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**THE NEBRASKA CONGRESS OF PARENTS AND TEACHERS:
A SURVEY OF THE
INTER-RELATIONSHIPS WITHIN THE ORGANIZATION**

**A Thesis
Presented to
the Faculty of the Department of Education
Municipal University of Omaha**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**by
Evelina J. Aitken
August, 1949**

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This survey is dedicated in gratitude
to three persons
who have made its existence possible:

John B. Aitken, my husband

Delmar R. Aitken, our son

Louise A. Jensen, my mother

FOREWORD

We feel that the information gathered in this survey has disclosed much of the actual relationship existing between the parents and the teachers in our state. The benefits from such a study as this will be felt for many years to come. It was for this reason that the Nebraska Congress of Parents and Teachers has been glad to sponsor Mrs. Evelina J. Aitken in her survey. Information and statistics gained from the answers to the questionnaire have already been incorporated into our state convention program; into our summer conferences at the state teachers' colleges, and more will be used in our district conferences in the fall when we meet with the local leaders over the state. Much of our strength has been disclosed, which gives us greater confidence in some of the things we are already doing. Many of our weaknesses have also been disclosed which gives us an opportunity to improve those things which need improvement. We are indebted to Mrs. Aitken not only for choosing such a subject as this, but for giving us this opportunity to assist her, and we feel that she has contributed far more to us than we can ever repay.

Mrs. R. N. Gould

President, Nebraska Congress

ACKNOWLEDGMENT

The author wishes to express appreciation for the cooperation of the many persons who contributed in making this study. She is indebted to her sponsor, Dr. L. O. Taylor, whose experienced counsel and judgment inspired confidence and guided the work toward completion. Grateful acknowledgment is extended to Dr. Leslie N. Garlough for his guidance and helpful suggestions. Gratitude is also felt toward Mrs. Charles A. Snyder, Vice President of the National Congress of Parents and Teachers and past President of the Nebraska Congress of Parents and Teachers, Mrs. R. N. Gould, President of the Nebraska Congress of Parents and Teachers, and to Mrs. P. S. Carter, Mrs. J. G. Schmidt, and Mrs. LaVerne Smith, members of the State Board of Managers, for their splendid cooperation and suggestions in helping the writer in numerous ways. Grateful appreciation is expressed to the Board of Managers of the Nebraska Congress of Parents and Teachers for their financial support in sponsoring this research. The assistance, services rendered, and encouragement of Miss Eva Kimmel, Miss Vesta Scott, Mrs. Ellen Moore, Mrs. Herman Higby, and Mr. Keith Kay are also appreciated. The writer is indebted to each of the respondents who gave so generously of their time and thought in filling out and returning the questionnaires, without which the study could not have been made.

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NEBRASKA PARENT-TEACHER LITANY

* * *

We thank Thee, the creator of all things for the child
thou has set in our midst.

Grant that we may accept the responsibility of parent-hood,
and held in sacred trust, our privilege to direct, protect, en-
rich and beautify a human soul.

Let us take time to become an intelligent, informed parent-
hood, realizing that a nation is no better than its homes.

Let us put away the lesser things of life, and take on the
bountiful life of service, being always true, gentle and kind.

May we strive to be united in the big things of life; to
be liberal in things unimportant and charitable in all things.

Teach us to criticize tenderly; to be generous in judg-
ment, and plenteous in sympathy.

Give us a vision of service; a discernment of action and
a definite conviction that will provide the best for every
child.

And may we say from the great human heart of us all, "Let
the words of my mouth and the meditations of my heart be accept-
able in thy sight, O Lord, my strength and my Redeemer".

--Mrs. E. A. Wing

CHAPTER I

THE PROBLEM AND ITS GENERAL SCOPE

Introduction

How can an organization such as the Nebraska Congress of Parents and Teachers be evaluated honestly as to its present value and effectiveness? What kind of yardsticks can be used?

Although a true evaluation includes an approach to ascertain whether the organization lives up to high standards and also includes a consideration as to whether it compares favorably with other institutions, this survey has been conducted mainly through an opinion poll from the members of the organization and it comprises only the relationships within the organization.

The history of the Nebraska Congress of Parents and Teachers, during the past twenty-seven years, has shown an increasing manifestation of interest in better relations between the parent and teacher. How parents and teachers cooperatively can best contribute to the all-round developments of the child, which is true education, has been their constant basic objective.¹

Long ago they discovered that "where there is a parent-teacher organization to facilitate this cooperation, the business of bringing up children is not only made easier, but also more effective."²

¹"Objectives of Parent-Teacher Association", History of the Congress of Parents and Teachers, Lincoln, Nebraska: Nebraska Congress of Parents and Teachers, p. 3, 1947.

²Wilson, Van Pelt Helen, "Education is a Two-Way Street", Parents, November, 1944, p. 24.

Both parents and teachers have to help in equal measure. "Parents and teachers are not enemies, but friends. They belong to the same child."³

Kathryn Whiteside Taylor, consultant in family life education, of the Seattle, Washington public schools, insists that it takes both home and school to insure the growth of personality that is mature, poised, socialized and also rich in potentialities for service.⁴

The author likes to think of this relationship as a two-way street with the home at one end and the school at the other. Parents and teachers each have a part to perform. Each must help the other, for it is essential that the child have the combined efforts of both.⁵ Mrs. Anna H. Hayes, the President of the National Congress of Parents and Teachers, emphasizes this fact. She says:

"The importance of home-school cooperation has grown in the minds of educators and parents alike. It has become, in fact, a necessary element in American education. Sorry indeed is the plight of a child whose day at home is a contradiction of his day at school and whose day at school has never been a continuation of his day at home."⁶

The education of the child continues concurrently in both home and school. His complete development depends upon the close relationship of these two institutions.⁷

³ Giles, Nell, "Do Parents Love Teachers?", Ladies' Home Journal, May, 1944, p. 160.

⁴ Taylor, Whiteside Kathryn, "It Takes Both Home and School", Childhood Education, October 1945, p. 80.

⁵ Wilson, Van Pelt Helen, op. cit., p. 24.

⁶ Hayes, Anna H., "Procession of the States", The National Congress of Parents Teachers Golden Jubilee Convention, p. 78. Chicago, Illinois: National Congress of Parents and Teachers, 1947.

⁷ Juckett, Edwin A., "Meaningful Relationship Between the Home and the School", The School Review, February 1944, p. 92.

There is a story making the rounds about the mother who is in a quandry as to whether or not to have another child. The inconvenience of childbirth is as nothing, she muses, but she does not see how she can possibly live through P.T.A. again. "There is a kernel of truth in this little quip," says Jerome Ellison in his article entitled "Five Million Parents Can't Be Stopped". He states, "The intelligent parent, exposed to the P.T.A. tends either to get bored and walk out or get interested and pitch in."⁸

The people who belong to the organization have some interests and objectives in common. Too often, however, what they have in common is

". . . so limited or so vaguely defined that it does not foster, among all members, a full mutual confidence. Instead, in many organizations, there are cliques, shy half-intimacies, veiled antagonisms and competitions, friendships by proximity that never ripen into friendships by mutual understanding, social wariness, and even social fears."⁹

What can the parent expect from the school and what can the teacher expect from the home? These are questions that have long been argued pro and con. It is a question that probably will never be fully solved to the satisfaction of all concerned. One thing is certain, however. Parents and teachers must work in close partnership if children are to be given the help they need in growing to effective maturity. Nothing can be accomplished if the home pulls one way and the school another.

Often teachers are prone to look upon school patrons as Samuel Johnson describes a personal patron. "Is not a patron, my lord, one who looks with unconcern on a man struggling for life in the water,

⁸ Ellison, Jerome. "Five Million Parents Can't be Stopped", Saturday Evening Post, February 29, 1949, p. 32.

⁹ Overstreet, Bonaro W., "The High Art of Belonging IV A Tool Kit of Psychological Insight", The National Parent-Teacher, December, 1948, p. 10.

and when he has reached ground, encumbers him with help!"¹⁰ Only teachers are not always encumbered with help even after they have reached ground. Often school patrons have been unconcerned because they have felt that they are unwanted at school. Many teachers have exhibited a closed door policy toward them.¹¹

The story is told of a little boy who reached the school one morning before it was opened. When the teacher arrived he was hovering near the door. "It's locked," he offered disconsolately as she tried the knob. She began to fumble with her keys and he immediately brightened. "You're a teacher!" he announced with both surprise and pleasure. "What makes you think that?" she asked, amused and not a little pleased that her station in life should be regarded with such delight. He hesitated not a moment, but said softly and with respect, "You have the key."

"Yes, the teacher holds the key to many things that will help the parents to a better understanding of their children. This key can unlock many doors that have hitherto been closed. The parents also have a key that can open the door of opportunity for the teachers -- opportunity to become participating members not only in our parent-teacher organization but in our community affairs as well. We can use these keys to open the way to a better understanding of one another so that we may in truth create that close relation between the home and the school that will permit us to cooperate intelligently in the training of the child."¹²

This close union between the home and school can not be maintained if parents side-step their responsibility as one parent took the liberty of doing as depicted in a recent comic strip. "My teacher was very

¹⁰ Johnson, Samuel, "A Letter to the Earl of Chesterfield", February 7, 1755.

¹¹ Hobbs, Valine, "Paging All Papas", The Nation's Schools, Vol. 38, July, 1946.

¹² Gould, Gladys, Address given at the State Convention of the Nebraska Congress of Parents and Teachers in Grand Island, Nebraska, April 28, 1949.

angry today." says the little continued-story heroine, arriving home from school. "What," cries the enraged mother, "have you been up to now?" "Oh, not me," says the tot, pertly. "She says you've been playing hockey from the parent-teacher association meetings."¹³

Any disunion is hampering; what we need is a continuous understanding program of sincere cooperation. Essential to success in any group effort is a skilled mastery of the sharp and delicate instrument of insight. "With it, members are held together in the warmth of a common purpose; without it, they are forever divided in disunion."¹⁴

General Dwight Eisenhower, President of Columbia University, wonders if we are forgetting that the home and the school must work together to train our youth for effective citizenship in a free country.

He says:

"Most of us work hard to provide in our homes every possible comfort for our children. Yet we complacently commit them to schools of which we know but little. If our children are to have, in schools, devoted instruction and guidance, then the teacher must feel and experience our interest -- must feel that we are proud to be partners in training our children. Effective work is being done by parent-teacher associations in hundreds of districts where able and enthusiastic teachers, working with conscientious parents, are educating their students to an intelligent citizenship. You - alone and unaided, cannot equal such achievement, but you, joined with your neighbors and the teachers in your school can far surpass all present standards. Teamwork is the key."¹⁵

¹³ "Once we Were News"; A Founders Day Feature, The National Parent-Teacher, February, 1948, p. 16.

¹⁴ Overstreet, Bonaro W., Introduction to article op. cit., p. 11.

¹⁵ Eisenhower, Dwight, "An Open Letter to Parents", Readers Digest, February, 1949, p. 14.

The Problem and Purpose of the Study

With the necessity for home-school cooperation established, the problem of this study is to make a survey of the inter-relationships within the organization -- The Nebraska Congress of Parents and Teachers; to clarify the activities of the parent and teacher and their responsibilities to each other and to the organization, and the responsibility of the organization to the home and school; to determine if parents, teachers, and administrators of city, town, and rural areas differ among themselves in these matters and, if so, to discover some of the underlying causes for such differences.

Importance of the Study

There has been evidence of lack of vision on the part of some P.T.A. leaders, during the past decade, in making the objectives and advantages of the organization dominant and keeping them before the members all the time. Too often the programs have not been planned around the major aims, i.e., child welfare. Sufficient specific ideas about building a functional program to fit the local communities' needs and to interest the vast majority of parents have been lacking.

There has been an apparent failure in many local units of employing group techniques that are known to get the best results. Administrators, teachers, and parents have somehow failed to come together to consider adequate ways and means of combating parental indifference to school needs, especially the unprivileged class -- those on the other side of the tracks -- who perhaps might be benefited the most. They have not worked together closely in the evaluation of all educational plans. There is an invisible gap between parents and teachers. The wealth of productive energy available among the vast number of P.T.A.

members has not been harnessed and put to work. There is an apparent lack of cohesiveness in the whole program.

These outward manifestations of weaknesses and inadequacies in the functioning of the organization were the major factors that influenced the writer to make this study.

If the P.T.A. organization is important and necessary, then any study analyzing it should prove beneficial in that it will bring out criticisms and shortcomings as well as pointing out the good and strong points.

Delimitation

Of necessity, a graduate thesis must confine itself to a limited examination of specific data or issues. Neither time nor means are available to make a more complete study. It is necessary to delimit the study to include only a selected number of problems that are existent in the organization. The survey questionnaire was limited to include thirty-four questions which seemed most vital to the study.

The sample was a selected population which included P.T.A. members. It included replies from four hundred and fifty parents, teachers and administrators in the Nebraska elementary public schools which corresponded to the grades, kindergarten through the eighth. Classified replies were from two hundred and thirteen parents, one hundred and seventy elementary teachers, and sixty-seven administrators. This sample comprised responses from eleven Omaha, six out-state city, seven rural areas, one state teachers' college, and twelve P.T.A. districts, all of which were surveyed during the month of October 1948.

The plan of selection, as well as the numerical limitations mentioned above will be explained in another portion of the study.

