SURVEY OF A SELECTED NUMBER OF
WOMEN'S ORGANIZATIONS IN TAMPA, FLORIDA AND
THEIR CONTRIBUTIONS TO EDUCATION

By

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by
Frankye A. Berry
1975
To my parents:

Lorenzo and Lauvinia Berry
Who made it possible for me
to make this step.
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Discriminations have hampered the progress of women since before the turn of the last century, and there are still many biases against women in higher education and in the job market which continue to operate during this century. Women, themselves, must make policies and plans to promote their own welfare, to make them more efficient, and to provide for them greater opportunities. In order to do this, they must work to develop their own potential and to be able to participate fully in American life. It is generally felt that association in club life and the involvement in club activities can do much to bring about such development. It was with these ideas in mind that this study was made.

The purpose of this study was to investigate the current nature and extent of the contributions of women's organizations to education by studying twenty-seven such organizations in Tampa, Florida. The organizations were examined in order to discover the extent to which each shows an interest in one or more of the following areas:
The sponsoring of scholarship and loan funds

(2) The conducting of educational programs

(3) The studying of educational problems

(4) The promoting of educational legislation.

Eight categories of club work are represented by the organizations selected for the investigation: Creative and Fine Arts, Business and Professional, Civic, School, Community, Public Service, Sports, and Human Rights.

A questionnaire, consisting of questions concerning demographic data, additional characteristics of the respondents, and characteristics of the organizations, was used. The instrument was administered in several meetings under the direct supervision of the writer.

Results from the questionnaires are recorded in narratives, descriptions, and tables shown in three sections: (1) Characteristics of Respondents, (2) Descriptions of Individual Organizations, and (3) Characteristics of Individual Organizations. Eighty-seven percent of the women who responded have had some college training, sixty-one percent have been graduated from college while eighteen percent have completed the Master's degree. These women hold a total of 61 offices in their clubs.

Of the twenty-seven organizations studied, twenty-four reported that they conduct some type of educational program. Twelve clubs reported that they sponsor scholarship and loan funds. Eight clubs indicated they are involved in promoting educational legislation and seven clubs are engaged in the study of educational problems.

Based on the findings in the study the writer made the following recommendations:

(1) That more conferences and conventions involving clubwomen be

x
held periodically in order to make it convenient for women to
discuss their activities and exchange ideas.

(2) That interclub activities be encouraged through the use of
brochures used to describe the activities of each organization.

(3) That a clearinghouse be used by all organizations to facilitate
the coordination of activities and to enable various organiza­
tions to work in concert on common problems.

(4) That committees from the various clubs be appointed to work
with state and national groups to compile printed materials,
films, film strips and slides on the roles being played by club
organizations in the promoting of the work in education.

(5) That representatives from the school board and others in school
work be invited periodically to view such materials and to
become acquainted with the educational work involving club
women.

This study may have significance for the members of women's organi­
zations and for persons and groups interested in working with such organi­
zations. It may serve to help women's organizations map their strategies
for greater involvement in community activities, and at the same time to
help individual women improve their self-concept. The study should serve,
further, to make more clubwomen aware of the high purposes in education
for which their organizations should exist.
CHAPTER I
STATEMENT OF THE PROBLEM AND NEED FOR STUDY

This writer agrees with Mary Love Collins, author of the Foreword in Public Services of Women's Organizations, who states that "the record of women's organizations provides hope and encouragement to women who take the spirit of intelligent activity to their interest in public service."\(^1\) This writer agrees, further, that Democracy begins with a person and continues to gain strength in the little groups that get together in towns and in cities;\(^2\) therefore, her agreements and extensive experience with women's club organizations\(^3\) have led her to the belief that such organizations provide a number of educational opportunities within a community.

Purpose of Study

The purpose, then, of this study was to investigate the current nature and extent of the contributions of women's organizations to education by studying a selected number of such organizations in Tampa, Florida. The organizations were examined in order to discover the extent to which each shows an interest in one or more of the following areas:

1. The sponsoring of scholarship and loan funds
2. The conducting of educational programs

\(^1\) Valborg Fletty, Public Services of Women's Organizations (New York: George Banta Publishing Co., 1951), p. i.
\(^3\) See Appendix B--Personal Background for Study.
(3) The studying of educational problems

(4) The promoting of educational legislation.

The findings are to be shared with various women's organizations, with the personnel in the Hillsborough County Schools, and with other groups desiring their use.

Background for the Study

The first step in associated life was taken by women when they protested the use and abuse of the power used by men. Women of rank fled to the desert and encountered unheard-of hardships rather than submit to the life to which they had been condemned by their fathers, brothers, and other men who exercised authority over them. The first church sisterhood grew out of such beginnings as these and gradually was sanctioned by the church. "Women in Monasticism" shows how powerful the system of religious sisterhoods had become as early as the fifth century, and traces its growing strength and enlargement until its decline, which was coeval with the Reformation. ¹

The oldest purely women's societies in the country were started for missionary and church work. The first of these was the "Female Charitable Society" of Baldwinsville, New York, which may still be in existence. The object of this society was "to obtain a more perfect view of the infinite excellence of the Christian religion in its own nature, to see the importance of making this religion the chief concern of our own hearts, and to see the necessity of promoting it in our own families, and of diffusing it among our fellow sinners." A further object was "to afford aid to religious institutions."²

²Ibid., p. 8.
The Crusade

Down to the last quarter of the 19th century, there was little sympathy with organizations of women not expressly religious, charitable, or intended to promote charitable objectives. History records that even in Germany, only societies that had a distinctly religious, educational, or charitable object were permitted.¹ The cry of the woman, emerging from a darkened past, then, was "light, more light," and light was breaking. The demand and the opportunity for education, for intellectual freedom, for women as well as for men, for cultivation of gifts and faculties, came gradually. Therefore, the early half of the century was marked by a crusade, which stood for the cause of better education of women, comparable to the physical emancipation of the slave.²

The First Woman's Club

Educational advance for women was struck by Emma Willard in 1821. There was an awakening of the communal spirit and the striking of a new note--the woman's club--which meant for the women--liberty, breadth, and unity.³

The woman's club was not an echo; it was not the mere banding together for a social and economic purpose, like the clubs of men. It became at once, without deliberate intention or concerted action, a light-giving and seed-sowing centre of purely altruistic and democratic activity. It had no leaders. It brought together qualities rather than personages; and by a representation of all interests, moral, intellectual, and social, a natural and equal division of work and opportunity, created an ideal basis of organization, where everyone had an equal right to whatever comes to the common centre; where the centre

¹Croly, p. 9.
²History of Woman's Club Movement, p. 11.
³Croly, p. 12.
itself becomes a radiating medium for the diffusion of
the best of that which is brought to it, and into which, all being freely given, no material considerations enter. 1

The first woman's club, "The Woman's League," was organized in 1868 with Alice Carey, the poet of American women, as its president. It was felt that the club should be hospitable to women of different minds, degrees, and habits of work and thought and that it should strive to foster the cause of education. Valborg Fletty in Public Services of Women's Organizations introduces the following thoughts on early educational activities of women:

It was not chance that led women's groups to stress knowledge of government as a requisite for good citizenship. As one writer said: "Education possesses a major alternative to force in overcoming the injustices of society." In the long struggle for social, economic, and political emancipation, women had come to depend on knowing the facts to carry conviction. Mrs. Carrie Chapman Catt, looking forward to the "success of democracy," at the St. Louis convention of the Women's Suffrage Association in 1919, proposed "a league of women voters" as "a living memorial" to those who had led the suffrage movement and as a means of using effectively the right of suffrage.

In February, 1920, Mrs. Catt's proposal was translated into an organization, The National League of Women Voters, whose by-laws included the object: "to promote political education through active participation of citizens in government." 2

The Suffrage Amendment

Women's organizations took advantage of the responsibility and opportunity that had come to them through the suffrage amendment. Many of these groups studied the basic principles of voting, the structure of government, the organizations of political parties, legislation and

1 Croly, p. 13.
its processes and engaged in the practice of bringing candidates for office before the membership for the purpose of having them explain their stand on certain issues; however, the League of Women Voters was the first and only group that devoted its time to the improvement of government through education and citizenly participation.¹

Early Activities of Women

In addition to voting, women's groups were represented in city councils, legislatures and court sessions. These groups, all together, worked for improvements in weaknesses in governmental machinery, supported governmental budgets, bond issues, and reform measures. They worked for women to hold offices and for qualified personnel in government positions.²

Because of the number of intangibles that help make for the progress of a democratic society, it is neither possible to measure the achievements of organized women's groups in terms of a quantitative score nor to assess a definitive assignment of credit to any one group. Women's organizations did not desire to collect a record of victories nor to work separately from society as a whole. It is possible, however, to summarize their activities during the period between the two world wars and to pin-point some general trends and accomplishments.³

Education was a major interest of women's organizations, and, therefore, these groups upheld the maintaining and improvement of the standards of public education by demanding qualified teachers, adequate school plants, and attendance laws that were required. In order that

¹Ibid., p. 123.
²Ibid., p. 124.
³Fletty, p. 123.
these demands might be realized, they actively supported budgets and
tax laws. General national women's organizations brought into being
libraries and provided volunteers to keep them open and funds for
maintenance whenever public funds could not be provided. ¹

Women's Liberation Movement

Although this study was not done to emphasize or underscore facets
of the women's liberation movement, it is important that attention be
called to this accent on social philosophy since any discussion about
women's work can not be divorced from the thinking of society and its
influences. It is, therefore, of inestimable value that our minds be
focused toward this important issue within our culture, and that consid­
eration be given to it.

Mrs. Karen DeCrow sheds light on this subject in her article
"Women's Liberation":

"John Stuart Mills wrote in 1869 that the American woman's status
was that of a slave and compared her to the black plantation man who was
sometimes well cared for and sometimes not, and further describes this
early woman as always being without the decision-making power to control
her own life." ²

Even though the American woman won the vote, conditions changed very
little until a few years ago. Since that time, the mass press has given
much coverage to the women's liberation movement, and the American woman's
view of herself and of the place she should hold in society has been
changed. ³

¹Ibid., p. 124.
²Karen DeCrow, "Women's Liberation," Adult Leadership, Vol. 19 (May,
³Ibid.
In April 1970, President Nixon organized a Task Force on the rights and responsibilities of Women and among many findings, it was revealed that black and white women in America occupy lower status than black men in social, political, and economic areas.¹

The percentages of female doctors, lawyers, and Ph.D.'s in this country have steadily decreased since the 30's. The Civil Rights Act of 1964, Title VII, provides that there shall be no discrimination on the basis of sex in employment; however, there has been a steady widening of the wage differential between men and women since 1964. In addition, the holdings of women in political life are in a token fashion.²

DeCrow believes that the solution to second-class citizenship is in the hands of women. Women, she feels, are joining each other in order that they might force government agencies to bring an end to discrimination, in order that they might demand constitutional equality as well as make other demands significant to their own well being.³

The women's revolution has definite relevance to the educator. The education profession in America needs to be restructured in content and form. Social sciences must recognize the fact that teaching about the "special affective domain" of women goes back to the middle ages and the 60's and does not belong to the 70's. There must be a revision of the hierarchies of the educational structure to admit women to equal positions. If this is not done, the profession can not expect to teach justice to the young or adult student.⁴

¹Ibid.
²Ibid.
³Ibid.
⁴DeCrow, p. 234.
Dr. Emily Taylor, who has served as Dean of Women at the University of Kansas, and legislative chairman of the Kansas Governor's Commission on the Status of Women, wrote "The Women's Movement--What It's All About." Her thinking, to show that the demands of the movement are just, follows:

"Frustrating clues to second-class citizenship of women in the United States have been provided through inequities, undesirable working conditions, political neglect, and other distasteful practices. During the 50 years since the final passage of the women's suffrage amendment, an equal rights amendment has been introduced in Congress 47 times; however, attempts to establish the Constitutional principle of equality have been thwarted."¹

College women, mature women and working women are showing renewed interest now in the women's movement. Career women and women in executive positions have been made conscious of the need of their involvement because of their experiences. Many women who have never before expressed resentment of unfair practice are now finding satisfaction in joining with other women in organizations. Such groups as the American Association of University Women, the National Organization for Women, women's caucuses in professional organizations, the National Federation of Business and Professional Women's Clubs, and others accept the joining of forces to make for improvement of political and economic conditions.²

Many women, who have turned away from the movement because of the extreme behavior of women's groups who want headline attention, agree with the goals of equal employment, equal educational opportunities, and

²Ibid.
equal pay for equivalent work as well as the elimination of discrimination on the legal front.¹

Taylor gives her summary of what the movement is all about:

Most women in the labor force work because of the need to support themselves or contribute to the support of their families. Their increasing resentment of economic injustice has spurred their efforts toward the removal of legal barriers to full equality and the elimination of discrimination because of sex. Those who are in this movement recognize that child care facilities, birth control clinics, and readily available abortions are also essential to a truly free choice of life styles for women.²

Dr. Elizabeth J. Simpson states that the whole matter of female lib isn't going away, and indicates that vocational education cannot afford to be sex blind. She points out, further, that there exists sex quotas in our professional schools which discriminate against women. Post-secondary technical schools have not set up regulations against women applicants but they do not put forth an effort to attract women students to any fields except those that they feel are designed for women. At the secondary level in the vocational programs, girls do not seek vocational training apart from courses in home economics, business and office occupations, health occupations, etc. They have been discouraged by counselors, parents, and instructors.³

Norma K. Raffel pinpoints the impact of the women's movement on higher education:

"Important changes in society which are being reflected in higher education are being caused by three factors--(1) the changing life-patterns of women, (2) the recent legal basis for equal opportunity

¹Emily Taylor, p. 16.
²Ibid., p. 17.
brought on by the Higher Education Act of 1972 which gave organizations a new tool for effecting change, (3) the modification of sex roles due to elimination of bias in elementary and secondary schools."¹

When there is some understanding of the women's movement in our present society, she states well the impact it will have on programs and policies in higher education:

The over-all direction of change will be one of flexibility. No longer will higher education be designed solely to fit men's life-style and achievement goals, but it must consider also the different needs of women, and provide educational opportunities for older persons—especially women who will want to continue their education after family responsibilities have lessened.

With the recent emphasis on career education, and the increasing time women are spending in paid employment, more and more women will be electing programs which offer knowledge and skill directly related to future employment. ...When the realities of employment opportunity are faced, there will undoubtedly be an accelerated shift away from teacher education and the humanities into community service programs, health related programs and even engineering.

The Higher Education Act of 1972 will give the impetus needed to admit students on the basis of sex-neutral qualifications, and one would expect a shift in the ratio of men and women students.

Perhaps the most striking and immediate impact of the women's movement in higher education has been on the hiring and promotion of qualified women.

As affirmative action programs are implemented and more women are visible at all levels, young women students will finally have highly important role models in large enough numbers that they will come to feel that there really is a chance to become an educator at the college level.²

As the writer of this study views the women's movement, she sees continued progress in the work of the organizations surveyed. She

²Raffel, pp. 250-253.
visualizes a continued reach for legislation that will aid women in the
movement in arriving at that point where fair play and justice to women
will be rampant.

W. Fred Totten writes a very significant article which in the writer's
opinion sets the stage for all of the work that should be done by women's
organizations, the women's movement, as well as by other groups who are
interested in Community Education.

"It is becoming increasingly clear," says he, "that if we are to
solve the critical problems of society and make a better world, humanistic
progress must keep pace with scientific progress." He quotes John Gardner
who says: "Nations decay; only citizens, critical and loving, can bring
them back to life." "Only citizens," Totten continues, "who reach for the
loftiest aim in human life—unselfish service to others—can effect
recovery." "It is time," he adds, "for all professions and service-
oriented groups to come forward with bold, new plans to help solve our
pressing social problems."¹

Valborg Fletty, in the writer's opinion, directs attention to the
background for the rationale of this study when she underscores the idea
that women's organizations are native to our soil and that eighty-seven
organized associations listed in the World Almanac for 1949 are women's
groups. Fletty supports this idea by reference to Matthew Arnold who
helps us feel the coming impact of women's organizations when he indicates
that if the world ever experiences a time when women shall come together
solely for the good and benefit of mankind, it will witness a power that
the world has never known.²

¹W. Fred Totten, "Community Education: The Feasible Reform," Phi Delta
²Valborg Fletty, Public Services of Women's Organizations (New York:
This writer believes, like Matthew Arnold, in the clubwoman. She believes that the time has come when this woman is showing her power in many areas and especially in education to help people in America learn better and live better.

Illustrative of this approach is The National League of Women Voters, organized in 1920. This organization uses sound principles in its educational program in that it adopted John Dewey's philosophy of learning to do by doing. The new voter learned how to use the new power that had come into her hands, and immigrants studied the federal Constitution to qualify for citizenship.¹ Their laboratory approach, explained in a League publication, was an effective one:

There is more value in teaching one single citizen to take a first step in political activity than to teach a hundred citizens many things about government. There is also much merit in taking a woman through certain consecutive steps in government—like listening to a department head tell about his budget proposal, visiting a service included in it, interviewing a representative for the purpose of getting an appropriation, and following the process of the cutting or passing of the appropriation. When the woman has been led through all of this, she has been given the feel of the way of democracy and has been led through a process in education.²

Cooperation of Women's Groups

Johnson and Golding write that the most important battles are won

²Fletty, p. 7.
when clubwomen overcome their distaste for going outside their own group, and cooperate with other clubs toward a common goal. They state, further, that for every woman's club that has won an individual battle for civic betterment, that there are ten that have tried and failed because the opposition was too strong or they were too weak. Battles for better health, better housing, and better education, the writers contend, are often lost because a woman's club spearheading the attack tries to do it alone.¹

Johnson and Golding use the following lines as proof of the importance of cooperation between organizations:

This was proved time and again in the recent "Build A Better Community" contest sponsored by the Kroger Company for the General Federation of Women's Clubs, in which 2,912 clubs competed for 125 cash prizes. Almost without exception the winners enlisted the help of other organizations in their campaigns for local improvements.²

Intergroup activity is more significant between different creeds and clubs of varied interests. "In Chicago, the Women's Council for Fair Education Practices draws its members from a wide variety of organizations. Its president is a white Protestant, its vice-president Negro, its treasurer Catholic, and its secretary Jewish."³

In Atlanta, Georgia, one of the largest Jewish Women's organizations is B'nai B'rith, and it has been working with most of the Protestant church auxiliaries for more than five years on an Inter-Faith Prison Farm program to rehabilitate young offenders. Their program includes

²Ibid.
³Ibid., p. 3.
counseling, craft classes, entertainment, and psychiatric and medical care.¹

Community Education and World-Mindedness

Morris Mitchell, President emeritus and Provost, Friends World College, Clarksville, Georgia, and Robert Berridge, Director, Center for Community Education, Texas A and M University, have written companion articles on world mindedness. Mitchell asks the question--"Can Community Education Build World Mindedness" and Berridge gives the practitioner's reply--"Community Education--A Vehicle Toward World Mindedness."

Mitchell introduces the following concept:

World mindedness is an attitude which embraces a love and concern for all humanity. It means caring about the problems of our brothers and sisters in all parts of the world and thinking of ourselves as citizens of a World Community. If we are world minded, we cannot help realizing that we are in a period of crisis, and if we don't seek to eliminate our pressing problems we may destroy ourselves.²

Mitchell states, further, that if we are to be considered responsible world citizens we must seek such emerging concepts as the youth movement, world colleges, and world education itself, and urge them on to produce a healthier and better world.³

Many people, he warns, think of yesterday or tomorrow and fail to think back in time or far into the future. He, therefore, advises as follows:

¹Ibid.
³Ibid.
Those of us involved in World Education, however, must constantly think, look and reach ahead toward building a new world. This does not mean escaping into an unrealistic dream world, but it does mean that our actions in the present reality of crisis must be motivated toward solving problems and realizing our dreams for humanity.1

There should be a change in emphasis in the curriculum. It should not emphasize schooling, but should concentrate on education and problem solving to produce a higher quality of life. The curriculum should stress living and show a futuristic concern for the problems and processes of life.2

Mitchell ends his article on a note similar to the one on which he begins: "If educators are asking if Community Education can build world consciousness, perhaps they are ready to accept their responsibility to the community in its broadest sense--world community--and therefore accept Community Education as World Community Education or more simply, World Education."

Robert Berridge, Director, Center for Community Education, Texas A and M University, has an answer to the question set forth by Morris Mitchell: "Can Community Education Build World Mindedness?"

