by the Utah Education Association. Some are reports of organizational investigations. Others are suggestive plans for the conducting and organizing of the local organizations. The main object is to have them so designed as to keep the teachers informed, and to furnish them with materials that should prove helpful to them in their relations with one another and also with the members of the various other associations.

The Review is entirely self-supporting and receives no subsidy from the other funds. The main source of income is the annual subscription charge which is included with the fee for membership in the State Association. If it were possible for the Review to have greater financial aid, great improvements in the content of the magazine might be effected.¹⁰⁴

The earnest cooperation of every friend of education is solicited to make the Review a lively, entertaining, instructive, informative, and official magazine of the Utah Education Association.

¹⁰⁴Personal Interview with Allan West, July 16, 1947.

At the present time the Review has a circulation of over 5326 copies.¹⁰⁵

¹⁰⁵State Education Associations---Their Organizations, Programs, and Staffs, 1947-1948. pp. 161.

CHAPTER V

THE STATE CONVENTIONS OF THE ASSOCIATION

The Constitution of the Utah State Education Association made provision for an annual convention.¹⁰⁶ It gave to the executive committee the duty of preparing the program, setting the date, and making all of the necessary arrangements for the annual meeting. This annual meeting was to afford an opportunity for the teachers of the state to become better acquainted with one another, to interchange their ideas, and to hear lectures that would aid and inspire them in regard to their work.

The president is head of the executive committee and in that capacity selects the subject of the meeting. There is much careful planning before a general theme is chosen. This planning is generally carried on during a period of several months. After the selection of the theme is official the program is built around it. A subject is usually chosen which will bring to the attention of the teachers and the public some timely problem or situation facing the schools.

The very best speakers available are obtained. The national speakers develop some phase of the general theme. For example, in

¹⁰⁶Utah Educational Review, Vol. XV, October, 1920. p. 56.

1913 the main topic was "The Boy." He was given attention from every angle of his nature and was regarded from every possible capacity or interest. The good planning used here is evidenced by the fact that an economist talked on child labor; a physician spoke on medical treatment as a means of correcting "bad" boys; and a specialist on boy problems, Mr. Puffer, addressed the Association on boy leadership and vocational training.

The general sessions of the annual meeting are held mornings and evenings. The departmental meetings are generally held in the afternoons. These departmental sessions are generally regarded as the most important part of an educational convention. Here the teachers are able to get down to the facts of their classroom problems, they can ask questions and receive concrete help. An article written for the Utah Educational Review, September, 1923,¹⁰⁷ states some of the important things that the departmental speakers should watch in order to have successful meetings. First, they were warned to observe the time limits. They were advised to avoid the usage of more words than necessary to convey the desired idea. The writer said it was a "heinous offense to talk just words" at a departmental session. To waste the time of that many professional people is the same as stealing some of their valuable possessions.

These annual Association Conventions are the largest professional meetings held in the State of Utah. The newest trends of

¹⁰⁷Utah Educational Review, September, 1923. Vol. XVII. p. 1.

education are well illustrated in the program of the meetings. A teacher who has attended these gatherings over a period of years may have secured for himself a good course in education.

The topics and the lecturers of the Association Conventions from 1907 to 1948 are shown in Appendix A of this study. The general pattern of educational growth can be traced through the study of various main topics. The history of education in Utah is actually relived by the various things which these meetings deemed important enough to give predominance.

CHAPTER VI

THE CONSTITUTION AND CODE OF ETHICS OF THE ASSOCIATION

Sometimes a constitution of an organization is written, or sometimes it grows up largely by general understanding. It was before the 1910 meeting that the various members of the Utah Education Association saw a growing need for a definite written constitution. At the annual meeting in 1910 the fundamental law of the Association was adopted and entitled the Articles of Incorporation of the Utah Education Association. This document consisted of some twenty articles and two bylaws. A copy of this original constitution is included in the Appendix, Section B of this study.

At the annual meeting in 1912, a motion to change the time of the annual meeting was referred to the Board of Trustees. In Article Eleven it was provided that the meeting was to be held during the first three days of the Thanksgiving Week.¹⁰⁸ The first amendment to the Articles of Incorporation was made on November 25, 1912. It stated that the meeting should be held during the last three days of the first week of September.

Some of the changes to the constitution are as follows:

¹⁰⁸ Utah Educational Review, Vol. VI, January and February, 1913. p. 5.

In the business session of the 1912 meeting,¹⁰⁹ it was provided that the single department named Science and Nature Study in Article II should be separated into two separate departments. The third amendment dealt with the time of meeting, too. This provided that the meeting should be held at such time as was designated by the Association or its Board of Trustees. This was lost in the 1914 meeting, but carried in the meeting held on January 4, 1918, the latter being a business session of the Association.

Amendment four changed Article XII in that it created four new sections:

1. Utah Branch of the American Peace League
2. Modern Language
3. Agriculture
4. Patrons and Schools

This was passed at the business session of the convention held November 23, 1914. The business session of the convention held December 22, 1915, carried amendment number five which changed Article XII so that History and Economics were included as two separate sections.¹¹⁰

In 1916 the Constitution was amended so as to create the department of Geography. Amendment number seven, and the last amendment of this document, had to do with the various aspects of the House of Delegates.¹¹¹ There were five sections and the

¹⁰⁹Ibid.

¹¹⁰Utah Educational Review, Vol. XVII, November, 1923. p. 6.

¹¹¹Ibid.

technicalities of these will not be explored at this time.

In November, 1876, the Journal published a regular code called, "Our Educational Creed."¹¹² This will be found in the Appendix, Section B.

In 1923, at the twenty-eighth convention, the House of Delegates of the Association accepted four amendments to the Constitution of the Association which had been proposed by the Board of Trustees. These amendments were:

1. To amend Section 3, Article 9, pertaining to the appointment of a full time secretary.
2. To amend Article 14, concerning the placing of the secretary and the treasurer under bonds.
3. To amend Section 1 of the Bylaws, concerning the publication of the Utah Educational Review.
4. To amend Article 2, Section 3, concerning the election of all officers of the Association.

Article 9, Section 3, amended read:

"The Secretary and the Treasurer shall be elected by the Board of Trustees for a term of two years. The duties of the Treasurer shall be such as usually devolve upon that office. The duties of the Secretary shall be: To act as executive officer of the Board of Trustees and to perform the regular duties usually assumed by a secretary, to maintain the office of the Utah Education Association and to keep therein a registration list of all teachers and the credentials of those who desire to register which may be used for purposes of placement wherever it is required; beginning September, 1924, to become manager and editor of the official magazine or journal of the Utah Education Association; to conduct such surveys and to furnish such information to the teachers on topics that are vital to their welfare and to the educational interests of the state as may be considered advisable by the Board of Trustees; to perform such other duties as may, from time to time, be required of him by the Board of Trustees."¹¹³

¹¹²Utah Educational Journal, Vol. I, March, 1876. p. 131.

¹¹³The Utah Educational Review, "Amendments to the Constitution and Bylaws," Vol. XVII, November, 1923. p. 2.

Article 14 was amended and stated that the Board of Trustees should require a bond from the Secretary and the Treasurer and might require one from each Trustee and officer or employee of the Association. The amount of this bond was to be fixed by the Board of Trustees.

Section 1 of the Bylaws pertaining to a contract entered into between the Utah Education Association and Utah Educational Review as published by the Extension Division of the University of Utah, was to be repealed after the completion of the year's contract on June 1, 1924.¹¹⁴ Article 2, Section 3, of the Bylaws amended provided that the person receiving the plurality of votes in any election for any office would be declared elected. A motion was also carried that a committee be appointed to re-write the constitution, incorporating properly the approved changes.

There were but very minor changes until October 28, 1932, when the constitution was amended and rearranged.¹¹⁵ A copy of this new constitution is included in the Appendix, Section B. The number of articles was cut to ten and there are a few evident minor changes although the general context is the same.

A frequent question of teachers is "What way can our professional organization help most?"

The Educational Policies Commission report answers this question

¹¹⁴Ibid.

¹¹⁵Utah Educational Review, Vol. XXVI, December, 1932. p. 128.

in an article entitled, "A National Organization for Education," which said in part:

"The Commission rejects as inaccurate and unjust the argument that the only kind of organization which the teachers of America will support is one devoted exclusively or even primarily to their own immediate, personal interests. We have a higher opinion of the teaching corps. We believe that the vast majority of the teachers of the country will support an organization which puts professional obligations above self-interests.¹¹⁶

Teachers must build among themselves a high morale, by accepting every opportunity in public relations to attract attention to the services rendered, by members of their local administrative officers and board members securing local rules and policies which are desirable, by providing opportunities for every teacher to broaden his or her culture and personality and strengthen his or her arts of conversation and sociability. In this way it is hoped the teachers will gain the love of the people they serve.

Teachers must participate in State Association and legislative matters until they know that welfare laws come when the people appreciate the services of those who are helped by such laws. A teacher must know that teachers will take their places as American leaders only when they have learned to work together for better living conditions, better teaching, and better opportunities for the small Americans they serve.

¹¹⁶National Education Association, Department of Superintendence, A National Organization for Education. Education Policies Commission. Washington, D. C.: The Association 1937.

CHAPTER VII

LEGISLATIVE ACTIVITIES SPONSORED BY TEACHER ORGANIZATIONS

A. TERRITORIAL TEACHER SPONSORED LEGISLATIVE ACTIVITIES

The first efforts of the teacher sponsored legislative activities in the Territory of Utah began on March 6, 1852.¹¹⁷ Leaders from the group urged the Governor and the Legislative Assembly to approve a memorial to Congress. It requested Congress to provide for the survey of the public lands and to extend to this Territory and its inhabitants, the same privileges and donations of land for educational purposes as were extended to the people of the Territory of Oregon in the act of 1850.

In another memorial to Congress, approved January 17, 1854, the Governor and Legislative Assembly requested a \$5,000 appropriation by Congress to aid the University.¹¹⁸ Congress declared that the people living in this Territory were unable to secure the advantages arising from the lease or sale of public land because no land bill had yet been passed for Utah.

Brigham Young was urged by the teachers to provide schools in all of the principal towns, and a Common School Act was approved.¹¹⁹

¹¹⁷Utah Educational Journal, July, 1875. p. 6. ff. Vol. 1.

¹¹⁸Ibid.

¹¹⁹Ibid.

In this act it was made the duty of the Chancellor and the Board of Regents of the University of the State of Deseret, to appoint a Superintendent of common schools for the Territory.

On January 19, 1855 the Governor and the Legislative Assembly enacted a law that the sum of \$2,500 should be appropriated for the building of an Academy in Salt Lake City.¹²⁰ Brigham Young was authorized to select the site and draw upon the auditor of public accounts as the need arose. It was the desire of the teachers and people of this Territory that a normal school should become a reality.

An act providing for the selection and location of a quantity of land equal to two townships for the establishment of a University was approved January 21, 1859.¹²¹ In that same Act, the office of Surveyor General was created. Land was also granted for schools and university purposes.

On January 17, 1867, a petition was sent to Congress to donate lands included in the recorded plots of the cities, towns and villages of the Territory.¹²² This was to aid in the laying of the foundation for a common school fund for the benefit of the Territory and future state. The legislature was to make regulations for the disposal of

¹²⁰Ibid.

¹²¹Ibid.

¹²²Ibid.

said lands. In answer to the petition, Joseph S. Wilson, commissioner of the Land Office at Washington, wrote that sections sixteen and thirty-six were reserved for schools in the Utah Territory but that title could not be acquired until further legislation by Congress. He said that this grant was not usually made until the community passed from a Territory to a State. Such legislation was petitioned for and refused.¹²³

The first Territorial aid given to the district schools of Utah was a legislative appropriation of \$15,000 in 1874.¹²⁴

School support by taxation first appeared in the late eighties. This was a great single stride in Utah education. The taxes fall into two classes, a Territorial tax, and a County tax.¹²⁵ The balance of the required revenues was raised through a tax on the district or ward. This system was far superior to that of the tuition plan but was still unsatisfactory. The railroad or mining districts could raise sufficient revenue even though they had a small district tax. They could then hire the high priced teachers and continue their school for a full ten months, whereas, in the poor districts even a high tax would not keep the schools open the full term nor allow them to hire the best class teachers. This condition brought much discussion, and finally legislation which brought about more equitable conditions.

¹²³Ibid.

¹²⁴LeRoy Cowles, Organization Administration of Education in Utah, University of Utah Press, 1927. p. 73.

¹²⁵Compiled Laws of Utah 1888 Sec. 1923, p. 681.

In 1887, the Edmunds-Tucker Law was passed by Congress.¹²⁶ This law took the affairs pertaining to schools out of the hands of the Territory and placed them in the hands of the Territorial Superintendent to be appointed by the Supreme Court of the Territory. The Superintendent appointed was Parley L. Williams, a non-Mormon attorney. The bill also provided for a Utah Commission which required each Superintendent in Utah to report on official U. S. forms the number of superintendents and their sex and church affiliation, the teachers and the pupils segregated according to sex and religion.¹²⁷ There was also some re-districting at this time and certain mining centers were created as districts.

Mr. Clarence E. Allen and Superintendent P. L. Williams wrote the first Free Public School Bill in Utah.¹²⁸ It was presented to the Territorial Legislature and received only five votes. A new bill was presented in lieu of the Williams-Allen Bill by a leader in the People's Party, Heber J. Grant. It proposed that money for the support of schools should be raised by taxation and that all money thus raised should be apportioned to any church which was carrying on schools in proportion to the number of pupils that such church had in such schools. This bill was vetoed by Governor Arthur L. Thomas. Finally the Williams-Allen bill was changed; and under the name of the

¹²⁶Utah University Quarterly, Vol. I, December, 1895. p. 238.

¹²⁷Ibid.

¹²⁸Oscar Van Cott, unpublished History of Education in Utah, p. 2.

Collett bill, it was passed and put into operation in 1890. Two years later this bill was amended and strengthened to serve until Statehood in 1896.¹²⁹

The bill of 1890 provided that the schools of Utah should be free and supported by taxation. But even better, it provided for the separation of cities of the first and second class from the counties in which the cities were located. Because Salt Lake City was of first class rating it was arranged that it should have its schools administered by a board of education consisting of ten members. Under this bill the question of issuing bonds to the amount of \$850,000.00 for the purpose of purchasing sites and erecting school houses was submitted to the electors by the Board of Education.¹³⁰

The admission of Utah as a state made it necessary to revise the 1890 law, which had been appropriate and applicable for the Territorial government. Superintendent John R. Park requested Oscar Van Cott to rewrite the law of 1890 and prepare it for the Legislature.¹³¹ After much discussion the following ideas were incorporated into the new bill: First, the official title of the new State Superintendent was declared to be the State Superintendent of Public Instruction. Second, the personnel of the State Board of

¹²⁹Ibid. p. 3.

¹³⁰Ibid.

¹³¹The First Annual Report of Supt. of Public Instruction, June 30, 1896. p. 15.

Education -- the following provision was written into the law in order to keep the State Board of Education from domination of pressure groups of selfish interests -- were to be ex officio and to serve without salary but with expenses allowed. The law designated the following to be the State Board of Education:

1. The State Superintendent of Public Instruction, ex officio member and chairman
2. The President of the University of Utah
3. The President of the Utah State Agricultural College
4. The Superintendent of Schools of Salt Lake City
5. The President of the Branch Normal School in Cedar City

The preceding became law and was in force until 1916.¹³²

B. LEGISLATIVE PROCEDURE WITHIN THE UEA

The UEA Constitution makes provision for a committee to deal with legislative activities within the organization itself. It provides that this committee, known as the House of Delegates, shall consist of the members of the Board of Trustees and one delegate from each local association, or as many delegates as they are entitled to on the basis of one delegate for every fifty members. Educational institutions such as colleges, universities, and academies, which are maintained separate and apart from districts in which they are located, are to furnish delegates on the same

¹³²Interview with Oscar Van Cott, April 16, 1947.

basis as the local associations. The House of Delegates has the power to determine policies to be carried out for the Association on resolutions.

The secretary is a very important officer in the Association in regard to legislative activities, and may be referred to as the axle that turns the wheel. One phase of his activity is to secure support of proposed legislative measures of the Association by cooperation with the influential leaders, especially the members of the State Board of Education.¹³³ The county superintendents, principals, and leaders from the State Teachers' Association meet in conferences and the major legislative proposals are considered. The House of Delegates is then informed of the outcome of these meetings and at their discretion they present the ideas and seek the approval and cooperation of the State Department of Education. If approval is given by them, then the proposed measures are submitted to the Legislature.