Before any study is completed, it has been suggested that the work of other researchers in the field should be examined and an attempt should be made to understand what they have accomplished.²⁹

A brief statement follows:

Previous Research

A vigorous effort was made to discover other researches in the field. The findings deal, for the most part, with articles pertaining to the needs of the organization whose purpose is to improve conditions under which children and youth live, or to the values of total accomplishment of the association. Many of those dealing with the needs and problems of the organization were somewhat indoctrinated. No research was found that could be truly classified as an objective study. A brief summary of some of these findings was roughly classified into four groups which are given here:

Cooperation of Home and School

- A. Education a Two-Way Street
- B. It Takes Both Home and School
- C. Meaningful Relationships Between
Home and School
 - . Good Home-School Relations
 - . When Parents and Teachers
Work Together

* See Periodical Bibliography in Appendix. The number refers to a single reference.

²⁹Whitney, Fredrick L., Elements of Research. . 92, New York, Prentice Hall, Inc., 1942.

I. Cooperation of Home and School (Cont.)	*
F. Parents and Teachers in Partnership	26
G. Parents and Teachers as Partners	16
H. What Kind of Home-School Partnership	8
I. An Open Letter to Parents	4

The keynote of each of these articles is that education is a two-way street with the school at one end and the home at the other. Emphasis is placed upon these two institutions working together in harmonious partnership so that the greatest good to the greatest number may be realized.

II. <u>Parents and Teachers Knowing Each Other</u>	*
A. Knowing Your Child's Teacher	1
B. Do Parents Love Teachers?	7
C. Should the Teacher Visit Her Pupils' Homes?	9
D. Visit Your Child's School	24

These four articles lay stress on the importance of parents and teachers knowing one another, each in his own background; parents and teachers being friends, not enemies, each belonging to the same child; parents taking for granted the teacher knows her own business until proved otherwise, good parents like good teachers not being gullible, indifferent, shielding, too interested, or afraid of one another; and more fathers visiting the school and meeting the teacher.

III. <u>Fathers in the Organization</u>	*
A. Paging All Papas	10
B. Pop is a Parent, Too	18
C. The Importance of Fathers	15

* See Periodical Bibliography in Appendix. The number refers to a single reference.

The accusation is made that fathers do not take nor manifest interest in the school and the P.T.A. The interest and help of the male parent is solicited because it is felt that fathers belong, and that their help is needed in the school and community activities.

IV. Purpose and Value of the P.T.A.

A. The School and the P.T.A. Work Together	21
B. The P.T.A. <u>Helps Us</u>	<u>20</u>
C. Five Million Parents Can't Be Stopped	5
D. How the P.T.A. Helps the School	22

Some of the values of the parent-teacher organization are given in the above articles. It is believed that the P.T.A. offers the best means of establishing satisfactory public relations; can interpret the school program to the community; when given the proper professional leadership, can be a powerful influence in obtaining the support of the community for any educational venture. The P.T.A. affords an opportunity for administrators, teachers, and P.T.A. officers to come together to consider ways and means of combating parental indifference to the school needs.

So far as can be ascertained, no effort has been made to discover the reactions and thinking of individual parents, teachers, and administrators concerning the organization to which they belong. Neither can evidence be found of efforts made to determine the amount of teaching experience of educators with and without P.T.A. influence. This survey differs in this respect from any study found.

The proceedings and techniques used in the collection of data appear in the next chapter.

* See Periodical Bibliography in Appendix. The number refers to a single reference.

Definition of Terms and Symbols

Before proceeding, it is best to clarify what is meant by the many terms and symbols which enter into this study.

P.T.A. - the abbreviation for the Parent-Teacher Association.

P.T.A. official - an officer in the parent-teacher organization.

Omaha - The term used to designate the teacher sample of Omaha.

Out-state city - The teacher sample taken from out-state cities.

Rural areas - the teacher sample taken from rural areas of Nebraska.

Parents - the parent sample taken from members of the organization, The Nebraska Congress of Parents and Teachers.

District - the twelve geographical divisions into which The Nebraska Congress of Parents and Teachers is divided. Some meet jointly at district conventions due to distance and small membership.

Administrators - superintendents and principals of elementary schools.

City, Town, Village, and Rural - identifies the samples as to location.

Teacher-parent - one who is both a parent and a teacher.

Arabic numbers - at top of tables are used to identify schools and P.T.A. districts.

Arabic numbers - in left-hand margin refer to numbers of questions.

Yes, Times, Never, etc. (under Arabic Numbers in left-hand margin) - brief terms used in the subdivision of questions.

Questions 1-14 - general questions, to be answered by all, in the first section of the questionnaire.

Free response (Questions 1-8 - the eight open answer questions.

For Teachers Only - questions to be answered by teachers.

For Parents Only - questions to be answered by parents.

No. - the abbreviation for "number" and signified the number of questionnaires sent out and the number returned.

CHAPTER II

PROCEDURE IN THE COLLECTION OF DATA

The questionnaire used for the collection of data upon which this study is based was developed during the summer of 1948. The use of the questionnaire seems well within the bounds of modern educational practice. It is authoritatively supported:

The uses to which the questionnaire is put may be classified under three heads, (1) to ascertain the state of practice in some fields of activity, (2) to secure basic data to be used in ways more fundamental than to afford a mere description of practice, (3) to secure opinions, judgments, or the expression of attitudes of respondents from which, if nothing more, tentative measures or evaluations may be derived.³⁶

"Rightly used, the questionnaire is a proper and indeed inevitable means of securing information"³⁷ which is obtainable in no other way.³⁸

The Committee of Methods of Research of the National Committee on Research in Secondary Education offers the following suggestion in the construction of a questionnaire:

- "(1) Very careful formulation by the author and arrangement in the form to be used.
- "(2) Submission to some expert for advice and correction.
- "(3) Try-out on teachers or others not primarily concerned -- disinterested persons."³⁹

These stages developed by this committee were followed in the building of the questionnaire used in this study.

³⁶Koos, Leonard V., The Questionnaire in Education, p. 147, New York, MacMillan Company, 1928.

³⁷Buckingham, B. E., "The Questionnaire", Journal of Educational Research, June, 1946, p. 29.

³⁸Symonds, Percival M., "Methods of Investigation of Study Habits", School and Society, July 31, 1926, p. 29.

³⁹Koos, Leonard V., *op. cit.*, p. 163.

Development of a Tentative Questionnaire

The problem, now, was centered on the construction of the questionnaire that would help to secure the desired information. To do this work, many devices were employed. Suggestions from parents, teachers, and administrators, as well as state and national P.T.A. officials, on the topics of parent-teacher relationships, their responsibility and obligations to each other, was the chief source of material obtained. Opinions were freely given. Some were used; others discarded. A definite effort was made to bring the problem before a representative group. Ideas were gleaned through reading and browsing through local and national literature on the subject. The valuable information secured was of great help in building the questionnaire.

Having established a tentative list of questions, it became evident that they would quite logically group themselves into five divisions; viz., questions of general nature answered by dual choice check, "yes" or "no", questions of general nature answered by multiple choice check, free-answer questions, questions of interest to teachers, and those of interest to parents.

Revision of the Questionnaire

The tentative questionnaire was submitted to experts for advice and correction. Dr. L. O. Taylor, of the Department of Education of the University of Omaha; Mrs. E. W. Gould, President of the Nebraska Congress of Parents and Teachers; Mrs. J. W. Bingham, national chairman of cooperation with colleges for the National Congress of Parents and Teachers, who also works with Dr. McSwain on the Northwestern University leadership courses; Miss Agnes Samuelson, State Director of Education in Iowa, and assistant editor of the National Education

Journal and the National Parent-Teacher Magazine, and past president of the National Education Association, all offered very fine suggestions.

It was later tried out on a limited number of parents, teachers, and others not primarily concerned, to test for ambiguity of statements and to determine if it covered the subject field as fully as could be expected.

Some difficulties were encountered which necessitated discarding some questions and revising others. By a little organization in shifting, combining, and the reorganizing of a few questions, it was possible to reduce the number of divisions from five to four and the number of questions from forty-one to thirty-four. Provision for evaluation was needed. A plan was devised to obtain more information in respect to amount of education the teachers had before entering the teaching profession, years of experience with P.T.A. and without P.T.A.; residence; whether or not they were parents, teachers, or both, and if P.T.A. officers.

Three suggestions offered were instrumental in economizing space, reducing the size and improving the appearance of the questionnaire: (1) to use both sides of the paper, (2) to place check mark space (v) for responses under the question, and (3) to include a brief letter of explanation and statement at the top of the form. (See questionnaire in Appendix)

Technique Employed in Choosing the Sample

Having established what seemed to be a valid questionnaire, one that would fulfill the purpose of the study in that the experts agreed that it was properly prepared for the most part, attention was next

focused on the method that would best lend itself for taking the actual survey. In attempting to do this, a technique termed "selected population" was employed. It was selected in so far as interest is concerned. Responses were requested from persons affiliated with The Nebraska Congress of Parents and Teachers who were willing to cooperate by filling out a questionnaire. The author and her adviser considered this the most efficient technique for the type of study made.

Size of the Sample

As a result of statistical research, it is believed that a poll will not be accurate, no matter how large a sample is taken (short of a total census of the entire population), if the cross-section is not a miniature of the whole population.⁴⁰ It is to be expected that any population sample, while giving a representative picture, will show a small degree of error.⁴¹ It would, indeed, be an almost super-human task to scale down all the elements and characteristics of the population within the miniature sample.

How large would the sample have to be so that the results would be representative and fairly accurate? Gallup says: "Actually the size is far less important as a factor in achieving reliable results in modern polling than the representatives of the persons chosen to be interviewed."⁴²

"Does the size of the sample have to be a fixed percentage of the population?"⁴³ is an additional inquiry that must be answered. Gallup

⁴⁰ National Opinion Research Center, "The Public Looks at Education", University of Denver, Report No. 21, August, 1944, pages 2-3.

⁴¹ Gallup, George, A Guide to Public Opinion Polls, p. 16, Princeton, Princeton University Press, 1944.

⁴² Ibid., p. 13

⁴³ Ibid., p. 23

clears this in his statement:

"In some fields of commercial research it is mistakenly believed that the sample should be a fixed percentage, usually five per cent of the total population. So long as the 'universe' or population sampled is many times larger than the sample, there is no fixed relationship between the two."⁴⁴

It seemed necessary to impose a limitation on the number in the sample, inasmuch as there were 44,453 members in The Nebraska Congress of Parents and Teachers, October, 1948, according to information received from the organization.

There were 450, or approximately 57 per cent returns of the 792 questionnaires distributed. This constituted nearly 1 per cent of the total sample population of 44,453. This sample size compares favorably with many research studies of 3 per cent or less. The degree of accuracy of a sample is dependant upon two factors, viz., its size and the degree of its being representative.⁴⁵ Albert B. Blankenship, in discussing the relation of the size of the sample to the degree of its accuracy says, ". . . increased size of the sample reduces error of chance, increased representativeness of the sample reduces the error of bias."⁴⁶ Size of sample here does not refer to the proportion which the sample bears in relation to its universe, but to the actual number of cases in the sample.

⁴⁴ Ibid., p. 23

⁴⁵ Link, Henry G., "How Many Interviews are Necessary for a Certain Accuracy?", Journal of Applied Psychology, 1937, p. 2.

⁴⁶ Blankenship, Albert B., Consumer and Opinion Research, p. 113. New York and London, Harper and Brothers, 1943.

Representativeness of the Sample

It has been stated that error of bias can be reduced only by increased representativeness of the sample. It was previously stated that the sample was a selected population, in so far as interest is concerned. The subjects of the investigation are taken from groups of parents, teachers, and administrators, old and young, experienced and inexperienced, affiliated with The Nebraska Congress of Parents and Teachers. Represented in the survey are: 213 parents, 110 of whom are P.T.A. officials from 12 districts; 108 teachers and 8 principals from schools located in 11 sections of Omaha; 17 superintendents, 9 principals, and 21 teachers from 11 rural areas of Nebraska; and 6 superintendents, 37 principals, and 41 teachers from 7 out-state cities. Geographically, most sections of Nebraska are represented. (See Tables 1-4 and map in Appendix)

The questionnaires were distributed equally to parents and teachers thus allowing 396, or 50 per cent, of the samples for each group. Those allotted the teachers' group were divided almost equally among the Omaha, out-state city, and rural areas. (See Table 5)

Many out-state teachers, especially, are not permanent residents of the community in which they teach. Often they board and room with people classed in the middle and upper economic brackets. Few parents who are members of the P.T.A. come from the lower economic level. For these reasons, it was deemed unadvisable to attempt to select samples representative of the four economic stratas recommended by Blankenship.⁴⁶

⁴⁶Blankenship, Albert B., op. cit., p. 103.

An endeavor was made to draw samples from teachers whose schools were located in different economic levels. The economic level of the communities in which the Omaha schools are located was known from studies made by Dr. Karl T. Sullinger, head of the Department of Sociology of the University of Omaha.⁴⁷ (See Table 1 for names of schools)

With this cross-section of opinion represented, it is believed that a well-rounded picture is presented. Tables 1-4 give the number of questionnaires sent out and the number returned. A comparison of these figures is shown in Table 5.

Collecting the Data

In October 1948, the questionnaire was distributed for collection of data. The writer did not determine the sample. Help for the distribution among the schools selected was effected through the offices of city and county superintendents, and those for the parents were provided through the parent-teacher organization. A brief account is given:

Omaha -- Permission was graciously granted by the Superintendent of the Omaha Public Schools, Dr. Harry Burke, to distribute the questionnaires. They were delivered to the principals of the schools who asked each of the teachers to fill out a questionnaire and return it to the office. When all were in, they were returned to the sender. The writer had previously contacted each principal by telephone and secured a promise of help and permission to distribute questionnaires in each building. Excellent cooperation from the Omaha principals was demonstrated by the unusually high percentage of returns -- 79%.