Before taking a look at the reply by Berridge, let us look at a definition for Community Education. Maurice Seay in his book on Community Education has this to say:

Educators and laymen, faced with mounting problems and irresponsible criticism, are feeling great pressure to work together in solving societal problems. They are making many attempts to coordinate the programs of community agencies that have legitimate educational aims.

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1 Mitchell, p. 24.
2 Ibid.
Evaluative studies of community-centered education made during the fifties and sixties in Michigan and in the Appalachian states have led the writer to believe that the community school concept has truly evolved into a community education concept—a concept which can be expressed in the following brief sentence: Community education is the process that achieves a balance and a use of all institutional forces in the education of the people—all of the people—of the community.

Phillip A. Clark, Director, Center for Community Education, University of Florida, Gainesville, Florida, advises that we do everything possible to help people view Community Education as an operational philosophy of education. Community Education, he states, must be seen and experienced as a philosophy that subscribes to the following:

1. Maximal utilization of all human, physical and financial resources of a community in the providing of learning experiences and services for community members of all ages.

2. Systematic involvement of representative community members in the identification of wants and needs and their involvement in suggesting or implementing organizational structure to meet these identified wants and needs.

3. Maximal interagency coordination and cooperation. Community Education is not solely the domain of the public school system. Maximum utilization of the concept itself will not be realized until it is demonstrated that the concept is equally applicable to all educational, governmental and service institutions, organizations and agencies. It is a philosophy which encourages them to work together in providing the best possible learning experiences and services, and the best utilization of the taxpayers' dollars.

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Now that we have concepts concerning a definition of Community Education, we shall take a look at Robert Berridge's reply to Mitchell:

Dr. Mitchell has discussed love, concern for all human beings, world community education, and world mindedness: "Is this the impossible dream or can it become reality? It may well only be the dream of the philosopher, the eternal optimist or the college professor. However, it could very possibly come true. The 'temper of the times' seems to be such that people are genuinely concerned with their community and with lack of involvement; in effect, the pendulum of apathy seems to have swung back--people are ready to become involved again."¹

Dr. Berridge underscores in the lines that follow other ideas about Community Education:

Community Education is the first step--the immediate goal toward world mindedness. It is the process which involves people with people in work, play, and learning activities. As people become involved, a spirit develops which leads toward interest and concern for others. Community Education is magical. It transforms the sleeping community into an awake community, in that it changes attitudes, behaviors, and life styles of participants and builds an atmosphere of understanding and acceptance.

Community Education starts in a neighborhood and spreads throughout the city and the state. At the present time, it can be found in some 600 communities throughout the United States.

Community Education has broad implications for social change. Its most potent thrust is at the individual and his relationships with others.²

Berridge states, further, that through involvement with other individuals and with groups--people develop, grow, and are fulfilled.

²Ibid., p. 25.
Need for the Study

The contribution that women's groups have made and can make to community betterment has been described. There is a need to investigate the extent to which women's groups are achieving this potential. This study addresses itself to this need through the identification of the contributions to education of a selected number of women's organizations in Tampa, Florida.

The problem studied involves a four-fold categorical identification of the contributions to education which include: (1) Organizations sponsoring scholarship and loan funds; (2) Organizations conducting educational programs; (3) Organizations studying educational problems; and (4) Organizations promoting educational legislation.

This study may have significance for the members of women's organizations and for individuals and groups interested in working with such organizations for educational purposes. It will serve to help women map their strategies for greater involvement in community activities, to help them improve their self-concept and focus greater attention on where they are going. "If you're not sure where you're going" advises an anonymous writer, "you're liable to end up someplace else."

In view of the advancement in education by women's organizations in the earlier years, it is important to make a study of women's organizations during this decade and to determine the progress that has been made.

This study is necessary in order to determine how today's woman has kept pace with earlier efforts to educate the public, and to provide hope and encouragement to women who are interested in public services.
The study will have a significance for the writer in that in her own development it will enable "my love to grow in knowledge and insight and it will enable me to reach out for what is vital and important."\(^1\)

Finally, this study should serve to make more clubwomen aware of the high purposes in education for which their organizations should exist.

\(^1\)Howard Thurman (Speech) Spelman College, Atlanta, Georgia.
CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to focus attention on women's club life, and to present pertinent literature and research concerning their educational activities.

The clubroom setting is a distinctive environment in which creative and artistic minds are nurtured and in which the best kinds of experiences and developments can be enjoyed. The thrust in such an atmosphere lies in the projection of democratic attitudes, in the exhibiting of the appreciation of the finer principles, and in the bringing to view of that kind of awareness that makes for interest in personality development and in education.

Elizabeth A. Greenleaf emphasizes the important role to be played by women in education:

While there are major concerns for the role and status of women at every level of today's education, too few educated women are willing to become involved to bring about changes. Unless outstanding women educators in every community and at every level of education do become involved, no one else is going to be concerned enough to stand up for women's equality, insist on affirmative action, or maintain the advancements that have been made in the past three years.

It is essential that every woman educator take stock of her attitudes towards, and her involvement in, the women's movement of the 1970's. She must become concerned about the role of women in today's educational world, must herself serve fully as an educator, and must challenge and encourage other women to work for self-learning and self-growth. In short, women must
be willing to assume the tasks necessary to provide leadership in the educational world.¹

Mrs. Jane C. Croly is the author of The History of the Woman's Club Movement in America, and she was thought to be the best qualified woman to write the early history because from the beginning of the movement she was one of the prominent promoters.²

Jane Croly wrote at the turn of the century that whenever the history of the nineteenth century is written, it will show women as leaders and organizers of movements among their own groups for the first time in the history of the world.

A significant statement from Mrs. L. R. Zerbe, a thoughtful writer, is included in Mrs. Croly's discussion of "Women in Religious Organization:"

> When Goethe made his discovery of the unity of structure in organic life, he gave to the philosophers, who had long taught the value, the "sovereignty" of the individual, a physiological argument against oppression and tyranny and put the whole of creation on an equal footing.³

This new view, considered as a great advance of the moral and spiritual forces, had a great significance for women. It came as an awakening and as an emancipation of the soul, as freedom from tradition and prejudice, and as the acquiring of an intellectual outlook.⁴

**First Women's Organization in the United States**

The first women's organization grew out of an event in March 1868. The Press Club of New York offered to Mr. Charles Dickens a dinner,

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³Ibid., p. 11.
⁴Ibid., p. 11.
which was to be given at the close of his reading tour in this country. Mrs. Croly and other ladies applied for a ticket to the dinner and received somewhat churlish treatment which suggested to Mrs. Croly the idea of a club, sponsored by women only, that should manage its own affairs, represent the active interest of women, and create a band of fellowship between them. Many men and women thought at that time that it would be impossible to establish such an organization.¹

A meeting was called at the residence of Mrs. Croly on the first Monday in March 1868, and the following ladies, who had been contacted previously, were present: Mrs. C. B. Wilbour, Mrs. Botta, who was a professor, Mrs. H. M. Field, and Miss Kate Field.²

Mrs. Croly, on being asked to state the object in view, recounted briefly the facts in regard to the treatment of women members of the press by the New York Press Club, and said that her idea was to supply the want of unity and secular organization among women. It was stated, further, that many women including herself wanted a more intimate companionship with women, especially with those whose deeper natures had been roused to activity, who had been seized by the divine spirit of inquiry and aspiration, who were interested in the thought and progress of the age, and in what other women were thinking and doing.³

Mrs. Botta recommended calling the organization the "Blue Stocking Club." The group opposed this name because they felt that such a name would tend to make the organization too strictly literary. The ladies felt that the club must be homogeneous--hospitable to women of different

¹History of the Woman's Club Movement, p. 15.
²Ibid.
³Croly, pp. 15-16.
minds and degrees of habits of work and thought—it must be representative of the whole woman, not of any special class of women, for the idea of clubs for women was to rid them of the system of exclusion and separation.¹

Mrs. Croly refused to accept the presidency of the new club, which the women named Sorosis, because she wanted to find a president whose name would confer distinction upon the club. Alice Carey, the poet of American women, was Mrs. Croly's choice, and though Alice Carey was in feeble health, she accepted the position.²

At this time no one of those connected with the organization had ever heard of a "woman's club," or of any secular organization composed entirely of women, whose purpose was to bring all kinds of women together to work out their own objects in their own ways.³

A second club named Sorosis was organized in Boston much later, and Mrs. Croly's group set aside this name and adopted as their new name, "The Women's League."⁴

The General Federation

Sorosis, the second club, issued an invitation to other clubs to form a General Federation which should embrace all the clubs of the country. The sympathy of the members was broad, and in many ways included various movements in education and philanthropy; however, the chief characteristic was self-improvement.⁵

¹Ibid.
²Jane C. Croly, p. 18.
³Ibid.
⁴Ibid., p. 19.
⁵Ibid.
Mrs. Croly writes that in 1894, a new form of organization, the State Federation, appeared as an auxiliary to the General Federation. Maine, Iowa, Massachusetts, the Social Science Federation of Kansas, and Utah were the five states organized at this time. These five states, which were first to organize, represented no one section of the country, were widely separated, and proved that this organization was a general need and not one organized to favor any one special locality.

At the biennial, Mrs. Croly advises, which was held in Philadelphia in 1894, many persons expressed the feeling that the General Federation covered too large a territory, and would eventually represent too many interests to be satisfactory in such a form or organization. The delegates, representing the clubs, and who had been present at the first biennial, were in agreement that these meetings were provocative and inspiring, but had the feeling that only about one-half of the clubs in membership could possibly send delegates and that because of this, the General Federation would not be able to influence many groups.

The State Federations

During the four years that Ellen M. Henrotin served as president of the General Federation, twenty-three State Federations were organized including: New Hampshire, Vermont, Rhode Island, Connecticut, New York, New Jersey, Delaware, Pennsylvania, Ohio, Illinois, Michigan, Wisconsin, Minnesota, North Dakota, Missouri, Arkansas, Kentucky, Tennessee, Georgia, Nebraska, Colorado, Washington, and the District of Columbia. The State Federations of Texas, Alabama, and Florida did not join the General Federation at this time.¹

¹Ibid.
The State Federations adopted immediately on their formation a special line of work which was always educational in character and which embraced education from the kindergarten to the university and included public and traveling libraries, art interchanges, village and town improvement associations, and constructive legislation.¹

These federations were built on reciprocity which implied the growing conviction that the giving and receiving are one, and that no one person should be placed on the constant giving end or the constant receiving end. In this way, the members preserved the harmony of life. The State Federation trained the clubs as citizens, and helped to create an interest in community life, while the General Federation underscored national life and helped to create harmony among the states.²

Early Influence of Organizations

The Chautaugua, summer schools, night schools, university extensions, etc., are all manifestations of the woman's club movement, and this movement had a philosophy that was constructive and educational. Its method of work was non-aggressive and exemplified a positive, new spirit. The club movement represented the tendency to associated effort, and in association the individual discovers his personality and makes contributions for the good of all.³

In the book, Don't Underestimate Woman Power, Johnson and Golding underscore women's work in national legislation as follows:

Today, women's groups are high among the organizations that influence national legislation. Not only do they

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¹ History of the Woman's Club Movement, p. x.
² Croly, p. xi.
³ Ibid., p. x.
have strength in numbers, but they also know how to use their pressure where it counts—in a Congressman's voting district. They have legislative chairmen, some of whom are full-time paid employees and registered lobbyists, to tell the nation's lawmakers what women want and to tell state and local chapters what their Congressmen are doing.1

The League of Women Voters, composed of 720 groups and 90,000 members, is outstanding on the legislative front. This group spends full time on this job and plays an important role in everything from child care to civilian control of atomic energy. The American Association of University Women composed of 1,160 groups and 115,000 members have broad interests, with less accent on legislation. The National Federation of Business and Professional Women's Clubs, Inc., has 2,700 locals and 160,000 members. It is best known for what it has done to improve the status of women by creating more jobs and preparing women for high posts.2

Johnson and Golding list for the General Federation of Women's Clubs an estimated 14,500 clubs and nearly 775,000 members and give to these clubs the credit for having played an important role in legislative history. Other national organizations that have strongly influenced legislation are the American Home Economics Association, Young Women's Christian Association, the National Women's Trade Union League, the Associated Women of the American Farm Bureau Federation, the United Council of Church Women, the National Council of Jewish Women, the National Council of Catholic Women, the American Legion Auxiliary, and the Woman's Christian Temperance Union.3

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2 Ibid.  
3 Johnson and Golding, p. 5.
Johnson and Golding write, in addition, the following statements about major organizations:

It was not until suffrage was granted in 1920 that ten major organizations formalized their pressure front by the creation of the Women's Joint Congressional Committee (WJCC). Their stated purpose is to serve as a "clearing-house for the legislative work of national organizations engaged in promoting federal measures pertaining to the general welfare"...It provides a simple mechanism through which national women's organizations can get together in joint lobbying activities.¹

Education leads to action is another idea emphasized in the book, Don't Underestimate Woman Power. It is revealed therein that more often than not members of women's groups learn by doing. If they decide they want a playground and a community club house, for example, and they work for these things together, very soon they discover that the programs of other clubs have an appeal. It is at this time that they come to have a new concept of human relations.² For example, a specific adult education program was set up in Nassau County to improve human relations, and education led to action. Women in the county who had never been aware of prejudice and discrimination began to see its effects for the first time and became interested in doing something about it.³

S. P. Breckinridge in her book, Women in the Twentieth Century, draws attention to a number of women's organizations in order to emphasize the development of women's interests during the recent past. In her study she shares the following information:

¹Ibid., p. 6.
²Ibid., p. 23.
³Ibid.
Women are joined together by a common purpose to secure some object that seems to them of great social importance; they are bound by common occupational interests; they belong to lodges and benefit societies. They express, as men do, an explicable pride in ancestry; they seek now to obtain, by organization, many of the satisfactions that were, in the earlier times, well nigh exclusively characteristic of family life. Costly club houses provide shelter and living conditions that are comfortable and private.¹

The nineties had seen local organizations federate and consolidate into national groups, or had watched entirely new groups begin their activities on a national basis. The beginning of the era of centralization left its mark on women's organizations no less plainly than on the business of the country. Besides that, there were women whose horizons had been widened and whose sense of public obligation found opportunity for expression. There were innumerable homes where the children's reading matter now included the books called for by the art of industry departments of their mothers' clubs.²

Status of Women in 1965

W. Willard Wirtz, while Secretary of Labor and Chairman of the Interdepartmental Committee on the Status of Women, and Miss Margaret Hickey, Senior Editor of the Ladies' Home Journal, and Chairman of the Citizens' Advisory Council on the Status of Women submitted their second annual joint report to Lyndon B. Johnson, President of the United States, in 1965. In a letter to the President they made the following statement:

"The pace of progress in achieving 'full partnership' for American women has been even swifter in 1965 than in 1964."³

The Interdepartmental Committee and the Citizens' Advisory Council reaffirmed and carried forward goals that had been established earlier by President Johnson's Commission on the Status of Women.⁴

⁴ Ibid., p. 1.
The conference was held in July 1965 and boasted of participants from 49 States and Canada. The women benefited by the work done in education and volunteer groups showed nationwide commitment to President Johnson's goal of educational opportunity in its fullest extent for every American.¹

Women in Community Service, WICS, formed by the National Council of Catholic Women, the National Council of Jewish Women, the National Council of Negro Women, and the United Church Women, helped to bring the government and the community closer together. This group screened girls for Job Corps centers and is now providing continuing community service for each girl who is interested in the Job Corps.²

Other women's groups increased their efforts towards helping the disadvantaged. These organizations included the General Federation of Women's Clubs, the Young Women's Christian Association, the American Home Economics Association, the Board of Missions of the Methodist Church, the APL-CIO Auxiliaries, the Campfire Girls, the National Federation of Business and Professional Women's Clubs, the Girl Scouts, and the National Extension Homemaker's Council.³

Many goals were set by President Johnson's Commission on the Status of Women; however, the Report by the Interdepartmental Committee and the Citizens' Advisory Council sets forth the following significant statement concerning education:

¹Ibid., p. 2-3.
²Report on Progress in 1965, p. 3.
³Ibid.
Unprecedented progress was made in the 89th Congress with the enactment of legislation touching on every recommendation in the area of education made by the President's Commission on the Status of Women—raising the level of educational opportunities for all, from the preschooler to the retired, from the illiterate to the graduate student. Recognizing education as the key to full participation in American life, the Commission gave first place to its recommendations on education.¹

Some developments resulting from the first place position awarded to education follow: The Elementary and Secondary Education Act of 1965 brought about improvement of schools attended by children of very low income families; The Higher Education Act of 1965 was designed to strengthen the educational resources of colleges and universities and to provide financial assistance for college students; The Economic Opportunity Act provided increased educational opportunities for disadvantaged girls and women; New approaches to counseling girls was the subject of two conferences; Resources for guidance counselors increased; and Most of more than a third of a million dollars of scholarship funds was earmarked for girls to study home economics or nursing.²

The Report on Progress in 1965 on the Status of Women calls attention to the activities of private organizations. This writer will, in this chapter, mention a few of these organizations and recount some of their work experiences in order to give an overview of early contributions to education and to shed light on any current progress that is being made in this direction.

The American Association of University Women used a grant from the Department of Labor to help mature women develop specialized techniques

¹Ibid., p. 5.
²Ibid., pp. 5-9.
for counseling adult women. The American Nurses' Association supported equal educational opportunity by distributing to deans and directors of schools of nursing resource materials on equal opportunity which included information on Title VI of the Civil Rights Act and lists of audio-visual aids in the field of human relations. Delta Sigma Theta Sorority sponsored a conference for Counselors of Minority Youth at the University of North Carolina near the end of 1964. Among the aims of the conference was one to provide information to help interested persons improve their services to minority youth. In Savannah, Georgia, the sorority sponsored adult education classes for the city's illiterates, and since 1963, the sorority has sponsored the Delta Teen-Lift, which takes culturally deprived youth from the rural areas of the South on bus tours to visit educational and cultural institutions. The National Council of Negro Women held in the summer of 1964 an intensive six-weeks course in mathematics for ten Negro college girls who demonstrated exceptional mathematical ability. Phi Chi Theta is a professional sorority which promotes the cause of higher business education and training for women. This organization includes in its Journal, Iris, information on graduate programs, seminars, and special programs designed for mature women. The Girl Scouts of America conduct several special educational activities including special publicity about the facts of women's lives, special consultations on career opportunities, and special sessions on recruiting and training women for leadership. B'nai B'rith women's chapters have worked on enlargement of educational opportunities for deprived children. Their projects include tutoring deprived children, conducting remedial reading programs, collecting books for libraries, and working with parents. The Young Women's Christian Association has
been involved in the following activities furthering the education of women: Five cities, White Plains, New York; Asheville, North Carolina; Duluth, Minnesota; Seattle, Washington; and Phoenix, Arizona, staged a two-year pilot project to help the mature woman find her role in today's world, opened a job corps center for women in Los Angeles in June 1965, conducted pilot projects in literacy training for adult women, and the YWCA's of the United States and Canada conducted an international training institute.¹

Status of Women in 1971-1975

An analysis of information from state directories of education for the years 1950, 1963, and 1972 sets forth the idea that a caste system exists in state departments of education throughout the United States.²

June Marr makes this report in "Women in State Departments of Education" and states further that she focused on the number of women present in policy-making positions in five states: California, Georgia, Iowa, Massachusetts, and Nebraska. Policy-making positions included superintendents, assistant superintendents, associate superintendents, directors, chiefs or supervisors, and consultants or specialists. Montana was chosen because it had one of the few women superintendents in 1950 and the investigator wanted the opportunity to determine whether the woman superintendent's hiring stimulated the hiring of other women in that state. Her findings show that this has not been the case.³

³Ibid.
In all states, the total percentage of women in policy-making positions shows a decrease from an average of 14.5 percent in 1950 to an average of 6.8 percent in 1972. Male employees hold many more educational policy-making positions than the females. There have been laws to prevent discrimination, but the situation has deteriorated steadily since 1950.¹

State departments of education need to make improvements in their policies on recruitment and hiring. This improvement should include the expanding of the range of positions so that career choices for women could be made broader.²

A state study of Indiana school board women was made in 1971 and only a minority of these women felt they have experienced sex prejudice in school board thinking and policy making. Those women who had six or more years experience did not agree that the superintendent exhibited a bias in favor of men; however, those women who had less experience on school boards believed that bias existed.³

Included among the recommendations resulting from the findings are the following points:

1. It is highly recommended that superintendents take measures to become more sensitive to the problem of sex prejudice;

2. That superintendents be prepared to work in a frank and sincere manner with new women board members;

3. That superintendents who work with small systems take notice that sex prejudice may exist and may influence the thinking of its board members;

¹Ibid., p. 143.
²Ibid.
4. That superintendents plan a seminar for their board members, stressing the interrelatedness of the varied aspects of the school operation.¹

Catherine Lyon, consultant with the New York City Rand Institute, and Terry Saario, Program Officer, public education, Ford Foundation, give national statistics in their article, "Women in Public Education: Sexual Discrimination in Promotions."