C. UEA INFLUENCE ON STATE LEGISLATION 1901-1949

The Utah State Education Association was concerned with the school legislation from its very beginning. When the State of Utah was still a Territory, one of its first steps was to procure a united general representation to the national government to enlighten them as to the Territory's condition and wants in the matter of educational privileges. Public education is a State function so the public schools

¹³³Personal interview with William P. Miller, July 18, 1949.

are provided for by State laws.¹³⁴ The creation, preservation, adjustment, financing, and administration of the public school system are governmental functions. The public schools are subject to legislation every time the legislature is in session. As a representative of the teaching profession, the UEA has constantly tried to influence the legislature to enact laws that are favorable to education. The UEA is not alone responsible for all State education legislation; for the Association very often cooperates with other state educational agencies, such as the State Board of Education, to put through needed legislation.

The Board of Trustees of the UEA appoints a legislative committee. Recently it has been the custom for the executive secretary to be the chairman of that committee. This legislative committee works with the Board of Trustees and the executive secretary to prepare bills for State legislative activities. When the legislative committee is in doubt, it requests a special meeting of the Board of Trustees. If the Board of Trustees is in doubt, it may call a meeting of local presidents to discuss the problem. In this matter it gets a cross section of the opinion of the teachers of the State and the Senate, towards legislative probabilities. When a compromise is necessary to get certain bills passed, it is sometimes necessary to call a meeting with the Board of Trustees.

A code of school laws was enacted during the administration

¹³⁴Utah Educational Review, November, 1910. Vol. IV. p. 9.

of A. C. Nelson. His term of office was 1901 to 1913. With the help of the State Department of Public Instruction, the Utah Education Association, and local district associations he succeeded in securing the passage of laws which accomplished

1. Better organization of our schools
2. Higher standards for the teachers.¹³⁵

The first result was attained by amending the measures providing for the consolidation of our schools. A school building commission was appointed to approval all building plans, high school districts were made possible, the text book commission was created; the institute work was unified; high schools were placed under the direction of the State Board of Education; state aid was given to the high schools, and the free text book law was passed. The second desired result was accomplished by laws providing that the State Board of Education should examine all teachers, and that all institute work was to be obligatory, and teachers were to be paid for such service. One law provided that every teacher must have four years of high school work or an equivalent thereof before becoming eligible to take the State examination. The teachers were required to give proof that they were free from infection and hereditary diseases.

It was at this time that the library law was passed. This law provided for an expenditure of fifteen cents per capita for all children of school age for library purposes. It also gave the school district permission to have public libraries either alone or in

¹³⁵ Utah Educational Review, January, 1914. p. 26.
February, 1927. p. 292.

cooperation with the municipality.

The Utah Education Association lent its weight in the fight to repeal the law legalizing gambling on horse races.¹³⁶ This law authorized pari mutual betting on horse races and resulted in whole-sale gambling. The fight was a success and the law was repealed in 1927.

During 1929 the first draft of the teacher retirement law was presented to the legislature. Judge Hammond, the Secretary of State, was employed by the Utah Education Association for a fee of \$100.00. He was to draft and present a bill for teacher retirement. An insurance statistitian from California was also employed to work with Judge Hammond in preparing the bill.¹³⁷ The bill was introduced but was never reported out of the committee.

In 1935 the UEA aided the passage of a bill to elect a State Board of Education, instead of having the positions appointive.¹³⁸

At this time the Utah Teachers Retirement Bill was written and promoted through the Legislature. The appropriation was eliminated but the bill did carry a smaller appropriation of \$4,000 and provided for a retirement board. Many of the teachers felt that the bill was not worth passing into law. The final word was left to J. R. Smith.

¹³⁶Ibid.

¹³⁷Utah Educational Review, Vol. XX. April, 1927. p. 423.

¹³⁸Interview with Milton Taylor, July 7, 1946.

He decided that the wisest move was to pass the bill and wait until the next session and push a better bill. They did so and it passed the House. It was difficult to get a sponsor in the Senate but finally Hugh Woodard agreed to the job. Most of the opposing Senators agreed to vote for the bill if it went in without the appropriation. This was agreed to. The bill passed the Senate and was signed by the Governor.

The data which provided the basis for the law was furnished by the National Education Association research department. NEA research has provided a basis for our present salary schedules, tenure regulations, certification standards, equalization principles, and other professional achievements. Without such national service this data would have to be collected by each state association individually. This would result in much loss of efficiency and duplication of effort.

The Utah State Teachers' Retirement System, as enacted in 1937, is a joint contributory system. The contributions are made both by the teachers and by the State. The State and the Teachers contribute a level percentage of salary from year to year, rather than increasing the contribution each year with the increased age of the member.¹³⁹ Each member's contribution, plus interest, is credited to his individual account and maintained for the purpose of paying the claims of said individual, and assuring that there

¹³⁹Interview with Ray Lillywhite, July 18, 1946.

would be sufficient reserves at any time to pay out every claim against the system.

By assuring teachers some degree of financial independence in old age, and providing a means by which some of the older, more expensive and less efficient teachers can be retired from active service, a better education may be provided for the children of Utah; thus the taxpayer and the general public is more adequately repaid for the cost of education.¹⁴⁰

The law is administered by an unpaid board of seven members. Three are elected from and by the members of the Retirement System, two appointed by the Governor, and two (State Superintendent of Public Instruction and State Attorney General) are ex officio. The administrative expenses are paid by the State.¹⁴¹

The law provides that all teachers shall become members of the retirement system with the exclusion of

1. Those teachers employed on a part-time or substitute basis who were not already members at the beginning of their part-time or substitute status

2. Members of the Teachers Insurance and Annuity Association of America and holders of retirement annuity contracts with other private organizations or companies in which the State of Utah or any subdivision thereof contributes part of the premium

3. Teachers serving as exchange teachers from outside the State

4. All contributing members of a local system, unless and until they make written application for membership in the state

¹⁴⁰Interview with Ray Lillywhite, March, 1948.

¹⁴¹Ibid.

retirement system. All teachers who have been employed in their local system for six months or more since the law went into effect have either become members of the state system or are now ineligible for such membership. This provision applies only to new teachers in Salt Lake, Ogden, and Provo, or teachers who are now in these districts but have been there less than six months.¹⁴²

The rate of contribution depends upon the sex of the individual and the age at the time of entrance into the system. The contributions range from 5.41 per cent of salary for a male at age 20, or below 3.72 per cent of salary for a female at age 60 or above. These contributions, which are taken from teacher's monthly salary, plus $3\frac{1}{2}$ per cent interest, are credited each month to the teacher's account in the retirement office.¹⁴³

To be eligible for service retirement the teacher must be 55 years of age with 30 years of service, or 60 years of age with 15 years of service. He faces compulsory retirement at the age of 70. A member at retirement will be granted an annuity purchased by the state. These amounts will be added to the pension, granted by the state for prior service. The three items go to make up the retirement allowances which are payable monthly for life, either to the retired member or to the beneficiary designated by him.

The retirement allowance is $1\frac{1}{4}$ per cent of final compensation for each year of prior service, plus actuarial equivalent of accumulated contributions of retirement allowance of at least one-fourth of final compensation.¹⁴⁴ To receive disability retirement

¹⁴²Ibid.

¹⁴³Ibid.

¹⁴⁴Interview with Ray Lillywhite, March, 1948.

members must have 10 years of service and be permanently incapacitated for school duties.

The properly designated beneficiary or the estate of any deceased member of the system receives the death benefit. This consists of the member's contributions, plus interest, plus one-half of the last year's salary.

A person is automatically dropped from eligibility if he withdraws from teaching service in Utah for any cause other than death, retirement, or selective service. A refund of the member's contributions, plus interest is made.

Upon re-entering the system after having previously withdrawn his accumulated contributions, a teacher may redeposit an amount equal to the accumulated contributions withdrawn and thereby retain the same rate of contributions as before withdrawn, rather than a higher rate. A teacher making such redeposit upon re-entering the system will receive full credit for the prior service she would have had if she had not previously withdrawn and also the service rendered since 1937 in Utah schools. If said redeposit is not made, the teacher will contribute at a higher rate and will lose all service referred to in the preceding sentence.

The 1945 legislature made several amendments to the above discussed retirement law. It gave retirement benefits to men and women who discontinue teaching to enter the military service. To be eligible they must go into military service from active membership in the retirement system. Military service prior to July 1, 1937, the

date of the establishment of the retirement system, is not accepted.

The benefits are allowed in two ways:¹⁴⁵

1. Credit shall be given for the time spent in military service for the purpose only of qualifying for retirement benefits.

2. A member of the retirement system who enters military service is given an opportunity to make contributions to the retirement fund, based on his last school salary prior to entrance into such service. The contributions made are matched by the State, and both are applied in the calculation of a retirement allowance at the time of retirement.

This amendment also provides that death benefits payable by the State to members of the retirement system be discontinued four months after leaving active teaching service, except for those individuals who leave teaching because of illness, which incapacity is continuous from the last day of service. In addition the law was amended to permit a beneficiary to receive death benefits in monthly payments rather than in one lump sum, if he so desires.

The amendment also permits members of the Teachers' Insurance and Annuity Association of America to discontinue such membership, whereupon membership in the retirement system becomes mandatory.

Non-teaching school employees were included in the retirement system with the same benefits granted to teachers. Their membership became effective on July 1, 1945, if already employed, or at such time as employment became effective after that date.¹⁴⁶

¹⁴⁵Ibid.

¹⁴⁶Ibid.

The amendment gave prior service credit for service in schools not under the authority and supervision of the state providing the individuals concerned were members of the retirement system and became so on or before July 31, 1938, and provided further that the credits of the schools in which they taught were approved by the University of Utah, the Utah State Agricultural College, or the State Board of Education.

Several times the legislature has changed the method and amount of the State's contribution to the retirement system, although on the basis of benefits allowed the State's contributions should be approximately 8.5 per cent of members' salaries, in order to fund the system on a reserve basis, yet the State contributed only 6 per cent during the first biennium and for each succeeding biennium an amount less than 6 per cent but appropriated in the form of a flat amount rather than a percentage of members' salaries.

The 1941 legislature set a minimum retirement allowance of \$360 per year for those who meet the minimum requirements and a maximum retirement allowance of \$1200 per year. Because of declining interest rates the board, upon the recommendation of its actuary, reduced the interest guarantee from $3\frac{1}{2}$ to $2\frac{1}{2}$, effective July 1, 1943.¹⁴⁷

The membership of the retirement system in 1937 was roughly 5,000. In 1946 it was about 6,500, approximately 1400 of these

¹⁴⁷Utah Educational Review, March, 1941. Vol. XXXIV.
p. 224-225.

being non-teaching school employees.

The Teachers' Retirement Fund has grown from nothing in 1937 to about six million dollars in 1946. Most of this six million dollars is money contributed by the members of the system.¹⁴⁸

On June 30, 1946, there were just slightly under 400 members on active retirement. Twenty-four of these are retired for disability, the balance for service. The average service retirement allowance is \$63 per month. The average disability retirement allowance is \$35.

Another legislative problem presented itself in 1935. The State Constitution provided for \$25 per capita for each school child. For years the schools had been receiving only \$20 to \$22 per child. This was the case because the Tax Commission maintained that \$25 was the maximum and not the minimum. About 20 per cent of the people failed to pay their taxes and the Commission was deducting from the school allotment accordingly. The schools of the state were losing about \$700,000 annually. A bill was written, under the direction of the Association, which would remedy this condition. It was passed and became a law. It made the provision that the state was to furnish \$25 per school child in average daily attendance. Until the law was changed in 1947, the bill remained in effect and brought to the schools several millions of dollars which they would have lost had this bill never been passed.¹⁴⁹

¹⁴⁸Ibid.

¹⁴⁹Utah Educational Review, March, 1935. Vol. XXVIII. p. 223.

During the 1937 period the legislature passed the Uniform School Fund amendment. They also secured the passage of the Uniform School Fund act which carries the constitutional provision into effect.¹⁵⁰

The people of the state were to be the deciding factor as to the amendment and so voted on the constitutional amendments. These amendments would make it possible for the legislature to appropriate more monies for the schools. The officers of the Association traveled all over the state speaking on the constitution amendments and urging people to adopt them. There was not a teachers association in the state that wasn't visited at least once. When the votes came in, it was found that a large negative vote piled up in Salt Lake City. However, as the official vote came through it was found that the outlying counties polled up sufficient votes to outweigh those, and the amendments were officially accepted. Every teacher, and everyone who has been interested in the question, must know just how much the passage of these amendments has meant to the teachers. Since then at different sessions of the legislature they have been able to get large appropriations to help carry on education in the state.

One of the most important legislative issues facing the people of Utah has been the financing of the schools. There have been three major problems in this field that take the spotlight. These problems are¹⁵¹

¹⁵⁰Utah Educational Review, December, 1937. Vol. XXXI. p. 117.

¹⁵¹Interview with Milton Taylor, July 18, 1946.

1. The means of providing sufficient funds to operate a satisfactory state school program. The fast rate of economic expansion in the state intensifies the difficulty.

2. The distribution of the school funds so that all areas of the state have equal educational opportunities, or at least a greater degree of equality than usually exists.

3. How to make the financial burden equalized among the various school districts of the state.

The state finance plan enacted by the legislature and adopted by the people in 1946 embodied four main objectives¹⁵²

1. Equalization of opportunity

2. Redistribution of the tax load, equalization

3. Increasing the proportion of school finances supplies by the state

4. Providing the necessary elasticity in the school financing program in order that it can fluctuate with the general economy of the state.

The two constitutional amendments adopted in November of 1946 largely fulfilled the first mentioned objective. These amendments set up a method of distributing state school money to local boards of education on the basis of need up to where a minimum standard of education is reached in every district. No attempt was made to define just what was meant by minimum standard and so there is still much left to interpretation, which is used by the state legislature. This makes it possible for the minimum program to be set in relation to the changing economic and social conditions which make it necessary that there be constant adjustments in the amount of needed school revenue. The old state school aid formula

¹⁵²Interview with L. Rulon Jenkins, November, 1946.

was also simplified. This was done by consolidating several funds, each with its individual distribution formula, into one fund for distribution under one equalization plan.¹⁵³

After the amendments were passed, the state legislature found it necessary to rewrite nearly the entire school finance law in order that the new plan be carried out. Some provisions which regulated state funds had to be withdrawn. The uniform school fund was adopted to fill the gap. Safeguards in the administration of state funds were written in. New provisions governing the duties of the state tax commission in the setting of property tax levies were inaugurated. About two and one-third million dollars in state general funds previously designated for school support were freed to support other state functions including the expanding needs of the higher institutions. This new need was largely due to the army of G. I.'s converging upon them. One-fourth of the income revenues were diverted from the state general fund to the uniform school fund.¹⁵⁴

The second legislative objective -- to see that the tax load is more equitably distributed -- was partly fulfilled by a series of bills which seek to strengthen the hand of the state tax commission in making assessment methods more uniform in the various counties.¹⁵⁵ It was the increase in the proportion of total state

¹⁵³Bulletin prepared by UEA Office.

¹⁵⁴Interview with William P. Miller, January 6, 1947.

¹⁵⁵Ibid.

in the proportion of total state school money to come from a state property tax that brought this situation to a head and demanded immediate attention. The local property taxes financed over one-half of the total cost of schools until the constitutional amendments were passed. The property school taxes were so low that the small variations in the assessment practices were not dangerous. But under the new law the state property levy is greater than the local tax rate. It was estimated that a local levy of about 8.5 mills would be required to finance the minimum school program as defined by the present legislature.

The reallocation problem caused much discussion during the legislative session of 1945 and since that time. Sales tax revenues were supplemented by county property taxes and federal grants. They have been dedicated by law for the support of the state welfare program. The county property taxes, the auto license fees and the gasoline taxes were generally the ones that supported state and federal cooperative highway construction and maintenance. The property taxes, income tax and general fund money were devoted to financing the schools.¹⁵⁶ The Tax Study Committee had urged the legislature to change the earmarking procedure in such a way that it would keep its good points and eliminate the bad. The plan offered by this committee advised the placing of school cost almost entirely upon the income tax and property tax revenues. They argued that the additional burden placed

¹⁵⁶Utah Educational Review, Vol. 41, February, 1948. p. 19.

upon the property tax would be offset in most districts by the elimination of the local property tax for welfare and roads. The cost of roads was to be borne entirely by auto fuel taxes and registration fees.

The legislature adopted the committee's program.¹⁵⁷ It is not as yet evident just what the consequences of this new plan will be. It may increase one person's tax and lower another's, but everyone is generally agreed that it will pave the financial road of education.

The fourth objective of the new tax plan was also accomplished with the passage of the constitutional amendments. They provide that the state shall contribute not more than 25 per cent of the total operating and maintenance costs of a minimum school program, the limits of which (as has previously been pointed out), shall be determined by the legislature from time to time. Thus the needs of the schools are subjected to legislative review in the light of current conditions at least every two years.¹⁵⁸

The school people tend to be fearful of their increased dependency upon the property tax. They went on record by saying that they would not support the program unless some source of revenue other than the property tax was made available to finance the increasing school costs. A graduated tax on net proceeds of mines and other

¹⁵⁷James E. Haslam, Letter on file in UEA office, March 19, 1948.