⁴⁷Sullinger, Earl T., An Economic Study of Omaha, pp. 1-54.

TABLE 1. DISTRIBUTION AND RETURNS OF THE QUESTIONNAIRE TO OMAHA TEACHERS

	* 1	2	3	4	5	6	7	8	9	10	11	Total
Questionnaires distributed	14	1	20	11	13	20	16	14	11	10		147
Questionnaires returned:	13		15	7	10	20	8	11	10	10		116
Principals	1			1		1						8
Teachers	12		15	6	9	19	7	10	10	10		108
Teacher-parent						4		5				17
PTA officials						1						8
City	13	5	15	7	10	20	8	11	10	10	7	116

* Numbers indicate schools

- | | |
|-------------------|-------------------|
| 1. Miller Park | 7. Washington |
| 2. Highland | 8. Beals |
| 3. Kellom | 9. Jackson |
| 4. Henry J. Yates | 10. South Lincoln |
| 5. Howard Kennedy | 11. Hawthorne |
| 6. Benson West | |

TABLE 2. DISTRIBUTION AND RETURNS OF THE QUESTIONNAIRE TO OUT-STATE CITY TEACHERS

	*1	2	3	4	5	6	7	8	Total
Questionnaires distributed	13	26	13	14	13	13	13		109
Questionnaires returned:		22		14			13		74
Superintendents				1					6
Principals				7					27
Teachers		17		6		2	8	2	41
Teacher-parent		5		3		3	4	1	17
PTA officials		5		4		2	5	2	29
City	7	22	9	14	5	13	4		74

* Numbers indicate schools

- | | |
|-----------------|------------------------------------|
| 1. Beatrice | 5. McCook |
| 2. Lincoln | 6. Scottsbluff |
| 3. Norfolk | 7. Alliance |
| 4. Grand Island | 8. Chadron State Teachers' College |

TABLE 3. DISTRIBUTION AND RETURNS OF THE QUESTIONNAIRE TO RURAL AREA TEACHERS

	*1	2	3	4	5	6	7	8	9	10	11	Total
Questionnaires distributed	13			12	12	12					16	140
Questionnaires returned:												47
Superintendents						6						17
Principals												
Teachers												
Teacher-Parent												
PTA officials												
City												
Town												16
Village												11
Rural	1	1	1	1	1	1	1	1	1	1	7	13

* Numbers indicate counties from which samples in rural areas were taken

- | | |
|---------------|-------------|
| 1. Kearney | 7. Boyd |
| 2. Richardson | 8. Muckolls |
| 3. Dawes | 9. Custer |
| 4. Deuel | 10. Valley |
| 5. Hitchcock | 11. Douglas |
| 6. Knox | |

TABLE 4. DISTRIBUTION AND RETURNS OF THE QUESTIONNAIRE TO PARENTS

	*1	2	3	4	5	6	7-9	11	12	13	Total
Questionnaires distributed	52	64	18	35	33	56	31	30	25	52	396
Questionnaires returned:											
PTA officials	16	26	2	9	7	17	5	7	7	15	110
Parents	20	25	8	17	15	29	17	13	11	21	176
City	14	35		13	9	12	7	10	2	12	115
Town	6			6	3	10		3	4	7	44
Village	2						1		4		12
Rural	3	-	1	1	4	-	1	-	1	-	11

* Numbers indicate PTA Districts

TABLE 5. COMPARISON IN NUMBER AND PERCENTAGE OF SAMPLES RETURNED
WITH THEIR PRE-DETERMINED PROPORTIONS

Geographical Group	Total Distributed	Percent Distributed	Total Returns	Per Cent Returns
Omaha	147	19	116	79
Out-State City	109	14	74	68
Rural Area	140	18	47	34
Total Teachers	396	50	237	60
Parents	396	50	213	54
Totals	792	100	450	57

Out-State City -- Due to wartime shortages, no recent State Directories were available. It was impossible to use old directories because of the large teacher personnel turnover during and immediately following the war years. Only one avenue to make contact with the out-state teachers seemed available. A method somewhat similar to the one used in Omaha proved successful with a 68 per cent in the total number of questionnaires returned. The required number of questionnaires and a self-addressed, stamped Manila envelope for use in their return were mailed to each superintendent of the seven schools chosen for the survey. A personal letter of explanation was written to each superintendent. (See letter) Help in the distribution of the questionnaires in the particular school system was solicited. Outstanding cooperation was manifested. Only one failed to make returns.

Rural Area -- The eleven rural areas polled proved to be more complicated and the number of returns less gratifying. Complications involved in making contact with the teachers and the difficulty encountered in locating P.T.A. units in actual operation are perhaps valid reasons for the rather small 34 per cent return. Four counties made no reply. A number of the county superintendents wrote notes or letters of regret that they were unable to cooperate more fully because there were no active units in their county. The only difference in the method used here from that used in the out-state city was that solicitation for assistance was made to the county instead of the city superintendent and a sufficient supply of stamped envelopes was also furnished to this group.

291 South 18th Street
Omaha, Nebraska
February 7, 1949

Mr. John Doe
Lincoln, Nebraska

Dear Mr. Doe:

I am cooperating with the P.T.A. in making a study of the parent-teacher relationship. This study will be of service to teachers and P.T.A. organizations of Nebraska.

Will you please assist in making this survey a success by filling out one of these questionnaires yourself and distributing the remainder to some of your elementary principals and teachers as far as they go so that we can get as fair a poll as possible. Please return them within a week or ten days.

The reason I am asking for your help is because there are no late state directories, and I do not know who your teachers are.

Thank you for your cooperation in making this important study a success.

Sincerely yours,

Evelina Aitken

Parents -- Help for selection of the sample in this case was provided by The Nebraska Congress of Parents and Teachers. At the annual district conferences held over the state during the month of October, 1948, Mrs. R. N. Gould, president of The Nebraska Congress of Parents and Teachers, explained that this survey was being made in the interest of Nebraska P.T.A. and emphasized its importance in research. At each conference she gave an opportunity to those who were interested and wished to make a contribution to such a study to do so by filling out one of the questionnaires. The stipulation was made that if one was taken it should be properly filled out and returned to the sender in the self-addressed, stamped envelope provided by the organization. While there was a great deal of misgiving on the part of Mrs. Gould and the author as to the advisability of the technique used in order to secure a response, the 54 per cent return justified the method used.

Chadron State Teachers' College -- One state teachers' college was included in the survey because it is a teacher-training institution. The same technique as that employed in the schools was used in securing samples. In this case, the questionnaires were sent to the head of the Department of Education. The response was 100 per cent.

Nebraska parents and teachers, with varying degrees of information and experience were eager to express their ideas regarding the relationships that exist, and that in their opinion should exist between the two groups. There were many interesting replies, and a large number of data were collected. Great interest manifested in this subject is evidenced by the percentage of returns. Of the 792 questionnaires distributed, 450 were returned. In round numbers, this represents 57 per cent response. The writer attributes this high percentage of response to two factors: the technique used and the timely subject selected. Unfortunately, however, as is shown by comments on individual questions and by the rather high "undecided" responses, some are poorly informed and hesitate to voice their opinions.

For identification purposes, a system of letters and numbers was used on return envelopes. This method of identification greatly facilitated the tabulation and summary of the responses. Tabulation was kept on separate sheets. (See raw data in Appendix) The results of the questionnaire are reduced to percentages to facilitate group comparison. They are in tabular and graphic forms.

In summary, this section has described many of the procedures used in making this study. The statistical methods and techniques used in compiling the data are presented in the next chapter.

CHAPTER III

Statistical Methods and Techniques Used

As previously stated, the questions in the questionnaire were divided into four parts, but only two were identified by topics of headings; therefore, this feature was added later as: Parts I, II, III, and IV to facilitate discussion.

All raw data were tabulated individually. Totals were calculated and tabulated in percentages. Chi-square was used to determine significance of each question.

Chi-Square

"Chi-square technique is a statistical method for the testing of hypotheses concerning distributions of frequencies. Since categorical data consist basically of the data of frequencies, chi-square is especially useful in testing hypotheses about such data."

For this reason the chi-square was employed.⁴⁹ Three restrictions imposed on chi-square are: (1) hypotheses must concern statistical frequencies of categories or classes, (2) the size of the sample from which the frequencies per class are derived should be fairly large (not less than ten), (3) the frequency of each class should be independent of each other.⁵⁰ The data meet these specifications in every particular with the exception of restriction (3) where a few respondents checked more than one category. This is especially evident in Questions 1 and 5 of Part I of the questionnaire. This overlapping of responses may be the result of the question not having been clearly understood.

⁴⁹ Featman, John G., Descriptive and Sampling Statistics, p. 424, New York, Harpers & Brothers Publishers, 1947

⁵⁰ Loc. Cit.

The chi-square technique consists in a comparison of the chance factors of the hypothesis with the sample result.

"If the sample result could be expected to occur in random samples of the hypothetical universe on the basis of chance alone, it is a chance implication of the hypothesis and cannot be rejected. On the other hand, if the sample result cannot be interpreted as a chance implication of the hypothesis, the latter can be rejected."⁵¹

What this technique really does is to compare the differences of the sample frequencies per category from the hypothetical frequencies for each category involved. "The greater the difference between sample and hypothetical frequencies, the greater the value of chi-square and the less likelihood of their chance occurrence."⁵²

Chi-square is a measure that shows the extent of the differences between the expected and observed results. When the calculations have been computed between the hypothetical and sample frequencies per category, estimate can then be made as to whether or not a chance factor is involved. In the light of this probability value, the hypothesis can then be rejected or accepted, depending on whether or not it is a likely or unlikely result for the hypothesis.⁵³

The steps for computing chi-square are:

1. The difference between the hypothetical and the sample frequencies is determined for each category or class.
2. Each of the differences per category or class is squared.
3. The ratio of the resulting squares to the hypothetical frequency per category is obtained.

⁵¹Featman, John G., op. cit., p. 425

⁵²Loc. Cit., op. cit., p. 426

⁵³Loc. Cit., op. cit., p. 425

4. The sum of the ratios gives the value of chi-square for the hypothesis tested. By formula

$$X^2 = \sum \frac{(f_s - f_h)^2}{f_h}$$

where X^2 = chi-square
 f_s = number of sample frequencies per category or class
 f_h = hypothetical or observed frequencies for corresponding categories or classes
 \sum = symbolizes the process of summing all the ratios for the categories or classes under consideration

Substituting the formula

Tables 6 and 7 give examples of calculation of chi-square for two and three categories, respectively.⁵⁴

TABLE 6. COMPUTATION SAMPLE OF CHI-SQUARE WITH THE TWO CATEGORIES FOR QUESTION 13 IN PART II OF THE QUESTIONNAIRE

Category of Responses	Sample Results (f_s)	Frequency of Hypothesis (f_h)	Differences $f_s - f_h$	Differences Squared $(f_s - f_h)^2$	Chi-Square Ratio $\frac{(f_s - f_h)^2}{f_h}$
Yes	75	53	22	484	9.13
No	31	53	22	484	9.13
				$X^2 =$	18.26

TABLE 7. COMPUTATION SAMPLE OF CHI-SQUARE WITH THREE CATEGORIES FOR QUESTION 3 IN PART I OF THE QUESTIONNAIRE

Category of Responses	Sample Results (f_s)	Frequency of Hypothesis (f_h)	Differences $f_s - f_h$	Differences Squared $(f_s - f_h)^2$	Chi-Square Ratio $\frac{(f_s - f_h)^2}{f_h}$
Yes	76	38	38	1,444	38.00
Little	29	38	9	81	2.13
No	9	38	29	841	22.13
$N_s = 114$		114			$X^2 = 62.26$

⁵⁴Featman, John G., *op. cit.*, pp. 425, 426, 431

It should be noted that questions with three categories in which one shows a zero or a negative response to a particular category chi-square are computed on both the tri-section with two degrees of freedom and on the bi-section with one degree of freedom.

Table 8 shows the significance of each question in Part I of the questionnaire for the four groups of samples surveyed, i.e., Omaha, Out-State, Rural Area, and Parents. In most instances a high degree of significance is shown on each question when X^2 is computed on the two or four categories as given on the questionnaire with their respective degrees of freedom: one, two, or three.

"This means that the number of degrees of freedom is equal to the total number of categories or classes minus the number of constraints imposed upon the data in establishing the hypothetical frequencies."⁵⁵

In other words, if there are two categories there will be only one degree of freedom. In the case of three categories, there will be two degrees of freedom, etc. If the probability has surpassed the 1 per cent level with 6.6 value of chi-square with one degree of freedom, the 9.2 value for two degrees of freedom and 11.3 value for three degrees of freedom, it can be assumed that the attitude of the respondents toward the questions was not based on chance alone. Parent responses show an extremely high value of significance. (See Table 10)

Eight of those with three categories but with a zero or low frequency were computed on a two category basis and show a difference but not large enough to be called a significant difference. Eighteen of those thus computed have a value large enough to be

⁵⁵Featman, John G., op cit., p. 428

significant in that they have a value as great or greater than 3.8 for the one degree of freedom or 5.9 for the two degrees of freedom. The probability is that in 95 out of 100, no change factor is involved.

TABLE 8. SIGNIFICANCE AND COMPARISON OF QUESTIONS
TO PART I OF THE QUESTIONNAIRE

Questions	Omaha χ^2	Out-State χ^2	Rural χ^2	Parents χ^2
+ 1.	** 51. *** 2.4	46	67 29	272 129
-	12	109 51	57 32	222 78
	62	46 8.3	40 16	258 101
4.	17	18	10	101 1.9
5.	130	58	61	254
6.	100	51	35	113
7.	100	34	19	47
8. (a)	63	37 2.5	16 .2	172 54
(b)	85 22	35	21 1.5	76
(c)	47 1.6	25 1.2	31 7.8	152 41
9.	97 28	120 55	71 32	234
10.	16	22	24	283 58
11.	40	37	24 4.9	114 18
12.	18	24	20 3.6	70
13.	18	20	18	72
14.	24	26	13	88

+ Numbers here refer to questions of the same number in Part I of the questionnaire.