These writers state that because education has been characterized as a woman's field that the public has been slow to realize that there is discrimination against women, and say, further, that even though most teachers are women, that more male teachers are selected for administrative positions.² A national survey conducted in 1970-1971 points out that while 67 percent of all public school teachers are women, only 15 percent of principals and .6 percent of superintendents were female. Most of the women who are administrators are in the elementary schools. Nineteen percent of the elementary principals and 34 percent of the elementary assistant principals were women in 1970-1971. The same survey showed that only 3.5 percent of the junior high and 3 percent of the senior high principals were women. At the district level, not only were there few women superintendents, but also only 7 percent of the deputy, associate, or assistant superintendents in 1970-1971 were women.³

In 1972 the Chief State School Officers surveyed all school districts in the U.S. and found that out of 16,653 operating districts, female superintendents were employed in 86 local operating districts and 131

¹Ibid.
³Ibid.
"intermediate districts." Only three state departments of education are headed by women - Montana, Wisconsin, and Guam.¹

Recommendation 6, included among others, is that local school boards adopt affirmative action plans which are consonant with Executive Order No. 11246, Title IX of the Education Amendments of 1972, and the Equal Pay Act of 1963, all of which prohibit discrimination on the basis of sex in federally assisted programs.²

Community education leaders and clubwomen must recognize the need to improve the status of women and to take a look at what is essential to bring about new developments. It is, therefore, necessary that the motives for club attendance be examined.

Motivations for Club Attendance

Cleo Hall did a study at the University of Chicago in order to determine the status of the voluntary club as an educational force in the United States. According to Hall, educators would like to feel that club members are primarily interested in education; although she believes that the substance upon which to base such a claim is lacking.³

The purpose of her study was "to determine whether members of voluntary organizations prize those organizations chiefly for their educational value or for other reasons."⁴

An organization, Hall advises, can not successfully make a contribution to education unless its members have joined the organization with an interest in education:

¹Ibid.
²Lyon and Saario, p. 122.
⁴Ibid., p. 2.
Generally speaking, a person will seek out that environment which he perceives as having the potential for satisfying his needs. The questions asked by this investigation are: From the viewpoint of the member of that distinctive form called the voluntary association, is the educative function the compelling force for him to belong? If not, what is the compelling force and what is its magnitude.\(^1\)

Hall advises, further, that eighteen needs of women were suggested by the literature as motives for women to attend educational club meetings, and these have been refined by her to read as follows:

- Pursuit of knowledge for individual general intellectual growth,
- Pursuit of knowledge for improving homemaking competence,
- Pursuit of knowledge for improving society,
- Pursuit of esteem,
- Pursuit of sociability
- Pursuit of diversion, and
- Fulfillment of social expectations.\(^2\)

Cleo Hall's study on "The Motivational Patterns of Women Engaged in Educational Activities" shows that the following hypotheses were examined and that the findings were reported:

1. Women attending home economics extension club meetings differ in motivations for attending.\(^3\)
2. Rank order of home economics extension club members' motivations for attending club meetings follow: (1) pursuit of knowledge for individual general intellectual growth, (2) pursuit of knowledge for improving homemaking competence, pursuit of (3) sociability, (4) esteem, (5) diversion, (6) knowledge for improving society, and (7) fulfillment of social expectations.\(^4\)
3. Rank order of the county extension home economists' objectives for the home economics extension club program: pursuit of (1) knowledge by club members for individual general intellectual growth, (2)

\(^1\)Ibid.
\(^2\)Ibid., p. 35.
\(^3\)Ibid., p. 59.
\(^4\)Ibid., p. 63.
knowledge by club members for improving homemaking competence, (3) knowledge by club members for improving society, (4) esteem, (5) sociability, (6) diversion, (7) fulfillment of social expectations.1

(4) Rank order of objectives of county extension home economists differs from rank order of motivations of home economics extension club members for attending club meetings.2

(5) Rank order of objectives of county extension home economists and rank order of motivations of most highly satisfied home economics extension club members are in greater agreement than rank order of motivations of the least satisfied and of the most satisfied club members.3

(6) Women who attend meetings of home economics extension clubs organized for less than twenty years differ in rank order of motivations for attending club meetings from women of home economics extension clubs organized for more than twenty years.4

Hypotheses one, two, and three were supported by the investigation.5 Hypotheses four, five, and six were not sustained.6

Hall found, in addition, that there are no statistically significant relationships between the rank order of the selected motivations of this study and demographic characteristics.7

She found, further, that county extension home economists agreed that the major object of the club program was education, but did not agree upon the importance of intellectual growth, learning to improve homemaking competence, and learning to improve society.8

Women of Distinction

Today's club-woman must be conscious of her guidance role in

1Ibid., p. 67.
2Ibid., p. 71.
3Ibid., p. 73.
4Ibid., p. 76.
5Ibid., p. 97.
6Ibid., p. 98.
7Ibid., p. 98.
8Ibid.
education and must realize that such a role transcends her duty as a mere instructor. She must be ever willing to commit herself to the task of seeking more ways and new ways to help society with the problem of education. In this connection, the following women of Florida, who were residents of Tampa in 1956, have gained distinction and therefore, have listed in this chapter some of their activities.

Information taken from Eloise N. Cozen's *Florida Women of Distinction* on educational activities of seven women have been included.

Emily Ayer Dickinson served as Director of Tampa's Family Service Association for 25 years, and is given credit for "guiding the lives of thousands of persons toward healthful adjustment to better lives."

Neva Byrd Graham's busy life includes work as instructor for children and adults at Tampa Realistic Art Center, and lecturer of Art in public schools.

Frieda K. Greene is cited for her long-time efforts in the educational field, for promoting relationship among parents and teachers, and for her involvement in all facets of school work in an effort to contribute to the growth of student activities.

Mayme Sellers Leonetti served as President and Gallery Director of Tampa Art Institute; President, National League American Pen Women; and Drama Director, Bayshore Baptist Church.

Mary McNamara is outstanding in educational circles because of her philosophy:

> Sunrise offers another opportunity to praise God, serve my neighbor, seek knowledge, give love and evaluate self. Sunset—contemplation on how well I've succeeded.

C. Bette Wimbish Muse, a Negro American and attorney, is listed as a teacher of note, and as an educator of wide experience, and a lady who has provided a special empathy with a variety of community endeavors.
Aleta Jonie Maschek has served for many years as Director of Continuity for WFLA in Tampa. She uses her professional knowledge and abilities to assist others in her field.¹

Women of the World

Some educational interests of four Florida women, whose influence is unlimited by geographical boundaries, are reported in this section:

Mrs. E. D. Pearce, of Miami, Florida, has been considered a leader in 54 countries. She served as president of the 11 million-member General Federation of Women's Clubs and traveled all over the world to carry out her duties. She has participated in White House Conferences on education, children, and the aging, and has been involved in the work of the YWCA, the American Red Cross, and the Boys Clubs of America.

Jessie Ball DuPont, of Jacksonville, Florida, worked during the past to make Floridians aware of the tremendous needs that existed--primarily in education. She served as a member of the Board of Regents and in recognition of what she has done for education, she has received eleven degrees from colleges and universities.

Helen Krauss Leslie, as a past president of Business and Professional Women's Clubs, Inc., has been instrumental in the organization of Clubs in Latin America. She is particularly interested in work being done by members of the Costa Rica Club who are working with young women to help prepare them for business careers.

Dr. Frances L. Spain served as director of library services for Central Florida Junior College in Ocala. She was one of seven librarians

who participated in the USA-USSR cultural exchange program. Mrs. Spain
developed a program of library training in Chulalongkorn University in
Thailand, under a Fulbright Grant in 1951-1952. ¹

Florida Women of Distinction and other women of the World have set
the pace in "guiding the lives of thousands of persons toward adjustment
to better lives" through club involvement and activity. Their club
experiences have helped them to promote a growing relationship among
school and community people and to learn through organization how to
solve societal problems. Women can not cope with these problems if they
remain detached. They can only reach their goals through togetherness
that the club life affords.

Wilma C. Shafer, National President of Pi Lambda Theta Honor Society,
expresses this idea as follows:

In her longing to be viewed as an individual
with abilities, needs, and choices, woman, separate
and unequal, has sought for centuries for a clear
sense of self-identity. Today her pursuit of identity
and equality becomes a conscious and constant goal
as she actively opposes being regarded as one of a
group treated as a minority, discriminated against,
and resisted as equal.

To have a real identity, Woman cannot be detached,
alone. The life she lives, the status she seeks, the
opportunities she needs—all exist in the midst of
human beings inseparable from each other and from
the world. ²

All of this can come about through association found in club life.

¹"Women of the World," Florida Trend Magazine, Vol. II, No. 6,
²Wilma C. Shafer, "Woman: Detachment vs. Identity," Educational
CHAPTER III
PROCEDURES

Study Design

This survey was designed to gather data from a relatively large number of cases at a particular time. The study did not concern itself with characteristics of individuals as individuals but with the generalized statistics resulting from the abstraction of data from a number of individual cases.

The main purpose of the survey was to identify, through description, educational activities in various women's organizations, to interpret the significance of the descriptions, and thereby determine the nature and extent of the contributions of these organizations to education.

An additional object of the study was to provide answers to the following questions about women and twenty-seven organizations:

1. How important are the demographic factors in determining participation in women's organizations?
2. What is the character of the educational reading engaged in by the respondents?
3. In which organizations do the respondents hold membership?
4. What official club experience have the respondents engaged in?
5. Which women's organizations have been most influential in solving county-wide problems?
6. What are the most important educational projects that have been resolved in the past or that must be resolved in the future?
7. How can organizations help to resolve problems and issues? Are there plans for resolvableness?

8. What are the purposes of the organizations?

9. What kinds of educational experiences are provided through the organizations?

10. Which organizational leaders have influence with state leaders through whom they can get work done?

11. When were the organizations founded and how many local members do they have?

12. What are the criteria for membership and is the work in education done on a continuing basis?

13. What are some of the organizational publications?

14. How is organizational effectiveness evaluated?

15. Is there a clearinghouse for women's groups in the community?

16. Do all segments of an organization work together for common objectives, coordinate activities, and cooperate for mutual benefit?

17. Which leaders have strong city-wide influence?

18. How are organizations structured to promote educational improvement?

19. Are interclub activities in existence for uniting the community for peace, health, and public affairs?

20. Is there a platform sponsored equally by all groups to present foremost authorities?

Definition of Terms

Survey--The survey method gathers data from a relatively large
number of cases at a particular time. It is concerned with the
generalized statistics that result when data are
abstracted from a number of individual cases. It is essentially cross-sectional, and the sampling is meant
to be characteristic of the whole.

Women's Organizations--In this study women's organizations refer to those organizations that have women in official capacities including all major offices, and whose memberships are predominately women.

Contributions to Education--Organizations are considered as making contributions to education when they help to promote the growth or expansion of knowledge, wisdom, desirable qualities of mind or character, or general competence through the sponsoring of scholarship and loan funds; when they provide or assist in providing with knowledge or wisdom through conducting educational programs and studying educational problems; and when, through the promotion of educational legislation, they condition people or persuade them to feel, believe, or react in a particular way through selective information or knowledge.

Selection of Sample

A list of organizations, including more than two-hundred clubs for men and women in Tampa, Florida, was secured from the Tampa Chamber of Commerce. Three lists, including the Chamber list, one from a public relations specialist, and one from the researcher, were studied and sixty women's organizations were extracted from the master list and categorized according to criteria set up earlier for the survey. These criteria
embraced organizations that would have an educational intent and include representatives from groups involving women in business, in communications, in education, in politics, and in construction along with art clubs, garden clubs, and social clubs.

From this list twenty-seven organizations were selected by the writer. This selection was based on an application of the following additional criteria: clubs conducting educational programs, studying educational problems, sponsoring scholarship and loan funds, and promoting educational legislation. The writer was able to apply these criteria based on her knowledge of Tampa gained through living and working in the community for a number of years and through having a number of experiences in club work. Tampa clubwomen were consulted in helping to make the selection of organizations.

The writer used deliberate sample selection in that she invited, using specifically chosen organizations, twenty-seven groups to send a representative to designated meetings to give information about each club. The writer chose this method of selecting a sample because she has lived and worked in Tampa and is familiar with certain club backgrounds and experiences that she desired to include in the survey.

A letter explaining the nature of the survey was sent to each prospective participant, and a follow-up telephone call was made to determine the club-leader's willingness to participate in the survey.

A cover message, soliciting the help of each club representative, was included with each questionnaire.

The letter and the message are included with the questionnaire in this chapter.
Delimitations

The study is limited to 27 women's organizations in Tampa. It is obvious, therefore, that the writer is not concerned with the accomplishments in education of all women's organizations in the United States unless such findings are generalizable, nor with the history of the women's club movement unless facets of that movement reflect an interest in education.

Participants

Mrs. Lisa Gorham, a public relations specialist in Tampa, Florida, assisted in contacting the Tampa Chamber of Commerce, the clubleaders, and provided meeting rooms in her home.

The Tampa Chamber of Commerce assisted the writer by providing a list of organizations and addresses of the presidents of the groups.

A selected number of Gainesville clubwomen were invited to meet in the home of Mrs. Gwendolyn Lewis, an active clubleader in Gainesville, to work with the researcher in pretesting the questionnaire in order to get the criticisms of qualified clubwomen before preparing the final form of the questionnaire. This group was able to help validate the data gathering instrument in terms of practical use, and to think of ways in which the Tampa group might respond, and in which they might interpret items in the questionnaire, and what complexities, if any, might arise from the reading of the questionnaire by the Tampa group.

This tryout resulted in slight revisions of the questionnaire. It was then made ready for twenty-three women (four women represented two organizations each) chosen to represent twenty-seven organizations categorized as follows:
I. Creative and Fine Arts Organizations
   A. Tampa Chapter, National League of American Pen Women
   B. Tampa Music Teachers Association
   C. Amaryllis Garden Club

Object: To promote interest in creative and educational activities in art, letters, and music.

II. Business and Professional Organizations
   A. Tampa Pharmaceutical Association
   B. Women in Communications
   C. Delta Kappa Gamma Society
   D. Soroptimist Club of Tampa
   E. Seminole Business and Professional Club of Tampa

Object: The elevation of the status of women in business and in the professions.

III. Civic Organizations
   A. Tampa Branch, League of Women Voters of Hillsborough County
   B. Tampa Branch, Hillsborough County Democratic Women's Club
   C. Citizens Alert
   D. Tampa Branch, American Association of University Women

Object: To promote active and informed citizen participation in government.

IV. School Organization--Tampa Branch, Parent Teacher Association of Florida.

Object: To promote the welfare of children and youth in the home, school, and community.
V. Community Organizations
   A. Tampa Junior Woman's Club
   B. Junior League of Tampa
   C. Girls Clubs of Tampa, Incorporated
   D. Altrusa Club of Tampa
   E. Suncoast Girl Scout Council
   F. Zeta Phi Beta Sorority

Object: To use their knowledge to render better services to the community.

VI. Public Service Organizations
   A. Insurance Women of Tampa
   B. Pilot Club of Tampa
   C. Tampa Alumnae Chapter, Delta Sigma Theta Sorority
   D. Gamma Theta Omega Chapter, Alpha Kappa Alpha Sorority

Object: To promote high scholastic achievement and service to mankind.

VII. Sports Organization--Davis Island Yacht Club Dinghy Dames

Object: To promote and encourage ability in recreation.

VIII. Human Rights Organizations
   A. Tampa Branch, National Organization for Women
   B. Tampa Chapter, Women's Equity Action League
   C. Tampa Branch, National Council of Negro Women

Object: To work toward the integration of all people and the elimination of sex discrimination.

Instrumentation

   (1) The Questionnaire\(^1\) used for this study is divided into two

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\(^1\)Selected from mimeographed materials by Dr. Ralph Kimbrough in Educational Leadership II and Dallas Johnson and Elizabeth Bass Golding, Don't Underestimate Woman Power (New York: Public Affairs Committee, Inc., 1951), p. 30.
parts: Part I seeks demographic information about the club leader or the respondent, in questions one through ten, in order that the investigator might study the kinds of educational work done by people in certain age brackets, what their interests are, whether or not the number and age of their children have any influence on their activities, the kind of reading that is done for educational purposes, the professional background as it relates to what they do or to how much they do, and the marital status and its relation to their club work.

Part II of the instrument, questions eleven through twenty-eight, seeks to obtain information about the organization that each respondent represented. In connection with the expressing of needs for this study, this writer has listed among them the desire to determine whether or not the organizations of today have kept pace with earlier progressive efforts of women in club activities. She, therefore, selected questions that she considers helpful in determining whether or not the barriers, if any, to achievement in education today have any relationship to those at the turn of the century.

Questions 11, 12, 15, 16, 17, 21, and 23 deal with the educational program of the organization. These questions were asked because they take us back to the introduction of the history of the women's club movement in the United States, written by Ellen M. Henrotin:

The State Federations have in each case adopted, immediately on their formation, a special line of work, always educational in character, and embracing education from the kindergarten to the university, as represented in the State systems--public and traveling libraries, art interchanges, village and town improvement associations, and constructive legislation.¹

The investigator wishes to compare educational interests of today with the interests of the early period.

Question 13 was chosen in order to compare today's purposes with the earlier purpose which sets forth the idea that in the main the clubs were for self-culture, yet the chief characteristic was self-improvement.\(^1\)

With these ideas in mind, comparisons can be made between today's groups and earlier groups to determine progress in club activity.

Questions 18, 19, 20, 22, 25, and 26 were chosen deliberately in an effort to obtain information fitting and proper to such a study—information that would help in the determination of how well the groups show togetherness and work in unity, of when the organization was founded, of what its structure is, of how it obtains its members, and what its publications are.

Question 27 points to an earlier desire by Sorosis, the first organized club, to form a general federation of all clubs of the country. Such an organization was suggested for the purpose of uniting all clubs for better service.\(^2\)

Question 28 was selected to determine if today's clubs have a philosophy or a set of beliefs to use as a guide. Here again, this writer goes back to Henrotin's remark: "No great organization can hold together without some definite philosophy put into action."\(^3\)

Henrotin continues her discussion in the introduction to Jane Croly's book with the thought that "In no place in the world can a woman so easily come to the front as in a large woman's club"; therefore, question 14

\(^1\)Ibid., p. ix.
\(^2\)Henrotin, p. ix.
\(^3\)Ibid., p. x.
\(^4\)Ibid.
was included in order to determine which women have come to the forefront in women's groups of today.

Question 24 points to the planning of a clearinghouse by earlier groups. Henrotin again reminds that the State Federation trained the clubs as citizens, the General Federation emphasized the national life and brought the State together, while the biennials aimed to be a clearinghouse for national interests.¹

Data Collection

Representatives of 27 women's organizations in Tampa, Florida met in small discussion groups with the researcher in the home of a club-leader (See Appendix A). These meetings were planned for the purpose of giving the women adequate information concerning the survey, of answering questions, of explaining the researcher's objectives, and of having the representatives fill a questionnaire.

This "Group Questionnaire Technique" involved meeting with invited club leaders at different periods of the day and having each member of each group fill a questionnaire at the same time.

The researcher distributed questionnaires, explained the purpose of the investigation, answered questions about the study, and collected completed questionnaires at the end of each session.

Data Treatment

The characteristics of respondents, along with other demographic data, and information concerning general club organization are presented in Chapter IV.

¹Ibid., p. xi.
Narrative and descriptive presentations are given for each of the twenty-seven organizations in order that information might be made clear concerning pertinent information asked for in Part II of the Questionnaire which involves discussions of the purpose, structure, educational experiences provided by the organization, the founding date, active local members, criteria for membership, publications, evaluation, coordination of activities, group clearinghouse, and continuing education.