¹⁵⁸Ibid.

enterprises removing natural resources from the state and increased income and sales taxes were suggested as possible relief measures. This was rejected by the legislature and the support of the schools was left dependent upon the property tax and income tax and other minor sources such as the state school fund interest.¹⁵⁹

If the method for distributing the uniform school fund were available for distribution of the state district school fund and the high school fund, a nearer approach to equalization would have been possible. The only way in which this could be accomplished is by constitutional amendment because the state constitution provides for the distribution of monies on per capita bases, to rich and poor districts alike.

It is brought out by both Dr. Dixon and Dr. Miller that the principal in the trust fund has been increasing since 1896 and now has an excess of nine million dollars. In 1935, the most important problem in the school land policy was the rapid increase of foreclosure in farm land. The 1937 legislature prohibited loans on farm property. Since 1937, three fourths of the foreclosed property has been sold; much of it at a loss. On June 31, 1948, this loss amounted to \$1,019,835.77. Both of these men mentioned that the loss resulted from poor business administration by the Utah State Land Board rather than from unlawful methods.¹⁶⁰ This trust fund was guaranteed by the Enabling Act and the Utah State Constitution.

¹⁵⁹Ibid.

¹⁶⁰Dr. W. P. Miller, "Developments in Public School Land Policies in Utah, 1935-1938," (unpublished Doctor's thesis, Stanford University, Palo Alto, 1949.) p. 182.

It is proposed by Dr. Miller that the Utah State Land Board has the legal responsibility of recovering the loss to the fund and that legislation in this direction should be made.

CHAPTER VIII

THE PROMOTION OF PROFESSIONALISM BY THE UEA

The UEA has a standing committee whose function is to study a program of professional advancement of Utah teachers. The field of professional relations has been greatly developed.

The Association maintains a library which contains studies, texts, and bulletins on professional advancement of Utah teachers. At the present date this line of activities has expanded to such an extent that thorough coverage is impossible at this time. Some of the influences that the Association has accomplished on the promotion of professionalism are mentioned in the following paragraphs.

One of the greatest professional services the Association renders is that it brings the nation's leading educational thinkers to Utah to speak and participate in the annual convention. This not only makes good outside contacts but it keeps the Association members abreast of the times.

On its own initiative and yet in cooperation with the State Department of Public Instruction, the Association participates in making recommendations to the State Board of Education concerning the requirements for certification.¹⁶¹

¹⁶¹ Personal interview with Allan M. West, April 4, 1948.

It keeps "up" on what is happening in the world on education by sending delegates to national conferences. These delegates come home with many new thoughts and practices.

The Association held one of its first State Professional Leadership Conferences at Cedar City in November, 1947. The meeting did what it could to promote professional growth and set the stage for more democratic participation in the Association program.

One of the newer and more important phases of this professional activity is the investigating of teachers' dismissals. Constantly there are investigations going on to identify the exact causes of dismissals. If these dismissals were for unfair reasons, then the UEA exerts its powerful influence to see that justice is done the teachers, and that they have an opportunity to present their side of the story. The UEA had a joint committee which set up rules of orderly dismissal. These rules point out the proper procedure to follow in dismissing any school personnel.¹⁶²

The UEA has a standing committee whose function is to study a program of professional advancement of Utah teachers. By the written word much good has been accomplished. The Association maintains a library which contains studies, texts, and bulletins on professional advancement of Utah teachers. An official Code of Ethics has been prepared, adopted, and distributed. This serves to provide standards for the professional performance of its members. They have also

¹⁶²Material on file in UEA office.

prepared a handbook for the local officers. This contains a calendar which suggests the various dates upon which certain works should be started.¹⁶³

The delegates that are sent to national conferences cooperate with the NEA in every possible way and with the other agencies also in sponsoring and participating in regional meetings devoted to professional standards and teacher education. It lends active support to programs which promote international understanding and cooperation. An example of this is their cooperation with UNESCO and the World Organization of the Teaching Profession programs. The Association is also very useful in that it is a center for the distribution of suggestions by local associations, national groups, or by individuals. It serves as the heart for the projection of the life blood of the NEA program which is sent into the local and state arteries.

Out of the one million teachers in the United States, a large percentage of them want nearly the same things -- better educational opportunities for children, better salaries, improved professional standards. The only way in which these can be achieved is by the one million teachers speaking with a single voice so that their influence can be felt. On problems of state-wide importance the teachers speak through their state Association; and in local matters of a professional nature the local association takes over. All of these organizations work together in order to achieve their common goals.

¹⁶³Ibid.

Utah's professional progress achieved gives generous evidence of the effectiveness of the work of our unified profession.

Naturally many problems arise in the operation of the education association. Invariably too much stress is placed on the techniques of instruction and management, and too little attention is given to education as public policy. The teachers are even relatively ignorant of ways of improving the profession. Therefore, the first basic problem is to interest and enlighten the teachers in their public attitudes, legislative actions, and administrative practices.

One function is to enlist the teacher in a program of action which is not prettied up by theoretical master pieces, but is imbued with the crude realism necessary for effective local teachers' associations. This is a most effective medium through which democracy in administration can become a reality rather than only a stated objective. The local association gives teachers an opportunity they might not otherwise have, to be informed not only of the activities affecting teachers themselves but also of professional movements concerning the whole field of education.

Teachers can be most helpful by discussing with teacher association leaders, formulating committees to study the annual budget, salary schedules, provisions for sick leave, health examinations for teachers in service, training, and public relations programs.

A most wholesome relationship should exist between the teachers and the administration in our school system. It is important that teachers know they may be heard on any school subject at any time

and that they be encouraged to express their opinions in perfect confidence without fear or hesitance.

There is certainly a word of wisdom in the remark of a western educator that teachers need the organization worse than the organization needs the teachers, though both profit by the arrangement. This may be shown by comparing educational conditions in states where the association is organized and supported with states where the support given by the teaching staff is poor. In the proportion of the whole teaching body on the association rolls for the year 1923, the rank of the various states is as follows:¹⁶⁴

- | | | |
|-----------------|-------------------|-----------------------|
| 1. Wyoming | 17. Oregon | 33. Wisconsin |
| 2. Utah | 18. Massachusetts | 34. Minnesota |
| 3. New Jersey | 19. Kansas | 35. South Dakota |
| 4. Pennsylvania | 20. Idaho | 36. North Carolina |
| 5. Arizona | 21. New Hampshire | 37. New Mexico |
| 6. Rhode Island | 22. Illinois | 38. Mississippi |
| 7. Connecticut | 23. Virginia | 39. North Dakota |
| 8. Nevada | 24. Washington | 40. Texas |
| 9. Delaware | 25. West Virginia | 41. Kentucky |
| 10. Colorado | 26. Ohio | 42. Dist. of Columbia |
| 11. Oklahoma | 27. Nebraska | 43. Maryland |
| 12. California | 28. Vermont | 44. Montana |
| 13. Arkansas | 29. Maine | 45. New York |
| 14. Indiana | 30. Iowa | 46. Tennessee |
| 15. Michigan | 31. Louisiana | 47. South Carolina |
| 16. Missouri | 32. Alabama | 48. Georgia |
| | | 49. Florida |

It is not necessary to show a relation between the enrollment and the efficiency of a State Teachers' Association. The fact that the states which rank low professionally also rank low in the general status of education is self-evident. Thus most of the states which

¹⁶⁴Ibid.

stand high on the list above also are high on the Ayers Index, and visa versa. In a study of progressive educational legislation in twenty-eight states, it was found that the states which rank highest above also are states where the most progressive educational legislation is today being enacted.

One of the greatest evils to be feared is the attitude of many teachers that if they do nothing things will come out all right anyway. Man is still master of his fate and each and every teacher should be made to realize this. In this problem the social point of view should be kept to the front and the correct measure of consideration should be given to each of the manifold social factors. Elevation of one thing should not be effected by the submerging of another. Each social element ought to share according to the public spirit and intelligence of its members and yet none should be allowed to dominate. Thus it is seen that the ultimate purpose of education is the improvement of the general welfare.

The table on the following page illustrates the membership in UEA and NEA by district. It also indicates the healthy growth in the major professional organizations.

TABLE IV

UTAH EDUCATORS' MEMBERSHIP IN UEA AND NEA BY DISTRICT

The figures below, taken from official UEA and NEA compilations, show the healthy growth of our major professional organizations in the past year. UEA membership gained in 35 locals, remained the same in 8 locals, and declined in 12 locals. Participation of Utahns in NEA gained in 32 locals, remained the same in 6, and declined in 7.

Utah was one of 16 states achieving their 1948 NEA membership goals as reported by T. D. Martin, Director of Membership, NEA, on April 6, 1948. With a goal of 4,872 set for May 31, Utah had already reported 4,936* on March 31. NEA also reports an all-time high of 433,508 members, an increase of 57,559 over a year ago.

	UEA MEMBERSHIP				NEA MEMBERSHIP			
	April 9	Nov. 20	April 27	12 Mos.	May 31	April 15	10 Mos.	100%
	1947	1947	1948	+ or -	1947	1948	+ or -	Since
Alpine	193	198	198	+5	191	198	+7	1926**
Beaver	53	54	54	+1	54	55	+1	1938**
Box Elder	196	200	204	+8	202	207	+5	1937**
Cache	170	171	171	+1	172	171	-1	1944**
Carbon	212	223	222	+10	213	228	+15	1942**
Daggett	1	0	0	-1	0	1	+1	
Davis	187	199	207	+20	189	207	+18	1942**
Duchesne	85	86	85		85	85		1933**
Emery	57	59	60	+3	57	60	+3	1936**
Garfield	45	56	55	+10	51	55	+4	1944**
Grand	19	22	22	+3	19	22	+3	1943**
Granite	347	364	365	+18	336	362	+26	1947**
Iron	79	79	79		77	79	+2	1940**
Jordan	229	244	242	+13	230	243	+13	1924**
Juab	36	41	42	+6	36	42	+6	1933**
Kane	31	28	30	-1	31	31		1946**
Millard	97	97	99	+2	95	94	+1	1944**
Morgan	27	27	27		27	27		1935**
Nebo	186	195	191	+5	187	192	+5	1928**
North Sanp.	70	73	73	+3	71	73	+2	1946**
North Sum.	29	26	26	-3	29	27	-2	1943**
Park City	26	28	28	+2	5	28	+23	1947**
Piute	18	18	18		18	18		1936**
Rich	18	22	22	+4	18	22	+4	1941**
San Juan	22	17	19	-3	19	18	-1	
Sevier	122	122	122		124	124		1939**
South Sanp.	73	76	76	+3	74	77	+3	1936**
South Sum.	23	23	23		23	23		1942**
Tintic	17	17	17		17	14	-3	
Tooele	95	96	98	+3	95	102	+7	1947**

TABLE IV Continued

	UEA MEMBERSHIP				NEA MEMBERSHIP			
	April 9 1947	Nov. 20 1947	April 27 1948	12 Mos. + or -	May 31 1947	April 15 1948	10 Mos. + or -	100% Since
Uintah	92	92	94	+2	92	94	+ 2	1939**
Wasatch	51	51	52	+1	51	52	+ 1	1927**
Washington	86	92	92	+6	87	94	+ 7	1943**
Wayne	26	26	27	+1	25	27	+ 2	1944**
Weber	189	196	197	+8	190	194	+ 4	1940**
SLC	924	884	899	-25	732	781	+49	
Ogden	349	356	356	+7	374	362	-12	1944**
Provo	151	158	156	+5	153	159	+ 6	1926**
Logan	91	89	89	-3	90	4***	?	1927**
Murray	55	59	61	+6	54	63	+9	1925**
BAC	24	0	23	-1		1		
BYU	72	63	69	-3	17	24	+7	
Carbon Col.	2	4	5	+3	1			
CUVS	1	4	4	+3				
Dixie Col.	24	29	29	+5	24	29	+5	
State Ind.	9	0	1	-8				
LDS Bus. Col.	12	12	12					
LDS Sem.	12	7	8	-4				
School for Deaf & Bl.	23	20	19	-4		19		
Snow Col.	19	24	24	+5	17	24	+7	
State Off.	19	12	27	+8				
U of U	92	71	75	-17	26	40	+14	
USAC	46	42	52	+6	5	15	+10	
Weber Col.	38	35	41	+3	48	29	-19	
Westminster Life Members			38		1			
Misc.	4	22	13	+9				
TOTALS	5174	5209	5338	+164	4732	4896	+164	

* The discrepancy between this and the total shown below is probably due to Logan. See ***

** This district has reported 100 per cent for 1947-48.

*** Logan memberships not fully reported on this date.

Teachers should advance their own welfare, but at the same time the main goal in mind should be in making education a strong force for human progress. The teaching profession must assume the leadership

in the execution of a broad and far-reaching educational program. They can do this by use of the devices of planning, organization, research, and publicity. At all times the broad social purpose must be dominant.

Another area in which NEA cooperation serves to benefit projects of state and local units is that of public relations. The national group, in cooperation with National Advertising Council, has called attention to needs of public education by many methods such as radio programs, streetcar cards, billboards and thousands of column inches of a newspaper copy and advertisements in national magazines conditioning the public attitude to the need for strengthening public education.

Another major project division in the State Association is research in the fields of taxation, salary scheduling, tenure and other welfare activities. Such research provides resources for programs of local associations. The 16 page manual for local salary committees, containing a summary of all Utah salary schedules and other economic and statistical data, is designed to assist local officers in their salary schedule negotiations.¹⁶⁵

Our profession needs funds to carry on a program big enough to influence national and world policy. Every teacher needs the renewed faith; the professional growth and satisfaction which come from dedication and sacrifice to a cause greater than himself.

Our dues in the UEA have increased, but it can easily be

¹⁶⁵Material on file in UEA office.

seen that this means a more powerful voice and larger expansion of service. An example of this is cited.

Since the last meeting of the House of Delegates an attorney has been employed by the UEA on a retainer fee basis. Mr. A. M. Ferro, our attorney, has been of great value to us during the past few months of the 1949 legislative session.¹⁶⁶ The retirement increment is a good example that our UEA services gives added strength to our organization.

Our Association has expanded until there are employed in the central office, eight full-time employees and one part time stenographer. During the legislature commendations are also in order for the office staff who often worked overtime without complaint to prepare last minute data or type revised bills.¹⁶⁷

Since the increase in UEA dues, the question was asked, "How is our UEA money spent?" Permission was granted by Allan M. West to use these tables showing how the UEA money is spent.

Finances have been well managed during the last decade. Substantial growth in financial strength has been maintained.

This table shows the receipts and expenditures for those years.

¹⁶⁶Notes taken by the writer at April House of Delegates.

¹⁶⁷Ibid.

TABLE V

Receipts and Expenditures of
The Utah Education Association

Year		Receipts	Expenditures
Sept.	1938	\$19,226.60	\$19,127.54
Sept.	1939	21,935.03	19,993.21
Sept.	1940	27,652.00	26,544.67
Sept.	1941	21,583.99	19,221.00
Sept.	1942	21,857.12	17,685.43
Sept.	1943	18,059.43	18,170.42
Sept.	1944	26,259.60	19,565.90
Sept.	1945	27,652.00	26,544.67
Sept.	1946	27,459.20	28,266.23
Sept.	1947	29,228.39	32,379.74
Sept.	1948	61,791.35	39,893.95

Receipts and Expenditures File UEA Office 1938-48

It was interesting to the writer to find that the years dues were increased the UEA members benefited in salary increases, better public relations, retirement benefits, welfare activities, legislative procedures and numerous other items essential to the teaching profession.

An indication of the growth of the Association is obtained by a consideration of finances.

In this table is given the means of income and expenditure of the Association. The actual income and expenditure for the 1946-47 period is shown together with the estimated income and expenditure for the 1947-48 period.