* χ^2 Chi-Square

** Top numbers refer to Chi-square worked on three category or responses in answer.

Bottom numbers represent chi-square worked on two categories where one answer is two or zero response.

The value of difference for questions in Part II of the questionnaire in terms of chi-square is given in Table 9. The differences in a number of instances are not as great as those in Part I, but a significant difference is shown in the majority of questions. Questions 3, 4, 5, and 7 are significant to the point that 99 times out of 100 no chance factor is involved. Only the Rural Area has a significant difference for Question 1 with a value of 5.7 with one degree of freedom. This passes the 2 per cent probability level. Question 2 has a significant difference for Omaha and Total Teachers. There is not one chance in 100 that a chance factor is involved.

Attention is called to Question 6 in that each group shows a significant difference, while the Total Teacher group shows a negatory difference. This is surprising and can perhaps be explained on the basis that the majority of Omaha Teachers do not feel that they help to build the P.F.A. program, while the majority of the Out-State and Rural Teachers feel that they do help to build the program. These opinions counter-balance each other so that the Total Teachers' responses are not significant.

The responses from Parents on the three questions in Part III of the questionnaire, For Parents Only, have a value of extremely high significance. The value of the responses from Parents who are also Teachers is not so high. However, sample answers for the three questions for both groups, i. e., Parents and Parents who are also Teachers are such that chi-square is greater than 16.83 with one degree of freedom. (See Table 10) The probability level has reached such a proportion that the probabilities are 1000 to 1 that a chance factor is not involved.

TABLE 9. SIGNIFICANCE AND COMPARISON OF QUESTIONS TO PART II
FOR TEACHERS ONLY OF THE QUESTIONNAIRE

Question	Omaha χ^2	Out-State χ^2	Rural Area χ^2	Total Teachers χ^2
Question 1.	1.2	.00	5.7	.08
2.	18	1.0	2.5	30.
3.	122	#14. ##17.	49.	67.
4.	18	12	11	39
5.	41	18	22	31
6.	14	5	9	.01
7.	23	33	25	77

χ^2 = Chi-Square

* See page for explanation of symbolism and method for finding χ^2 .

** Numbers here refer to questions of the same number in Part II of the questionnaire.

χ^2 = Chi-Square

= Chi-Square marked with four responses in answers.

= Chi-Square marked with three responses in answers.

TABLE 10. SIGNIFICANCE AND COMPARISON OF QUESTIONS TO PART III
FOR PARENTS ONLY OF THE QUESTIONNAIRE

	Parents X ²	Parents Who Are Teachers X ²
*1.	166	26
2.	168	38
3.	131	27
1. Do you feel that teachers take too much of a lead and responsibility in the P.T.A.? 2. Do you appreciate visiting or talking with teachers on subjects other than those related to school matters? 3. How do you react to teachers' explanations of school methods as a part of the monthly P.T.A. program?		

* Numbers here refer to questions of the same number in Part III of the questionnaire, and given here beneath the table.

X² = Chi-Square

Percentages

The comparison of two or more sets of categorical data is facilitated by the reduction of enumerated values to appropriate proportions. The proportion most commonly used is the percentage. The percentage is a proportion multiplied by 100.⁵⁶ For the comparison of categorical data, percentages are employed more generally than any other type of proportions. "To find what proportion of a sum or total a given number is, divide the number by the sum or total."⁵⁷ To find what proportion 49 is of 115, divide 49 by 115. The answer is .426. Next multiply by 100 and the answer will be 42.6 per cent.

It was stated above that percentages were calculated on totals of all data collected. To facilitate the handling of the large amount of data collected in this survey, questions dealing with similar subject matter are grouped together. Tables and graphs are provided to show comparison of responses to the poll, i.e., Parents, and Omaha, Out-State, and Rural Area Teachers and Administrators.

In the graphic presentation following, each unit symbol of the family and teacher in the colors of the parent-teacher organization represents the percentage of responses to the various categories of opinions expressed. (The red represents the third and fourth categories.)

⁵⁶ Peatman, John G., op. cit., p. 43

⁵⁷ Edwards, Allen L., Statistical Analysis, p. 17. New York, Rinehart & Co., Inc., 1947.

CHAPTER IV

A SUMMARY AND INTERPRETATION OF THE DATA COLLECTED

It was previously stated that this survey of the inter-relationships within The Nebraska Congress of Parents and Teachers differ from other findings made in this field. Most of the articles available pertain to the need for an organization whose purpose is to improve all conditions under which children and youth live, or to the value and total accomplishments of the association. So far as can be ascertained, no effort has been made heretofore to discover the reactions and thinking of individual parents, teachers, and administrators concerning the organization to which they belong. That is what this study seeks to do.

In order to do this, an attempt was made to secure opinions and information on specific items in connection with the organization from parents, teachers, administrators from Omaha, Out-State City, and Rural areas. To better evaluate the study, effort was made to determine the amount of teaching experience of Nebraska's educators both with and without P.T.A. influence; and to find out the amount of schooling teachers had at the time they were hired by school boards.

Amount of Formal Education When Entering Teaching Profession

Data received were tabulated and calculated into percentages and are given here in tabular form. (See Table 11) With 92 per cent of Omaha teachers having the equivalent of two years of college training or more before obtaining an Omaha teaching position, there is an indication that Omaha teachers are quite well qualified to teach when

they join the Omaha teaching staff. In all probability, this is a direct result of the qualification standards maintained by the Omaha Board of Education in the hiring of its teachers.

Sixty-three per cent of the Out-State City and 68 per cent of the Rural teachers had two years of college credits or more, while 37 per cent of the former and 32 per cent of the latter held only a high school certificate when they started their teaching career. State qualifications standards for the beginning teacher are somewhat lower than those held by the City of Omaha.

The author is of the opinion that there was a misunderstanding on the part of some rural teachers on the category "More than 4 Years of College". It is believed that some mistakenly interpreted it to mean, "How many years of schooling have you now had?" It appears inconsistent for 20 per cent of the rural teachers while only 6 per cent of the out-state city and 9 per cent of the Omaha teachers had done so.

Nebraska teachers, according to information found in this study, had the following educational training at the time they were hired: 20 per cent held high school certificates, 48 per cent, two years of college, 22 per cent, four years of college, and 10 per cent had done some graduate work.

Teaching Experience of Educators With and Without P.T.A. Influence

Data here were also tabulated and calculated into percentages. Findings of the survey reveal that 69 per cent of Omaha, 64 per cent of Out-State City, 52 per cent of Rural, and 64.5 per cent of Nebraska educators' teaching experience was in schools where P.T.A. units were

organized. These facts indicate that The Nebraska Congress of Parents and Teachers has been operating in many sections of the state, but it should be noted that 35.5 per cent of the experience has been in school in which there were no P.T.A. organizations.

(See Table 12 and Graph I)

TABLE 11. COMPARISON IN PERCENTAGES OF FORMAL EDUCATION RECEIVED BY EDUCATORS BEFORE ENTERING TEACHING PROFESSION

	Omaha %	Out-State %	Rural Area %	Total Teachers
High School	8	37	32	20
Two Years College	55	40	36	48
Four Years College	28	17	12	22
Post Graduate Work	<u>9</u>	<u>6</u>	<u>20</u>	<u>10</u>
Total Per Cent	100	100	100	100

TABLE 12. COMPARISON IN PERCENTAGES OF NUMBER OF YEARS OF TEACHING EXPERIENCE WITH P.T.A. AND WITHOUT P.T.A. INFLUENCE

	Omaha	Out-State	Rural Area	Total %
% With P.T.A.	69	64	52	64.5
% Without P.T.A.	<u>31</u>	<u>36</u>	<u>48</u>	<u>35.5</u>
Total %	100	100	100	100

EDUCATORS' TEACHING EXPERIENCE

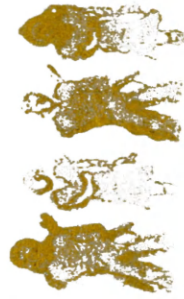
WITH P.T.A.

WITHOUT P.T.A.

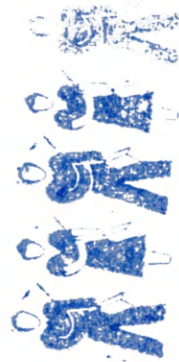
OMAHA



OUT-STATE



RURAL AREA



GRAPH I EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

Organisation and Interpretation of Questions

Comparisons in percentages are made by the use of symbols representing parents and teachers, to bring out the findings more vividly. The questions that seem to be the most pertinent are depicted graphically. Percentages of responses for the various categories are indicated by a different color. Each complete unit represents 20%, except in those cases where otherwise indicated.



Indicates teachers' and administrators' affirmative opinions or first category.



Indicates parents' affirmative opinions or first category.



Indicates teachers' and administrators' neutral or passive opinions or second category.



Indicates parents' neutral or passive opinions or second category.



Indicates teachers' and administrators' negative opinions or third and fourth category.



Indicates parents' negative opinions or third and fourth category.

To facilitate handling, questions in Part I of the questionnaire have been divided into three groups, the subject matter of which is so related as to warrant the grouping, i.e., questions do not appear in order as on the questionnaire. Home-School Relations lists the headings of groups.

PART I

HOME-SCHOOL RELATIONSHIPS

Question 1. Should teachers explore and become familiar with home and community on a friendly and social as well as a professional basis?

Table 13 and the symbolic Graph II reveals that parents, teachers, and administrators agree that teachers should endeavor to become familiar with the home and community on a friendly and social as well as a professional basis. This affirmative consensus is reaffirmed later in the study as indicated in opinions expressed by parents, teachers, and administrators in Part IV, the Free Answer section of the questionnaire. Writers on this subject believe that a part of the teacher's responsibility is to know as much as possible about the home and community background of her children so that work may be done more efficiently and intelligently.^{58, 59} Information from answers brings out that this has not been done.

Question 9. Do you think it important that teachers learn to work with the homes?

A large majority -- 81 per cent of the teachers, 92 per cent of the administrators, and 83 per cent of the parents agree that it is

⁵⁸ Washburn, Ruth W., "Parents and Teachers in Partnership", October, 1948, pp. 36, 125.

⁵⁹ Juckett, Edwin, op. cit., pp. 92-97

important that teachers learn to work with the homes. (See Graph III) Here again the numerous remarks made on the Free Answer portion reveal that there is a need felt on the part of all groups concerned that teachers should know more about the homes and how to work cooperatively and intelligently with parents. It is inferred that teachers have been lax in this respect.

"Teachers need to know what parents are thinking and feeling about their child's school life, just as much as parents need to know what teachers are thinking about their sons and daughters. Both need to know the child's thoughts about school."⁶⁰

A number of writers on the subject hold the theory that one of the most effective methods for a teacher to use in working with the home and becoming familiar with it on a friendly and social basis is through the home visit.⁶¹

"Nothing helps a teacher more than to go to a child's home so that she may know the kind of house in which he lives and the family from which he comes."⁶²

These views are based on an experimental study made in Manitowac, Wisconsin, where every teacher was required to visit the home of every child in her room once each semester on her own time. "At the end of two years the teachers voted ninety-seven per cent to continue home visitation because it more than repaid time spent."⁶³ Caution is given that diplomacy and skill must be used if this device is to be effective.⁶⁴

⁶⁰ Washburn, Ruth W., op. cit., p. 36

⁶¹ Juckett, Edwin, op. cit., pp. 92-97

⁶² Washburn, Ruth W., op. cit., p. 125

⁶³ Taylor, Kathryn Whiteside, op. cit., pp. 80-85

⁶⁴ Juckett, Edwin, op. cit., pp. 92-97

Question 2. Should parents be encouraged to visit the class-room?

90 per cent of the administrators, 81 per cent of the parents, and 63 per cent of the teachers felt that parents should definitely be encouraged to visit the class-room. A slim majority (51 per cent) of the Omaha teachers favored the idea. Some teachers perhaps felt that where enrollments were large and school programs heavy, too many visits would be disrupting to the school program; therefore, they preferred only occasional visits.

The impression was given from the Free Answer responses that parents do not visit the school as they should and that there is a grave lack on their part of understanding school aims and of a willingness to spend some time working with the school. They do not realize that school has a real interest in "the most important child in the school system."⁶⁵ "Parents need to know what teachers are thinking about their sons and daughters."⁶⁶

Blanche Adams expresses the views of her sister teacher. She laments that over the many years she had taught, thousands of pupils had passed through her classes, yet she had met only a mere trickle of parents. At times she wondered if most of her pupils were orphans. "Many times", she said, she "had not met a single parent during the entire school year." She felt that it was unfortunate that parents do not visit the school.⁶⁷ This survey reveals that parents do not visit because they are too busy, or do not care, or are not encouraged to do so.

⁶⁵Juckett, Edwin, op. cit., p. 92

⁶⁶Washburn, Ruth, op. cit., p. 37

⁶⁷Adams, Blanche H., Parents, Vol. 19, pp. 113-114

The fact that parents have not been visiting the school is intimated in part^v to explain why all groups unanimously agreed that parents should be encouraged to visit the class-room at least occasionally. It might be concluded that parents have not been encouraged in the past to do so.