Other characteristics of the organizations and an item summary of the responses by question conclude the data treatment.
CHAPTER IV
RESULTS OF THE INVESTIGATION AND ANALYSIS OF DATA

The threefold purpose of this chapter is to, first, introduce the "Tampa 23," twenty-three clubwomen who represented twenty-seven Tampa organizations and responded to questionnaires submitted to them, second, to describe the individual organizations, and, third, to discuss and analyze the data secured from questionnaires completed by the respondents. This chapter, then, will consist of three sections: (1) Characteristics of Respondents, (2) Descriptions of Individual Organizations, and (3) Characteristics of Individual Organizations.

Section 1
Characteristics of Respondents

Participants for this survey include mature women and young adults, holders of advanced degrees, women representing minority and majority groups, and those from the affluent and the middle classes.

In regard to community and club services, these women hold varied positions showing service as civic, social, and publicity chairwomen, presidents of organizations and boards, members of directors' boards and the Club Presidents Round Table, legislative chairwomen, Basili and Anti-Basili of sororities, and members of the Mayor's Task Force.

Included in this survey are several tables which display data on the respondents:

Table 1, Length of Respondents' Residence in Tampa, indicates that the twenty-three women lived in Tampa a number of years ranging from 9
years to 50 years and over. Thirty-one percent of the respondents have lived in Tampa 50 or more years, twenty-two percent from 10 to 19 years, and seventeen percent from 9 to 29 years.

**TABLE 1**

LENGTH OF RESPONDENTS' RESIDENCE IN TAMPA

<table>
<thead>
<tr>
<th>Number of Years Lived in Tampa</th>
<th>Number of Respondents</th>
<th>Percentage of Respondents Living in Tampa</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 and over</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>40 to 49</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>30 to 39</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>20 to 29</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>10 to 19</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>0 to 9</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 2, Number of Offices Held in Relation to Age, indicates that there are five persons in the group ranging in age from 36 to over age 50. This age group holds a total of 61 offices in the clubs to which they belong. The entire group holds a total of 90 offices.

**TABLE 2**

NUMBER OF OFFICES HELD BY RESPONDENTS IN RELATION TO AGE

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Number of Respondents</th>
<th>Percentage in Age Bracket</th>
<th>Number of Offices Held</th>
<th>Total Number of Offices Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 60</td>
<td>5</td>
<td>22</td>
<td>1-3-4-4-7</td>
<td>19</td>
</tr>
<tr>
<td>56 - 60</td>
<td>3</td>
<td>13</td>
<td>2-2-5</td>
<td>9</td>
</tr>
<tr>
<td>51 - 55</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>46 - 50</td>
<td>5</td>
<td>22</td>
<td>3-3-3-3-4</td>
<td>16</td>
</tr>
<tr>
<td>41 - 45</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>36 - 40</td>
<td>5</td>
<td>22</td>
<td>3-3-4-7-9</td>
<td>26</td>
</tr>
<tr>
<td>31 - 35</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>26 - 30</td>
<td>2</td>
<td>9</td>
<td>4-6</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>90</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3, Number of Respondents with Children, shows that 17 members of the group or 74 percent have children. Thirty-nine percent of the members have children currently in schools, ranging from nursery school to graduate school, and seventeen percent have children in public school (K-12).

| TABLE 3 |
| CHILDREN OF RESPONDENTS |

| Number of Respondents with Children | 17 | (74%) |
| Number of Respondents with Children currently in school (nursery school to graduate school) | 9 | (39%) |
| Number of Respondents with Children currently in public school (K-12) | 4 | (17%) |

Table 4, Number of Offices Held in Relation to Educational Background, points out that 87 percent of the women have had some college training, and that 61 percent were graduated from college, while 18 percent have completed the Master's degree. The persons involved in this group have held from 4 to 31 offices during their club life.

| TABLE 4 |
| NUMBER OF OFFICES HELD IN RELATION TO EDUCATIONAL BACKGROUND |

<table>
<thead>
<tr>
<th>Last Educational Experience</th>
<th>Number of Respondents</th>
<th>Percentage in Educational Experience</th>
<th>Number of Offices Held by Respondents</th>
<th>Total Number Offices Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>3</td>
<td>13</td>
<td>2-4-4</td>
<td>10</td>
</tr>
<tr>
<td>Some College</td>
<td>6</td>
<td>26</td>
<td>2-3-3-3-4-7</td>
<td>22</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>4</td>
<td>17</td>
<td>3-4-4-6</td>
<td>17</td>
</tr>
<tr>
<td>Bachelor's Degree some credit towards Master's</td>
<td>6</td>
<td>26</td>
<td>3-3-4-5-7-9</td>
<td>31</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>2</td>
<td>9</td>
<td>2-4</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE 4 - Continued

<table>
<thead>
<tr>
<th>Last Educational Experience</th>
<th>Number of Respondents</th>
<th>Percentage in Educational Experience</th>
<th>Number of Offices Held by Respondents</th>
<th>Total Number of Offices Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some credit toward Ph.D.</td>
<td>2</td>
<td>9</td>
<td>1-3</td>
<td>4</td>
</tr>
<tr>
<td>or Ed.D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. or Ed.D.</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Other data revealed by the questionnaires show that fifteen of the women are married, two are single and the other six are divorced or widowed.

The group consists of seven housewives, four retired workers, three librarians, and one person each serving as follows: in TV production, as an administrative assistant, as an equal opportunity specialist, as a piano teacher, as a clerk typist, as a public relations representative, as a property manager, as a business manager, and as a travel consultant.

Section 2

Descriptions of Individual Organizations

Twenty-seven organizations are described in this section in an effort to show the work in education that is done by each club. The following questions, whenever applicable to an organization, have been extracted from the questionnaire along with appropriate data and answered in the narrative:

(1) What is the purpose of your organization?
(2) How is your organization structured to promote educational improvement?
(3) What kinds of educational experiences are provided through your organization?
(4) What is the approximate date of the founding of your organization?
(5) How many active local members do you have?
(6) What are the criteria for membership?
(7) Is your work in education done on a continuing basis? Explain.
(8) List the publications of your organization?
(9) What procedures do you have for evaluating the effectiveness of your educational program?
(10) Do you have a clearinghouse for women's groups in your community?
(11) Do all segments of your organization work together for common objectives?
(12) Do all segments of your organization coordinate their activities and cooperate for their mutual benefit, eliminating competing and unnecessary duplication?
(13) Do you have interclub educational activities to unite the community for peace, health, public affairs, and better human relations in order to strengthen our democracy? Please list these activities.
(14) Does your organization have a platform sponsored equally by all groups to present foremost authorities on vital subjects, presenting all sides of controversial issues to develop enlightened public opinion?
The Gamma Theta Omega Chapter of Alpha Kappa Alpha Sorority was chartered as a local Tampa organization in 1940 and now has 71 members. A representative from this organization responded by pointing to these facts:

Alpha Kappa Alpha's purpose is to promote high scholastic achievement, to give service to mankind through health programs, and better housing facilities--through personal involvement and scholarships.

The organization promotes educational improvement through providing scholarships to deserving students in the Tampa high schools. The deans of the local schools are consulted concerning needed information about girls, and afterwards, these girls are interviewed, administered tests, and awarded scholarships based upon their achievement and need, and their interest in pursuing a college career.

Educational experiences provided by this organization take the form of tutorial sessions, visits to places having educational interest, and counseling and joint meetings with undergraduates at the University of South Florida. This sorority has applied for a Federal Grant to further the study of the arts in the Tampa community.

In order to become a member of the organization, one must satisfy two requirements: (1) A person must pursue a four-year college course and (2) have an average of 2.5 or above.

The work in education is done on a continuing basis in that the majority of the members are teachers and regular educational work is engaged in.

The plan for evaluating the effectiveness of the educational program involves studying the needs of the community, formulating a plan
for meeting these needs, and testing what has been done by use of a questionnaire designed by the group.

Interclub educational activities include service as Heart Fund captains, solicitors, volunteer workers for the Y.W.C.A., with the Council of Negro Women, and the Urban League.

Further help from the organization provides assistance to needy children including supplying them with eyeglasses, to people who need to be taken to and from the polls, and to churches who need speakers to urge people to vote.

Altrusa Club of Tampa

The purpose of the Altrusa Club of Tampa is to join women in executive positions to use their knowledge for better service to the community. The organization was founded on April 11, 1917, and has 40 active local members.

Educational experiences provided by this group take the form of (1) A Grants-in-Aid program which provides graduate scholarships for women in foreign countries, (2) Founders Fund Vocational Aid which helps women acquire or improve a skill, and (3) Bimonthly club programs.

Helen Hilton, Chairman of the Grants-in-Aid Committee, reports that 63 young women from twenty-four countries were awarded grants-in-aid during the year 1972-1973, and that eight recipients were from Africa, forty-three from Asia, seven from Latin America, and five from the Middle East.

Miss Hilton states, further, that twenty-seven were considered for grants for summer school and/or for the fall of 1975 to be paid from the 1973-1974 budget.
The Founders Fund Vocational Aid Committee makes the following report for 1972-1973:

<table>
<thead>
<tr>
<th>Applications Received</th>
<th>221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards Approved</td>
<td>166</td>
</tr>
<tr>
<td>Number of Awards</td>
<td>166</td>
</tr>
<tr>
<td>Amount Awarded</td>
<td>$48,625</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range of Awards Granted</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50-$99</td>
<td>2</td>
</tr>
<tr>
<td>100-149</td>
<td>11</td>
</tr>
<tr>
<td>150-199</td>
<td>9</td>
</tr>
<tr>
<td>200-249</td>
<td>12</td>
</tr>
<tr>
<td>250-299</td>
<td>20</td>
</tr>
<tr>
<td>300-349</td>
<td>14</td>
</tr>
<tr>
<td>350</td>
<td>98</td>
</tr>
</tbody>
</table>

The awards were used for providing education in health service fields wherein money was allocated for persons interested in becoming licensed practical nurses, registered nurses, dental assistants, and nurse's aides; in business education fields in which funds were given to train persons wanting to serve as secretaries, clerical workers, accountants, and computer programmers. Provision was also made for persons interested in cosmetology. Other educational programs receiving help included teacher certification, floral design, fashion, and photography. In the special needs area, funds were assigned for driver education.

The organization is structured to promote educational improvement through the Vocational Services and Community Services Committees.

Altrusa is a classified club for executive women in professions or
business. A member must supervise at least five persons or be involved in a profession. A nurse, who is a member, must be a supervisor, and an educator must be a supervisor or department head. Only 10% of the club can be in the same major occupation.

The work in education is done on a continuing basis through cooperation in a structured program prepared by the international office and sent to local clubs to adopt and develop according to need.

Evaluation is done once a year through the issuing of a questionnaire to officers and members by the program coordinator. The Presidents Round Table serves as the clearinghouse for the group.

Mina Egdorf, Chairman of the Founders Fund Vocational Aid Committee for 1973-1975, writes in the International Altrusan, 1974, on the subject "A Womans Place is Everywhere," and gives valuable information about women as follows:

She believes that there is no limit to where the young women and older women of today can go in the working world. "Altrusa," she states, "continues to take the leadership role in helping women to discover unlimited horizons." She writes, further, that:

When the Founders Fund Vocational Aid project was adopted 22 years ago, conditions and opportunities for employment of women were far different than they were in 1917. But needs were still present. In 1974, the vocational needs of women are different than in 1952, but needs exist and are the conditions that make this project vital. Just as the organization has kept pace with the times and has maintained a program that is not only timely but also visionary, so the FFVA Project reflects the needs of women today and tomorrow.

The Fund provides outright awards for:
- Training or retraining that will qualify a woman for employment;
- Upgrading training that will enable a woman to move from a low-level to a higher-level skill job;
- Purchase of equipment required for self-employment;
Amaryllis Garden Circle

Eighty women grace the membership of the Amaryllis Garden Circle which was organized in 1933. This group was formed to promote an interest in home and civic beautification and to cooperate in the protection of wild flowers and native plants.

The organization is structured to promote educational improvement in that the important and specific duties are divided among the following chairman: The Horticulture chairman, whose duty it is to direct the science and art of cultivating flowers, fruits, vegetables, or ornamental plants. This chairman gives a periodic report to the group after her attendance at the Federation of Garden Clubs Meeting where she listens to speakers on various garden topics. She discusses what members should be doing in the yard during a current month in reference to cutting back the flowers, planting, and spraying; The Junior Gardening Chairman teaches young people gardening principles; and the Visiting Gardens Chairman promotes the philosophy among the members of learning gardening by seeing or by engaging in a visitation program; the Anti-Litter and Anti-Pollution Chairman call attention to pollution and litter and urge work of a corrective nature in this direction.

One may become a member of the Amaryllis Garden Circle after she has lived for at least one year in the New Suburb Beautiful, an exclusive residential section in Tampa.

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The club publishes the *Forget-Me-Not* magazine locally and contributes to the state publication, *Florida Gardening*.

The effectiveness of their program is evaluated through visits to all sections of the area for the purpose of determining whether or not progress is being shown in the development of beauty of surroundings and in the increasing of happiness on the part of the residents. It is of importance to them that the name of the area, New Suburb Beautiful, be maintained by continued work in beautification.

A clearinghouse is provided through the Federation of Garden Clubs whose duty it is to aid in the avoidance of garden clubs duplicating activities unnecessarily. The Federation acts also as a liaison body and helps to settle mutual claims.

**American Association of University Women**

The local organization of the American Association of University Women was founded in 1924 and has 210 active local members.

The purpose of this branch is to unite the alumnae of colleges and universities which are on the AAUW list of qualified institutions for practical educational work; to concentrate and increase their effectiveness in the community for the solution of social and civic problems; to participate in the development and promotion of the policies and programs of the American Association of University Women; to contribute to its growth and advancement; and to cooperate in its state, division and regional work.1

Two main committees form the structure of the organization to promote educational improvement: (1) The Program Development Committee which includes a representative of each of the four areas of interest in the Association program: Community, Cultural interests, Education, and International Relations. The Program Development Committee shall consider the program topics of the Association and recommend to the branch the

1Article III, Charter and Bylaws of AAUW (provided by respondent).
selection of topics to be implemented. It shall provide policy guidelines for the continuing program concerns of the branch. (2) There shall be at least one Topic Committee and such others as the branch shall require to implement the Association program topic or topics of the branch selected for study. The chairmen of these committees shall serve as the branch Board of Directors.¹

Educational experiences provided through the organization include study groups, presentation of speakers at the monthly luncheon meetings, special projects such as participation in the Equal Rights Coalition, special seminars which deal with such topics as criminal justice, and area workshops. Scholarship money is contributed to two Tampa universities.

If a woman holds a baccalaureate or higher degree from an institution on the AAUW's list of qualified institutions, or a degree from a foreign institution that is recognized by the International Federation of University Women, she is eligible for membership in the association.²

The Tampa branch of AAUW cooperates with the national body in publishing the AAUW Journal.

The Presidents Round Table serves as the clearinghouse for this group and presents programs on vital issues.

Emerging vital issues can be sent to the National Association by any member of an AAUW organization and from these suggestions study topics are selected every two years.

Citizens Alert

The purpose of Citizens Alert, Incorporated, is to make Hillsborough County a better and safer place in which to live by engaging in the following seven-point program:

¹Charter and Bylaws of AAUW (provided by respondent).
²Article IV, Section 1, Charter and Bylaws (provided by respondent).
(1) Supporting law enforcement agencies and seeing that their needs are met;

(2) Bridging the gap in understanding between the law enforcement officer and the citizen so that they can work together in the war against crime;

(3) Promoting respect for law and order and those who enforce it;

(4) Attacking the roots of crime—public apathy, ignorance, dirt, and neglect;

(5) Offering a plan of action for the community so that all citizens can participate;

(6) Coordinating programs, with other agencies or organizations so that the most benefit is derived for the community from the efforts expended;

(7) Providing needed information for the public.

Citizens Alert was founded approximately seven years ago and has nearly 30 active members. The respondent reported, further, that even though men participate and help to finance the organization that the women hold major offices, do the work, and outnumber the men in membership.

The organization promotes educational improvement through such standing committees as Community Affairs, Court Observers, Enrichment Bus Tours, Help Stop Crime, Hospitality, Junior League Representative, Law Enforcement Appreciation Dinner, Membership, Rehabilitation, and Stay-in-School.

The Community Affairs Committee keeps citizens informed of projects in the community in which Citizens Alert might be of assistance.
Six Court Observers are provided by the Court Observers Committee to meet on Tuesdays in the Criminal Division of the Circuit Court. The judges, the State Attorney, members of the Tampa Police Department, and the Hillsborough County Sheriff's office help determine what information the observers should seek.

The Enrichment Bus Tours Committee provides a tour of the Police Department and Sheriff's office and a visit to the Criminal Division of the Circuit Court to help young people become aware of the many facets of the court system.

The Help Stop Crime Committee provides seminars on residential burglary, commercial burglary, and rape.

The Hospitality Committee introduces club officers and programs to the community, provides displays, and makes members of the board available to answer questions.

The Stay-in-School Committee meets weekly with 10 girls from Madison Junior High School who are potential drop-outs and tries to give them a sense of their worth and encourage them to continue in their school courses. These girls are taken on field trips for the purpose of showing them their community and what it has to offer them. The Dean of Girls at Madison says, "Because of this program, many of the girls have made social and school adjustment one would not have thought possible at the beginning of the school year. Without this sort of program in our schools, we would be reaching fewer young girls than we would otherwise. Please, we need this type of program. ..."

Individuals, families, business or professional firms, civic, cultural, educational, social, and religious organizations which subscribe to the purpose and program of this organization may become members upon payment of dues.
The work in education is done on a continuing basis and the Presidents Round Table serves as the clearinghouse.

All segments of the organization coordinate their activities, and interclub educational activity is shown through the cooperation of Citizens Alert with the Junior League, the Chamber of Commerce, and the National Conference of Christians and Jews.

**Davis Island Yacht Club Dinghy Dames**

Twenty-five active local members make up the Davis Island Yacht Club Dinghy Dames of Tampa. The purpose of this organization is to promote sailing interest and sailing ability among its members.

The course outline for the teaching of sailing includes: the Language of Sailing, Sailing the Optimist Pram, Running Rigging, the Circle Diagram, the Daggerboard, What Makes a Sailboat Go?, Sailing Into the Wind, Running, Reaching, Tacking, Tacking Diagram, Jibing, Jibing Diagram, Going Sailing, Seamanship, Capsizing, Right of Way Rules, Racing, The Start, Racing to Windward, Downwind, Rounding the Mark, and Reaching and Tuning for Racing.

Sailing clinics are held in the fall and spring and involve instruction in how to sail, in how to race the boats, and in racing rules and regulations.

Two to four races are held on Monday of each week and at the end of a six-week period, girls are awarded prizes if they are the highest point winners for that period.

Competition is engaged in throughout the year with such women's sail groups as: the Mainstreet Mamas of Tampa, the Salty Sisters of St. Petersburg, the Sarasota Sailing and Sinking Society, the Luffin Lasses, and the Barnacle Belles.
The Dinghy Dames group was founded in the fall of 1970 and membership is confined to persons who are affiliated with the Davis Island Yacht Club.

The effectiveness of the Dinghy Dames educational program is evaluated according to the number of sail boat races that are won on a weekly and annual basis.

The Florida Sailing Women's Association serves as the clearing-house for the organization.

Delta Kappa Gamma Society

Delta Kappa Gamma was founded in the spring of 1959 and has approximately 65 members. The purposes of the organization are:

1. To unite women educators in a genuine spiritual fellowship.
2. To honor women who have given distinctive service in education.
3. To advance professional interests and the position of women in education.
4. To sponsor and support desirable legislation.
5. To endow scholarships to aid outstanding women educators.
6. To stimulate the personal and professional growth of members pursuing graduate study.
7. To inform the membership of current economic, social, political, or educational issues to the end that they may become intelligent, functioning members of a world society.

The organization is structured through committee formation and sales projects to promote educational improvement, and works with the International organization to provide scholarships, to assist students from abroad, to work with Navaho Indians, and to provide students with books and learning materials.
Criteria for membership include having professional preparation; having experience as an educator in the Chapter area; being skillful, alert, and resourceful; participating in community life; having an attractive, personal appearance; and having initiative and enthusiasm.

The educational work is done on a continuing basis as the group continues to study trends and programs in education, to evaluate conditions, and to endeavor to understand new themes and programs, and to study value patterns as they affect our culture.

This group does not engage in evaluative procedures but hopes that their scholarship students, who are carefully chosen, are ambassadors of good will.