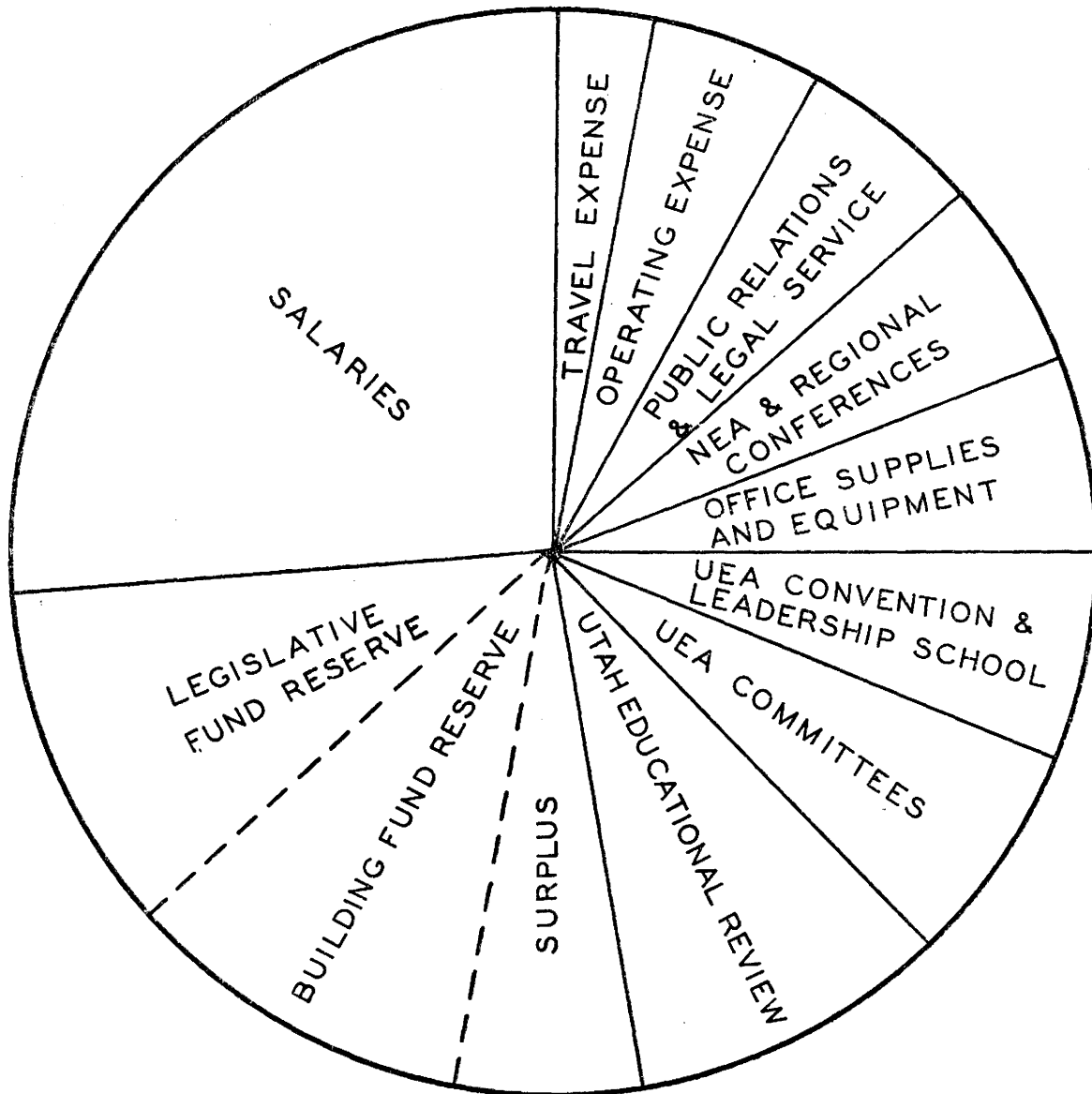
TABLE VI

Income and Expenditure of
the UEA Dollar

	<u>Actual</u> 1947-47	<u>Estimated</u> 1947-48
<u>Income</u>		
Membership dues	\$25,925	\$49,000
Advertising in Journal	3,082	3,000
Investment of funds	288	236
Miscellaneous sources	<u>8,173</u>	<u>1,000</u>
Totals	\$37,468	\$53,236
<u>Expenditures</u>		
Officers and executive committees	\$ 3,125	\$ 4,800
Salaries of administrative staff (executive secretary's office and staff not assigned to specific services as listed below)	10,255	17,000
Convention expenses	1,617	2,300
Committee work	1,519	1,875
Services of Association (all costs including staff salaries where assigned to a specific service)		
Official Journal	6,424	8,100
Public relations (includes legislation)	6,915	1,785
Research	2,812	3,900
Office rental	775	810
Other expenses (includes field work and membership promotion)	<u>2,527</u>	<u>24,982</u>
Totals	\$25,969	\$65,552

Source: table on file in UEA Office.

HOW THE UEA MEMBERSHIP DOLLAR IS SPENT 1948-49



SOURCE: 1948-49 APPROVED BUDGET

Two new public relations helps have recently been published. They are the Public Relations Primer and Our Rich Relations. The first is a practical presentation of the Public Relations fundamentals especially adapted for schools. The last is a short story about winning good will for schools with some helpful suggestions as to how to do just that. These publications should help to do a better job because good public relations open the way for progress. The UEA Newsletter is also a very important functioning organ of the Association. It is sent to the local association officers and its function is to correlate the activities of the national, state, and local associations.¹⁶⁸

After mentioning all of the above means it is timely that we mention the attainments and results of the use of these methods. Utah schools rank high on almost every count. Utah's citizens have had more formal schooling than the citizens of any other state in each and every age bracket. Utah's records show the lowest terminations of education in the elementary school, and the highest terminations at the end of the high school course and at the end of the four-year college course. Whenever and wherever school administrators gather, Utah's splendid school setup is extolled. It is interesting to note that Utah's compulsory school laws are among the highest in the nation. It is one of the three states which require attendance from ages eight to eighteen. A recent study reveals the comparative enrollments in all institutions of higher learning in all states. The chart shows Utah's pre-eminence in the realm of higher education. The tabulation

¹⁶⁸Utah Educational Review, Vol. 42. November, 1948. pp. 22-23.

reveals that in 1940 Utah had 151 men students and 86 women students per 10,000 population. The average enrollment for all states, including men and women was only 112 students per 10,000 population.

The UEA Research Department maintains files of economic reports of Federal and State agencies, bulletins, newsletter services, and private research reports.¹⁶⁹ From a careful study of the available data it appears that the present upward price trend will continue. The birthrate, rising, should serve as a warning for the increased loads which the schools and teachers will have to expect. This means that the school appropriations must keep up with the changing prices so that the expenses can be met and the teachers can be paid their just wages.

The UEA has many various devices by which it informs its members of various pertinent questions. When the fight for the latest constitutional amendments was being fought it issued a small pamphlet designed to acquaint the public with the various aspects. It was entitled "Questions and Answers on the Constitutional Amendments." The title is explanatory of the information contained therein.¹⁷⁰

Another instrument of professional advancement is the form letter that is being sent to all the principals in the State by the executive secretary of the Association. It asks for the principal's assistance in recruiting teachers on a selective basis. It asks for the names and addresses of the graduating class members who would make the best teachers. A ten per cent limitation is suggested with scholarship, personality, and temperament as the various points to judge on.

¹⁶⁹Ibid.

¹⁷⁰Ibid.

After obtaining these names the Association writes a letter to each person named by the principals. This letter says that they have been recommended as being a person with the basic qualities necessary for a successful teacher. It explains the opportunities offered in teaching and the great need for teachers. It also points out the place in which the greatest opportunities lie--which at the present is in the elementary grades. The letter emphasizes the fact that it is the aim of the Association to recruit the highest possible type of prospective teachers. It then suggests that the student investigate the opportunities offered by a career of teaching. It encloses a list of Utah teacher training institutions and the names of the department heads. This is truly an example of preparing for future education in Utah.¹⁷¹

Organizations among teachers have been of comparatively recent organization. In the early times the teachers were too far separated to meet in conferences, and little group consciousness existed. With the growth of cities, and the increased number of teachers, the professional training has grown and organized effort between the teachers have become significant. Organizations among teachers have grown out of a realization of common interests and problems.

The two types of organizations have been the social and the professional. The realization of the satisfactions which come from association and friendly intercourse among like-minded people is the main purpose of the social organization. The second is aimed at

¹⁷¹Ibid.

accomplishing the objectives of education and the advancement of the interests of the members of the profession. Teachers organize to accomplish those things which they cannot do alone.

There are also several breakdowns of each of the two types of organization mentioned above. One organization may have for its purpose the advancement of the group in specific skills or knowledge. Another form of organization is one which strives to improve the economic status of the group. Still another example is the Association, banded together to secure higher salaries, pensions, sick benefits, and extended tenure.

Another classification may be made according to the basis of membership. Workers in almost every educational field have their special organizations.

With so many organizations to consider, there is bound to be a variation in their efficiency. The first basis for judging an organization's efficiency is the achievement list. The list of achievements of the Utah Education Association which is given, is evidence beyond doubt of the success of the Utah Association on this first test. A second basis for judging efficiency is the abilities and characteristics of its membership. Whenever mention is made of the Utah Association, the names mentioned with it are those of the best minds of the country. The Utah teachers are among the best qualified in the nation. The form and nature of the plan or organization is another basis. Proof that Utah's organization is one of the finest is given by looking at the results. This is the only true test

of organization. While there is undoubtedly some room for improvement on the nature of organization, Utah's achievements are so far above the average that its organization must be of the highest caliber.

In a survey taken of the various organizations ten leading aims were formulated. The aims in percentage of the reporting associations were as follows:¹⁷²

	<u>per cent</u>
1. To provide professional betterment	36
2. To promote the welfare of the schools	32
3. To promote the welfare of the teachers	24
4. To foster good will and helpfulness	24
5. To provide social betterment	22
6. To raise the status of teachers	20
7. To cooperate with other agencies	16
8. To improve the economic status of teachers	12
9. To make organized action possible	8
10. To promote civic improvement	6

The field of achievements for the various associations is most varied. The fields in which the Utah Association has had the most success are:¹⁷³

1. Salaries--increases, better schedules, preventing decreases.
2. Political or legislative influence--lobbying for educational interests, voting school bond issues, aiding in securing better city laws.
3. Professional--revision of the courses of study, selecting texts, providing lecture and study courses.

¹⁷²Almack, John C., and Lang, Albert R., Problems of the Teaching Profession. Boston: Houghton Mifflin Co., 1925. Chapter 5, "Teachers' Voluntary Organizations." pp. 76-94.

¹⁷³Ibid.

4. Contractural, other than salary--advisory council, improved retirement system, sick-leave on pay, and abolishment of bad merit system.
5. Publicity--promoting education through the local press.
6. Welfare--hospital benefits.
7. Cooperation--establishing unity between high school and grade teachers, helping teachers get better acquainted with the school authorities.
8. Status--raising the teacher in the estimate of the community.
9. Cooperation with other organizations--securing a high membership in the NEA, and sending delegates to conventions.

The one criticism which can be made in regard to the Utah Association is in its members. In order to have an effective organization the members must be understanding and not expect instantaneous results. They must be completely loyal to the purposes of the group and to the individuals of the group they belong to. They must obey instructions and be good natured and hopeful even in the face of setbacks. Criticism of the Association--its policies or management--should be constructive or it should not be indulged in. Some educators claim that if all teachers were adequately prepared provincialism and professional stagnation would be reduced to a minimum, thereby making it of little consequence whether teachers are local or non-local persons.

There has been much work and progress in the implications of teacher preparation. There are recommendations for the placement of those students who have a clear interest in teaching as a profession. While the future teacher is still in training, the UEA says that the

importance of a working understanding of community life and the role of the teacher in community improvement should be stressed.¹⁷⁴ The Association urges that emphasis during the college course be placed on the ability to adapt to new situations. Development of an understanding for the need of continuous self-appraisal and for planned self-improvement in service is indispensable. It is recommended that provisions be made that the board of education could not be able to hire relatives or friends. A follow-up service to help the new teacher in meeting professional and personal problems which may confront him in teaching and finding a place in society would bring rich rewards.

The term "politics" should not be treated by educators with disdain. Lobbying is a necessary activity, and should not be looked upon as being beneath the dignity of our teachers. They should rather bring the lobbying up to their dignity. It is very important that the teachers have an effective voice in Washington during the forming of public legislation and policies. This is also true in regard to our State Legislature.

The UEA has sponsored and promoted legislation to establish a legal reserve retirement system for all Utah teachers; participated in State studies which will form a foundation for future legislation affecting schools, school children, and teachers; planned and drafted educational bills for the consideration of the legislature. All Utah senators and representatives are on record as favoring Federal aid for

¹⁷⁴Material on file in UEA Office.

education.¹⁷⁵

Local associations sent representatives to the legislature to confer with their local legislators concerning the need for retirement laws in terms of local conditions. Parent-Teachers Associations, the School Board Associations, and other groups gave support to the measure. This same pattern has been followed in all major professional achievements in the field of legislation.

Through the Utah Teachers Welfare Association, teachers may obtain insurance benefits in five different fields: death benefits, dependent death benefits, salary indemnity, hospitalization, and surgical benefits. All of these are available at a cost far below normal insurance rates. By the passage of House Bill No. 117, it was made possible to start the group insurance plan of the Utah Education Association with fewer than one thousand members and with a stronger legalized setup.¹⁷⁶

The members of the Board of Directors of the Utah Teachers Welfare Association were elected in an early morning meeting on October 31, 1936 in the Assembly Hall, Salt Lake City. They were as follows:

N. Howard Jensen, Tooele
C. C. Gardner, Davis
Don E. Kenny, Sevier
James Jensen, Box Elder
L. C. Herbertson, Alpine
M. M. Bentley, Washington
President J. R. Mahoney, who automatically
became a member of the group insurance board.¹⁷⁷

¹⁷⁵ Interview with L. Rulon Jenkins, June 6, 1946.

¹⁷⁶ Utah Educational Review, April-May, 1935. p. 286. Vol. XXVIII.

¹⁷⁷ Utah Educational Review, December 15, 1936. p. 137. Vol. XXX.

A meeting of the Board of Directors was called following the regular meeting. The officers for the coming year were elected as follows:

N. Howard Jensen, President
 James Jensen, Vice-President
 B. A. Fowler, Secretary-Treasurer¹⁷⁸

The teacher's constant problem has been that of obtaining a salary that compensates for the services and talent which their position requires. While teachers are better educated, have more responsibility, and should be substantially better paid than workers in private industry, the average salary of teachers was at least \$500 less than the average earnings in industry in 1944-45.¹⁷⁹

This situation is clearly illustrated by the following table which points out the comparisons between the industrial wages, the U. S. Civil Service salary, and the average teacher salary.¹⁸⁰

The Association has prepared a wage schedule for the use of local organizations. There is nothing compulsory about this salary schedule because it is given merely in the form of advice. This salary schedule follows the table on the comparisons between the industrial wages, together with a table showing average salary trends of Utah teachers, principals, and supervisors.¹⁸¹

¹⁷⁸Ibid.

¹⁷⁹Proposed salary schedule booklet prepared by UEA Staff.

¹⁸⁰Ibid.

¹⁸¹Ibid.

TABLE VIII

TEACHERS SALARIES COMPARED WITH INDUSTRIAL
AND CIVIL SERVICE SALARIES IN UTAH

Industrial Wages: ¹	<u>Monthly Wage</u>	<u>Annual Wage</u>
All industries	\$196.56	\$2,359
Metal Mining	271.88	3,263
Bituminous Coal Mining	283.64	3,404
Non-Metallic Mining	255.76	3,069
Contract Construction	225.50	2,706
Manufacturing	206.17	2,474
Trans., Comm. & Utilities	218.06	2,617
Wholesale & Retail Trade	174.08	2,089
Finance, Insurance & Real Estate Service	188.22 143.35	2,259 1,720
	<u>Minimum Annual Wage</u>	<u>Maximum Annual Wage</u>
U. S. Civil Service Rating: ²		
Professional & Scientific Service:		
Grade 1 - Jr. Professional	\$2,645	\$3,397
Grade 2 - Assistant Professional	3,397	4,150
Grade 3 - Associate Professional	4,150	4,902
Average Teacher Salary (Estimate)	2,280	3,480

1. The Industrial Commission of Utah, Department of Employment Security.

2. Federal Codes Annotated, Vol. II Title 5, Sec. 673. (Compensation Schedules).

¹⁸²Source of Data: District Salary Schedule on file at State School Office.