Question 7. The teacher must understand the home background of each of her charges and also understand what services she can render to the community. By what means can this conveniently be done?

It was taken for granted in framing this question that teachers needed to know something of the background of the children placed in her care, and that she also had services to render in the community in which she labored. The writer and her sponsors wished to determine how this could best be effected. It was the generally accepted opinion that not one but a combination of means was necessary to accomplish the task adequately. Teacher conferences with parents held a slight lead -- teachers 51 per cent, administrators 40 per cent, and parents 32 per cent -- over home visitation and P.T.A. meetings, although 50 per cent of the rural teachers felt that home visitation supplemented by other means was best in their case. Few considered that when trouble arose, much progress could be made. The free discussions likewise indicated that more than one method was essential.

Question 10. Are occasional demonstrations of actual class-room work for parents practical and advisable?

Parents and administrators, 75 and 73 per cent respectively, believe that occasional demonstrations are worth while, while many teacher, because of the work involved and all that goes with it, were more reluctant to agree or to be too enthusiastically in favor of the

idea. (See Graph . . . some teachers reported having been overworked with giving demonstrations. Parents often expressed themselves as wishing to know more about new methods, techniques, and materials used in the school, as well as what their children were learning. Demonstrations were considered by some as being one means of enlightenment on the subject. The conclusion was drawn that parents enjoy and appreciate the demonstrations that are given and do not feel that an excess number have been presented.

Question 3. Do you feel that the teacher becomes acquainted with the parents of one's pupils and parents of other pupils in the school through the P.T.A.?

The majority of all groups, with 67 per cent of the teachers, 74 per cent of administrators, and 84 per cent of the parents, expressed themselves as being convinced that they became acquainted with each other through the medium of the P.T.A. (See Graph V) This is confirmed again in the study of the advantages and benefits of the P.T.A. organization. It in no wise minimizes or discredits, however, the value of the home visitation or parent-teacher conferences as a means of becoming better acquainted and knowing more of the home background.

Question 11. Does the P.T.A. help to bridge the gap between the parent and the teacher?

There is a difference of opinion among parents, teachers and administrators on this question. 75 per cent of Omaha administrators and 65 per cent of parents agree that it does, while the remainder think it does so only in part. Less than half (49 per cent) of the total respondents believe that the P.T.A. actually helps to bridge the gap between parents and teachers effectively. (See Graph VI)

From the number and type of criticisms made of the organization and the opportunities overlooked, it may be concluded that the reasons for this feeling may be due to the lack of executive ability and vision of leaders; to the inability of many in local units to secure needed cooperation to see that a planned program is carried through; and to the failure to enlist the advice and help of teachers in planning the program. Some hold it to be the lack of functional organization. This is also inferred by some writers on the subject.⁶⁸

⁶⁸ See Bibliography

TABLE 13. COMPARISON IN PERCENTAGES TO QUESTIONS DEALING WITH
TEACHERS' HOME-SCHOOL RELATIONSHIPS

	Omaha		Out-State		Rural		Total Teachers	Total Adm.	Parents	Grand Total
	Y	N	Y	N	Y	N				
1. +Yes Times Never	40 57 3	75 25 100	92 8 100	91 9 100	81 19 100	100 0 100	58 40 2	92 8 100	89 11 100	77 22 100
9. Yes Times No	73 25 2	88 12 100	95 3 100	91 9 100	91 9 100	95 5 100	81 17 2	92 8 100	83 15 2	83 15 100
2. Yes Occasionally Never	51 49 100	88 12 100	93 7 100	90 10 100	80 20 100	91 10 100	63 37 100	90 10 100	81 19 100	74 26 100
7. Visits Conferences PTA meetings Trouble	15 58 17 10	29 47 18 100	28 43 22 100	30 39 23 100	31 38 25 100	50 30 20 100	20 51 20 9	34 40 20 6	25 32 33 10	25 40 26 9
10. Yes Times No	36 47 17	75 25 100	49 38 13	63 31 6	90 5 5	90 10 100	47 39 14	73 24 3	75 24 1	64 29 7
3. Yes Little No	66 25 9	71 29 100	66 32 2	68 29 3	72 24 4	84 16 100	67 27 6	74 25 1	84 16 1	76 21 7

TABLE 13. (cont.) COMPARISON IN PERCENTAGES TO QUESTIONS DEALING WITH
TEACHERS' HOME-SCHOOL RELATIONSHIPS

	Omaha		Out-State		Rural		Total		Total		Grand	
	T	A	T	A	T	A	Teachers	Adm.	Parents	Total	Total	
11. Yes	37	75	29	28	35	33	35	34	65	49		
Partly	56	25	66	63	61	67	59	61	33	47		
No	$\frac{7}{100}$	$\frac{0}{100}$	$\frac{5}{100}$	$\frac{9}{100}$	$\frac{4}{100}$	$\frac{0}{100}$	$\frac{6}{100}$	$\frac{5}{100}$	$\frac{2}{100}$	$\frac{4}{100}$		
	100	100	100	100	100	100	100	100	100	100		

1. Should teachers explore and become familiar with home and community on a friendly and social as well as a professional basis?
9. Do you think it important that teachers learn to work with the homes?
2. Should parents be encouraged to visit the class-room?
7. The teacher must understand the home background of each of her charges and also understand what services she can render to the community. By what means can this conveniently be done?
10. Are occasional demonstrations of actual class-room work for parents practical and advisable?
3. Do you feel that the teacher becomes acquainted with the parents of one's pupils and parents of other pupils in the school through the PTA?
11. Does the PTA help to bridge the gap between the parent and teacher?

Questions dealing with like subject matter are placed in the same grouping.

*Numbers here refer to questions of the same number in Part I of the questionnaire, and are given here beneath the table.

+See questionnaire for complete answer check.

TF - Refers to Teachers

TA - Refers to Administrators

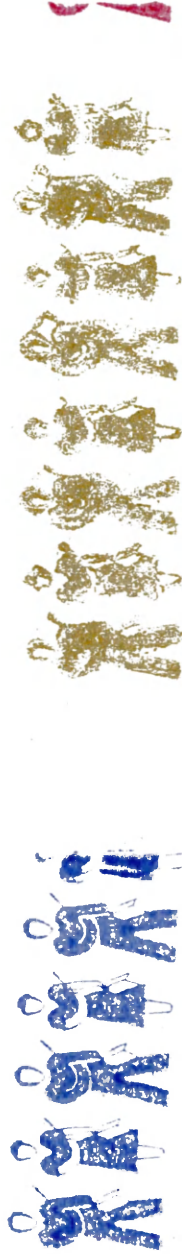
SHOULD TEACHERS EXPLORE AND BECOME FAMILIAR WITH HOME AND COMMUNITY ON A FRIENDLY AND SOCIAL AS WELL AS A PROFESSIONAL BASIS?

YES

TIMES

NEVER

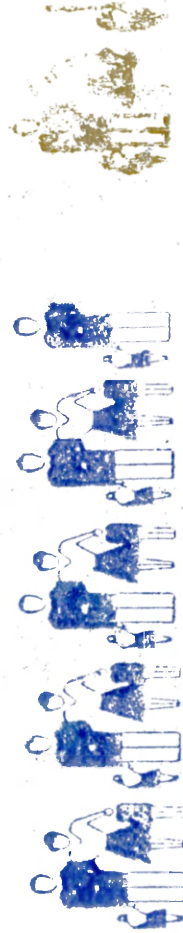
TEACHERS



ADMINISTRATORS

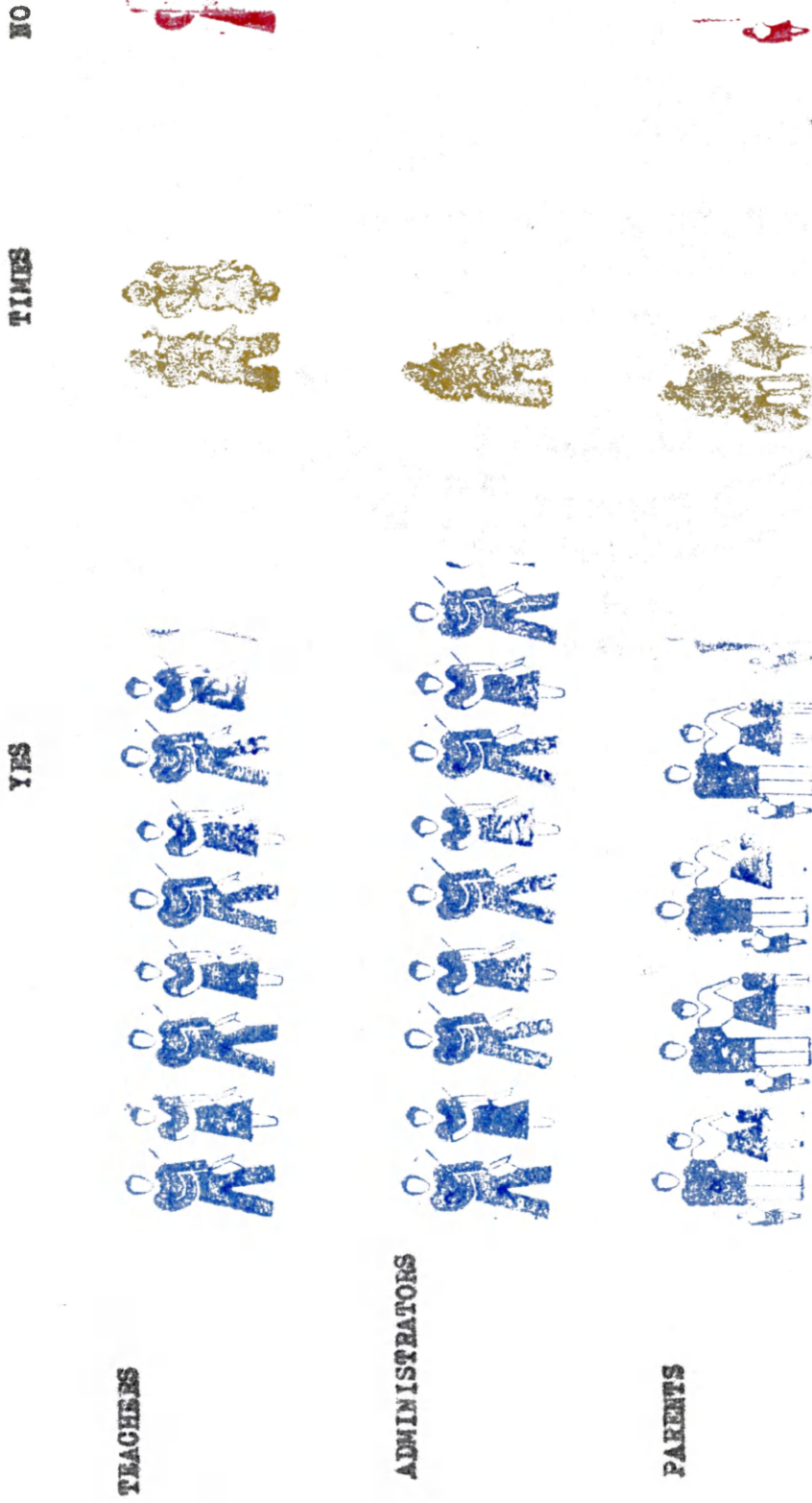


PARENTS



GRAPH II. EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

DO YOU THINK IT IMPORTANT THAT TEACHERS
LEARN TO WORK WITH THE HOMES?



GRAPH III EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

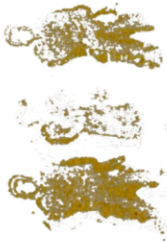
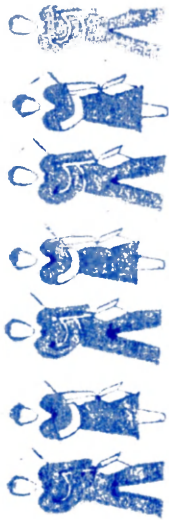
DO YOU FEEL THAT THE TEACHER BECOMES ACQUAINTED WITH THE PARENTS OF ONE'S PUPILS AND PARENTS OF OTHER PUPILS IN THE SCHOOL THROUGH THE P.T.A.?

YES

VERY LITTLE

NO

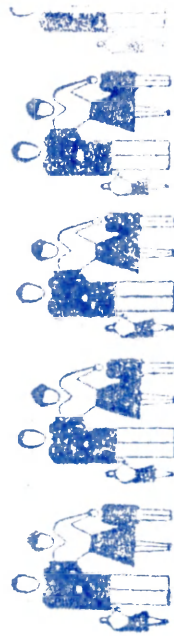
TEACHERS



ADMINISTRATORS



PARENTS



GRAPH V EACH FIGURE UNIT REPRESENT THE OPINIONS OF 20% OF EACH GROUP

DOES THE P.T.A. HELP TO BRIDGE THE GAP BETWEEN THE PARENT AND THE TEACHER?

NO

PARTLY

YES

TEACHERS



ADMINISTRATORS



PARENTS



GRAPH VI EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

RELATIONSHIP OF TEACHER ACTIVITIES TO THE P.T.A.

Question 5. What is the teacher's relationship to or place in the P.T.A.?

The general consensus, 67 per cent teachers, 68 per cent administrators, and 69 per cent parents, is that teachers should be active participating members. (See Graph VII) It is of interest to note, however, that almost one-fourth of the teachers think that they should be passive members. This attitude comes from the Omaha and Out-State City teachers and reveals that they feel their assistance is either not needed or wanted, while in smaller communities the help of teachers is in greater demand.

It is obvious that teachers have seldom served as officers in the P.T.A. organization and it is still maintained by a slight majority, 68 per cent, that this should continue to be the case, although some see wisdom in teachers holding office. It may be that some think teachers are too busy to be bothered or that they can make better contributions by being active participating members.