Interclub activities include fall workshops and Founder's Day luncheons.

**Delta Sigma Theta Sorority, Incorporated (Tampa Alumnae Chapter)**

In the Queen of Hearts magazine, Vol. 1, No. XX, published by the Tampa Alumnae Chapter of Delta Sigma Theta Sorority, Incorporated, and submitted by the respondent, the Historical Sketch provides the following facts concerning the organization and projects undertaken by the Sorority.

The chapter was organized in Tampa during the spring of 1947 with seven members present. The sketch reveals that the sorority serves a noble purpose—improvement of the health and welfare of the community. There are 64 active local members and an additional 25 members who participate only in Delta projects.

Chief among its projects is the awarding of scholarships to girls in the Tampa Bay Area to attend colleges of their choice on the basis of scholarship, personality and character. The first winner was a graduate of Don Thompson Vocational High School, Tampa, in 1950.
The respondent, in her questionnaire, enumerates other purposes of the Sorority as follows: To establish, maintain, and encourage high, cultural, intellectual and moral standards among its members and within the community in which they live; to engage in public service programs and to promote and encourage achievement in education by granting scholarships and other assistance to worthy and deserving persons.

She points, further, to other facets of the organization which are included in the remaining sections:

The group has a five-point program which promotes educational improvement in the areas of health, education, social action, international relations and housing. Each year, the local Social Action Committee selects a project from the program for major concentration.

Public presentations provide educational experiences which may be illustrated by the following past performances including: (1) Presentation of Voices, Inc., a black repertoire presented by a group that depicts the history of the Negro American through professional song and dance; (2) Presentation of Dorothy Devault, first woman president of the Florida Education Association; (3) Presentation of The Honorable Shirley Chisholm, Negro American, who ran for the office of President of the United States.

There are four criteria for membership: (1) The organization accepts a college graduate who has had Delta initiation; (2) A college graduate who fulfills requirements for initiation designed by the local or national chapter; (3) An outstanding community leader who has made significant contributions; (4) A person of high moral and educational standards.

The work by Delta in education is done on a continuing basis in that local scholarships have been given to outstanding high school graduates
since 1950, and presently, three area scholarships are awarded each year. In addition, the daughter of a Delta receives a special cash award when she is graduated from high school.

Four educational publications are produced by Delta: The Delta Journal; The Delta Newsletter; The Delta Handbook; and the Delta Ritual.

The effectiveness of the educational program of the Sorority is evaluated through the submission of an annual corporate accountability form which must be submitted each fiscal year to the National Scholarship and Standards Committee prior to approval for continued operation of the Sorority.

Because of its philosophy of sisterhood, all activities are conducted with unity and cooperation, and coordination is carried on by the chapter's Executive Board which approves all program planning.

Girls Clubs of Tampa, Incorporated

Girls Clubs of Tampa, Incorporated, a publication of the Girls Clubs of Tampa, was made possible through the Ensslin Advertising Agency, Inc., Rinaldi Printing Company and others, and gives information about the Tampa units of Girls Clubs. This publication was presented by the respondent to supplement the information presented in the questionnaire:

At the Girls Clubs of Tampa, we see every girl as a promise -- a promise of the individual she can grow to be. In simple, personal ways, we try to help each girl see her own future in that optimistic light....

Tampa's first Girls Club opened at 1519 27th Avenue in September, 1958, with a membership of some 200 girls. By 1972, that one location was serving 500 girls....Today, more than 1600 school-aged girls are attracted to programs and activities at six Tampa Girls Clubs....

The purpose of Girls Clubs is to help girls of all backgrounds to grow and work together in a climate of freedom and harmony; to help girls
find their own identity, develop their potential, and achieve a sense of responsibility to self, family, community, country and world; and to help all girls of all racial, religious, and economic backgrounds to live and develop creatively in a democratic society in a changing world.

Girls Clubs, Inc. lists the educational experiences provided through the organization as cooking, sewing, arts and crafts, music and dance, charm, and personal health care. The program also includes field trips throughout the community, ballet, and counseling in family life, career interests, sex education, drug abuse prevention, and social relationships.

This organization, governed by a board of 36 women and some men, has an active local membership of 3000 girls in five clubs—the Molly Ferrara Girls Club; the Robles Park Girls Club; the Chestnut Street Girls Club; the Habana Avenue Girls Club; and the Central Park Girls Club. These clubs were made possible by a grant from the City of Tampa's Metropolitan Development Agency to supplement operating income from local civic groups, foundations, individuals, and the United Fund.

The criteria for membership states that girls between the ages of 6 to 18 and who are still in school are welcomed by Girls Clubs without regard for race, religion, and economic background.

The work of this organization is done on a continuing basis in that the clubs are open for training after school hours and during vacation time.

Girls clubs cooperate with their regional and national organizations of Girls Clubs in publishing newsletters and brochures.

An evaluation form is used to measure the effectiveness of the educational program. The Presidents Round Table, made up of Presidents
of all women's organizations, serves as the clearinghouse, and all seg-
ments of the clubs work together for common objectives through the
following committees: Nominating, Finance, Program and Volunteers,
House, Public Relations, and Endowments and Contributions. The activities
are coordinated through planning meetings and workshops.

Girls Clubs provide interclub and intergroup activities by working
with other groups who work with children and through cooperation with
the Public Health Department, Public Schools, Police Department and
Drug Abuse.

**Hillsborough County Democratic Women's Club (Tampa Branch)**

The Tampa Branch of the Hillsborough County Democratic Women's Club,
Incorporated, was founded in 1963 and is composed of 25 active local
members. The purpose of the organization is to promote the principles
and candidates of the Democratic party.

Educational experiences provided through the organization comprise
informative and instructive programs, seminars in campaign skills and
work on environmental problems. The Presidents Round Table serves as
the clearinghouse.

The usual promotional format consists of studying issues, presenting
major points-of-view, and then taking a stand. The program and legis-
Lative committees work together on the selection of the best methods of
presenting information from study groups. The effectiveness of this
educational program is measured by the voting of the legislative delega-
tion.

A woman is eligible for membership in this club if she is a member
of the Democratic Party.
Interclub educational activities are confined to the Regional group with whom the Tampa Branch of the Hillsborough County Democratic Women's Club, at sometimes, acts in concert.

Insurance Women of Tampa

The Insurance Women of Tampa is an organization that encourages and fosters practical and coordinated educational programs designed to broaden the knowledge of its members concerning the business of insurance; to cultivate and promote good fellowship and loyalty among its members, and to make its members more responsive to the business requirements and necessities of their associates.

The organization was founded in 1941 and reports 48 active local members who are provided with insurance education as a principal educational experience.

Any woman engaged independently or through employment in any office selling or serving insurance of any type is eligible for active membership.

The work in education is done on a continuing basis in that the woman starts her work with a beginning course which leads to a C.P.I.W. designation (Certified Professional Insurance Woman) and then on to a C.P.C.U. designation (Certified Property Casualty Underwriter).

Today's Insurance Women is the title of the educational publication by this group.

Evaluation procedures are directed by the Local Board and/or the National Chairman of the Educational Board.

Insurance Women of Tampa use the Presidents Round Table as a clearinghouse, and their interclub educational activities take the
form of a celebration during their National Insurance Women's Week, and include joint meetings with surrounding clubs, and regional and national conferences.

**Junior League of Tampa, Incorporated**

The Junior League of Tampa, Incorporated, was founded in April, 1926, and has approximately 225 active local members.

The purpose of the Junior League of Tampa, Incorporated, is exclusively educational and charitable and is designed to promote voluntarism, to develop the potential of its members for voluntary participation in community affairs, and to demonstrate the effectiveness of trained volunteers.

Seven committees designed to promote educational improvement, form the structure of the club:

1. The Project Research Committee researches needs in the community and suggests possible League action.
2. The Education Committee presents educational programs to the membership at monthly meetings, and sponsors workshops and seminars.
3. The Environment Committee studies the environment and reports any action taken.
4. The Provisional Education Committee suggests ways and means for improvement in education.
5. The Public Affairs Committee plans specific presentations for the public.
6. The Community Affairs Committee studies pertinent community affairs and reports its findings.
(7) The Community Arts Committee keeps abreast of cultural projects and investigates the cultural climate of the community.

Educational experiences are provided by the League through financial and volunteer support in connection with the following organizations and efforts: Arts Council of Tampa, Citizens Alert, Community Coordinating Council, The Door, Drug Abuse film program in schools (shown to 3rd grade classes), Florida Gulf Coast Symphony, Guidance Center, MacDonald Training Center, SERVe (School Enrichment Resource Volunteers), Tampa Bay Art Center, Tampa Junior Museum, WEDU Education Television Station, and Child Abuse.

Tampa--A Town on Its Way is a book on the history of Tampa and it is made available to every child in school at a discount.

The Community Arts Committee makes a study of the cultural areas of the community which is accomplished through board representation with the various cultural agencies; through participation in the Gasparilla Sidewalk Art Show; through educational programs ("Art and Man" lecture, a new slide presentation); and through a tour of Centro-Asturiano Theatre.

The Education Committee has as its goal the involvement of League members in varied areas of interest. Speakers at the General Membership Meetings cover topics ranging from U.S. Foreign Policy to Women's Rights. Members receive first-hand information from informed individuals in the Food and Drug Administration, Tampa Drug Programs, and the Arts Council of Tampa. In addition, the committee sponsors an "Evening at Asolo" to acquaint members with their excellent State theater.

The Environment Committee presents "Tampa's Pollution Picture" to 30 schools and 104 classes. At least 3,015 children see the show along with five large adult groups and one teacher's group. The slides are
Currently being updated to show what progress or changes have been made in Tampa's pollution problems.

The League cooperates with the Children's Theatre and the Asolo State Theater in making it possible for approximately 3,750 children to see in their schools the play, "Brave Little Tailor."

Criteria for membership is based upon character, leadership, responsibility, congeniality, background, present and potential capabilities and a belief in promoting the Junior League purpose.

The work of the organization is done on a continuing basis through research committees and work on projects. Questionnaires are used to evaluate the effectiveness of the tasks performed.

Three publications by the Junior League of Tampa, Incorporated, help to stress their activities:

1. The Sandspur (Published monthly, October through June)
2. Tampa--A Town on Its Way (Published and used by the Junior League of Tampa, Incorporated, to finance its educational, cultural, health, and welfare projects in the community)
3. The Gasparilla Cookbook.

League of Women Voters of Hillsborough County (Tampa Chapter)

Full membership is offered by the League of Women Voters of Hillsborough County, Tampa Branch, to any woman 18 years of age and over who is a citizen of the United States, and an associate membership is offered to persons under 18, to men, and to non-citizens.

The purpose and platform of the League, founded in 1920, is to promote active and informed citizen participation in government. This group includes 196 members in Tampa, Hillsborough County, who study, educate themselves, and educate the public at the local, state and
national levels. They share their findings with government officials and lobby at all levels to attain their goals.

Election Laws, a pamphlet submitted by the respondent representing this group, carries the League Position as of January 1974:

The League of Voters of Florida believes that democratic government depends upon the informed and active participation of its citizens. Fundamental to this participation is the citizen's right to vote. In order to increase participation, the League believes that elections officials have the responsibility for encouraging the exercise of the vote, for promoting citizen confidence in and understanding of the electoral process, and for providing equal access to the ballot. To implement these programs, the League supports the following proposals:

1. To facilitate registration:
   - provide well-identified and publicized registration locations.
   - display registration qualifications prominently.
   - set registration hours to meet community needs.

2. To facilitate voting:
   - provide convenient and accessible write-in space on voting machines.
   - provide a writing implement for write-in votes.

3. To promote an informed electorate:
   - provide for wording of ballot issues in layman's language.
   - provide bilingual personnel where appropriate.

4. To increase confidence:
   - standardize elections procedures.
   - provide well-trained, impartial elections personnel.
   - shorten the campaign period.

5. To provide equal access to the ballot:
   - extend election hours.
   - allow physically confined citizens to register and vote.

(Note: The above list includes only a few of the proposals.)

The work of this group is done on a continuing basis and provides such educational experiences as study programs involving action groups, seminars and workshops including professional academic meetings, Go-See trips, and Observer Corps on a long-term basis, which among other activities involves monitoring school board meetings.
There is close association with the state and national bodies. In this connection, the Tampa group stands with the Florida League in support of education in Florida which is shown through the leaflet—League of Women Voters of Florida—Here We Stand, submitted by the respondent and presented here in part:

"This League believes in a free public school system with equality of opportunity for all and in state funding (K-12); in district funding, (K-12); in state structure of education involving a coordinating board for all components of public education--K-12; vocational technical, junior college and higher education; and in a district structure involving appointment of district school superintendents by district boards."

Publications include a Guide to the Government of Hillsborough County and an Environmental Handbook.

Procedures used to evaluate the effectiveness of the educational program follow:

(1) Dialog with elected officials on local, state and national levels.

(2) Periodic questionnaires.

(3) Measuring goals achieved, area by area, against scope of program as detailed in the platform of the League.

(4) Keeping and observing records of legislation passed which furthers the accomplishment of the goals.

The respondent reports, further, that all local, state, and national leagues work together from adopted programs agreed upon in scope and goals, and that the Tampa League is carefully structured to pursue common goals with a minimum of duplicating effort.
Interclub educational activities take the form of assigning liaison people to many community organizations; of joining coalitions of like-intended groups such as administration of justice, environmental and conservation organizations, civic organizations, tax-payer groups, and committees formed for implementing social programs involving housing, task forces, stop-rape groups, and educational reform. Participants from other organizations are invited to the League's seminars and workshops.

Manhattan Elementary School Parent-Teachers Association

The Manhattan Elementary School Parent-Teacher Association of Tampa has objects in common with the Florida Congress of PTA's and the National PTA as follows: (1) To promote the welfare of children and youth in home, school, church, and community; (2) To raise the standards of home life; (3) To secure adequate laws for the care and protection of children and youth; (4) To bring into closer relation the home and the school—that parents and teachers may cooperate intelligently in the education of children and youth; (5) To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

The respondent for this organization indicates that the organization is structured to involve work with teachers in study groups and special meetings at the local level for the purpose of discussing problem areas that need improvement. Additionally, the organization has members on the newly formed advisory group which works closely with the School Board.

In reference to educational experiences, this association encourages parents to tutor students at school on a one-to-one basis; school personnel are invited to explain the educational changes to parents;
forums and study courses are held with teachers who show new methods and materials to clubwomen; educators are invited to speak to parents, and area supervisors are invited to share school materials with parents and other community leaders.

If one is interested in working for children and for growth, and pays a small membership fee, he satisfies the criteria for membership.

The National PTA Bulletin is the official educational publication and consists of articles from educators, parents, and interested citizens.

Evaluations of the programs are done in special sessions at the beginning and end of each year.

Interclub educational activities include cooperation with the Florida PTA Association. Seven items for legislation, adopted by the Florida 1973 Convention, are among the Manhattan PTA's priority items for 1973-1974:

Because we feel that children and youth are a priceless resource of our state and nation, and because we are guided by our continuing concern for the welfare of children and youth, we pledge our efforts in their behalf by urging legislation for:

1. The establishment of state standards and licensing for child care facilities, including individuals in private residences also engaged in daily child care service and accepting a fee for said services.
2. Special licensing consisting of written and driving tests supervised by the state for the operators of two-wheel motor vehicles.
3. Long-range planning for education by revising the schedules for legislative appropriations and for certification of tax rolls.
4. A fully developed, adequately funded and staffed, statewide, comprehensive program of school health services.
5. A privileged communication act for pupil personnel workers and principals.
6. Comprehensive statewide services for the mentally and emotionally disturbed child.
7. Appropriations for special education. ¹

National Council of Negro Women

The Tampa branch of the National Council of Negro Women works closely with the national body which has its headquarters in Washington, D.C. The Tampa branch, in addition to setting up its own program to meet specific needs in the local community, joins hands with National in helping to meet the critical needs of the black community and to underscore the power of united women.

In Black Womans Voice, a National publication, there is an indication of some ways in which community needs are met:

- The National Council of Negro Women developed and maintains a residential educational center for deprived teenage mothers, complete with day care center facilities for their children.
- NCNW provides consumer education and protection for low income families.
- NCNW provides a center for Career Advancement to upgrade the skills of clerical personnel.¹

The respondent for the Tampa branch states that the purpose of the local organization is to cherish and enrich the heritage of freedom and progress by working for the integration of all people without regard for race, creed, color or national origin, that all may enjoy the spiritual, social, cultural, and civic life, thus aiding the citizens of America to achieve the glorious destiny of a true and unfettered democracy.

The local organization has 85 adult members and 56 youth council members who are committed to the Hillsborough County Consumers Education League, to the Safety Action program, to the Job Corps for underprivileged, and to school drop-outs and un-wed mothers. The group makes contributions to Sesame Street, a program for pre-schoolers, and to youth groups seeking political experience through trips to governmental headquarters.

A morally, responsible woman who is willing to help keep alive the theme of the Council—"We are one in spirit and united for action" and whose ideals and ambitions coincide with the purpose of the organization is admitted to membership.

The work in education is done on a continuing basis through financial contributions and volunteer service.

**National League of American Pen Women**

The object of the Tampa Chapter of the National League of American Pen Women is to promote creative and educational activities in art, letters, and music. This organization is composed of 24 members whose continued work-shop structure enables them to promote educational improvement. Work-shop sessions are held every other month and educational speakers are presented between work-shop periods.

Educational experiences provided through this organization include learning to write, to paint, and to compose music with the aid of professional teachers.

Criteria for membership involves being born or naturalized in the United States of America; having for three years preceding application received pay in the open commercial market for original work of professional standard in any of the classifications of Arts, Letters, or Music, and having approval of the Branch Membership Committee and the National Board.

The educational work is done on a continuing basis in that some activity of an educational nature is presented monthly.

Many of the members are book writers and one member writes textbooks for universities.
The effectiveness of the educational program is evaluated by judges and a panel of evaluators, each one being a professional in his field.

A clearinghouse, the Presidents Round Table, is provided for women's groups in the community and is used by this organization.

Interclub activities, designed to unite the community for peace, public affairs, and better human relations, constitute free Art Shows, the Tampa Book Fair, and an end of the year Achievement Day.

**National Organization for Women**

The National Organization for Women (NOW), Tampa Branch, was founded in 1971, and has 200 active local members whose purpose is the elimination of sex discrimination.

Group arrangements, separate task forces for education, media, and sex discrimination in employment, and a speakers bureau constitute the structure to promote educational improvement.

Educational experiences include the sponsoring of law enforcement seminars during which speakers read and interpret the laws to employers, organizations, clubs, etc.; the writing of letters to local and federal government officials and legislators promoting passage of legislation to eliminate sex discrimination; the working with other local organizations to promote the Equal Rights Amendment, and the sponsoring of a monthly newsletter.

The organization is open to all interested women and does its work in education on a continuing basis. It uses the Presidents Round Table as its clearinghouse.

NOW has made contact with the Mayor of Tampa and Hillsborough County concerning their obligations as a federal contractor in regards
to Title VII, and with the Hillsborough Community College, Board of Trustees, concerning their obligations regarding Title IX.

Pilot Club of Tampa

The major objective of all Pilot Clubs is to promote active participation in any activity which will improve the civic, social, industrial, and commercial welfare of the community.¹

Pilot is one of the five international classified civic-service organizations for executive and professional women. Its basic principles are friendship and service. Pilot also sponsors Anchor Clubs for high school girls and Compass Clubs for college women. Through service to school and community, these young people are receiving valuable training in citizenship.²

In keeping with the basic principles of Pilot International, the Pilot Club of Tampa states that its purpose is to render service to the community in which its members live—wherever they find that a need exists. The Tampa Club was founded in 1934 and has 54 active members.

If an educational need is presented to the club by a member who feels that the club is able to do something constructive to help meet this need, the organization might accept the suggestion as a project for club participation.

Specifically, the major project is to help hard-of-hearing children whose parents can not afford the expense of a hearing-aid. A second project involves contributing to the Ruby Newhall Scholarship Fund for foreign students desiring to study in the United States of America, but

¹Brochure, Pilot Is, Pilot International Headquarters, Macon, Georgia, 1973, p. 2.
²Ibid.
intending to share for at least three years afterwards their knowledge and observations in the United States with their own countrymen by teaching or working in their college field of study. The Scholarship Fund is administered by Pilot International in Macon, Georgia, and the Tampa Club contributes approximately $100 per year to the fund.