TABLE IX

SUMMARY OF SALARY SCHEDULES
1948-49

DISTRICT		Less than Bachelor Degree		Bachelor's Degree			Master's Degree		
		Mini- mum	Maximums 1/	Mini- mum	Maxi- mum	Incre. Period	Mini- mum	Maxi- mum	Incre. Period
Alpine	1	\$1520	\$2450 - \$3070	\$2400	\$3900	16	\$2600	\$4100	16
Beaver	2	1500	2200 - 2750	2400	3500	16	2600	3700	16
Box Elder	3	1880	2480 - 2860	2280	3480	20	2480	3680	20
Cache	4	1900	2810 -	2300	3675	20	2450	3750	20
Carbon	5	1265	1913 - 3091	2300	3600	16	2460	3760	16
Daggett	6	1700	2000 -	2400	2700	5			
Davis	7	1656	2076 - 3072	2400	3648	16	2556	3804	16
Duchesne	8	1700	2000 - 2300	2400	3500	16	2700	3700	16
Emery	9	1600	2200 - 3100	2400	3600	16	2600	3800	16
Garfield	10	1400	2150 - 2770	2400	3150	15	2600	3350	15
Grand	11	1600	2800 - 3100	2280	3480	16	2380	3580	16
Granite	12	1660	2735 - 3035	2340	3700	16	2490	3850	16
Iron	13	1890	2720 - 3538	2400	3688	16	2550	3838	16
Jordan	14	1656	2400 - 2964	2400	3720	16	2520	3840	16
Juab	15	1800	2300 - 2800	2400	3600	16	2500	3700	16
Kane	16	1660	2020 - 3160	2400	3360	16	2600	3560	16
Millard	17	1350	1950 - 2700	2376	3376	12	2576	3476	12
Morgan	18	1820	2180 - 3400	2400	3600	20	2500	3700	20
Nebo	19	1700	2500 - 2700	2400	3800	16	2600	4000	16
No. Sanpete	20	1700	2100 - 2500	2400	3020	16	2550	3170	16
No. Summit	21	1840	2960 - 3240	2400	3520	16	2500	3620	16
Park City	22	1602	2178 - 2928	2400	3504	17	2496	3600	17
Piute	23	1720	2360 -	2400	3400	14	2500	3500	14
Rich	24	1800	2400 -	2400	3540	16	2600	3640	16
San Juan	25	1600	2500 - 2900	2400	3400	10	2600	3500	10
Sevier	26	1200	1656 - 2520	2400	3600	16	2500	3700	16

TABLE IX CONTINUED

SUMMARY OF SALARY SCHEDULES
1948-49

DISTRICT		Less than Bachelor Degree		Bachelor's Degree			Master's Degree		
		Mini- mum	Maximums <u>1/</u>	Mini- mum	Maxi- mum 2/	Incre. Period	Mini- mum	Maxi- mum 3/	Incre. Period
So. Sanpete	27	1500	2000 - 2400	2300	3300	16	2400	3450	16
So. Summit	28	2100	3220 -	2400	3620	16	2600	3720	16
Tintic	29	1600	2720 - 3320	2400	3520	16	2500	3620	16
Tooele	30	1500	2400 - 3100	2400	3800	16	2500	3900	16
Uintah	31	1784	2184 - 2925	2400	3408	14	2575	3583	14
Wasatch	32	1700	2495 - 2995	2400	3600	16	2520	3650	16
Washington	33	1750	2610 - 2860	2400	3300	17	2500	3400	17
Wayne	34	1500	1900 - 2375	2400	2800	8	2600	3000	8
Weber	35	1750	2630 -	2220	3500	20	2320	3650	20
Salt Lake	36	2070	3378 -	2280	3732	16	2490	3942	16
Ogden	37	1660	3080 -	2280	3720	16	2380	3910	16
Provo	38	2100	3500 -	2400	3900	16	2600	4000	16
Logan	39	1800	2905 -	2280	3700	20	2430	3800	20
Murray	40	1850	2450 -	2350	3690	19	2450	3890	20
Range		1200- 2100							
Median		1717		2400	3605		2553	3725	
Average (Mean)		1685		2370	3516		2522	3678	

126

1/ Maximums listed are for lowest and highest schedules for preparation less than B. S. Degree.

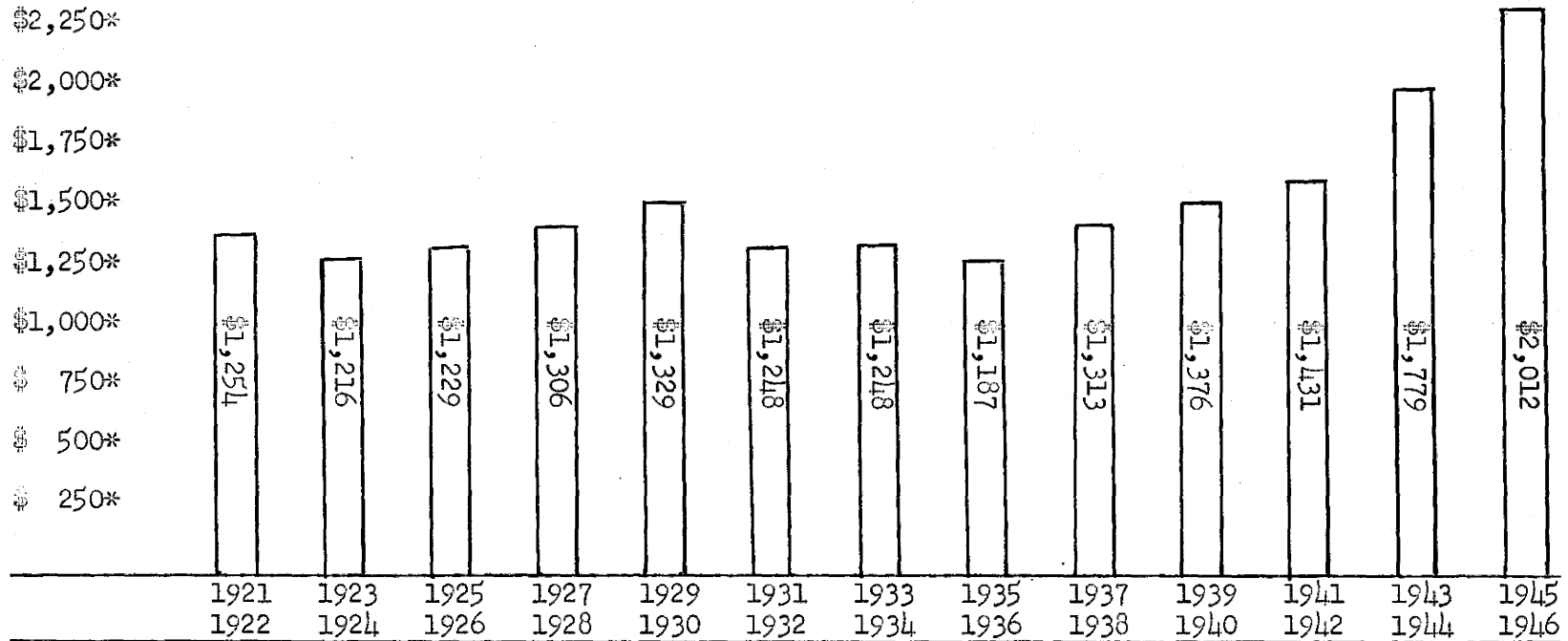
2/ Maximum includes all schedules between bachelor's and master's degrees.

3/ Maximum includes all schedules of the master's degree.

¹⁸³Source of data: District salary schedules on file at State School Office.

TABLE X

This table indicates the average salary trends of all teachers, principals, and supervisors in the public elementary and high schools of Utah. The increases were accomplished through a combination of local and state associations together with local and state effort.



AVERAGE ANNUAL SALARIES OF TEACHERS, PRINCIPALS AND SUPERVISORS
IN UTAH, 1921-1946

The best method of judging the future is by the past. Thus it is possible to predict a bright future for the Utah Education Association; that the Association will work to equalize educational opportunities for the children of Utah, to improve the standards of the teaching profession in the state, seems reasonably certain. That the Association has done so in the past has been shown in many instances in the preceding pages.

The past success of the Association is evidenced by Utah's excellent over-all performance in the educational world. In an article written in the Deseret News, October 9, 1946, Utah's over-all educational program was rated the best in the nation. The authors of the article, Raymond E. Hughes, President emeritus, and William H. Lancelot, professor of vocational education, complimented Utah on her excellent record and said the success might be attributed to the high value placed on education by its people, coupled with a wise expenditure of the funds set aside for education. The Association has been one of the determining factors in both of these issues.

In a summary of Utah's position in the education of servicemen, Utah ranked above all other states in the percentage of army men who had attended the secondary school. Utah was lowest in the percentage of those who had attended the elementary school only, and next to highest for those who attended college. Of all the states, only Utah and Nevada were credited for having more than half the army men complete two years of high school.¹⁸⁵

¹⁸⁵ Utah Educational Review, May, 1948. "Education of Utah Servicemen" by John T. Wahlquist. pp. 6-7. Vol. 41.

Utah is better prepared than any other state in the nation to provide adequate higher education facilities for its returning veterans. There may be arguments pro and con regarding just how much influence the UEA has had on these factors and of course, we must recognize the work of the State Department of Education. The two have functioned together as a unit and have placed the education of Utah on a high standard.¹⁸⁶

Dr. C. E. Partch, school of education dean, Rutgers University, New Brunswick, New Jersey, recently completed a survey of national education needs. This was received by Governor Maw's office for consideration. The survey reveals that with an expenditure of \$19.89 per capita, approximately \$11,000 is needed in Utah to provide education facilities for veterans. The other 47 states range from \$55.87 in Massachusetts to \$32.00 in New York.¹⁸⁷ The survey shows that Utah's needed expenditure is less than one-half of the national per capita estimate of \$41.39.

According to a recent survey Utah ranked 24th in per capita income. The state ranks seventh in the per capita expenditures for public education. Its expenditure of \$25.67 in the "normal" year of 1937-38 was exceeded only by per capita payments of Nevada, Wyoming, New York, California, Arizona, and Montana. Utah also ranks first in the number of persons per 10,000 population attending educational institutions.¹⁸⁸

¹⁸⁶Material on file in UEA Office.

¹⁸⁷Ibid.

¹⁸⁸Ibid.

The national average of the number of persons of secondary school age per 10,000 population attending school is 510. Utah's average is 775.¹⁸⁹

In the year before the war, 1939-40, Utah had 86 women and 151 men students per 10,000 population in the higher educational institutions. The national average was 112 students. California was the nearest state to Utah with 174 students. In Delaware only 42 persons per 10,000 population were attending college in 1939-40.¹⁹⁰

Utah ranks at or near the top in five other factors considered in rating the educational program of the United States. It is first in accomplishment and also first in the degree to which accomplishment corresponds to ability. It rated fourth in effort, first in efficiency in expenditure of the educational funds, and first in the educational level of its adult population.¹⁹¹

189 Ibid.

190 Ibid.

191 Ibid.

CHAPTER IX

SUMMARY AND CONCLUSIONS

A. SUMMARY

1 - Because of its vital importance to the education of our state, the National Education Association requested that a study be made on the history of the Utah Education Association. This study was begun during the summer of 1946 at Logan, Utah.

2 - The available data were very limited at our city and school libraries. Letters were sent to every living president of the Utah Education Association. When it was possible, personal interviews were obtained and the information checked and recorded. Early newspapers from the Latter Day Saints Church Library were sought and information was checked. Permission was given to use the files of the Utah Education Association by the Executive Secretary.

3 - Immediately after the founding of Salt Lake City in 1847 Scientific, Literary, and Religious societies began to organize for the benefit of school teachers in the Territory of Utah.

4 - In 1855 the Universal Scientific Society was organized and the objectives were to establish a museum, a library, and a reading room.

5 - It was also in 1855 that the Deseret Theological Society was organized and did much to encourage ecclesiastical wards of the

Territory. This organization grew into the Salt Lake Literary and Scientific Society which recently contributed \$60,000 to the University of Utah.

6 - Other teacher organizations that had their beginning as early as 1855 were as follows: Philharmonic, Polysophical, Musical, and Deseret Theological Institute.

7 - October 29, 1860, thirteen years after the arrival of the first Mormon pioneers in Utah, the Deseret School Teachers' Association was formed. It was the objective of this group to create teacher uniformity in connection with the practice of teaching.

8 - The next attempt to organize a teachers' association was held in Fort Ephraim on November 15, 1861. Significant resolutions were adopted requesting better school buildings, certification of teachers, jurisdiction of school trustees, selection of school books and other interesting problems facing education. Copies of the resolutions adopted at this convention were mailed to every district. The teachers organized under the name of the Territorial Teachers' Association.

9 - In 1862 the Universal Society announced a course of lectures for the teachers in general. Lectures were given on such subjects as: "The Circulation of the Blood," "Modern Theories of Chemistry," "The Atmosphere," and various religious subjects.

10 - The University of Deseret was organized as a business college in 1867 and when Dr. Park became president in 1869 he established classes for normal as well as commercial courses.

11 - Over one hundred teachers of the Territory attended a ten day session in 1875. This institute was established for school teachers.

12 - In 1890, a law requiring county superintendents to hold teacher's institutes annually for the instruction of teachers was passed. This led to local associations in our state.

13 - In 1893 a state association was formed but no record or files were started until 1907.

14 - The presidents of the Utah Education Association from 1892-93 until the present time have all been listed and the growth and development during their term of office has been given in detail.

15 - The constitution of the Utah State Education Association made provisions for an annual convention. Some of the interesting lectures and outstanding guests who have appeared from year to year are shown in a series of tables in the Appendix, Section B.

16 - Although the Association was organized in 1892 no constitution was adopted officially until 1910. Since then the constitution has been revised several times.

17 - The legislative activities are some of the outstanding achievements of the Association. This has resulted in developing one of the most efficient state educational systems in the nation. One of the many legislative bills passed created the Utah State Teachers' Retirement System in 1937. The welfare of the State and the teacher has benefited by the legislation presented by the Utah Education Association.

18 - The field of professional relations has been greatly developed by the Utah Education Association.

19 - One of the purposes for making this study was to see just what the Utah Education Association was doing for classroom teachers of Utah. The following are examples:

A. The Utah Association has cooperated in trying to solve some of the problems for the teachers of Utah.

B. The research activities are another contribution the Association offers to the teachers of Utah.

C. Professional growth is attained by attending and participating in the Association activities.

D. The Utah Education Association has many various devices by which it informs its members of various pertinent questions.

E. The State Association officers are available for consultation with local officers.

F. The Utah Education Association provides legal service which is available upon application to all local associations and individual members on matters relating to professional welfare.

B. CONCLUSIONS

The purposes of this study were to present evidence showing that the Utah Education Association has made a considerable contribution to the development of education in the State.

Eighty-seven per cent of the 56 former presidents of the Utah Education Association that are still living, returned

questionnaires sent out to them. Many of these questionnaires led to personal interviews. With this in mind the writer feels that the conclusions drawn can be said to have come from a representative group of the teacher associations in Utah.

1. History of the Teachers' Association in Utah

Previous to 1875 the Teachers' Association had relatively few members. The county institutes, the roundtables, and the local teachers' associations have been factors contributing to the growth of the State Association.

2. The Growth of the Utah Education Association Since 1893

The Utah Education Association had its inception in 1893, three years before the birth of Utah as a State. The history of the Association, from the time of the first meeting, recounts the difficulties encountered in any new organization. Such problems as the necessity for outlining course of study, better teaching, a longer school term, creation of normal schools, consolidation of schools, more complete libraries, and sufficient high schools had to be faced. The members and leaders of the Association have worked constantly throughout its history for progressive school legislation.

The growth of the Association has been attributed to an increasing interest in the Association. The membership includes most of the teachers in the State, with many counties priding themselves on having one hundred per cent State Association enrollment. Utah is one of the highest states in the Nation on the per cent enrolled. The more united our organization becomes the more professional our

Association will become.

3. How Utah Ranks according to the Spearman Formula

Although we adhere to criticism on the negative side, there are many good points concerning our educational factors in Utah. According to Spearman's formula in ranking the different states in efficiency, Utah was third. In expenditures Utah was twelfth. We lead the nation in attaining the highest amount of schooling per capita. We also lead the other states by having a 10.8 grade attainment record.

4. The Forethoughts of our Predecessors

The diligent efforts of those teachers before us who had the foresight to organize is a significant factor contributing to the success of our high standards in education. Another reason for the success of the Association is that they adopted a constructive program. The committee system has been most effective. They have worked on measures pointing to a long time program in education for the State. Attention has been given by these committees to studies of such subjects as essential financial support for the schools, free textbooks, non-partisan election of boards of education, certification of teachers, retirement, research, a single State Board of Education, the county unit, and curriculum revision. There were also many similar subjects embodying the main objectives of the Association's program.

The efforts of the various Association members toward a well-planned, successful life have been untiring. The fact that the Association meetings in Utah are the largest held in the State is

evidence that this goal of the Association in regard to meetings and programs has been achieved. This fact alone should be enough to convince one that the Association has merited the support of the teaching profession of the State through the attractive, interesting programs presented at the annual meetings.

5. The Utah School Review

The Utah School Review was organized in 1908 as the official organ of the Association to publicize this program. This very helpful publication is sent to each new member. It's major accomplishment is that it keeps the membership up-to-date and well-informed as to the procedures and policies of the Association.

6. The Employees of the Utah Education Association

The Association has found it necessary to employ a full time secretary. The staff also has a special member whose duty it is to publish the Review. The employment of these individuals has helped to cement the organization and given continuity to its work. These men act as official representatives of the Association. They make many desirable contacts with members of civic, patriotic, and service organizations in the State. They also give valuable service in promoting the legislative activities of the State in regard to the affairs of the Association.

7. Association Achievements

The Association had adopted numerous methods of obtaining the results which are desirable for the individuals of the Association, and the profession as a whole. A planned procedure has been adopted to

secure desired school legislation. They have used broadcasts since the advent of radio to give publicity to the legislative campaigns of the Association. Before the time of radio they used newspaper articles and bulletins. The secretary is an agent who assists in getting the cooperation of the county superintendents and also the various service organizations of the State. Thus contact is made with the members of the legislature in order to try to secure desired educational legislation. A considerable number of laws sponsored by the Association have been enacted by the State Legislature.