Question 12. Should teachers serve on each of the major committees - Budget, Program, Membership, etc.?

With Omaha principals 100 per cent taking the strongest position, 67 per cent teachers, 96 per cent administrators, and 93 per cent parents maintain that teachers should serve, at least occasionally, on these major committees, although the opinions here are not so clear out. (See Graph VIII)

There is an apparent contradiction in the viewpoints held here from the ones held above. It should be pointed out that there is a consistency in the two in that only the chairmen of these major committees are officers. It is believed that one way in which teachers

can be active members is by serving on one of these committees.

Question 6. Should teachers be required to attend P.T.A. meetings?

It is agreed, but with not too strong a majority, 57 per cent, that teachers should be required to attend a reasonable number of the meetings. It is of interest to note that 42 per cent of the Out-State City administrators are positive and say that teachers should be required to attend, while 25 per cent of the Omaha principals are lenient and say they should be required to attend none. One Omaha principal explained that he felt teachers should attend because they wanted to and not because they had to. He believes that teachers will attend when possible without pressure being brought to bear. It is a known fact that teachers do attend most of the meetings. No doubt all groups feel that since the meetings are for both parents and teachers, the latter are somewhat obligated to attend a reasonable number.

Question 14. Should teachers and administrators take the entire responsibility in formulating and planning the curriculum and school policies or should parents be included in the planning?

There are two questions involved here which should have been stated separately. The error was discovered too late for rewording; therefore, no detailed interpretation of the data will be made. Those interested are referred to Tables 14 and 15, to draw their own conclusions and make their own interpretations. The information the author desired was whether or not parents should be included in planning the curriculum and school policies. It should be stated that the writer believes, because of the numerous remarks made in the explanation of

viewpoints held, that the majority interpreted the question as intended. If this be true, the majority, 57 per cent, believes parents should be included.

Question 4. Is there cooperative planning for the association's program on the part of both parent and teacher?

Less than half, 49 per cent, of all respondents believe that there is cooperative planning. (See Graph IX). It appears that in some local units, parents and teachers work together in planning the program, while in others it is obvious that there is either too much administrator and parent or too much of one or the other, and not enough teacher consideration given. The lack of cooperative planning of the association's program is indicated in Questions 5 and 12, above, and also was strongly expressed as one of the criticisms of the P.T.A. This is no doubt due to a lack of vision and foresight in most instances, but in a few it is the result of a few power-hungry and jealous individuals who want to run the whole show.

TABLE 14. COMPARISON AND PERCENTAGES OF TEACHERS' AND ADMINISTRATORS' ACTIVITIES IN THE P.T.A. TO PART I OF THE QUESTIONNAIRE

	Omaha				Out-State				Rural				Total				Grand Total	
	X	F	XX	A	T	A	F	A	T	F	A	T	A	T	A	Parents	Total	
5. +Advisor Officer Active Passive	4	10	9	19	22	17	7	17	7	17	11.5	11						
	1	20	7	5	-	-	2	6	2	6	14.5	9						
	67	70	61	60	70	83	67	68	67	68	69.0	68						
	$\frac{28}{100}$	$\frac{-}{100}$	$\frac{23}{100}$	$\frac{16}{100}$	$\frac{8}{100}$	$\frac{-}{100}$	$\frac{24}{100}$	$\frac{9}{100}$	$\frac{24}{100}$	$\frac{9}{100}$	$\frac{5.0}{100.0}$	$\frac{12}{100}$						
12. Yes Occasionally No	9	88	28	28	33	33	17	37	17	37	39.0	30						
	47	12	53	66	58	67	50	59	50	59	54.0	53						
	$\frac{44}{100}$	$\frac{-}{100}$	$\frac{19}{100}$	$\frac{6}{100}$	$\frac{9}{100}$	$\frac{-}{100}$	$\frac{33}{100}$	$\frac{4}{100}$	$\frac{33}{100}$	$\frac{4}{100}$	$\frac{7.0}{100.0}$	$\frac{17}{100}$						
	6	13	7	42	27	25	9	32	9	32	22.8	20						
6. All Reasonable Convenience None	66	62	73	42	59	65	67	53	67	53	51.6	57						
	26	-	15	13	5	10	20	10	20	10	25.1	21						
	$\frac{2}{100}$	$\frac{25}{100}$	$\frac{5}{100}$	$\frac{3}{100}$	$\frac{9}{100}$	$\frac{-}{100}$	$\frac{4}{100}$	$\frac{5}{100}$	$\frac{4}{100}$	$\frac{5}{100}$	$\frac{1.5}{100.0}$	$\frac{2}{100}$						
	48	88	58	59	52	55	51	61	51	61	59.0	57						
14. Yes Occasionally No	39	12	34	29	35	40	37	31	37	31	35.0	35						
	$\frac{13}{100}$	$\frac{-}{100}$	$\frac{8}{100}$	$\frac{12}{100}$	$\frac{13}{100}$	$\frac{5}{100}$	$\frac{12}{100}$	$\frac{8}{100}$	$\frac{12}{100}$	$\frac{8}{100}$	$\frac{6.0}{100.0}$	$\frac{8}{100}$						
	45	63	45	45	39	28	44	42	44	42	54.0	49						
	39	37	43	49	52	55	42	50	42	50	44.5	44						
4. Yes Better No	$\frac{16}{100}$	$\frac{-}{100}$	$\frac{12}{100}$	$\frac{6}{100}$	$\frac{9}{100}$	$\frac{17}{100}$	$\frac{14}{100}$	$\frac{8}{100}$	$\frac{14}{100}$	$\frac{8}{100}$	$\frac{1.5}{100.0}$	$\frac{7}{100}$						
	45	63	45	45	39	28	44	42	44	42	54.0	49						
	39	37	43	49	52	55	42	50	42	50	44.5	44						
	$\frac{16}{100}$	$\frac{-}{100}$	$\frac{12}{100}$	$\frac{6}{100}$	$\frac{9}{100}$	$\frac{17}{100}$	$\frac{14}{100}$	$\frac{8}{100}$	$\frac{14}{100}$	$\frac{8}{100}$	$\frac{1.5}{100.0}$	$\frac{7}{100}$						

TABLE 14. (Cont.)

5. What is the teacher's relationship to or place in the PTA?
 12. Should teachers serve on each of the major committees -- Budget, Program, Membership, etc.?
 6. Should teachers be required to attend PTA meetings?
 14. Should administrators and teachers take the entire responsibility in formulating and planning the curriculum and school policies or should the parents be included in the planning?
 4. Is there cooperative planning for the association's program on the part of both parent and teacher?
-

Questions dealing with like subject matter are placed in the same grouping.

*Numbers here refer to questions of the same number in Part I of the questionnaire.

+See questionnaire for complete answer check.

TF - Refers to Teachers

XA - Refers to Administrators

TABLE 15. COMPARISON IN PERCENTAGES OF TEACHER ACTIVITIES IN THE P.T.A. OF PART I OF THE QUESTIONNAIRE

	Rural Area			Grand Total		
	Omaha	Out-State	Parents	Teacher	Parents	Total
*5. Advisor	4	14	12	10	12	11
Officer	5	6	15	3	15	9
Active	68	61	69	67	69	68
Passive	$\frac{25}{100}$	$\frac{20}{100}$	$\frac{5}{100}$	$\frac{20}{100}$	$\frac{5}{100}$	$\frac{12}{100}$
12. Yes	14	28	39	22	39	30
Occasionally	45	58	54	58	54	53
No	$\frac{41}{100}$	$\frac{14}{100}$	$\frac{7}{100}$	$\frac{25}{100}$	$\frac{7}{100}$	$\frac{17}{100}$
6. All	7	22	22.8	16	22.8	19
Reasonable	65	60	51.6	63	51.6	57
Convenience	24	14	25.1	17	25.1	21
None	$\frac{4}{100}$	$\frac{4}{100}$	$\frac{5}{100.0}$	$\frac{4}{100}$	$\frac{5}{100.0}$	$\frac{3}{100}$
14. Yes	50	58	59	54	59	56
Occasionally	37	32	35	35	35	35
No	$\frac{13}{100}$	$\frac{10}{100}$	$\frac{6}{100}$	$\frac{11}{100}$	$\frac{6}{100}$	$\frac{9}{100}$
4. Yes	46	45	54	44	54	49
Better	39	45	44.5	43	44.5	44
No	$\frac{15}{100}$	$\frac{10}{100}$	$\frac{1.5}{100.0}$	$\frac{12}{100}$	$\frac{1.5}{100.0}$	$\frac{7}{100}$

TABLE 15. (Cont.)

- 5. What is the teacher's relationship to or place in the P.T.A.?
 - 12. Should teachers serve on each of the major committees - Budget, Program, Membership, etc.?
 - 6. Should teachers be required to attend P.T.A. meetings?
 - 14. Should administrators and teachers take the entire responsibility in formulating and planning the curriculum and school policies or should the parents be included in the planning?
 - 4. Is there cooperative planning for the Association's program on the part of both parent and teacher?
-

Questions dealing with like subject matter are placed in the same grouping.

*Numbers here refer to questions of the same number in Part I of the questionnaire.

**See questionnaire for complete answer check.

WHAT IS THE TEACHER'S RELATIONSHIP TO OR
PLACE IN THE P.T.A.?

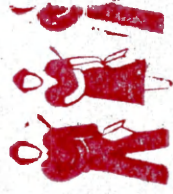
PASSIVE

ACTIVE PARTICIPATING MEMBER

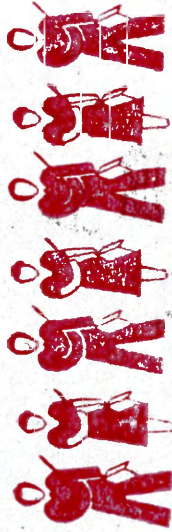
OFFICER

ADVISOR

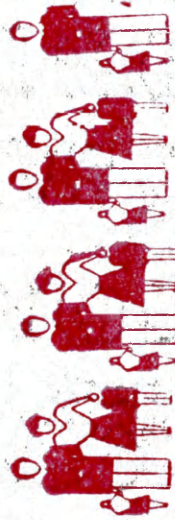
TEACHERS



ADMINISTRATORS

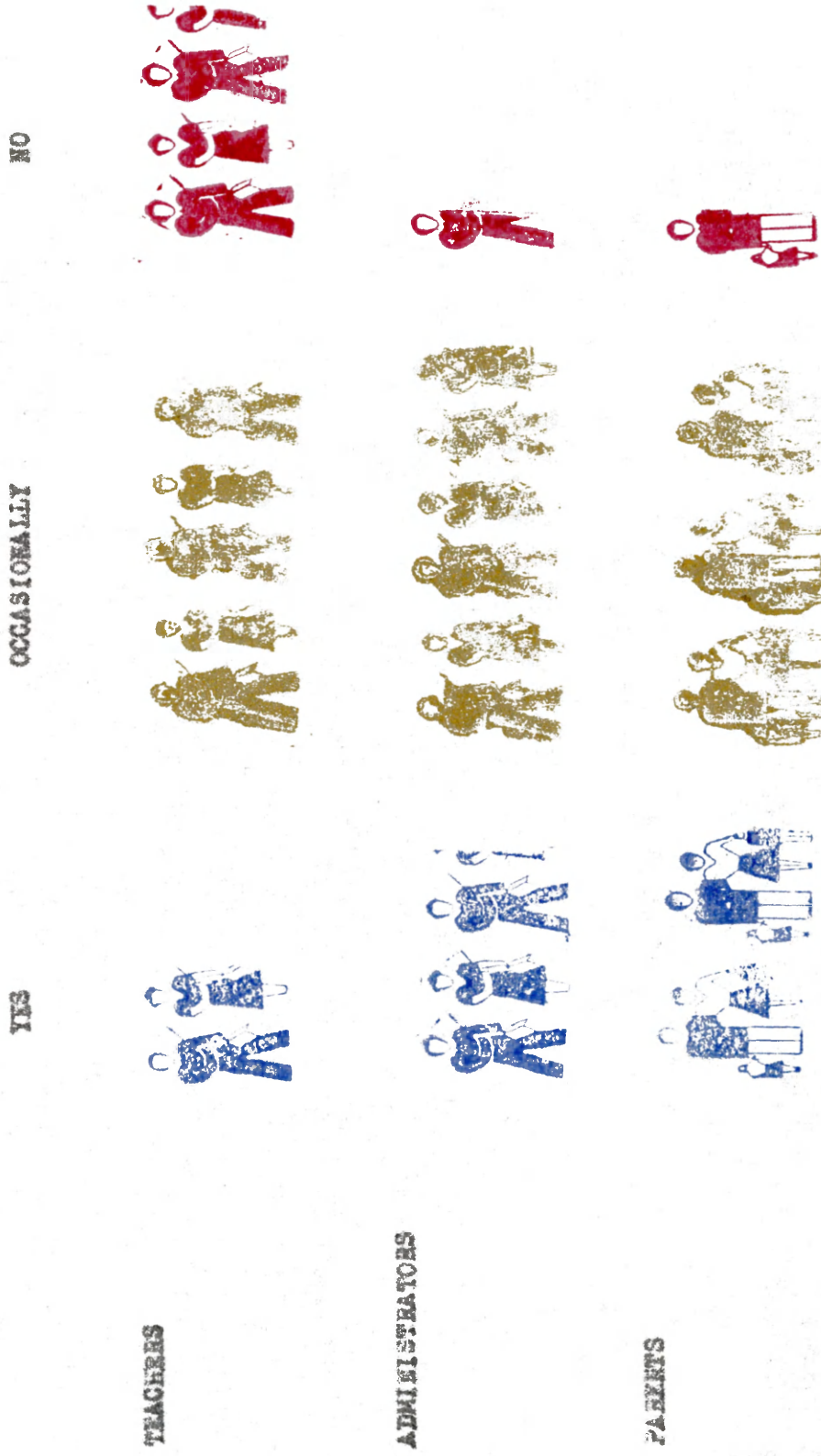


PARENTS



GRAPH VII EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

SHOULD TEACHERS SERVE ON EACH OF THE MAJOR
COMMITTEES - BUDGET, PROGRAM, MEMBERSHIP, ETC.?