Ruby Newhall was a Gainesville, Florida resident and was connected with the University of Florida. It was her aim to have a scholarship for foreign students to study in the United States. She died around 1950 and in her memory all Pilot Clubs in the United States started the fund. There are now 10 or 12 foreign students receiving help.

The Tampa Pilot Club endeavors to encourage its members, who are all working women in executive and professional positions, to continue their own education. Programs are provided throughout the year to assist them in this direction.

One business meeting and one program meeting are held each month. The program meeting provides guest speakers who put forth an effort to inform and enlighten the members.

Business women in executive or professional positions meet the criteria for membership and are invited to become club members and represent their particular type of business or profession.

Work in education is done on a continuing basis with school children; however, the work of individual members with children needing help in reading is done on a volunteer basis and varies from year to year.

The publications are limited to small bulletins, issued to inform members about committee work, and the "Pilot Log," a quarterly, which indicates members in the club work who wish to render service to the community.
Interclub educational activities involve work with other clubs to develop "Girls Clubs" which give young girls (ages 8-18) a better foundation for good citizenship through training classes in their fields of interest.

Seminole Business and Professional Club of Tampa

The Seminole Business and Professional Women's Club of Tampa combines its efforts, to promote educational improvement, with the Florida Federation of Business and Professional Women's Clubs, Incorporated, and the National Federation of Business and Professional Women's Clubs, Incorporated. It has approximately 60 active local members and was founded in March, 1954.

Membership is open to women who are interested in the objectives of the club and who are actively and gainfully employed.

The local organization has the following purposes:

(1) To elevate the status of women in business and professions
(2) To promote cooperation among business and professional women
(3) To provide opportunity through scholarships and grants.

All local clubs, including the Seminole branch, support state and national projects through the paying of dues.

The Seminole branch is working on the CAP Project (Career Awareness Project) in cooperation with the Tampa Public Library. Work on this project involves setting up a resource center as explained in CAP published by the Business and Professional Women's Federation in Washington, D.C. and submitted by the respondent:

The Career Awareness Project provides the opportunity for schools and community groups to join hands in the development of activities which will foster the career exploration of individual students across the nation. CAP calls for close school-community cooperation in
guidance program development to ensure the greatest utilization of the resources which exist within the educational system and in the lay community.

To further implement its research and education projects, each year, the National Federation of Business and Professional Women awards various scholarships with the help of local clubs. The Career Advancement Scholarship is the newest one. It permits women to continue their education or training so they will be eligible for employment or will be prepared for advancement in a business or profession.

Other awards by the Federation include the Lena Lake Forrest Fellowship which is designed for persons at the doctoral level to do graduate research on some subject concerning women who work, and the Sally Butler International Scholarship which is offered to a Latin American woman to do graduate study in the United States. This last award ranges from $500 to $2000 per year and is made only when funds are available.

The Seminole branch of the Business and Professional Women's Foundation works with the National Foundation in many areas of service which include training conferences, scholarships, research, publications, library area, and historical collections. These services are devoted exclusively to employed women in business and in the professions.

In the library area, there is an intensive search for materials--books, pamphlets, clippings, and others which have current and particular relevance to employed women.

Grants for research in subjects affecting business and professional women are made at certain periods by the board of trustees upon recommendation of the research and education committee.

In order to help talented women who desire to hold executive positions in their careers, the Foundation, assisted by the branch clubs, designed a three-year program of training conferences in which, during two-day sessions, leadership and management techniques are taught.
The Seminole Business and Professional Women's Club evaluates the effectiveness of its educational program at an End of the Year Evaluation Meeting which is preceded by a session in which goals are set for the coming year.

This group uses the Presidents Round Table as its clearinghouse which is designed to coordinate efforts and projects and to prevent duplication of efforts.

It is most difficult, advises the respondent, to separate the work of the local unit, the Florida Federation, and the National Federation because each of these segments works with the other to achieve common goals.

This organization is involved in interclub activities in that it is a part of the County Coalition for legislation which was formed to unite for the ratification of the Equal Rights Amendment.

Soroptimist Club of Tampa

The Soroptimist Club of Tampa boasts of an international flavor for its organization in that the International Soroptimist Club has a member seated with the United Nations.

Soroptimist of Tampa was founded in 1956 and has 25 active local members. The purpose of the club is to bring about community betterment and understanding, to promote high standards in business and professional life, and to advance international understanding, goodwill, and peace.

Local clubs, including the Tampa unit, have helped to establish the Soroptimist Foundations "for charitable, scientific, literary or educational purposes, all for the public welfare."

Fellowships of $2,500 are granted to women for graduate study in a
university, and Grants-in-aid include varying amounts to women for advanced research, study or travel.

The Tampa Club helps to sponsor a youth citizenship annual award which includes seventeen $1,000 awards on the regional level and $1,500 to the finalist.

Criteria for Tampa membership indicates that a woman must have executive status, must be the owner or co-owner of a business, and/or a professional.

The local unit helps to publish the American Soroptimist Magazine and uses the Chamber of Commerce and the Presidents Round Table as clearinghouses.

Suncoast Girl Scout Council

The Suncoast Girl Scout Council was founded in March, 1912, and boasts of 6000 members in the Tampa branch.

Four emphases that are interrelated make up the broad objectives, the scope, and the focus of the Girl Scout program. These emphases include helping the girl: (1) to deepen her awareness of self as a unique person of worth; (2) to relate to others with increasing skill, maturity and satisfaction; (3) to develop values which will give meaning and direction to her life; and (4) to contribute to her society through her own talents, and in cooperative effort with others. The four emphases offer for each girl opportunities for growth that are rich and varied and play a meaningful role in the lives of girls and women in our society.\(^\text{1}\)

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An underlying factor of the Girl Scout program is that it is an informal education program designed to meet the needs of individual girls and adults which will supplement formalized instruction in the school, home, and community.¹

The Girl Scout Council Bulletin states, among its beliefs, the following: "We also believe...our plan for helping adults should make it possible for each one to learn what she needs and when she needs it, without wasting time on things she already knows."²

The organization's structure embraces Adult Services, a standing board committee which deals with training volunteers, the troop, the basis of girl involvement, which deals with her educational experience, and the Council, which is responsible for the learning and sharing for adults as well as for girls.

Experiences provided by the Council include basic troop leadership courses, advanced leadership courses, roundtables, program and activity workshops, basic troop camping, experienced camping and workshops, advanced outdoor skills, aquatic courses, and administrative courses.

Many opportunities of learning are provided for the adult and whatever she chooses to follow may be personalized for her.³

Camperships are made available for girls who need assistance in attending summer camp programs. There are also wider opportunities directed toward broadening the educational horizon which girls may apply for on the national and international levels.

²Ibid.
³Ibid.
Membership is open to all girls, beginning at age 6, and to women and men who serve as volunteers, and the work in education is done on a continuing basis in that the troops meet during the entire school year and the Council camps operate during the summer. Regional and national training events are held year-round for adults.

The evaluation system is on-going in that events, courses, and work of troops are evaluated at the close of each, and an effort is underway, as a result of a management review, to improve coordination of activities, and to implement recommendations from a committee on structure.

Interclub educational activities show work of the Suncoast Girl Scout Council with nine groups: (1) The National Conference of Christians and Jews co-sponsors workshops; (2) The Tampa Federation of Garden Clubs co-sponsors troops; (3) The Kiwanis Club works at camps; (4) The League of Women Voters instructs the troops in government; (5) The Audobon, Sierra and Save-our-Bay instruct the troops on environment; (6) The Community Coordinating Council of the United Fund cooperates in planning; (7) The Boy Scouts co-sponsor activities; (8) The Churches sponsor troops; and the schools provide meeting places for troops.

The Suncoast Girl Scout Council is now beginning to present foremost authorities on vital subjects in order to share an equally sponsored platform. Two subjects under consideration are the Equal Rights Amendment and water quality.

Tampa Junior Woman's Club

The Tampa Junior Woman's Club, founded in 1955, consists of approximately 60 active young women who are wives, mothers, and career girls of diverse talents, and who are bound together by a common interest in
serving others. Two purposes underlie the specific endeavors of this group: (1) Helping the community as a whole; (2) Helping the youth, who are tomorrow's citizens, by enriching their lives in a variety of ways.

Educational experiences provided by this organization consist of a program involving speakers at each monthly meeting, films, panel discussions, and/or field trip excursions.

Some workshops are conducted for members only and others for the general public. These shops, because of the club's interest and support, have included information on Self-Protection for Women, Defensive Driving, Drug Abuse, Arts and Crafts, Theater Arts, and Environmental Protection.

The group has made presentations for SERVe, an organization designed to help the public schools by providing talented and experienced speakers and craftsmen, and has also operated cameras for Television Station WEDU.

Tampa Junior Woman's Club, which is designed to promote educational improvements, supports the Ashwood Cottage at the Sunland Training Center in Gainesville, Florida, and has won awards as follows:

(1) The Shell Oil Award for Education for six consecutive years, and in 1969 was selected the club with the most outstanding education program in the nation.

(2) The Shell Oil Second Place Award in 1970 for outstanding work in education.

(3) The Sears Foundation Improvement Program second place award for work in education.

(4) In two years, the club won $9,800 for their educational endeavor with the Juvenile Homes. All of this money was put back to work for education in the community.
This club provides scholarships for the Tampa Oral School for the Deaf, founded by this organization, and was the sole means of support until Federal funds were obtained.

The organization founded the Hillsborough County Juvenile Homes Volunteer Auxiliary and contributed several thousand dollars and thousands of volunteer hours to the Hillsborough County Juvenile Homes.

In connection with the Juvenile Home work, Tampa Junior Woman's Club raised the money to build the Edith Fichter Chapel at Lake Magdalene Juvenile Home and because of the Chapel's interest and support, a full time coordinator was hired by the division of Children's Services.

Tampa Junior Woman's Club gives the Smoky Bear conservation and safety education program for pre-school children, which is an annual event seen by over 7000 four and five year olds each fall. The club originated "Just for Juniors," a concert given by the Gulf Coast Symphony for all junior high school students. Tampa Junior Woman's Club works the cameras for WEDU one day a week and supports this station financially.

Study Action Groups and the use of lecturers constitute the main structure of the club to promote educational improvements. Specifically, six departments--Conservation, Home Life, Education, Fine Arts, Public Affairs, and International Affairs--cover all phases of education and aid the members in getting the work in education done.

In addition to work in the departments, members work on main projects in addition to working in special interest areas.

Young women between the ages of 18 and 35 may be sponsored for membership. A candidate for membership must be a registered voter and a resident of Greater Tampa for one year prior to admission into the club. A member must resign at the end of the club year when she reaches age 40.
The projects selected by the club determine whether or not the work will be done on a continuing basis; however, some work in education is engaged in at all times.

The program is evaluated at the end of each year by the general membership and the executive board.

This club is a member of the Florida Federation of Women's Clubs and all members of this group work together throughout the state. This sort of association enables the organization to carry on interclub educational activities.

**Tampa Music Teachers Association**

The Tampa Music Teachers Association was founded in 1920 and has approximately 25 to 30 members who express the purpose of the organization by working with the youth of Tampa in order to guide them through the "various channels of music" and to teach them concert appearance, poise, leadership and sportsmanship in contests. In addition, the group sponsors scholarships and helps support a Korean orphanage.

Educational improvement is promoted through maintaining and raising teaching standards by sponsoring and attending workshops with well-known teachers and lecturers.

Experiences in education are provided through opportunities for students to appear on the concert stage, to serve as leaders in official capacities in the Junior Friday Morning Musicale, to engage in private recitals, to engage in District and State music contests, and to participate in junior and senior high school music contests.

Criteria for membership involves being a member of the Florida Music Teachers Association, being a resident of Tampa, and an active music teacher for several years.
The work in education continues throughout the year and includes two publications:

(1) The Tampa Music Teachers Association Yearbook
(2) The Membership Directory.

The evaluation of the effectiveness of the educational program is done by Adjudicators from the National Guild of Piano Teachers and by District and State presidents and directors of music associations.

Noteworthy guest speakers are invited to periodic luncheon meetings and present information on vital subjects in music education.

Tampa Pharmaceutical Association

The Tampa Pharmaceutical Association is an organization which unites and improves the profession of Pharmacy and which helps to educate about pharmacy and promote it in the community.

This organization works closely with the Florida Pharmaceutical Association whose President made recently the following statement:

Our Association is a powerful force in guiding the proper delivery of drugs to the citizens of Florida. Time and again, we have successfully altered the direction of policy making decisions when we found they were not in keeping with the existing needs. Our influence is derived from a vast experience and knowledge that we hold and are prepared to offer when it is needed.

What a privilege to be a part of this profession which is dedicated to better health for all. What a privilege to take part in assuring ourselves and our nation of a better way of life.¹

Educational experiences provided by this organization and set forth by the respondent include the making of leaflets on poison centers; the making of antivenin lists; the sponsoring of Poison Prevention Campaigns

in the schools; the making of poison center directories for mothers; the
sponsoring of a methadone center for work with addicts designed to teach
them what not to do; the sponsoring of a student loan fund; the sponsoring
of a scholarship fund for college students; and the sponsoring of four
high school students annually at the University of Florida College of
Pharmacy.

The Tampa organization was founded in 1934 and has 47 members. Any
woman engaged in the pharmaceutical profession or who has a husband in
the field is admitted to membership.

All work in education is done on a continuing basis and includes
the dissemination of helpful health materials, the presentation of puppet
shows which tell stories about poison to children, and which give them
warnings regarding playing with medicinal products.

Work in evaluation is done through the taking of a poll in the
city schools to determine the number of persons who have benefited from
the program.

**Women's Equity Action League**

The Women's Equity Action League, Tampa Chapter of the Florida
Division, has 50 local active members and was founded in 1971.

In carrying out its purpose, elimination of sex discrimination,
WEAL has filed charges against local employers who have been accused of
practicing sex discrimination, has written letters to local and federal
government officials and legislators promoting passage of legislation
to eliminate sex discrimination, and has sent lobbyists to Tallahassee
and Washington.

The organization selects speakers who read and interpret Federal
and State laws pertaining to sex discrimination to employers, organizations, and other groups.

WEAL publishes a monthly newsletter, works on a continuing basis, and welcomes to membership any woman who is interested in the purpose of the organization.

This group works with other women's organizations to promote the Equal Rights Amendment.

Women in Communications

According to the respondent, the purpose of the organization--Women in Communications is to bring together professional persons in the communications fields--television, radio, public relations, and journalism.

The local unit in Tampa is composed of 60 members who work with the regional and national groups in communications and who provide educational experiences through promoting a speakers' bureau for students, giving scholarships to college students, joining coalitions, and endorsing legislation.

This organization was founded in 1964 and accepts members who have to their credit two years of professional work in communications or who were affiliated with a communications program during their college career.

The group presents speakers on important issues regularly for nine months each year and provides annual scholarships.

Contributions are made to Matrix, the national professional magazine, and the Presidents Round Table serves as their clearinghouse.

The interclub activities designed to unite the community for peace, health, public affairs, and better human relations include an annual celebrity luncheon, during which outstanding speakers in journalism are
presented, money is raised for the scholarship program, and awards are
given to outstanding women in the Tampa area.

The group has joined the ERA (Equal Rights Amendment) Coalition in
order to cooperate in getting legislation passed.

Zeta Phi Beta Sorority, Incorporated

The respondent for the Tampa organization of Zeta Phi Beta Sorority
introduces concepts in the details of her questionnaire that serve as a
framework of a way of life that will be of value to all people.

The purpose of the organization is to promote the cause of education
by: encouraging the highest standards of scholarship, uplifting worth-
while projects on college campuses and within the community, and fostering
"Finer Womanhood."

Zeta Phi Beta was founded in 1920 and there are 50 active local mem-
bers who help to promote such educational experiences as the awarding
of scholarships and the promotion of educational workshops and seminars;
educational exhibits from colleges and universities; tutorial programs;
and cultural programs along with the dissemination of educational
literature.

The organization is structured to promote educational improvement
in that it delegates to the National Second Vice-President the responsi-
bility for disseminating guidelines which will aid all chapters in
promoting educational improvement projects and programs in their
communities. This work is done through newsletters, workshops, speakers,
and committees.

Criteria for membership, that opens the door to Zeta Phi Beta,
admit undergraduate women students matriculating in an accredited college
or university, graduate women who have been initiated during undergraduate
study, or who are graduates of an accredited college or university, and who maintain a "B" average or above.

Educational services along with scholarship and fellowship programs are continuous in that this work is done on an annual basis.

An evaluative study of the Zeta Scholarship and Educational Services program is done through a questionnaire which is sent to all chapters annually and which requests a follow-up study of all recipients of scholarship and fellowship awards.

Handbooks published by the organization enable all segments to work together for common objectives—scholarship, finer womanhood, and educational services.

The Zeta Phi Beta Sorority feels that it can best obtain its goals through affiliating with organizations with similar objectives. To this end, Zeta participates with other organizations in such activities as the March of Dimes, the United Fund, and the Mental Health Drives.

The Zeta platform provides for a Human and Civil Rights Committee that presents foremost authorities on vital subjects to develop enlightened public opinion.

Members of the Epsilon Beta Zeta Chapter of Zeta Phi Beta Sorority held a scholarship workshop in Plant City, Florida, in May, 1974, at the Haines Street Recreation Center. The second Anti-Basilus of Zeta, Tampa, Florida, served as Workshop Director and was assisted by consultants and hostesses numbering 28 persons attending from Bethune Cookman College, Daytona Beach, Florida; University of South Florida, Tampa; Florida State University, Tallahassee; Hillsborough Community College, Tampa; and Plant City High School.¹

The Communicator, a publication sent out periodically from the office of the Second Anti-Basilus, Zeta Phi Beta, Tampa, Florida, disseminates information concerning educational services, scholarship awards, and financial aid.

Section 3
Characteristics of Individual Organizations

This section is designed to discuss and analyze the data that will serve to answer the twenty questions asked in Chapter III. Answers to these questions will help to underscore the contributions that are being made to education by twenty-seven women's organizations and to emphasize the work of these groups in relation to their goals and to show how the women have combined community service with active involvement and leadership in club work.

Question 1

How important are the demographic factors in determining participation in women's organizations?

Alice Rossi, professor of sociology at Goucher College, Baltimore, Maryland, in her article on "Discrimination and Demography Restrict Opportunities for Academic Women," has written as follows:

Much of the great increase in the numbers of older married women in the labor force over the last 20 years is rooted in the peculiarities of the demographic structure of the American population during these particular years. Up to 1940, the traditional source of the female labor force had been young unmarried women. During the 1950s and early 1960s, a pattern of earlier marriages developed and schooling was extended, thus shrinking the size of the available labor pool of unmarried women.

It would be comforting to believe that the shift in women's employment over the past 25 years with an increasingly
large proportion of married older women in the work force, was essentially due to changes on the supply side of the economic equation, with women pressing for entry and seeking wider horizons than those provided by the home and family.¹

The writer believes that demographic factors today have very little meaning in determining participation in women's organizations and that there is little relationship, if any, between these factors in club life and those in the labor force as expressed by Rossi. Clubwomen today appear not to be restricted in their club activities by age, education, marriage, or by children.

Earlier in this chapter the reader was referred to tables which indicate that in reference to the respondents for this survey that 74 percent of the group have children, that 90 offices represent the total number held by the group, that educational experience ranges from the high school level to the master's level, and that persons in the group ranging in age from 26 to over 60 hold offices.

**Question 2**

What is the character of the educational reading engaged in by the respondents?

Reading interests of respondents show that the average number of reading materials reported by respondents is 4.09. Two or more members of the group report the following materials on their reading lists:

1. **American Association of University Women's Journal**
2. **Biographies**


Question 3

In which organizations do the respondents hold membership?

Two or more of the respondents belong to the following organizations:

(1) American Association of University Women
(2) Audobon Society
(3) National Council of Negro Women
(4) Business and Professional Women's Club
(5) Classroom Teachers Association
(6) Delta Kappa Gamma
(7) League of Women Voters
(8) National Education Association
(9) School Enrichment Resource Volunteers (SERVe)

In addition to those organizations mentioned above, the following were mentioned by other respondents and deserve special mention because of the nature of the work of each of the following club groups:

(1) Association for Children with Learning Disabilities
(2) Citizens Alert
(3) Elementary Librarian's Association
(4) Florida Association of Media Experts
(5) Florida Conservation Coalition
(6) Florida Education Association
(7) Florida Library Association
(8) Florida Retired Teachers Association
(9) Florida State Music Teachers Association
(10) Friends of the Library
(11) Hillsborough County Federation of Women's Clubs
(12) Insurance Women of Tampa
(13) National Association of Human Rights Workers
(14) National Organization for Women
(15) Tampa Urban League
(16) Women's Equity Action League
(17) Young Women's Christian Association

Question 4

What official club experiences have the respondents engaged in?
Table 2 indicates that twenty-two percent of the respondents, ranging in age from 36 to over 60, have held or are holding a total of 61 offices in community organizations.