8. Legislation Within the Utah Education Association

The Association has a special Legislative Committee through which recommendations are made to the Delegate Assembly. The recommendations, if ratified by that body, are then presented to the State Legislature by the Executive and Legislative Committees of the Association. The publicity which is necessary for success on the desired school legislation is promoted by cooperation with the District Teachers' Associations and the various service groups throughout the State. Thus united action is secured and a defense may be made to such proposals as might interfere with the best interests of education.

9. Legislation for the Association

The enactment by the Legislature of such a high percentage of the bills sponsored by the Association shows that the work of the Association is of great influence and so should have the support of

every teacher by acting in the capacities of loyal members. The legislators have even come to look to the State Education Association for advice and information concerning educational bills, for the Association has carried on its work in such a manner as to win the confidence of that body.

10. Our Association

As we list the various accomplishments of the Association, it causes a question as to what is the true gauge of the work accomplished by the Association. It is not possible to say that the organization accomplished more or less during one era or under one leader. The former officials would find it almost impossible today to compete with the high pressure organizations in other fields which are now seeking a share of the taxpayers' money. The Association has been forced to adopt these methods in order properly to adapt itself to changed conditions in the social order. If the spirit of those earlier leaders could be embodied into the present system then the fundamental interest of education would be advanced and its achievement would be even greater.

The writer feels that the Association should now direct its attention on the next logical step of progress, assuming intellectual leadership of education in Utah. Their main aim should be the advancement of the standards of instruction in the schools.

RECOMMENDATIONS

1. There is a question in some members minds as to whether the membership in higher institutions justifies the extension of the present Association services specifically for members of higher institutions.
On the other hand the faculty members in higher institutions (except in the School of Education) question whether present services offer sufficient value to justify the membership fee. Perhaps there is merit to both arguments. It is therefore recommended that studies be directed toward the analysis of the Association services to determine whether these conflicting views can be resolved by some changes in the Association program. We need something in the program to make college people feel that the program includes and needs them.
2. The UEA could save the teachers of Utah \$32,000 in a ten year period if a headquarters building could be purchased by the Association. The Board of Trustees has accumulated \$23,000 for this purpose. Why not have a headquarters building?
3. It is recommended that the UEA continue to operate and supervise the UTMA. Many feel that if it were separated, eventually, it would disintegrate from the Association.
4. Many former presidents of the Association have voiced their desire for a training program for UEA presidents. Some suggested having the president serve in some capacity as vice-president or serve for at least one year prior to being elected. This would enrich him with experiences that would assist in deciding some of the future decisions.

5. It is also felt by the writer that the present or even higher membership dues be maintained. For every additional dollar spent on membership fees the teacher receives far more back in return. This is returned in the form of higher salaries, consequently raising the retirement schedules, research studies, better public relations, and many other numerous additional professional opportunities.
6. After careful analysis the writer finds that it would be more advantages for the Local Associations to bargain for higher salary schedules through one State Association. The year of 1948 was one good example of this point. Each Board of Education waited to see what the other Boards were giving before they committed themselves on the salary schedule in their district.
7. It is recommended that the UEA call in Local Presidents and give them a suggested goal. Through their research department they are able to serve as an advisor by distributing a "Salary Schedule Manual". This would assist Local Salary Schedule Committees that meet with Local Boards of Education.
8. In the past few years more services have continuously been demanded by the Local Associations. The question is, does our overall Association organizational structure meet the demands of the present expanding program? It is therefore recommended that teachers be less critical and more grateful for the services rendered by the UEA.

BIBLIOGRAPHY

BIBLIOGRAPHY

LITERATURE CITED

- Almack, John C., and Lang, Albert R., Problems of the Teaching Profession. Boston: Houghton Mifflin Co., 1925. Chapter 5, "Teachers' Voluntary Organizations," pp. 76-94.
- Bancroft, H. H., History of Utah, History Co., San Francisco, 1889, p. 715.
- Burnham, Archer L., The Education Association in the Improvement of Teachers, pp. 47-59, Forthcoming Developments in American Education, William C. Reavis, Vol. VIII, 1945.
- Cowles, LeRoy E., Organization and Administration of Education in Utah. Salt Lake: University of Utah Press, 1927, p. 372.
- Good, C. V., A. S. Barr, and D. E. Scates, The Methodology of Educational Research, D. Appleton Century Company, New York: 1938, p. 890.
- Hendricks, King, and L. A. Stoddart, Technical Writings, Utah State Agricultural College Press, Logan: 1948, p. 117.
- Hosman, Everett M., State Teachers' Organizations, University Place, Nebraska: National Association Secretaries State Teachers Associations, 1926, p. 206.
- Knight, E. W., Education in the United States, Boston: 1934, p. 238.
- Moffitt, J. C., The History of Public Education in Utah, Deseret News Press, Salt Lake City: 1946, p. 369.
- Wahlquist, John T., Philosophy of American Education, Roland Press Co., New York: 1942.
- Woelfel, Norman, Molders of the American Mind, Columbia University Press, New York: 1934.
- Young, L., History of Education in Utah, University of Utah Press, Salt Lake City: 1924, p. 328.
- Education Policies Commission, Washington, D. C.
Education for all American Youth, 1944.
The Purpose of Education in American Democracy, 1938.
Education and Economic Well Being in American Democracy, 1940.
The Structure and Administration of Education in America, 1938.
The Unique Functions of Education in American Democracy, 1937.

PERIODICALS

- Auditors Report, Receipts and Expenditures, File at Headquarters Building of Utah Education Association.
- District Salary on file at State School Office.
- Federal Codes Annotated, Vol. II, Title 5, Sec. 673, Compensation Schedules.
- "Minutes of Meetings of Board of Directors," on file at Headquarters of Utah Education Association.
- National Education Association, Department of Superintendence, A National Organization for Education; Educational Policies Commission. Washington, D. C.: The Association, February, 1937. pp. 47.
- Utah Educational Journal, Vol. 1-12, 1875-76. Incomplete Files, Library Building, University of Utah.
- Utah Educational Review, Vol. 1-42, 1907-49. Complete files, Library Building, Utah State Agricultural College.
- Utah Public School Directory, 1945-48, on file at Utah State Agricultural College Archives.

NEWSPAPERS

- The Deseret News (Morning Edition,) March 10, April 24, May 22, June 11, 1932; October 15, 18, 19, 20, 26, 1932.
- The Salt Lake Tribune, October 16, 1938; October 11, 1945; p. 13, October 11, 1946; April 27, 1947.

UNPUBLISHED THESES

- Canaga, Ruth Hale, "A History of West Virginia State Teachers' Association since 1913." Unpublished Master's thesis, The University of Chicago, Chicago, 1938. 109 pp.
- Miller, Dr. W. P., "Developments in Public School Land Policies in Utah, 1935-1938." Unpublished Doctor's thesis, Stanford University, Palo Alto, 1949. 182 pp.
- Walsh, Anna Kathleen, "The History of the Kansas State Teachers' Association, 1863-1938." Unpublished Master's thesis, University of Kansas, Wichita, 1939. 240 pp.

LETTERS

Letters from former presidents of the UEA on file at UEA Office.

INTERVIEWS

Interviews with leading educators of the UEA.

APPENDIXES

TABLE XI

APPENDIX A

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
UTAH STATE EDUCATION ASSOCIATION 1907-1947

YEAR	TOPIC DISCUSSED	LECTURER
1907	THE DEVELOPMENT OF THE SCHOOL CURRICULUM	Dr. Suzzallo Stanford University
1907	WHAT THE COLLEGE EXPECTS OF THE HIGH SCHOOL	Milton Bennion University of Utah
1908	AN AGE OF REFORM	Jacob Gould Schurman
1910	ADDRESS OF WELCOME	The Governor's Welcome
1910	REPORT OF THE UEA PRESIDENT	Joseph F. Merrill Pres. of UEA
1911	REPORT OF THE UEA PRESIDENT	John M. Mills Pres. of UEA
1912	WHAT IS EDUCATION	John M. Mills Pres. of UEA
1913	REPORT OF THE UEA PRESIDENT	G. N. Child Pres. of UEA
1914	TEACHING STUDENTS HOW TO STUDY	Dr. Charles H. Judd University of Chicago
1914	RESPONSE TO ADDRESSES OF WELCOME	A. C. Matheson State Supt. of Public Instruction
1914	WHAT SHALL WE NOW EMPHASIZE IN EDUCATION?	G. N. Child Pres. of the UEA

Utah Educational Review, p. 28, January, 1908.

Utah Educational Review, p. 12, January, 1909.

Utah Educational Review, p. 6-21, December, 1914.

Appendix A. Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
THE UTAH STATE EDUCATION ASSOCIATION 1907-1947

YEAR	TOPICS DISCUSSED	LECTURER
1914	ESSENTIALS OF SUCCESS NOT FOUND IN BOOKS	Dr. D. E. Phillips University of Denver
1915	EVERY LESSON AN ENGLISH LESSON	A. S. Bennion Principal, Granite High School
1915	CONNECTING COMPOSITION WITH LIFE	O. J. P. Widtsoe Prof. of English University of Utah
1915	THE STUDY OF A MODERN FOREIGN LANGUAGE AS AN AID TO A CORRECT KNOWLEDGE OF A PUPILS' MOTHER-TONGUE	Roswell Belnap Ogden High School
1915	ESSENTIALS OF ARITHMETIC	C. H. Skidmore Supt. Granite School District
1915	SIGNIFICANCE OF EDUCATIONAL MEASUREMENTS	E. P. Cubberley Stanford University
1915	STANDARDS AND EFFICIENCY IN EDUCATION	G. N. Child Supervisor Grammar Grades, SLC Public Schools
1916	WHAT AMERICA STANDS FOR	E. G. Gowans, M.D. Pres. of UEA
1916	Feeble-mindedness in the State of Utah	Summary of the Report of the Commission on feeble-mindedness Jane Griffiths & Sadie Myers

Appendix A Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
UTAH STATE EDUCATION ASSOCIATION 1907- 1947

YEAR	TOPICS DISCUSSED	LECTURER
1916	CURRENT SOCIAL PROBLEMS IN EDUCATION	Dr. David Snedden Columbia University
1917	TEACHERS ARE THE ONLY UNDERPAID PEOPLE WHO DO NOT STRIKE	Governor Simon Bamberger
1917	THE PRESIDENT'S ADDRESS	Supt. D. C. Jensen Pres. of UEA
1917	THE MEANING OF AMERICA	Dr. George Vincent
1917	THE WAR AND AMERICA'S DUTY	Dr. George Emory Fellows, U of U
1917	THE CURRICULUM OF THE FUTURE	Dr. McMurry
1918	The teachers requested that no Institute be held	
1919	THE SCHOOLS AND NATIONAL SECURITY	Dr. J. A. Widtsoe Pres. of UEA
1919	THE FOES OF DEMOCRACY	Dr. E. A. Bryan Commissioner of Education of Idaho
1919	THE UTAH PROGRAM	Dr. C. A. Prosser
1919	COMMUNITY DEMOCRACY	Dr. A. E. Winship
1920	FUNDAMENTALS IN EDUCATION AND CITIZENSHIP	Prof. A. M. Merrill Prin. O. H. S.
1920	THE NEW AND OLD POINTS OF VIEW IN EDUCATION	Dr. L. D. Coffman Pres. U of Minn.
1920	EDUCATION FOR POLITICS	Dr. E. O. Sisson
1920	EDUCATION FOR CITIZENSHIP	Nephi L. Morris

Utah Educational Review, No. 5, January, 1917. pp. 7-25.

Utah Educational Review, No. 6, January, 1918. pp. 3-25.

Appendix A Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
THE UTAH STATE EDUCATION ASSOCIATION 1907-1947

YEAR	TOPICS DISCUSSED	LECTURER
1921	CITIZENSHIP MESSAGE	Dean F. J. Kelly Lawrence, Kansas
1921	SEVEN PRINCIPLES OF TEACHING ELEMENTARY EDUCATION	Dr. Margaret S. McNaught, State Commissioner of Ele. Schools, California
1921	SOME PHASES OF BETTER TEACHING IN THE HIGH SCHOOL	George A. Eaton Supt. of H. S. Salt Lake City
1921	FOR A BETTER AMERICA	Supt. B. A. Fowler
1922	THE PUBLIC SCHOOL, BULWARK OF SOCIETY	Charles R. Mabey Governor of Utah
1922	TYPING UP THE COMMERCIAL SCHOOL BOY TO THE ADULT BUSI- NESSMAN	John D. Spencer
1922	SCHOLARSHIP STANDARDS IN AGRICULTURE	M. C. Merrill Brigham Young U.
1922	DIMINISHING THE SLAUGHTER OF INNOCENTS	Garland Greever USAC
1923	CAN JUST ANYBODY TEACH?	L. John Nuttall, Jr. Pres. of UEA
1923	THE TEACHING AND NATURE IN THE PRIMARY AND GRAMMAR GRADES	Henry Peterson Dean of Education USAC
1923	THE WORK WE HAVE TO DO	Ernest Carroll Moore Director, Southern Branch, U. of Calif.

Utah Educational Review, January, 1921. No. 5. pp. 3-6.
Utah Educational Review, November, 1921. No. 3. pp. 3-25.
Utah Educational Review, November, 1922. Vol. XVI. pp. 3-22.
Utah Educational Review, November, 1923. Vol. XVII. pp. 3.

Appendix A Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
THE UTAH EDUCATION ASSOCIATION 1907-1947

YEAR	TOPICS DISCUSSED	LECTURER
1923	CAN CHARACTER BE LEARNED?	Ernest Horn University of Iowa
1923	THE RISING GENERATION AND ITS MORAL TASKS	Shailer Mathews Un. of Chicago
1923	EDUCATION FOR THE LARGER LIFE	Merton Hill Chaffey Union H.S. Ontario, Calif.
1924	THE HUMANIZING OF EDUCATION	Frank B. Cooper Supt. Emeritus Seattle, Wash.
1924	EMANCIPATION OF CHILDREN EDUCATION FOR PARENT- HOOD THE IMPORTANCE OF EARLY YEARS	Miss Alma L. Binzel
1925	HEALTH	Mrs. Sadie Orr Dunbar
1925	HEALTH EDUCATION IN THE SCHOOLS	Mrs. Ruth Ward Mumford, Health Supervisor, Provo
1925	SHALL THE LAWS BE OBEYED?	Milton Bennion University of Utah
1926	CAN SUCCESS SUCCEED?	Dr. Edward O. Sesson Reed's College
1926	PLAYGROUND ACTIVITIES	Dr. A. Hetherington Un. of California
1926	WELCOME ADDRESS TO TEACHERS	Governor Dean
1927	MEASURING DEVICES IN THE SCHOOLS	Dr. Charles H. Judd Un. of Chicago

Utah Educational Review, Vol. XVIII, November, 1924. No. 3.
pp. 110-122.

Utah Educational Review, Vol. X, October, 1925. pp. 38.

Utah Educational Review, Vol. XIX, November, 1925. No. 3.
pp. 86-89

Utah Educational Review, Vol. XX, January, 1927. No. 3.

Utah Educational Review, Vol. XXI, December, 1927. No. 4.
pp. 170-186.

Appendix A Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
THE UTAH STATE EDUCATION ASSOCIATION 1907-1947

YEAR	TOPICS DISCUSSED	LECTURER
1927	VISUAL EDUCATION	Dr. Margaret M. Alltucker, U. of California
1927	THE ADMINISTRATION OF VISUAL EDUCATION	Dr. Geo. Strayer Teachers College
1927	THE NEED OF APPLYING PSYCHOLOGICAL PRINCIPLES TO VISUAL EDUCATION	Philo T. Farnsworth
1928	THE STATE COURSE OF STUDY	Lofter Bjarson
1928	TAXATION	Earl L. Fisher Tax Commission Oregon
1928	ACCOMMODATIONS AND ADJUSTMENTS FOR BOYS AND GIRLS IN THE HIGH SCHOOL	L. W. Nielson Jordan H. S.
1929	PSYCHOLOGY	Helen T. Wooley Teachers College Columbia University
1929	FINANCIAL WORLD	Cameron Beck N. Y. Stock Exchange Institute
1929	VOCATIONAL EDUCATION	L. H. Dennis
1929	HEALTH EDUCATION	Dr. Fredrick Band Rogers, Director of the Division of Health
1930	THE SCHOOLS' PROFESSIONAL FORCE AND ITS RESPONSIBILITY IN EDUCATING THE PEOPLE	Amos N. Merrill Retiring Pres. of UEA

- p. 169. Utah Educational Review, Vol. XXII, No. 4. December, 1928.
- pp. 75-79. Utah Educational Review, Vol. XXIII, No. 2. October, 1929.
- pp. 125-131. Utah Educational Review, Vol. XXIV, No. 3. November, 1930.