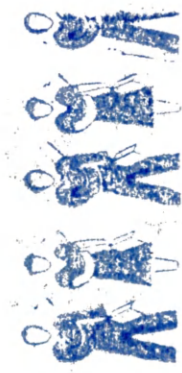
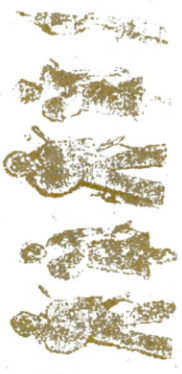
GRAPH VIII EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

IS THERE COOPERATIVE PLANNING FOR THE
ASSOCIATION'S PROGRAM ON THE PART OF
BOTH PARENTS AND TEACHERS?

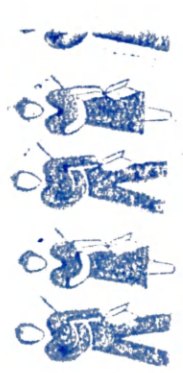
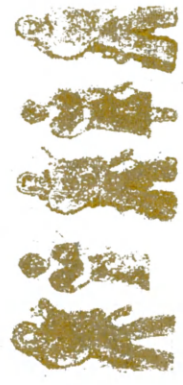
NO

BETTER

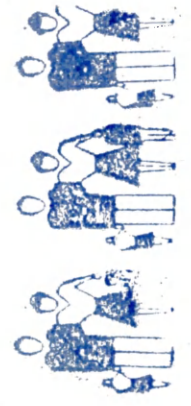
YES



TEACHERS



ADMINISTRATORS



PARENTS

GRAPH IX EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

INFORMATION SHOWING THE INFLUENCE OF THE P.T.A.

Question 8. In your opinion, has the P.T.A. been influential in bringing about:

a. Better legislation for schools and youth?

This organization, 70 per cent of the total respondents, 72 per cent of the teachers, 50 per cent of the administrators, and 76 per cent of the parents, agrees that the P.T.A. was an influential means in bringing about better legislation. (See Graph X)

Attention is called to the 87 per cent of the teachers and 100 per cent of the administrators in Omaha who consider the P.T.A. as having done an outstanding job in this respect, while those from out-sections of the state are not so complimentary. It should be recalled here that the parent-teacher organizations of out-state Nebraska, besides being widely scattered, are not so experienced, well-organized or well-informed. Omaha P.T.A.'s are much larger in comparison, more compact, and have gone through major conflicts; therefore are more experienced. Nebraska P.T.A.'s have worked but failed to get legislation in a number of cases, partly because of the number and kind of bills. They were too general, endeavoring to get state aid for education through broadening the tax basis with a sales tax or income tax law. All these legislative bills involved the purse-strings rather than the heart-strings. Although they failed in their endeavor, their efforts were not in vain. The needs of the schools were brought to the attention of the public. Omaha P.T.A.'s sank their teeth into specific problems, one at a time, and generally succeeded in getting what they went after. During the past ten years, the Omaha P.T.A. has led the

fight for more revenue for schools. It required two city-wide elections to raise the mill levy from 13 to 15 mills. Three years ago the P.T.A. was the principal sponsor of a bill in the legislature to raise the mill levy from 15 to 20 mills. During this time also, the P.T.A. has been successful in electing a ticket for the school board so that 9 or 10 out of 12 board members have had P.T.A. sponsorship.⁶⁹

b. Improvement of school finances?

The feeling prevails, but with not so large a majority, 55 per cent, that the P.T.A. has been influential in improving school finances. (See Graph XI) 71 per cent of Omaha's teachers and 100 per cent of her principals indicated that an outstanding job had been done here too, but the majority of the Out-State City and Rural teachers and administrators registered negatively declaring that little or no improvement had been made through P.T.A. efforts. (See Table 16)

The outstanding improvement of Omaha's school finances is attributed to the facts given above and also to the leadership of the Omaha teachers when about fifty of them worked at the courthouse each Saturday morning from January 1 to June 1, 1943, during which time they made a survey of the tax records of all large property owners, both personal and real estate, during the ten-year period immediately past - 1932-1942. This survey gave a most unusual picture of discrimination in tax assessments. This information brought a lot of fire on those participating, but it started the ball rolling and aroused a great community spirit to which the

⁶⁹ Heinisch, Frank C, Executive Secretary of Omaha Educational Association

P.T.A. has given full support. It was instrumental in the appointment of a tax appraisal board which was welcomed by the Douglas County Board of Equalization. The finances of the Omaha schools are now in the best condition they have been in for a quarter of a century.⁷⁰

c. Enrichment and extension of public school services?

The enrichment and extension of public school services through the efforts of the P.T.A. is considered outstanding by 72 per cent of the parents and 55 per cent of the administrators and teachers. (See Graph XII) It should be noted in this instance that the greatest influence is felt in the rural areas and the least in Omaha. (See Graph XII) It is believed that this is due to the closer relationship existing between school board members, parents, and administrators in small local areas than in large cities such as Omaha. Much can be accomplished in rural areas without "red tape" or having to go to higher authorities.

Question 13. Would you like to have more literature on what the P.T.A. is trying to do?

"Yes", so say 75 per cent of the teachers, 77 per cent of the administrators, and 80 per cent of the parents. It is evident that members, with the exception of Omaha principals, are not being sufficiently supplied with desired literature. This is reaffirmed in written statements expressing an eagerness to know more. Possibly this is an indication that the literature placed in the hands of

⁷⁰

Heinisch, Frank G., Executive Secretary of the Omaha Educational Association

local unit officers is not being made use of and the information it contains passed on. Then too, it indicates a lack of foresight in finding out what literature and information the members desire.

The questions up to this point have been of a general character concerning all groups of members. Because the membership comprises both parents and teachers who would naturally look at the organization from different angles, the author has designated the next portion of the survey "For Teachers Only".

TABLE 16. COMPARISON AND PERCENTAGES OF INFORMATION
SHOWING THE INFLUENCE OF THE P.T.A.

	Omaha		Out-State		Rural		Total Teachers	Total Adm.	Parents	Grand Total
	T	A	T	A	T	A				
*8.a. Outstanding	87	100	50	29	36	67	72	50	76	70
Little	13	-	50	71	59	33	27	50	23	29
None	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{5}{100}$	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{1}{100}$
8.b. Outstanding	71	100	40	24	35	47	59	43	54	55
Little	29	-	54	66	65	47	40	50	41	41
None	$\frac{1}{101}$	$\frac{1}{100}$	$\frac{6}{100}$	$\frac{10}{100}$	$\frac{1}{100}$	$\frac{6}{100}$	$\frac{1}{100}$	$\frac{7}{100}$	$\frac{5}{100}$	$\frac{4}{100}$
8.c. Outstanding	55	71	46	40	71	75	55	55	72	63
Little	43	29	51	57	29	25	43	43	27	36
None	$\frac{2}{100}$	$\frac{1}{100}$	$\frac{3}{100}$	$\frac{3}{100}$	$\frac{1}{100}$	$\frac{1}{100}$	$\frac{2}{100}$	$\frac{2}{100}$	$\frac{1}{100}$	$\frac{1}{100}$
13. Yes	74	38	80	76	73	95	75	77	80	78
No	$\frac{26}{100}$	$\frac{62}{100}$	$\frac{20}{100}$	$\frac{24}{100}$	$\frac{27}{100}$	$\frac{5}{100}$	$\frac{25}{100}$	$\frac{23}{100}$	$\frac{20}{100}$	$\frac{22}{100}$

8. In your opinion, has the P.T.A. been influential in bringing about:

- a. Better legislation for schools and youth?
- b. Improvement for school finances?
- c. Enrichment and extension of public school services?

13. Would you like to have more literature on what the P.T.A. Program is trying to do?

Questions dealing with like subject matter are placed in the same grouping.

*Numbers here refer to questions of the same number in Part I of the questionnaire, and given here beneath the table.

+ See questionnaire for complete answer check.

T - Teacher

A - Administrator

IN YOUR OPINION, HAS THE P. T. A. BEEN INFLUENTIAL
 IN BRINGING ABOUT - BETTER LEGISLATION FOR
 SCHOOLS AND YOUTH?

LITTLE
NONE

LITTLE

OUTSTANDING

TEACHERS



ADMINISTRATORS



PARENTS



GRAPH X. EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

IN YOUR OPINION, HAS THE P. T. A. BEEN INFLUENTIAL
IN BRINGING ABOUT - IMPROVEMENT IN SCHOOL FINANCES?

NONE

LITTLE

OUTSTANDING

TEACHERS



ADMINISTRATORS



PARENTS



GRAPH XI EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

IN YOUR OPINION, HAS THE P.T.A. BEEN INFLUENTIAL
 IN BRINGING ABOUT - ENRICHMENT AND EXTENSION OF
 PUBLIC SCHOOL SERVICES?

NONE

LITTLE

OUTSTANDING

TEACHERS



ADMINISTRATORS



PARENTS



GRAPH XII EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 20% OF EACH GROUP

PART II

FOR TEACHERS ONLY

Question 1. Do you consider that adequate opportunities are given you for explaining educational aims and methods to groups of parents?

The minority, 49 per cent, feel that adequate opportunity to explain educational aims and methods is not given teachers. It must be understood, however, even though this condition prevails over the entire state, that there are localities in which teachers are given this privilege. (See Table XIII) It will be noted that this lack makes its appearance in numerous places throughout this study. There seems to be a lack on the part of officials in planning a balanced program or in having foresight and vision as to the needs and desires of its members in this respect. Here again, it appears that teachers are not considered in the planning and building of the program.

Question 2. Do parents expect you to put on too much of the program and do too much of the work?

It is willingly admitted by 70 per cent of the teachers that parents do not expect too much from them. More is expected of the administrator because of his position, but even so, 63 per cent of them do not consider that more is expected of them than should be. (See Table XIV) This view coincides quite well with that held by parents in which 99 per cent maintain that teachers do not take too much of a load and responsibility in the P.T.A. Could it be that teachers would welcome an opportunity to do more if their wishes were considered and they had an opportunity to help carry them out?

Question 3. Do you have a feeling of partnership with parents in the common task of guiding children toward sound development in mind, in body, and in character?

Only 50 per cent of the teachers, and 54 per cent of the administrators have a feeling of partnership with parents in the all-round education of their children. (See Table XV) No doubt, the implications involved are too numerous and complicated to attempt much of an explanation in this brief study. However, a few findings revealed in this study might have a bearing here. Since teachers believe that they do not have an adequate opportunity to explain educational aims and methods, since they do not think that parents expect too much of them, since they are not too active in the organization, and since there is uncooperative planning for the association's program on the part of both parents and teachers, might not these be a few valid reasons for the attitude on the part of teachers of not having a feeling of partnership with parents in the common task in the education of their children? The author suggests that a careful study and analysis of this situation be made for future benefit in alleviating the situation, if possible.

Question 4. Does the P.T.A. help you as a teacher to better understand the parent and the child?

The parent-teacher organization has served as an agency to help those working with children to better understand both the parent and child, says 72 per cent of Nebraska teachers and administrators. This is not to be misinterpreted to give the impression that the P.T.A. is the sole means enabling the teacher to get a thorough knowledge of either the child or the parent. This question is

closely related to Number 3 in Part I in which the question is asked all the respondents: Do you feel that the teacher becomes acquainted with the parents of one's pupils and parents of other pupils in the school through the P.T.A.? There is a close agreement, 72 per cent on the former, 76 per cent on the latter, on the two questions. One of the most often mentioned benefits of the P.T.A. was that it afforded an opportunity for the parent and teacher to become acquainted, especially through the social contacts made.

Question 5. Do you attend P.T.A. meetings regularly?

Question 6 of Part I revealed that teachers are expected to attend a reasonable number of the meetings. The vast majority, 81 per cent, of administrators and teachers, however, attend because of choice, while a few, 19 per cent, go because they feel compelled to do so. (See Table XVI) This is indicative that teachers attend P.T.A. meetings because they want to. Naturally, educators have a sense of responsibility to support the organization of which they are members.

Question 6. Do you help to build the P.T.A. program?

Interestingly enough and astonishingly too, 95 per cent of the administrators help to build the P.T.A. program, while 62 per cent of the teachers do not. Less than half, 49 per cent, of the respondents on Question 4 in Part I of the questionnaire admitted that there was cooperative planning for the association's program on the part of both parent and teacher. Data on this question indicate that there is very little cooperative planning on the part of the three groups, i. e., parents, teachers, and administrators of the

parent-teacher organization. (See Graph XVII) It might be dubbed Parent-Administrator group, or one or the other. It is an unbalanced program. This situation might throw a little more fluorescent lighting on Question 3 above for those seeking reasons for teachers not having a feeling of partnership with parents in the education of their children. Teachers all but ask to be given a chance to voice their opinions and help to build the program.

Question 7. The Northwestern University has set up, in partnership with the National P.T.A. Congress, a three-year program in parent-teacher leadership to familiarize students in modern home-school movement and to train them in techniques of effective home-school relationship. Would such a program as part of your teacher education have helped you to be a better teacher?