Table 4 shows that 87 percent of the women have had some college training and that 61 percent were graduated from college, while 18 percent have completed the Master's degree. This group has held or is holding a total of 80 offices.

Question 5

Which women's organizations have been most influential in solving county-wide problems?

Women's organizations voted most influential by "Tampa 23":

<table>
<thead>
<tr>
<th>Women's Organization</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Tampa Branch Parent-Teacher Association of Florida</td>
<td>13</td>
</tr>
<tr>
<td>(2) League of Women Voters</td>
<td>9</td>
</tr>
<tr>
<td>(3) American Association of University Women</td>
<td>3</td>
</tr>
<tr>
<td>(4) Junior League of Tampa</td>
<td>3</td>
</tr>
<tr>
<td>(5) Tampa Junior Woman's Club</td>
<td>3</td>
</tr>
<tr>
<td>(6) National Organization for Women</td>
<td>2</td>
</tr>
<tr>
<td>(7) Women's Equity Action League</td>
<td>2</td>
</tr>
<tr>
<td>(8) Delta Sigma Theta Sorority</td>
<td>1</td>
</tr>
<tr>
<td>(9) Tampa Music Teachers Association</td>
<td>1</td>
</tr>
<tr>
<td>(10) Alpha Kappa Alpha Sorority</td>
<td>1</td>
</tr>
<tr>
<td>(11) Delta Kappa Gamma Society</td>
<td>1</td>
</tr>
<tr>
<td>(12) Zeta Phi Beta Sorority</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 6

What are the most important educational projects that have been resolved in the past or that must be resolved in the future?

The following projects were identified by the respondents:

<table>
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<tr>
<th>Number of Votes</th>
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<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

(1) Working with drug addicts
(2) School desegregation
(3) Establishment of state standards for child care facilities
(4) Comprehensive services for the mentally and emotionally disturbed child
(5) Increased services for special education for exceptional students
(6) More counselors in elementary schools
(7) Busing
(8) The closing of Mississippi Avenue in Tampa
(9) The preservation and beautification of "New Suburb Beautiful" (A residential section in Tampa)
(10) Instilling in youngsters an awareness of the importance of participation in their government
(11) The cutting back of the social studies programs in the high school system (The respondent objects to this plan.)
(12) Seeing that each child is receiving the best education possible regardless of race, color, or creed
(13) Career awareness and information for male and female students  1
(14) Sex bias in grammar school books  1
(15) Testing procedures and grading  1
(16) Pollution  1
(17) Consolidation  1
(18) Prison Reform  1
(19) Age and sex discrimination  2
(20) Utilization of school buildings  1
(21) Discipline in the schools  1
(22) Increasing proficiency in the basic educational areas  1
(23) Placing qualified people in all positions regardless of race, creed, or color  1
(24) Collective bargaining  1
(25) Encouragement of better law enforcement  1
(26) Equal Rights Amendment  1
(27) Early admission to college  1
(28) Length of school term  1

**Question 7**

How can organizations help to resolve problems and issues? Are there plans for resolvableness?

The following work is being done by the twenty-seven Tampa organizations to help resolve problems:
(1) "We work on all drug problems that enter the Tampa Bay area."
   "We operate 'The Door' for people hooked on drugs." (This is a place that lends help to addicts.)

(2) "We educate the public on poison and old pills or prescriptions in medicine cabinets."

(3) "We work with school boards and state and national legislators to promote better schools.
   "We urge all individual PTA's to work within their communities toward our goals."

(4) "We try to instill in youngsters an awareness of the importance of participation in their government.
   "We plan a series of Cassette films, produced in conjunction with the school system to meet the above named need."

(5) "We have various monthly speakers who keep us advised on subjects of interest."

(6) "Our organization is working on career counseling and guidance.
   "We are setting up a resource center in the library and are hoping to work with counselors in schools."

(7) "We are going to continue being a part of the dissenting public and seek proper support from the citizenry of legislation that will help to alleviate issues of community concern."

(8) "We have filed charges against local employers who have been accused of practicing sex discrimination.
   "We write letters to local and governmental officials and legislators promoting passage of legislation to eliminate sex discrimination."

   "We send lobbyists to Tallahassee and Washington for the above purpose."
(9) "We can help by helping the public to understand the problems and thereby gain support for legislation."

(10) "We sponsor a tutorial program."

**Question 8**

What are the purposes of the organizations?

In Section 2 of this Chapter, the purpose of each organization is given in a narrative account of the work of that organization. This section will mention especially a few of those in order to emphasize the high purposes for which these organizations stand.

(1) "The purpose is to cherish and enrich the heritage of freedom and progress by working for the integration of all people."

(2) "To promote democratic principles of candidates."

(3) "To promote an interest in home and civic beautification."

(4) "To promote creative and educational activities in Art, Letters, and Music."

(5) "To promote active and informed citizen participation in government."

(6) "To promote the elimination of sex discrimination."

(7) "To elevate the status of women in business and in the professions."

(8) "To join women in executive positions to use their knowledge for better services to the community."

(9) "To promote the welfare of children and youth."

(10) "To promote high scholastic achievement."

**Question 9**

What kinds of educational experiences are provided through the organizations?
This question is answered in detail in Section 2. The writer will review some of these experiences in this section:

1. The sponsoring of Study Groups
2. The making of Scholarship Awards
3. The promotion of speakers' bureaus
4. The sponsoring of concert appearances for individual students
5. The sponsoring of District and State Music Contests
6. The sponsoring of poison prevention campaigns
7. The sponsoring of seminars and workshops
8. The sponsoring of "Go See" trips
9. The monitoring of school board meetings
10. The sponsoring of loans and grants programs
11. The sponsoring of female students on the Florida State University campus in cooperation with the Southern Scholarship and Research Foundation
12. The sponsoring of grants, loans and fellowships through work with a National Foundation.

Question 10

Which organizational leaders have influence with state leaders through whom they can get work done?

1. C. Bette Wimbish Muse, a ranking Negro officer in state government who has worked to get funded a clerical consortium designed to train entry level clerical personnel. It is known as Project Delta (Developing Excellence, Leadership, Talent, and Abilities).
(2) Attorney Doris Dudney who is responsible for getting Federal funds for establishing clubs for girls.

(3) Evelyn Allgood, Chairman of the Legislative Committee, and who attends workshops, initiates movements by which members write legislators for the purpose of having them endorse certain bills for the improvement of educational procedures.

(4) Juanita Goodbread, library supervisor, who organized the librarians in Hillsborough County.

(5) Mrs. Karl King, president of the Florida Federation of Women's Clubs.

Question 11
When were the organizations founded, and How many local members do they have?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Local Organizations Founded</th>
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<tbody>
<tr>
<td>1912</td>
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<tr>
<td>1970</td>
<td>1</td>
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<tr>
<td>1971</td>
<td>2</td>
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</table>

The local organizations have memberships ranging from 24 to 6,000 members.

Section 2 gives in each narrative the founding year and the number of members in each group.
Question 12

What are the criteria for membership, and is the work in education done on a continuing basis?

See Section 2 for complete answers to this question for each organization.

This section will give an overview of the criteria and a summary statement regarding how the work in education is done.

Criteria for membership:

1. "A morally responsible woman whose ideals and ambitions coincide with the purpose of the organization."

2. "Any woman engaged independently or through employment in any office selling or serving insurance of any type shall be eligible for active membership."

3. "A woman holding a baccalaureate or higher degree from an institution on the American Association of University Women's list of qualified institutions, or a degree from a foreign institution recognized by the International Federation of University Women."

4. "Full membership is open to any woman 18 years of age or over, and who is a citizen of the United States."

5. "Full membership is open to a woman of executive status who owns or co-owns a business."

6. "A person seeking membership must pursue a four year college course and have an average of 2.5 or above."

7. "The person seeking membership must be a member of the Davis Island Yacht Club."
Twenty-four respondents report that the work of their organization is done on a continuing basis.

**Question 13**

What are some of the organizational publications?

Section 2 assigns the publications to each organization. This section will give a general statement about publications and list a few for general information.

The respondents report 26 publications that are done at the local level. The following are extracted from the list:

1. **The Negro Heritage Series**
2. Newsletters
3. **Delta Kappa Gamma Bulletin**
4. **American Association of University Women's Journal**
5. Delta Journal
6. **Today's Insurance Women**
7. **A Guide to the Government of Hillsborough County**
8. Sandspur
9. **Tampa, A Town on Its Way**
10. **The Gasparilla Cook Book**

**Question 14**

How is organizational effectiveness evaluated?

1. "Our program is evaluated at the end of each year by our general membership and our executive board."
(2) "The program coordinator has a written questionnaire for evaluation."

(3) "We use a panel of evaluators who are all professionals in their field."

(4) "A questionnaire is sent to all chapters, regions, and states. This questionnaire requests a follow-up study of all recipients of scholarship or fellowship awards."

(5) "We have an on-going evaluation system."

(6) "We have an end of the year evaluation meeting."

(7) "We evaluate according to the way our legislative delegation votes."

(8) "Our evaluation is done by adjudicators from the National Guild of Piano Teachers."

**Question 15**

Is there a clearinghouse for women's groups in the community?

Fourteen respondents report that their organizations use the Presidents Round Table as a clearinghouse. One organization uses the Florida Sailing Women's Association, and one other uses the Federation of Garden Clubs.

**Question 16**

Do all segments of an organization work together for common objectives, coordinate activities, and cooperate for mutual benefit?

Reports on twenty-five organizations were in the affirmative.
Question 17

Which leaders have strong city-wide influence?

<table>
<thead>
<tr>
<th>Number Votes</th>
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<td>Elfa Ruffin, Basilus, Alpha Kappa Alpha Sorority</td>
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<td>Fran Davin, Representative for Equal Rights Amendment</td>
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<td>Anita Berry, Presidents Round Table</td>
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<td>Marian Boss, Credit Women of Tampa</td>
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<td>Lee de Cesare, National Organization for Women</td>
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<td>Mia Hardcastle, Environmentalist</td>
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<tr>
<td>Jan Platt, Citizens Alert</td>
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<td>Cecile Essrig, Chairman, School Board</td>
<td>4</td>
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<tr>
<td>Lisa Gorham, American Association of University Women</td>
<td>2</td>
</tr>
<tr>
<td>Jessie L. Artest, Vice-Grand Basilus, Zeta Sorority</td>
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</tr>
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<td>Ellen H. Green, National Council of Negro Women</td>
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<td>Altamese Hamilton, Hillsborough Community College</td>
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<tr>
<td>Von Kerick, National Organization for Women</td>
<td>4</td>
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<tr>
<td>Pat Frank, School Board Member</td>
<td>2</td>
</tr>
<tr>
<td>Doris Dudney, Attorney</td>
<td>3</td>
</tr>
<tr>
<td>Mrs. Karl King, Florida Federation of Women's Clubs</td>
<td>2</td>
</tr>
<tr>
<td>Mrs. G. M. Nye, Tampa Civic Association</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. W. F. Hunter, Tampa Civic Association</td>
<td>1</td>
</tr>
<tr>
<td>Mogul Dupree, Alpha Kappa Alpha Sorority</td>
<td>2</td>
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<tr>
<td>Evelyn Allgood, Retired Teachers of Hillsborough County</td>
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</tr>
</tbody>
</table>
Question 18

How are organizations structured to promote educational improvement?

(1) "We have a continuous five-point program which promotes educational improvement in the areas of health, education, social action, international relations and housing."

(2) "Our work is done through five chairmen: Horticulture, Junior Gardening, Visiting Gardens, Anti-Litter, and Anti-Pollution."

(3) "We study, educate ourselves, educate the public, share our findings with pertinent government officials and lobby at local, state, and national levels to attain our goals."

(4) "We send students to college through scholarships, we have a student loan fund, and sponsor four high school students at the University of Florida College of Pharmacy."

(5) "Our organization is structured through the following committees: Project Research Committee, Education Committee, Environment Committee, Provisional Education Committee, and the Public Affairs Committee."

Question 19

Are interclub activities in existence for uniting the community for peace, health, and public affairs?

(1) "We work with other clubs to develop 'Girls clubs' which give young girls (ages 8-18) a better foundation for good citizenship."
(2) "We affiliate with other organizations with similar objectives."

(3) "We work with the National Council of Christians and Jews, the Tampa Federation of Garden Clubs, the Kiwanis Club of Tampa, the League of Women Voters, and others."

(4) "We cooperate with the Public Health Department, the public schools, the Police Department, Drug Abuse, and all other groups who work with children."

Question 20

Is there a platform sponsored equally by all groups to present foremost authorities?

In answer to this question, thirteen voted yes and 9 voted no. One respondent answered that the question does not apply.
CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the current nature and extent of the contributions of women's organizations to education by studying a selected number of such organizations in Tampa, Florida. The organizations were examined in order to discover the extent to which each shows an interest in one or more of the following areas:

1. The sponsoring of scholarship and loan funds
2. The conducting of educational programs
3. The studying of educational problems
4. The promoting of educational legislation.

Summary of Educational Contributions of Women's Organizations in the study

The educational contributions of twenty-seven women's organizations in Tampa, Florida, were determined through questionnaires completed by representatives of the organizations. Official publications of the organizations were also used to determine educational contributions. These educational activities are summarized below:

Alpha Kappa Alpha Sorority (Gamma Theta Omega Chapter)

1. Conducts visits to places having educational interest.
2. Holds joint meetings with under-graduates at the University of South Florida.

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(3) Promotes counseling.
(4) Holds tutorial sessions.

Altrusa Club of Tampa

(1) Provides graduate scholarships for foreign women.
(2) Provides financial help to local women who need help in acquiring or improving a skill.

Amaryllis Garden Circle

(1) Teaches gardening principles to young people.
(2) Presents the Horticulture chairman in a monthly lecture to the membership on what to plant, when to plant, when to cut back, and when to spray.

American Association of University Women

This organization supports measures that provide for:
(1) Children, everywhere, the opportunities and facilities to enable them to develop physically, mentally, morally, and socially.
(2) Elimination of discrimination.
(3) Cooperation with the Florida Commission on the Status of Women.
(4) Financial aid for resources and community programs in early childhood education and development.
(5) Assistance to the educationally deprived.
(6) Development of programs to solve educational needs.
(7) Funding of programs for vocational, technical and continuing education.
(8) Funding of educational programs.
(9) Orderly establishment of new institutions of higher learning.

(10) Measures to extend and improve library facilities.

(11) The increase of cultural and educational use of T.V., radio, film and other media of communication.

(12) Scholarship aid.

Citizens Alert

(1) Directs six court observers selected from the organization.

(2) Directs bus tours which include the Police Department, the Sheriff's Office, and the Criminal division of the Circuit Court.

(3) Directs Bi-Racial Committees of the Junior and Senior high schools of Hillsborough County.

(4) Directs work with the Help Stop Crime Committee.

(5) Conducts seminars on residential burglary, commercial burglary, and rape.

(6) Participates in the Law Enforcement Appreciation Dinner.

(Designed to show appreciation for the work and dedication of the law enforcement personnel.)

(7) Participates in the Tampa Bay Institute on Criminal Justice sponsored by the National Conference of Christians and Jews.

(8) Organizes hand gun safety classes that are held weekly at the Police Pistol Range.

(9) Holds weekly meetings with 10 girls from Madison Junior High School who are potential drop-outs. (These meetings are designed to give these girls a sense of their worth and encourage them to continue in their school courses.)
(10) Attends the recruitment orientation sessions at the University of South Florida.

Davis Island Yacht Club Dinghy Dames

Conducts sailing clinics designed to teach persons how to sail and race, and how to interpret racing rules and regulations.

Delta Kappa Gamma Society

(1) Provides scholarships.

(2) Establishes endowments for scholarships.

(3) Provides teachers for the college of the Navaho Indians through the International Organization with which Delta Kappa Gamma works.

(4) Sponsors desirable legislation.

(5) Informs membership of current issues.

Delta Sigma Theta Sorority, Incorporated (Tampa Alumnae Chapter)

(1) Promotes and encourages achievement in education by granting scholarships and other assistance to worthy and deserving persons.

(2) Presents Voices, Inc., a Negro group which depicts the history of the Negro American through professional song and dance.

(3) Promotes educational improvement in the areas of health, education, and social action.

Girls Clubs of Tampa, Incorporated

The group is involved in:

(1) Cooking.

(2) Sewing.
(3) Arts and Crafts.
(4) Music and dance.
(5) Charm.
(6) Personal health care.
(7) Field trips throughout the community.
(8) Counseling in family life.
(9) Career interests.
(10) Sex education.
(11) Drug abuse prevention.
(12) Social relationships.

Hillsborough County Democratic Women's Club (Tampa Branch)

(1) Studies community issues, presents major viewpoints and then takes a stand.
(2) Cooperates with the program and legislative committees who work together to determine the best methods of presenting information from study groups.
(3) Conducts seminars in campaign skills.
(4) Expresses strong interest in environmental problems.
(5) Expresses interest in informative and instructive programs.

Insurance Women of Tampa

Encourages and fosters practical and coordinated educational programs designed to broaden the knowledge of its members concerning the business of insurance.

Junior League of Tampa, Incorporated

(1) Schedules speakers for career days at three sixth grade centers.
(2) Schedules an art day involving volunteers in all classes at an elementary school.

(3) Operates a SERVe booth at the Junior Museum Spring Art Festival. (SERVe - School Enrichment Resource Volunteer)

(4) Honors SERVe volunteers and the Volunteer of the Year at a reception given by the Tampa Junior Woman's Club.

League of Women Voters of Hillsborough County (Tampa Chapter)

(1) Supports study programs/Action groups.

(2) Provides seminars, workshops, and professional academic meetings.

(3) Provides Go-See trips to inform membership.

(4) Provides an observer corps on long-term basis. (This involves monitoring of school board meetings.)

(5) Supports measures which encourage excellence in teaching.

(6) Offers increased appropriations to vocational-technical programs.

(7) Provides a coordinating board for all components of public education--K-12, vocational-technical, junior college and higher education.

(8) Provides for an informed and active participation of citizens in government.

(9) Presents cassette films to increase interest in social studies programs.

Manhattan Elementary School Parent-Teachers Association

(1) Works with school boards, and state and national legislators to promote better schools.
(2) Encourages parents to tutor students at school on a one to one basis.

(3) Conducts Forums and Study Courses to acquaint parents and teachers with new methods.

National Council of Negro Women

The group provides:

(1) Volunteer service to the job corps for the underprivileged school drop-outs, and un-wed mothers.

(2) Contributions to Sesame Street, a program for pre-schoolers.

(3) Contributions to youth groups seeking political experience through trips to state and national governments.

National League of American Pen Women

This group teaches people to write, paint, and to compose music through workshops with professional teachers.

National Organization for Women

(1) Sponsors law enforcement seminars.

(2) Sponsors speakers who read and interpret Federal and State laws pertaining to sex discrimination to employers, organizations, clubs, and others.

(3) Writes letters to government officials and legislators promoting passage of legislation to eliminate sex discrimination.

Pilot Club of Tampa

(1) Encourages its members to continue their own education, and provides programs to assist them throughout the year.
(2) Renders aid to hard-of-hearing children whose parents can not afford the expense of a hearing aid.

(3) Makes contributions to the Ruby Newhall Scholarship Fund for foreign students to study in the United States.

**Seminole Business and Professional Club of Tampa**

(1) Started Career Advancement Scholarships in 1969 to assist working women who needed additional training to qualify for a promotion, enter a new career field, or to obtain a job.

(2) Awards Lena Lake Forrest Fellowships and Foundation Fellowships for graduate research at the doctoral level on a subject concerning the interests of women who work.

(3) Awards the Sally Butler International Scholarship to a Latin American Woman for graduate study in the United States in a field which will benefit her home country.

(4) Makes loans and awards grants for research.

(5) Conducts a three-year program of training conferences designed to teach leadership and management techniques.