Appendix A Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
THE UTAH STATE EDUCATION ASSOCIATION 1907-1947

YEAR	TOPICS DISCUSSED	LECTURER
1930	TEACHER TRAINING	O. D. Ballard Coach, Jordan H.S.
1930	WHAT THE PROPOSED TAX AMENDMENTS REALLY MEAN	Governor George H. Dern
1931	LEADERSHIP AND THE TEACHER	Supt. A. J. Ashman Sevier District
1931	CONSOLIDATION OF SCHOOL	D. H. Christensen
1931	FINDINGS AND RECOMMENDATIONS OF THE UTAH WHITE HOUSE CONFERENCE	David O. McKay
1932	FACING THE FACTS	E. E. Greenwood, Prin. Jordan Dist.
1932	FIVE FACTORS RELATING TO SCHOOL EFFICIENCY IN UTAH	Wm. G. Carr, Director Research Division, NEA
1932	CHORIC SPEECH	Miss Robert Ethel Phillips, Columbia University
1933	HOW TO PROVIDE MORE ADEQUATE FINANCE FOR SCHOOLS	Herbert B. Maw
1933	EDUCATION FOR COMPLETE LIVING	Theme of Convention
1933	RECONSTRUCTING ECONOMIC THINKING	Mariner Eccles Banker
1933	TEACHER PARTICIPATION IN PUBLIC LIFE	Dr. Wm. McAndrar
1934	NEED FOR INTEGRATED SCHOOL PROGRAM	Miss Helen Hefferman
1934	THE RESPONSIBILITY OF AMERICAN TEACHERS	Dean Ralph Dennis Northwestern U.

Appendix A Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
THE UTAH STATE EDUCATION ASSOCIATION 1907-1947

YEAR	TOPICS DISCUSSED	LECTURER
1934	TRAINING FARM YOUTH	L. R. Humpherys State Supervisor Agricultural Ed.
1935	A PRACTICAL PROGRAM FOR THE SOCIAL STUDIES	John A. Sexson Supt. of Pasadena, California Schools
1935	THE FUTURE OF DEMOCRACY	Willard E. Givens Executive Secretary NEA
1935	SOCIAL WORK IN A CHANGING WORLD	Arthur Beeley, Prof. Sociology, U of U
1935	WE ARE PROUD OF OUR SCHOOL SYSTEM	Gov. Henry H. Blood
1936	THE TEACHER AND THE TIMES	Dr. Emanuel Sternheim University of N.Y.
1936	THE WORK OF THE TEACHER	Dr. Jean Betzner Columbia University
1936	TRENDS IN A SPEECH CORRECTION PROGRAM	Dr. Clarence T. Simon Prof. of Psychology of Speech Correction Northwestern University
1937	THE SOCIAL SIGNIFICANCE OF SCIENCE	Dr. Robert A. Millikan Chairman of Council Calif. Institute of Technology, Pasadena, California
1937	DEMOCRACY AS A WAY OF LIFE	Dr. Wm. H. Burton Curriculum Consultant of California

Utah Educational Review, October 1936, 1937, and 1938.

Appendix A Cont'd

TOPICS DISCUSSED AND SPEAKERS, ANNUAL MEETINGS OF
THE UTAH STATE EDUCATION ASSOCIATION 1907-1947

YEAR	TOPICS DISCUSSED	LECTURER
1937	MAKING THE GUIDANCE PROGRAM SPECIFIC	Dr. Paul Chapman Dean of Agriculture U. of Georgia
1938	WHAT LIES AHEAD FOR AMERICA AND OUR SCHOOLS	Dr. Goodwin Watson
1938	SCHEDULES FOR SALARIES	Dr. L. John Nuttall, Jr. Supt. Salt Lake City
1938	THE SCHOOL AND THE AMERICAN SCENE	Dr. A. J. Stoddard Supt. Denver
1945	EDUCATION IN THE HUMANITIES MUST BE EXPANDED IN ORDER FOR MAN TO COPE WITH SCIENCE	Dr. Dora V. Smith Prof. of Education U. of Minnesota
1946	CENTENNIAL PLANS AT THE PREVIEW	Pres. David O. McKay State Centennial Commission Chairman
1946	TODAY'S SCHOOLS AND TOMORROW'S CITIZENS	Dr. E. T. McSwain Prof. of Education Northwestern U.
1947	REPORT OF THE UEA PRESIDENT	Glen R. Winn Pres. of UEA
1948	PROFESSIONAL UNITY	Ralph MacDonald Executive Director Nat'l Comm on Teacher Ed. and Prof. Standards NEA

The Salt Lake Tribune, October 11, 1945 p. 13.

The Salt Lake Tribune, October 11, 1946.

The Salt Lake Tribune, April 27, 1947.

APPENDIX B

A BRIEF OF THE FIRST TEACHERS' ASSOCIATION CONSTITUTION IN UTAH

"1st. This Association shall consist of a president, two vice-presidents, secretary, and treasurer, to be elected semi-annually on the 7th of October; and an unlimited number of members, who are, or have been practical school teachers.

2nd. The following shall be honorary members, viz; the Chancellor, and Board of Regents of the Deseret University. The Superintendent of Common Schools, County Superintendents of Schools. The several boards of examination, the public reporters, and members of the press, with such others as the president and vice-presidents shall deem proper.

3rd. Each member of the Association shall be entitled to vote, in relation to all questions pertaining to the control of its affairs and be responsible for his quota of the expense incurred.

4th. Ten members in rotation shall have the privilege of admitting a friend to the weekly meetings by ticket.

5th. This Association adopts the two-thirds rule in voting."

BYLAWS

"1. The Association shall meet every Friday evening at 7 o'clock.

2. A quorum shall consist of one-fourth of the ordinary members of the Association.

3. The initiation fee shall be one dollar, for the benefit of the library.

4. The subject of all intended lessons, etc.; shall be presented in writing to the president for his consideration, selection, and presentation to the Association."

Utah Educational Review, January, 1918. Vol. XI. No. 5.

The Deseret News, October 31, 1860.

Appendix B Cont'd

UTAH EDUCATION ASSOCIATION

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION: (ADOPTED
AT THE ANNUAL MEETING IN 1910)

ARTICLE 1. NAME

The name of this organization shall be the Utah Educational Association.

ARTICLE 2. PLACE OF GENERAL OFFICE

The general place of business and the general office of this corporation shall be at Salt Lake City, Salt Lake County, State of Utah.

ARTICLE 3. PERIOD OF ORGANIZATION

This corporation is organized to endure for the term of fifty (50) years.

ARTICLE 4. OBJECT

The object of this Association shall be the promotion of the educational interests of Utah.

ARTICLE 5. INCORPORATORS

Mathonihah Thomas, A. C. Nelson, J. T. Kingsbury, John A. Widtsoe, Horace Cummings, D. H. Christensen, John M. Mills, L. E. Eggertsen, G. H. Brimhall, Carl R. Marcussen, F. M. Driggs, John P. Creer, Alma Molyneaux, James E. Moss, F. D. Keeler, W. M. Stewart, J. F. Merrill, G. M. Marshall, G. N. Child, George Thomas, George A. Eaton, Orson Ryan, D. C. Jensen, E. M. Whitesides.

ARTICLE 6. MEMBERSHIP

The membership shall be individual, and shall be of two classes, active and honorary. Teachers, school officers, and other friends of education may become members of this Association on the payment of one dollar and a quarter (\$1.25), and may continue their membership by paying an annual fee of one dollar and a quarter (\$1.25), and on the payment of fifteen dollars (\$15.00) at any one time they shall become life members. Members of the Association are also members of the departments of the Association.

The State Superintendent of Public Instruction and all persons who have served as president of the Association for one year, and all persons who are now honorary members of the State Teachers' Association shall be

Appendix B Cont'd

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION:

honorary members of this Association. They shall be granted life memberships and shall be exempt from the payment of fees.

Persons other than those named who have achieved distinction in educational work, whether resident of Utah or not, may become honorary members upon the recommendation of the Board of Trustees and a two-thirds vote of the members of the Association at any meeting.

One hundred (100) active members of the Association shall constitute a quorum for the transaction of business.

ARTICLE 7. OFFICERS

The officers of this Association shall consist of a president, a vice-president, a secretary, a treasurer, a board of six trustees, exclusive of the State Superintendent of Public Instruction, and the president and the vice-president of the Association, who shall be ex-officio members. The president of the Association shall be president of the Board of Trustees and the secretary of the Association shall be the secretary of the Board of Trustees.

ARTICLE 8. VACANCIES AND REMOVALS

Any vacancy caused by the death, resignation, or removal of any trustee or other officer, may be filled by the Board of Trustees.

Any of the said officers or trustees may be removed by a two-thirds vote of the individual members of the Association at any regular or specially called meeting of the Association.

ARTICLE 9. ELECTIONS

SECTION 1. The officers of this Association, except the secretary and the treasurer, shall be elected by ballot in the manner provided in the bylaws on the second day of each annual meeting at such polling places as may be determined upon by the Board of Trustees. The terms of their office shall begin at the close of the annual meeting during which they are elected.

The president and the vice-president shall each be elected annually for one year. The members of the Board of Trustees, except the president and the vice-president, shall be elected for a term of three years, two members each year, except the first Board of Trustees elected under the provisions of this article, two of whom shall be elected for one year, two for two years and two for three years.

Appendix B Cont'd

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION:

The secretary and the treasurer shall each be elected annually for a term of one year, by the Board of Trustees.

ARTICLE 10. VESTMENT OF CORPORATE POWERS

Three members of the Board of Trustees shall constitute a quorum at any meeting of the said Board of Trustees, to do business and to exercise the corporate powers of the corporation, and may appoint such agents as may be necessary for the proper execution of its business. Said Board of Trustees may borrow money when necessary for the welfare of the corporation and execute such securities as may be necessary by way of mortgage and otherwise, as may be required, provided, however, that the indebtedness of the said corporation shall at no time exceed one thousand dollars (\$1000.00), and the Board of Trustees may adopt and enact such laws for the regulation of the affairs and business of the corporation as may be deemed expedient, not inconsistent with these Articles, or contrary to law.

Any bylaws adopted and enacted by the Association shall be considered as part of the governing rule of this Association, and may not be repealed, altered or amended except by a two-thirds vote of the members of the Association present at any general or special meeting called for that purpose.

Any bylaws adopted and enacted by the Board of Trustees may be disapproved by a majority of the individual active members of the corporation at any general meeting or at a special meeting called for that purpose.

ARTICLE 11. MEETINGS

*The annual meeting of the Association shall be held during the first three days of the week in which occurs Thanksgiving Day, at such place as shall be determined by the Association or its Board of Trustees. Special meetings may be called by the president at the request of twenty-five members.

ARTICLE 12. DEPARTMENTS

**Science, nature study, art, business, juvenile court, music crafts, physical education, classical, grammar grade, primary, kindergarten, superintendents and school boards, college and high school.

Appendix B Cont'd

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION:

ARTICLE 13. NAMES OF OFFICERS

The following named persons shall be the officer of the Utah Educational Association for the terms indicated:

president--one year: J. F. Merrill
vice-president--one year: Joseph Peterson
trustees--two years: S. H. Goodwin, F. W. Reynolds
trustees--three years: D. H. Robison, M. Thomas
trustees--one year: Alma Molyneaux, John M. Mills

ARTICLE 14. BONDS

The Board of Trustees may require a bond from each trustee and officer or employee of the Association and shall fix the amount of the same, and may prescribe such rules as may be necessary governing the suretyship of such bonds.

ARTICLE 15.

The private property of the stockholders of this corporation shall not be liable for the debts or liabilities of the corporation.

ARTICLE 16.

No member can compel a sale and distribution of the property of this corporation among the members thereof so long as it is used for the purposes and to the end for which said property was acquired.

ARTICLE 17.

It is hereby provided that a failure to hold aforementioned general meetings, or any special meeting of the stockholders of said corporation, at the date appointed, shall not forfeit or in any manner interfere with the corporate rights acquired under this agreement.

ARTICLE 18.

That any and all of the property of this corporation may be sold, or the corporation may be dissolved and its business wound up at any time when two-thirds of the individual active members of this corporation shall so determine, and such determination may be had at any annual meeting, or at any special meeting of the corporation called for such purposes.

Appendix B Cont'd

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION:

ARTICLE 19.

This corporation shall keep true and correct books of its proceedings and business.

ARTICLE 20. AMENDMENT

These Articles of Incorporation may be altered or amended at an annual meeting of the Association by a two-thirds vote of the members present, provided that the alteration or amendment has been substantially proposed in writing on a previous day of said meeting.

BYLAWS

I. The official organ of the Association.

The Utah Educational Review is hereby declared to be the official organ of the Association. The Board of Trustees of the Association is hereby authorized to secure by annual contract with the Utah Educational Review a subscription to the Review for each member of the Association provided that the Board of Editors of the Review shall include three advisory editors appointed by the Board of Trustees from the Association, who shall have power and whose duty it shall be to represent the interests of the Association in the publication of the Review, and provided that the Review shall print in a single complete number, in full or in summary, the proceedings of the annual convention, and provide further, that the Board of Trustees shall not pay the Review more than fifty cents for each such subscription.

II. Mode of conducting elections.

SECTION 1. Polling places for the election of officers shall be established by the Board of Trustees and their location announced in the program of the annual meeting.

SECTION 2. Nominations for the various offices shall be made during the first session of the annual meeting. The nominations shall be made from the floor. Any member of the Association shall have power to make nominations. No nominating speeches shall be allowed.

SECTION 3. The general management of the election shall be entrusted to a committee on elections, consisting of five members elected annually by the Board of Trustees. This committee shall have power to appoint such inspectors or other assistants as may be deemed necessary. The polling places shall be open on the second day of the convention from 9 a.m. until 5 p.m. After the nominations have been made the committee on elections shall give as much publicity to them as possible, and shall, during the time of election, post them

Appendix B Cont'd

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION:

conspicuously at the polling places. Immediately after the closing of the polls on election day they shall count the votes and shall report to the Association at the next session of the convention. Any person receiving a majority of the votes cast for any office shall be declared elected. If no person receives such majority the two receiving the largest number of votes for the same office shall be declared nominated and the election shall be conducted during the hours from 8 to 12 at the same places and in the same manner as on the first day, and the nominee receiving the majority of votes cast for any office shall be declared elected.

AMENDMENTS

The following amendments to the Articles of Incorporation have been made, on the dates designated:

I. Amendment to Article II with respect to the time of the annual convention.

Moved to amend Article II of the Articles of Incorporation to read: The annual meeting of the Association shall be held during the last three days of the first week in September, at such place as shall be determined by the Association, or by its Board of Trustees. Special meetings may be called by the president at the request of twenty-five members.

The resolution was adopted by the teachers at the annual convention held November 25-27, 1912.

II. Amendment of Article II, with respect to nature and science sections.

Moved to amend Article II of the Articles of Incorporation to read: The single department named science and nature study be divided into two departments to be named

- (a) Science Department,
- (b) Nature Study Department.

The resolution was adopted by the Association in the business session, November 25-27, 1912.

III. Amendment to Article XI, with respect to time of meeting.

In behalf of the Board of Trustees, the secretary moved that Article XI of the Constitution be amended as follows: "The annual meeting of the Association shall be held at such time and place as shall be determined by the Association, or by its Board of Trustees."

Appendix B Cont'd

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION:

Lost by vote on November 25, 1914, but carried in business session of the Association, January 4, 1918, at 11 a.m.

IV. Amendment to Article XII,--Creation of New Sections.

At the business session of the convention held in Salt Lake City, Utah, November 23-25, 1914, Amendments to Article XII of the Articles of Incorporation were passed creating the following new sections:

- (a) Utah Branch of the American Peace League,
- (b) Modern Language,
- (c) Agriculture,
- (d) Patrons and Schools.

V. Amendment to Article XII,--With Respect to New Sections.

At the business session of the convention held December 22, 1915, it was moved, seconded, and carried that Article XII of the Constitution be amended so as to include,

- (a) History,
- (b) Economics.

VI. Amendment to Article XII,--With Respect to New Section.

At a meeting in business session, of the convention held December 20-23, 1916, it was moved to amend the Constitution so as to creast the Department of

- (a) Geography.

VII. Amendment to Articles 7 and 9,--With Respect to the House of Delegates.

At a meeting of the Convention in business session held January 4, 1918, the Constitution was amended as follows:

Article 7 was amended by adding the words "and a House of Delegates" after the second word of the sixth line.

Article 8, second line of the first paragraph was amended by inserting after the word "treasurer", the words "and a House of Delegates."

Article 9 was amended as follows:

SECTION 2: The House of Delegates shall be composed of the regular officers of the Association, the State Superintendent of Public Instruction, and at least one delegate from each school district; and as many more as it may be entitled to, on the basis of one delegate to every

Appendix B Cont'd

ARTICLES OF INCORPORATION OF THE UTAH EDUCATION ASSOCIATION:

fifty teachers employed or major fractional part thereof; also such educational institutions as are maintained separate and apart from the districts in which they are located, such as Universities, Colleges, Seminaries, etc., shall be entitled to at least one delegate and as many more as it may be entitled to on the basis of one delegate to every fifty teachers employed or major fractional part thereof.

SECTION 3: The members of the House of Delegates shall be elected annually by the teachers of each district or institution; the time of election to be determined by each local association.

SECTION 4: The House of Delegates shall convene at the call of the president of the Association or upon the petition of one-fourth ($\frac{1}{4}$) of the delegates.

SECTION 5: It shall be the duty of the House of Delegates to legislate for this Association, to promote the educational interests of the State and the general welfare of the teachers.

* A motion to change the time of the annual meeting was at the annual meeting in 1912, referred to the Board of Trustees with power to act.

** At the annual meeting in 1912 the Science and Nature Study Section were separated into two sections.

Appendix B Cont'd

THE AMENDED CONSTITUTION OF THE UTAH EDUCATION ASSOCIATION

The following is the constitution of the Utah Education Association as amended by the Association on October 28, 1932:

ARTICLE 1. NAME

SECTION 1. The name of this organization shall be the Utah Education Association.

ARTICLE 2. OBJECT

SECTION 1. The object of this association shall be the promotion of the educational interests of Utah:

- (a) By forming a closer bond of unity among the members of the teaching profession,
- (b) By encouraging the formation of local teachers' associations and coordinating their activities,
- (c) By advancing the ideals and interests of the teaching profession and creating a deeper sense of its dignity and worth,
- (d) By impressing those who teach with a consciousness of the responsibility which teachers bear as social leaders,
- (e) By furnishing added opportunity for the investigation of educational problems and facilitating the exchange of ideas of special interest to educators.

ARTICLE 3. MEMBERSHIP

SECTION 1. Any person actively engaged in educational work in the State of Utah may become an active member of this association by payment of the annual dues.

SECTION 2. Any person interested in education may become an associate member with full privileges, except the right to vote or to hold office, by payment of the annual dues.

SECTION 3. Any person may become a life member, active or associate, with rights and privileges as indicated in Section 1 and 2 of this Article, by the payment of thirty dollars (\$30.00) at any one time.

SECTION 4. All persons who have served as president of the Association, all those who are now honorary members of this association, and the State Superintendent of Public Instruction shall be exempt from the payment of all fees.

SECTION 5. Persons other than those above named who have achieved distinction in educational work, whether residents of Utah or not, may become honorary members upon the recommendation of the Board of Trustees and a two-thirds vote of the House of Delegates.

Appendix B Cont'd

THE AMENDED CONSTITUTION OF THE UTAH EDUCATION ASSOCIATION

SECTION 6. The annual dues for active and associate member shall be two dollars and fifty cents (\$2.50) which shall entitle each member to an annual subscription to the Utah Educational Review.

ARTICLE 4. OFFICERS AND THEIR DUTIES

SECTION 1. All officers of this Association and members of its standing committees shall be active members of the Utah Education Association.

SECTION 2. The executive officers shall be a president, two vice-presidents, an executive secretary, and a Board of Trustees consisting of the president, the two vice-presidents, the State Superintendent of Public Instruction, and six trustees of whom two shall be elected each year for a term of three years.

SECTION 3. The president of this Association must have been a member of the Utah Education Association for at least three years preceding the date of his election and shall serve as president for one year. He shall be president of the Board of Trustees and of the House of Delegates. He shall be (ex officio) a member of each committee of the Association and shall perform such duties as usually devolve upon this office.

SECTION 4. The first vice-president must have been a member of the Utah Education Association for three years preceding the date of election and shall serve for one year. He shall be a member of the Board of Trustees and shall perform the duties of the president in the absence of the president or at his request.

SECTION 5. The retiring president shall serve for one year as second vice-president (ex officio) the year following his term as president and shall be a member of the Board of Trustees.

SECTION 6. The Executive Secretary shall be appointed by the Board of Trustees for a period of two years. He shall furnish a bond, the amount and surety of which shall be determined by them. He shall receive such remuneration as they may prescribe and in addition to keeping an accurate record of the proceedings of the Board of Trustees and of the House of Delegates, and handling the financial affairs of the Association, he shall perform such other duties as may be prescribed by the Board of Trustees.

SECTION 7. The duties of the Board of Trustees shall be to promote the welfare of this Association in conformity with such instructions as it may receive from the House of Delegates. It shall exercise the corporate powers of the corporation vested in it by the Articles of Incorporation. It shall be responsible for the financial affairs of the Association and shall submit a financial

Appendix B Cont'd

THE AMENDED CONSTITUTION OF THE UTAH EDUCATION ASSOCIATION

report at the annual meeting of the House of Delegates. It shall arrange a program for the annual meeting of the Association, determine what Sections shall have a place on the program of the Annual Convention, and transact such other business as shall be necessary for the successful administration of the affairs of the Association.

SECTION 8. Quorums for the transaction of business shall be: for the Board of Trustees, five (5) members; for the House of Delegates, twenty-five (25) members.

ARTICLE 5. HOUSE OF DELEGATES

SECTION 1. The House of Delegates shall consist of the members of the Board of Trustees of this Association and one delegate from each local association or as many as they may be entitled to on the basis of one delegate to every fifty members of this Association or major fraction thereof; and one delegate from such educational institutions as are maintained separate and apart from the districts in which they are located, such as universities, colleges, and academies, or as many as they are entitled to on the basis of one delegate for every fifty teachers or major fraction thereof who are members of this Association.

SECTION 2. The members of the House of Delegates shall be chosen by each local association and institution which they represent at such time and in such manner as shall be determined by the local association or institution which they represent. Delegates must be members of the Utah Education Association.

SECTION 3. The House of Delegates shall be the legislative body of the Association. It shall have power to determine policies to be carried out by the officers of the Association, and to act for the Association on resolutions. It shall also provide for its organization and procedure except that the president of the Association shall preside at the sessions of the House of Delegates.

ARTICLE 6. ELECTIONS

SECTION 1. (a) The president, the first vice-president, and two members of the Board of Trustees of this Association shall be elected at the annual convention of this Association.

(b) The candidates for the above offices shall be nominated from the floor of the first session of the annual convention. No nominating speeches shall be allowed. They shall be elected by ballot on the second day of the convention. The Board of Trustees shall arrange for and supervise the election. The number of votes cast for each candidate shall be announced. If more than two candidates are nominated for president and for vice-president,

Appendix B Cont'd

THE AMENDED CONSTITUTION OF THE UTAH EDUCATION ASSOCIATION

respectively, a plurality of the votes cast shall elect. Of the candidates for membership on the Board of Trustees those two receiving the highest number of votes shall be declared elected.

SECTION 2. The delegates to the assembly of the National Education Association shall be elected annually by the Board of Trustees.

SECTION 3. The terms of office of the president, the vice-president, and members of the Board of Trustees shall begin at the close of the annual convention at which they are elected and shall terminate at the conclusion of the annual convention at which their successors are elected.

ARTICLE 7. MEETINGS

SECTION 1. The annual convention of this Association shall be held at such time and place as shall be determined by the Board of Trustees.

SECTION 2. The House of Delegates shall meet semi-annually. One meeting shall be on the first day of the annual convention and the other at such time as may be determined by the House.

SECTION 3. Special meetings may be called by the president at any time and shall be called by him upon request of the Board of Trustees or upon the written requests of twenty-five (25) members of the House of Delegates.

ARTICLE 8. VACANCIES

SECTION 1. The Board of Trustees shall fill any vacancy which may occur in the offices of the Association.

ARTICLE 9. THE REVIEW

SECTION 1. The official organ of this Association shall be the Utah Educational Review.

ARTICLE 10. AMENDMENTS

SECTION 1. This constitution may be amended by a majority vote cast by ballot at the regular election of the Association, provided that the proposed amendment shall have been presented at a previous general meeting of the Association.

Appendix B Cont'd

CODE OF PROFESSIONAL ETHICS FOR UTAH TEACHERS

In November 1923, the Review published a regular code called, "Code of Professional Ethics for Utah Teachers." This was set out in the following form:

I TEACHING IS A PROFESSION THAT MERITS THE UTMOST LOYALTY

I will undertake my work whole-heartedly and enthusiastically as a business worth of the best efforts of the most capable--a commendable life-work in itself, not a temporary makeshift. I will make no apologies for my profession, nor will I disgrace it by seeking a position for which I am not scholastically and professionally prepared.

II IN TEACHING, ABOVE ALL PROFESSIONS, GROWTH IS ESSENTIAL TO LIFE: STAGNATION IS DEATH.

I will keep abreast of social progress--in touch with the advancement of vital human interests. I will employ every available means of growing professionally: reading the best books and magazines, attendance at teachers' institutes and conventions, and affiliation with professional educational organizations--local, state, and national.

III IN ANY PROFESSION SERVICE IS MORE IMPORTANT THAN MATERIAL REWARD

As a teacher I will endeavor at all times to render the highest quality of service I am able to give, regardless of the compensation I may receive.

IV CO-OPERATION IS ESSENTIAL TO PROGRESS

I will cultivate in the highest degree a spirit of helpfulness and professional courtesy toward the whole educational staff--fellow teachers and administrators. I will do nothing to undermine an associate's influence for good or to hinder his professional growth. I will not apply for a position that is not vacant, or by any other means seek to displace a fellow member of the profession; nor will I lower the standards of the profession or of a district by underbidding the salary schedule.

V A TEACHER SHOULD POSSESS AN APPROPRIATE PERSONALITY

Schools exist for the children; the teacher who is a pessimist, a grouch, or a cynic has no legitimate place in the schoolroom. Believing in the possibilities for good in developing humanity, but also not blind to the pitfalls of evil, my attitude toward children will be sympathetic, but not irrational; kind, but not coddling; and permeated withal, with a saving sense of humor.

Appendix B Cont'd

CODE OF PROFESSIONAL ETHICS FOR UTAH TEACHERS

VI A TEACHER SHOULD BE ABSOLUTELY DEPENDABLE

I will respect the terms and spirit of every contract I enter into, whether verbal or written. I will never fail to meet every daily appointment or other obligation, except for unavoidable causes. In such cases I will promptly notify the proper authorities.

VII A TEACHER SHOULD BE TRULY PATRIOTIC

As a good citizen I will participate in the activities of the community, especially in those activities that have to do with the protection and betterment of the immature.

I believe in my country and its ideals of equality of opportunity and liberty under law. I believe also in humanity and will seek always to promote justice and good will.

VIII A TEACHER SHOULD BE BOTH REVERENT AND TOLERANT

I will have reverence for all that is good. I will respect as sacred the right of each individual to his own faith and worship. This is also my own right, but I will not seek to impose my religious faith or form of worship upon the pupils.

Appendix B Cont'd

CODE OF ETHICS OF THE UTAH EDUCATION ASSOCIATION

Today the Code of Ethics has been given much publicity. Under the direction of the Professional Relations Committee of the Utah Education Association, the Code of Ethics has been published in small booklet form and sent out to all the teachers and educators in the state. The context of this booklet follows:

CODE OF ETHICS OF THE UTAH EDUCATION ASSOCIATION

1. Teaching is a profession that merits our utmost loyalty and devotion. We will undertake our work wholeheartedly and enthusiastically as a profession worth of the best efforts of the most capable—commendable life's work and not a temporary stepping stone.
2. In teaching, as in all worthy professions, growth is essential to life. We will keep abreast of progress and in touch with the advancement of vital interests of the profession and of those whom we serve. We will employ every effective means of growing professionally, such as the reading of books and magazines, active affiliation with local, state, and national education associations and other related organizations, organized study programs, attendance and participation in faculty meetings, discussion groups, institutes, and conventions. We will recognize the importance of being scholastically and professionally prepared for the positions we seek or accept.
3. In any profession service is of paramount importance. As teachers we will always endeavor to render the highest quality of service of which we are capable in terms of the needs of our students and of society, irrespective of the amount of compensation. However, we will not be unmindful of the importance of adequate financial compensation for professional service through the operation of an equitable and adequate salary schedule.
4. We believe in democratic cooperation in a spirit of courteous helpfulness and sympathetic understanding. We will strive earnestly to teach democracy through living democracy in our personal and professional relations with pupils and patrons, and with fellow teachers, supervisors, and administrators.
5. Ethical teachers are truly patriotic in the deepest and best sense. We believe in humanity and in the ideals of our country as a worthy member of the world family of nations organized to promote peace and progress for all people. As good citizens, we will participate in the activities of the community, and especially in those activities that have to do with the protection and betterment of the immature.

Appendix B Cont'd

CODE OF ETHICS OF THE UTAH EDUCATION ASSOCIATION

6. We believe in the improvability and educability of persons and peoples, and we affirm our faith in the great power of democratic education as an agency for both individual and social progress.
7. Recognizing that schools exist for the learners, we will be mindful of the influence of the teacher's personality on the developing personalities of children and youth. We believe that the teacher who is a pessimist, a grouch, or a cynic has no legitimate place in the school room.
8. Ethical teachers are dependable. We will respect the terms and the spirit of every appointment and contract into which we enter and expect others to do likewise. We will neither claim nor assume any special cancellation privilege which we would be unwilling to have exercised by the Board of Education under the terms of the contract.
9. We will be loyal to other members of the profession and strive to enhance their influence for good among pupils, fellow teachers, and members of the community. We will avoid unfavorable criticism of associates except when professionally made to proper officials, and then only on the basis of verifiable facts and conditions. We will, however, feel professionally obligated to report unethical and harmful practices to the proper officials as a helpful means of safeguarding the important services of the school.
10. We believe that teacher placement in the public schools is a public service in the public interest, chargeable to public funds, and we deem it professionally unethical for teachers to be charged or made to pay private commissions for being placed in positions.
11. We believe that admission to programs of specific preparation for teaching, which may lead to employment in the public schools, is a privilege to be granted by society on the basis of merit and aptitude and is not a right to be demanded and claimed by any citizen. We will, therefore, encourage the more capable and desirable young people (as judged by a combination of the best available criteria) to enter the field of preparation for teaching on the basis of sound programs of selective admission.
12. Although recognizing the desirability of having the position seek the person, when applying for a position we will make application to the properly designated official. We will not apply for a specific position that is not vacant, nor will we underbid others or underbid the salary schedule in an effort to obtain a position. After signing a contract we will not make further applications to other districts except for the period following the legal expiration of the contract. We will likewise expect employing officials of other districts to clear with our superintendent of schools before offering us a contract which entails the cancelling of the one we have already signed.

Appendix B Cont'd

CODE OF ETHICS OF THE UTAH EDUCATION ASSOCIATION

13. We will not solicit or accept private fees for educational work which interferes with or is covered by the contracts for service which we have signed with the school or school district, and we will not unethically require of pupils private lesson work from ourselves as a prerequisite to admission to courses or classes in the school.

14. Testimonials regarding teachers should be truthful, unevasive, and confidential, and should be sent directly to the prospective employer or institution desiring information about the teacher. We will, therefore, neither issue nor seek "to whom it may concern" recommendations which are carried in hand.

15. As professional teachers we will avoid the endorsing of educational materials for mere personal gain or for any other reason except upon the basis of the honest merits of the educational books or other materials which we conscientiously and ethically desire to recommend to teachers or to the public.

16. Although as teachers we claim all honorable rights as citizens of our democracy, including the right of protection from the damaging influence of petty prejudices, yet we recognize that the nature of the educative process which we direct requires that the conduct of the teachers conform to the desirable patterns or standards of behaviour of the better and more wholesome members of the community.

17. We will have reverence for all that is good, and so teach that we will encourage in our pupils the development of the fundamental virtues involved in the good life. We will respect as sacred the right of each individual to his own religious faith and worship, and we will neither seek to impose upon those we teach our own religious creed nor express any antagonism to theirs.

THE CODE OF ETHICS of the Utah Education Association was prepared by the U. E. A. Professional Relations Committee and recommended to the House of Delegates on October 11, 1945, for adoption as the official code of the Association. It was published in the December 1945 issue of the Utah Educational Review to give the membership an opportunity to study it carefully before its adoption. It became the official code of the Association on April 20, 1946, by action of the House of Delegates.

Appendix B Cont'd

ETHICS FOR TEACHERS

A condensed statement of
The Code of the National Education Association

The teacher should be courteous, just, and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice thru study, travel, and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid indorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only thru properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Appendix B Cont'd

ETHICS FOR TEACHERS

Professional growth should be stimulated thru suitable recognition and promotion within the ranks.

Unethical practices should be reported to local, state, or national commissions on ethics.

The term "teacher" as used here, includes all persons directly engaged in educational work.