**Soroptimist Club of Tampa**

(1) Awards Fellowships. (Grants of $2,500 to women for graduate study in a university.)

(2) Awards Grants-in-aid. (Grants in varying amounts to women for advanced research, study, or travel.)

(3) Sponsors the Youth Citizenship Annual Award. (This award consists of seventeen $1,000 awards on the Regional level and $1,500 to the finalist.)
Suncoast Girl Scout Council

This group is involved in:

1. Casting nets and fishing.
2. Laying trails, drawing maps, playing games with girls.
4. Leading songs and games.
5. Developing values.
6. Teaching today's dances.
7. Having fun with tape recorders.
8. Playing with puppets.
10. Teaching guitar for beginners.
11. Teaching bridge for beginners.
12. Teaching Yoga.
13. Camping in the Suncoast.
15. Teaching canoeing.

Tampa Junior Woman's Club

1. Sponsors workshops on Defensive Driving, Drug Abuse, the Theater, Arts and Crafts, Environmental Protection, and operates cameras for WEDU.
2. Supports Tampa Junior Museum.
4. Works with Tampa Juvenile Homes.
5. Promotes Smokey Bear Conservation and Safety Education program for pre-schoolers.
6. Sponsors "Just for Juniors" concert given by the Gulf Coast Symphony for all junior high school students.
Tampa Music Teachers Association

(1) Provides appearances and training on the concert stage for music students.
(2) Provides leadership training through giving Junior Friday Morning Musicale students an opportunity to serve as officers.
(3) Provides training for private recitals and music contests.

Tampa Pharmaceutical Association

(1) Makes antivenin lists.
(2) Makes leaflets on poison centers.
(3) Sponsors poison prevention campaigns in the schools.
(4) Makes poison center directories for mothers.
(5) Sponsors a methadone center for work with drug addicts.
(6) Sponsors a student loan fund.
(7) Sponsors a scholarship fund for college students.
(8) Sponsors four high school students annually at the University of Florida College of Pharmacy.

Women's Equity Action League

Educational experiences provided are the same as for the National Organization for Women.

Women in Communications

(1) Promotes Speakers' Bureau for students.
(2) Gives scholarships to college students.
(3) Joins coalitions.
(4) Endorses legislation.
Zeta Phi Beta Sorority, Incorporated

(1) Conducts cultural and tutorial programs.
(2) Disseminates literature.
(3) Sponsors educational workshops and seminars.
(4) Presents educational exhibits.
(5) Awards scholarships.

Summary of Areas of Study

The women's organizations engaged in each of the four areas of educational activities identified in this study are listed below:

Area 1 - The sponsoring of scholarship and loan funds

(1) American Association of University Women
(2) Altrusa Club
(3) Delta Kappa Gamma
(4) Delta Sigma Theta Sorority
(5) League of Women Voters
(6) Pilot Club of Tampa
(7) Seminole Business and Professional Women's Club
(8) Soroptimist Club
(9) Tampa Junior Woman's Club
(10) Tampa Pharmaceutical Association
(11) Women in Communications
(12) Zeta Phi Beta Sorority, Incorporated.

Area 2 - The conducting of educational programs

(1) Alpha Kappa Alpha Sorority
(2) Amaryllis Garden Circle
(3) American Association of University Women
Area 3 - The studying of educational problems

(1) American Association of University Women
(2) Citizens Alert
(3) Girls Clubs of Tampa, Inc.
(4) Hillsborough County Democratic Women's Club
(5) League of Women Voters
(6) National Council of Negro Women
(7) Tampa Pharmaceutical Association

Area 4 - The promoting of educational legislation

(1) American Association of University Women
(2) Delta Kappa Gamma
(3) Hillsborough County Democratic Women's Club
(4) League of Women Voters
(5) Manhattan Elementary School Parent-Teachers Association
(6) National Organization for Women
(7) Women's Equity Action League
(8) Women in Communications

Analysis of Educational Activities

From the summary it can be seen that the most frequent organizational activities are associated with the conducting of educational programs (24). The second most frequent is the sponsoring of scholarship and loan funds (12), with the promoting of educational legislation (8) and the studying of educational problems (7) receiving less emphasis.

Table 5 summarizes the organizations and the type of educational activities in which they are engaged.

Implications

In view of the analyses made of data submitted by the 23 respondents for 27 organizations regarding educational contributions, in Tampa, Florida, it is apparent that these groups are making an important contribution to education. It appears from the reports that the activities of these clubwomen have been deeply rewarding and enlightening to the involved persons in the Tampa Community.
### TABLE 5

ORGANIZATIONS AND THEIR AREAS OF EDUCATIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Organizations</th>
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<td>Alpha Kappa Alpha Sorority</td>
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<td>Altrusa Club of Tampa</td>
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<td>Insurance Women of Tampa</td>
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<td>Junior League of Tampa, Inc.</td>
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<td>League of Women Voters of Hillsborough County</td>
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<td>Manhattan Elementary School Parent-Teachers Association</td>
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<td>National Organization for Women</td>
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<td>Women in Communications</td>
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<td>Zeta Phi Beta Sorority, Inc.</td>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>

**Area 1** - The sponsoring of scholarship and loan funds
**Area 2** - The conducting of educational programs
**Area 3** - The studying of educational problems
**Area 4** - The promoting of educational legislation
The observations made by the writer through this study of club activities have brought to light certain accomplishments of these women's organizations as indicated in the following list:

1. Programs to aid in participation in the Arts by the schools and the community.
2. Increased educational use of T.V., radio, film and other media of communication.
3. Increased study and work to improve the status of women.
4. Funding of educational programs.
5. Awarding of scholarships, fellowships, and grants including loans to deserving persons.
6. Cooperation in the establishment of institutions of higher learning.
7. Funding of programs for vocational, technical and continuing education.
8. Continued work to solve educational problems.
9. The rendering of assistance to the educationally deprived.
10. The supporting of measures to improve the quality of justice and to reduce crime.

Recommendations

The writer, in this study, has observed from the responses of Tampa Clubwomen a desire on their part to make the work of their organizations more effective and more visible in the community. The following recommendations are made in order to aid clubwomen in the planning of strategy and future activities and in order to challenge them to continue their work in the proud tradition.
It is easily perceived from the reports given by the respondents that mechanisms for greater coordination of activities between organizations need to be established and that more organizations should become involved in interclub activities. It is recommended that:

(1) More conferences and conventions involving clubwomen be held periodically in order to make it convenient for women to discuss their activities and exchange ideas. Such conferences should involve clubwomen and other interested people in the community. Summer seminars could be promoted for the purpose of changing attitudes of clubwomen and of reforming the process of education.

(2) Interclub activities be encouraged through the use of brochures used to describe the activities of each organization and to encourage closer relationship between groups.

(3) A clearinghouse be used by all organizations to facilitate the coordination of activities and to enable various organizations to work in concert on common problems. If the existing Presidents Round Table does not meet the need of all organizations, consideration should be given to establishing some other type of clearinghouse for Hillsborough County. Such an organization could include members from clubs working on educational activities, from the school system, from the community in general, and from various church groups.

It is apparent that the school board and other people involved in school work are not all familiar with the contributions that clubwomen are making to education. In order to eliminate this condition, the following recommendations are made:
(4) That committees from the various clubs be appointed to work with state and national groups to compile printed materials, films, film strips and slides on the roles being played by club organizations in the promoting of the work in education.

(5) That representatives from the school board and others in school work be invited periodically to view such materials and to become acquainted with the educational work involving clubwomen.

Several respondents reported that their organizations do not engage in evaluative procedures. In order to improve the effectiveness of women's organizations it is recommended that:

(6) A women’s leadership conference be held for members of the Presidents Round Table and all officers of each organization for the purpose of sharing evaluation plans used by various groups and studying procedures that will lead to more effective evaluations. Participants in the leadership conference could prepare pamphlets describing methods of evaluation in use and guidelines to be used in designing other evaluative procedures.

Conclusion

After reviewing the data regarding the work of twenty-seven organizations in Tampa, the writer has reached certain conclusions regarding the clubwomen and the organizations. She believes, first, that the respondents are not limited in their activities by the length of time that they have lived in Tampa, by age, by education, by marital status, by occupation, nor by the number of children in the family. Each woman, regardless of these factors, appears to be able to give the time needed to serve well as a club leader in the Tampa Community.
Each organization shows significant efforts in working with societal problems and is able to boast of a structure that enables it to plan and work well in making its contributions to education.

The writer believes, further, that the work that these organizations are doing with American women will be a dynamic influence in helping to create a better educational life for all citizens.
APPENDIX A

Letter to Club Leaders

Introduction to Questionnaire

Personal Characteristics and Opinion Questionnaire
Dear Club Leader:

As a part of my research at the University of Florida, I am making a study of the work of women's organizations in Tampa, Florida. To do this, I need some information from you, as you are active and informed about the affairs and organization of your club. I need your frank opinion about leadership in your group and about its contributions to education.

I realize that many organizations are involved in varied activities; however, I am interested only in the contributions that your organization makes to education.

In this connection, I wish to invite you to attend a meeting of Tampa clubwomen at the home of Mrs. Lisa Gorham, 2610 Morrison Avenue, in Tampa, according to the schedule included in this letter. The purpose of this meeting will be to bring club leaders together so that they may explain the nature and educational functions of their clubs by filling out a questionnaire that will give pertinent information about their club activities.

If at all possible, please bring to the meeting copies of educational pamphlets and journals published by your group and any annual reports that you think would be helpful in interpreting your educational role in the Tampa community.

Schedule of Meetings

Monday, May 6  10-12 a.m.; 3-5 p.m.; 7:30-9:30 p.m.
Tuesday, May 7  Same as above
Wednesday, May 8  Same as above

The two-hour schedule has been set up in order to make attendance convenient for the representatives of the organizations. It will not be necessary for these representatives to remain in the meeting for a two-hour period.

To aid us in preparing the refreshments, please call Mrs. Lisa Gorham at 253-3837 to tell us the day and time that will be convenient for you to attend the meeting.

I look forward to seeing you at one of the meetings and wish to thank you for your cooperation.

Very truly yours,

(Miss) Frankye A. Berry
INTRODUCTION TO QUESTIONNAIRE

As a part of my work here at the University of Florida, I am making a study of the work of women's organizations in Tampa, Florida. To do this, some information is needed from a number of people like you who are actively informed about the affairs and organizational life of clubs in Tampa. I need your frank opinion about leadership in organizations and about the contributions of these organizations to education.

I realize that many of your organizations are involved in varied activities; however, I am interested only in the contributions that your organization makes to education. In this connection, will you please fill the questionnaire as completely and accurately as possible? I shall be grateful for your help.

Sincerely,
A SURVEY STUDY OF A SELECTED GROUP

of

WOMEN'S ORGANIZATIONS IN TAMPA, FLORIDA

and

THEIR CONTRIBUTIONS TO EDUCATION

Definition of Terms

Survey--The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional, and the sampling is meant to be characteristic of the whole.

Women's Organizations--In this study women's organizations will refer to those organizations that have women in official capacities including all major offices, and whose memberships are predominately women.

Contributions to Education--Organizations will be considered as making contributions to education when they help to promote the growth or expansion of knowledge, wisdom, desirable qualities of mind or character, or general competence through the sponsoring of scholarship and loan funds; when they provide or assist in providing with knowledge or wisdom through conducting educational programs and studying educational problems; and when, through the promotion of educational legislation, they condition people or persuade them to feel, believe, or react in a particular way through selective information or knowledge.

Types of organizations to be examined will include the following:

(1) Organizations sponsoring scholarship and loan funds

(2) Organizations conducting educational programs

(3) Organizations studying educational problems

(4) Organizations promoting educational legislation.
University of Florida
College of Education
Curriculum and Instruction Division

PERSONAL CHARACTERISTICS AND OPINION QUESTIONNAIRE

Your Complete Name______________________________________________

Name of Organization____________________________________________

City________________________ State______________________________

Date________________________

Directions: Answer each question accurately and frankly. Do not spend too much time on any one question.

Place an "X" at the left of an item to indicate your answer.

All answers are confidential.

Please add explanatory comments to yes and no answers that need clarification.
1. How long have you lived in Tampa, Hillsborough County, Florida?

2. Please indicate your age bracket.
   ( ) 25 or under
   ( ) 26 - 30
   ( ) 31 - 35
   ( ) 36 - 40
   ( ) 41 - 45
   ( ) 46 - 50
   ( ) 51 - 55
   ( ) 56 - 60
   ( ) Over 60

3. Do you have children? Give number, sex, and ages.

4. Name the schools now attended by your children.

5. Amount of education completed by you.
   ( ) High School
   ( ) Some College
   ( ) Bachelor's Degree
   ( ) Bachelor's Degree, some credit toward Master's
   ( ) Master's Degree
   ( ) Master's Degree, some credit toward Ph.D. or Ed.D.
   ( ) Ph.D. or Ed.D.

6. Marital Status
   ( ) Single
   ( ) Married
   ( ) Other

7. (a) Occupation
   (b) Professional background

8. List some educational materials that you read.
9. List educational organizations to which you belong.

10. Are you serving presently as an officer or a member of the board of an organization? Please name the offices that you hold now or that you have held during the past three years.

11. Which women's organizations, in your opinion, because of their educational activities have been most influential in solving or in helping to solve county-side educational problems?

12. What, in your opinion, are the most important issues, problems, or educational projects of general concern that have been resolved within the past several years, or that may have to be resolved in the near future in Tampa? How can your organization help? Are there plans by your organization for help in this direction?

(Use reverse side of sheet if you need additional space.)
13. What is the purpose of your organization?

14. Name some leaders of women's organizations that have exceptionally strong city-wide influence.

15. How is your organization structured to promote educational improvement?

16. What kinds of educational experiences are provided through your organization? Please list.
17. Which leaders in organizations that you belong to have influence with state leaders through whom they can get educational work done? What educational work has been done through these leaders?

18. What is the approximate date of the founding of your organization?

19. How many active local members do you have?
20. What are the criteria for membership?


22. List the publications (educational) of your organization.

23. What procedures do you have for evaluating the effectiveness of your educational program?
24. Do you have a clearinghouse for women's groups in your community?

25. Do all segments of your organization work together for common objectives?

26. Do all segments of your organization coordinate their activities and cooperate for their mutual benefit, eliminating competing and unnecessary duplication?
27. Do you have interclub educational activities to unite the community for peace, health, public affairs, better human relations in order to strengthen our democracy? Please list these activities.

28. Does your organization have a platform sponsored equally by all groups to present foremost authorities on vital subjects, presenting all sides of controversial issues to develop enlightened public opinion?
APPENDIX B

Personal Background for Study
PERSONAL BACKGROUND FOR STUDY

How did I become interested in club life, in club organization and club work? I cannot count the ways. I became interested in organization, first, during my junior high school days in Atlanta, Georgia. It was at this period of my life that I experienced the first touch and feeling of what it meant to be a member and an officer of a club. It was then that I became attached to an art club, a reading club, and a dance club and that I began to experience a period in which I felt a sense of joy, a feeling of belonging, and a sense of well being. I was learning, participating, and contributing. There was fellowship among the club members and a deep feeling of satisfaction that came from learning the group process and from planning to share ideas with others and to make public presentations to the community.

This interest in club life followed me to Spelman College, Atlanta, Georgia, where I completed my senior high school and college work. I lived on the campus during much of my time at Spelman, and, therefore, had much time to work with hallmates and schoolmates in club activities. I was very fortunate here to have instructors who guided me in organization and who told of the advantages of group life. It was at Spelman that I belonged to an organized Sunday school group, to a literary society, to a debating club, to the Y.W.C.A., to a drama club, and to a printing club. Membership in these groups gave me a greater desire to share and to plan for community members, to look forward to meetings and to engage in public presentations. I began to enjoy club life with every fiber
within me. I was pleased to have learning experiences grow out of my affiliation with the following organizations: from the Sunday school organization, the privilege of participating in and winning the Scripture Reading Contest; from the drama club, the privilege of learning more about the principles of acting and directing, and the joy of belonging to the cast for "The Passing of the Third-Floor Back" by Jerome K. Jerome; from the printing club, the distinction of becoming Editor-in-chief of the campus newspaper; from other organizations, the satisfaction of learning more about working with others and about planning educational programs.

Then there came into the lives of many of us on the Spelman College and Morehouse College campuses, Howard Thurman, a very scholarly professor who organized interested people into a Candlelight Club designed for the purpose of having us read from the best poets and engage in discussions of their poetry. We were able to understand more because of the blending of minds in the club approach.

After I was graduated from Spelman College, I became involved with a sorority, Alpha Pi Chi. Here again, I was joined with an organization which had as its purpose the rendering of service to the community and the sponsoring of educational programs. My experiences here were many: my behaviors became detached from original goals in that I joined wholeheartedly with my sorores in helping to plan for others; I experienced new combinations and novelty; orderliness appeared to be developing in my world and my love for club activity was soaring.

Ida Franklin Henderson, my late maternal aunt, was very active in clubs and held membership in church, civic, health-related, educational, social and federated clubs. These included local, state and national
organizations. I became involved with her in church, civic, and
educational organizations, and I was happy to have this kind of work
dominate my activities. I served for many years as Director of the
National Training Union Congress of the National Baptist Convention of
America and traveled extensively to hold these meetings and to help
educate the Baptist public concerning Training Union techniques. My
late mother, Lauvinia Franklin Berry, also active in church groups,
and my late aunt worked together to help me build a framework for the
descriptive analysis of club work. Together, they helped me to enjoy
club life and to understand the club world by analyzing how clubs work
and what they can do.

During my work at the doctoral level at the University of Florida,
I was fortunate to study a course in Educational Leadership II with Dr.
Ralph Kimbrough, a scholar and writer. It was necessary for each stu-
dent to select a topic for culminating a project to be developed for
this course. Dr. Kimbrough made many excellent suggestions to help us
with our selection and among his suggestions was a topic concerning
Women's Organizations. I did my project in that class on this topic
and became more and more fascinated by the topic. I shall always be
grateful to Dr. Kimbrough for helping me to create a unique response to
a familiar situation and for helping me to underscore an interest.
BIBLIOGRAPHY

Books


Periodicals


Speech


Report

ADDITIONAL READING

Books


BIOGRAPHICAL SKETCH

Frankye Almeda Berry was born and reared in Atlanta, Georgia, and attended Atlanta schools. Her elementary work was done at Yonge Street Elementary School, and the junior high program was completed at the Gate City School. She entered the Spelman College Laboratory High School and upon completion of the work there was admitted to Spelman College where she earned the Bachelor of Arts degree in English.

Miss Berry was then employed by the Hillsborough County School Board and served as a member of the English Department in the Booker T. Washington High School. In January of the next year, she was promoted in the department and transferred to the new Middleton High School.

Miss Berry spent one summer at Northwestern University, Evanston, Illinois, and several summers and a semester at Atlanta University, Atlanta, Georgia, where she was awarded a language arts scholarship to study English in a summer workshop.

After several years of work in the Middleton High School, she became head of the Department of English and served in this position until it became necessary during her last year of work in Tampa to be transferred to Hillsborough High School in an effort to maintain racial balance.

Miss Berry received the Master of Education degree from the University of Florida in 1969.

Additional activities and experiences while in Tampa include the teaching of advanced composition at the University of Tampa during the
1971-1972 Spring Quarter; the teaching of English and the directing of twenty-one girls for the Upward Bound Program at the University of South Florida; the directing of American Education Week programs for Middleton and Hillsborough High Schools; organizer of the first English Council for Hillsborough County; Teacher of the first speech class in Middleton High School; Director of dramatics activities for Middleton High School; Liaison officer for the Hillsborough County Council of English Teachers and the National Council of the Teachers of English, and Director of Tampa Negro American women for the United Fund campaign.

Miss Berry is a Baptist and served as director of the National Baptist Training Union Congress of the National Baptist Convention for many years.

In 1960 she was invited by the late Dwight D. Eisenhower to represent Florida at the White House Conference on Children and Youth.

She holds membership in the National Council of the Teachers of English, the Florida Council of Teachers of English, the American Association of University Women, and the Alpha Pi Chi Sorority.

During the period of recent study at the University of Florida, she became a University Fellow and was invited into Pi Delta Chi, Pi Lambda Theta, and Phi Delta Kappa Honorary Societies.
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Arthur J. Lewis, Chairman
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Ralph B. Kimbrough
Professor of Educational Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

James L. Wattenbarger
Professor of Educational Administration

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

March, 1975

Dean, College of Education

Dean, Graduate School