The benefits enumerated in the program mentioned above as a part of teacher-training education are believed to be of sufficient value by 82 per cent of the teachers and 85 per cent of the administrators in Nebraska to warrant its trial elsewhere.

Teachers should be, and from this survey, the larger majority want to be, a cog in the P.T.A. machinery. Now let us see how the parents feel regarding teacher members.

TABLE 17. COMPARISON IN NUMBER AND RESPONSES AND PERCENTAGES TO PART III FOR TEACHERS ONLY

	Omaha		Out-State		Rural Area		Grand Total	
	T	A	T	A	T	A	T	A
1. Yes	55	57	52.5	45.5	21	55.5	49	50
	45	43	47.5	54.5	70	44.5	51	50
2. Yes	29	14	27.0	45.5	39	33.0	30	37
	71	86	73.0	54.5	61	67.0	70	63
3. Yes	45	86	53.0	35	69	73.0	50	54
	47	-	40.0	52	28	18.0	42	34
	7	14	7.0	13	3	9.0	7	12
	1	-	-	-	-	-	1	-
4. Yes	69	86	74.0	67	77	75.0	72	72
	31	14	26.0	33	23	25.0	28	28
5. Request	20	16	18.0	32	15	-	19	21
	80	84	82.0	68	85	100.0	81	79
6. Yes	28	100	46.0	96	68	91.0	38	95
	72	-	54.0	4	32	9.0	62	5
7. Yes	73	100	94.0	79	96	89.0	82	85
	27	-	6.0	21	4	11.0	18	15

* Numbers here refer to questions of same number in Part III of questionnaire

T - Teacher

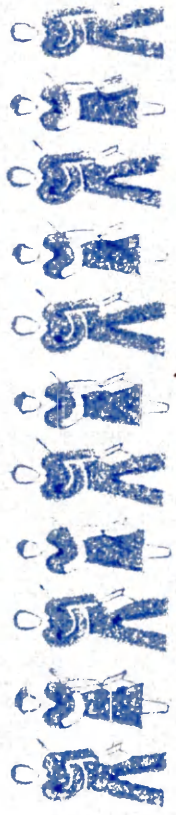
A - Administrator

DO YOU CONSIDER THAT ADEQUATE OPPORTUNITIES ARE GIVEN YOU FOR EXPLAINING EDUCATIONAL AIMS AND METHODS TO GROUPS OF PARENTS?

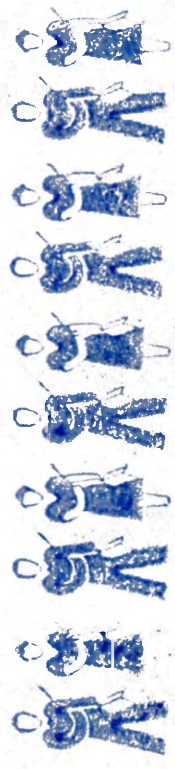
YES

NO

OMAHA



OUT-STATE



RURAL AREA



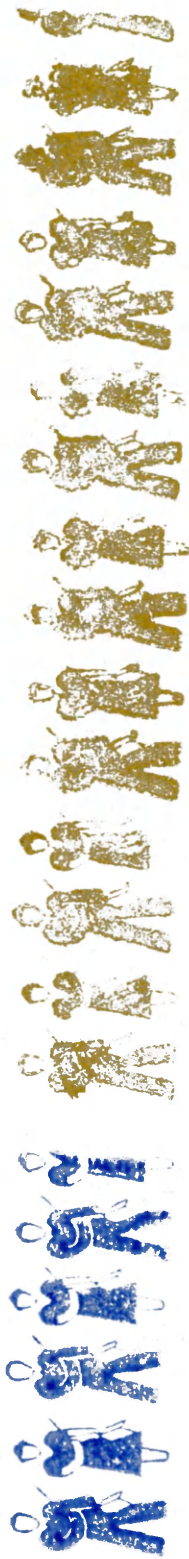
GRAPH XIII EACH FIGURE UNIT REPRESENTS THE OPINION OF 10% OF EACH TEACHER GROUP

DO PARENTS EXPECT YOU TO PUT ON TOO MUCH OF THE PROGRAM AND DO TOO MUCH OF THE WORK?

YES

NO

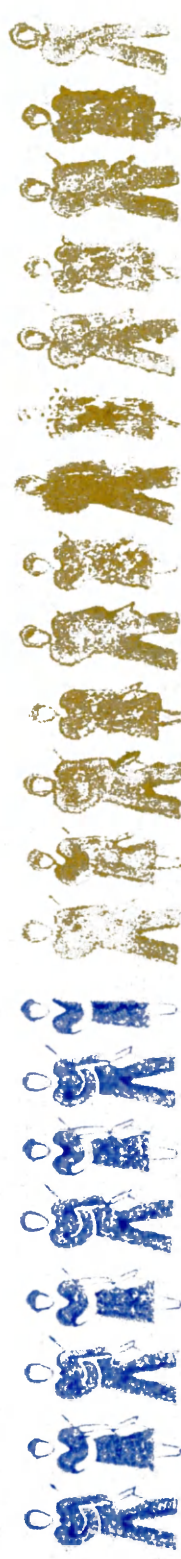
OMAHA



OUT-STATE



RURAL AREA



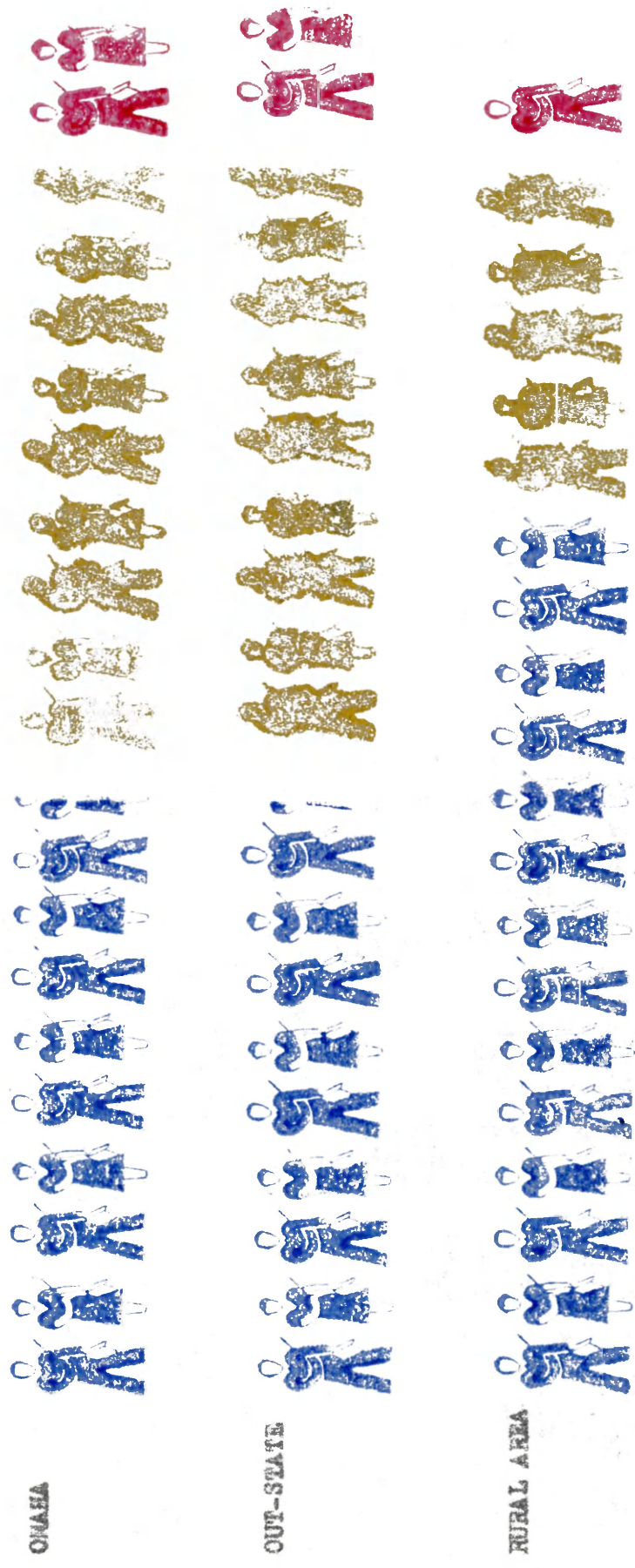
GRAPH XIV EACH FIGURE UNIT REPRESENTS THE OPINION OF 10% OF EACH TEACHER GROUP

DO YOU HAVE A FEELING OF PARTNERSHIP WITH PARENTS IN
 THE COMMON TASK OF GUIDING CHILDREN TOWARD SOUND
 DEVELOPMENT IN MIND, BODY, AND IN CHARACTER?

YES

SOME

LITTLE OR NONE



GRAPH XV EACH FIGURE UNIT REPRESENTS THE OPINION OF 104
 OF EACH TEACHER GROUP

DO YOU ATTEND MEETINGS REGULARLY?

CHOICE

REQUEST

OMAHA



OUT-STATE



RURAL AREA

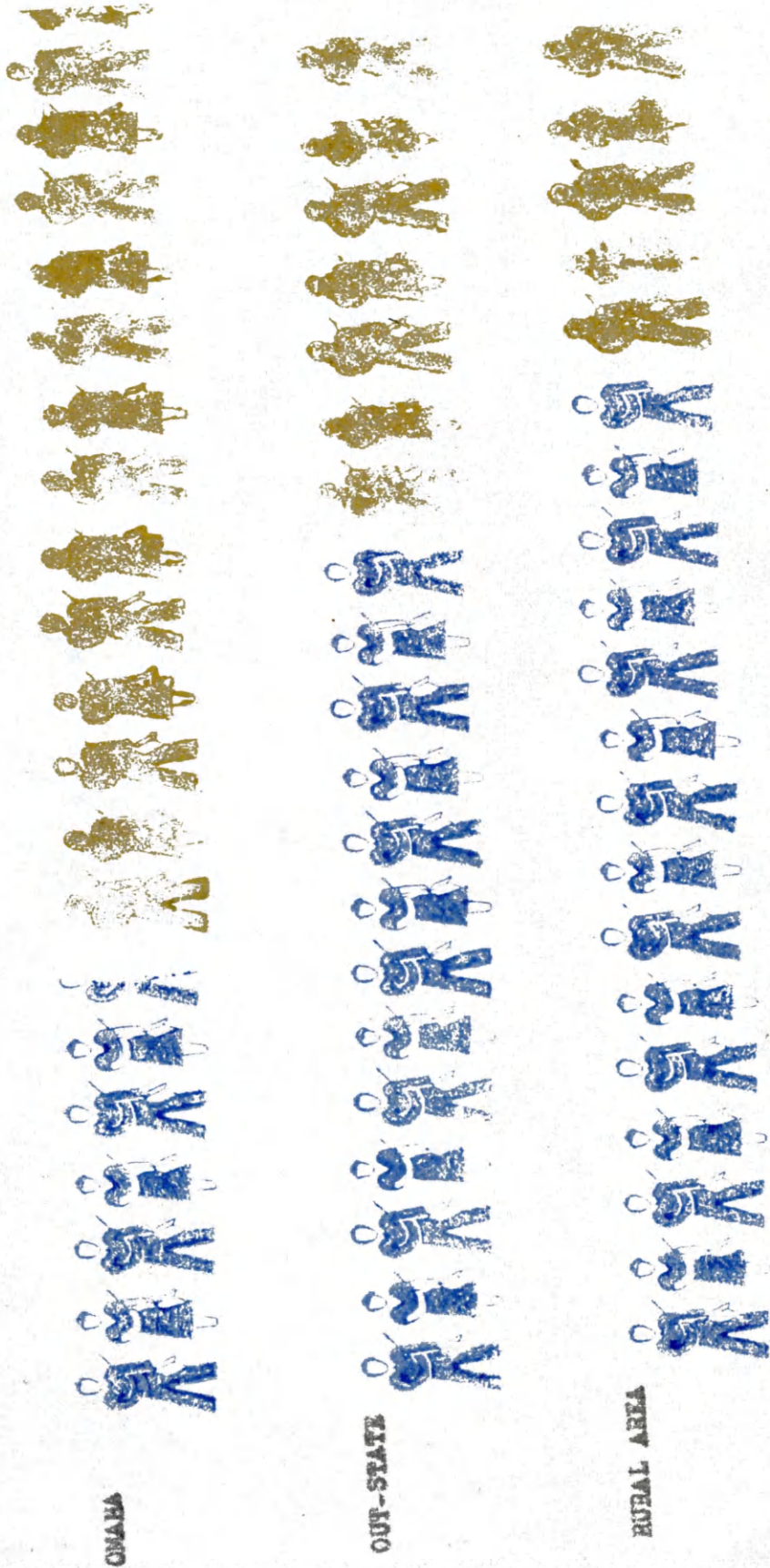


GRAPH XVI EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 10% OF EACH TEACHER GROUP

DO YOU HELP TO BUILD THE F. I. A. PROGRAM?

NO

YES



GRAPH XVII EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 10% OF EACH TEACHER GROUP

PART III

FOR PARENTS ONLY

Question 1. Do you feel that teachers take too much of a lead and responsibility in the P.T.A.?

There is almost unanimous agreement among the parents, 99 per cent, that teachers do not take too much of a lead and responsibility in the P.T.A. (See Table XVIII) On the contrary, as was expressed in the Free Answer section, as well as in Questions 5 and 12 in Part I of this study, parents feel that teachers do not take enough active part in the organization. Answers to the questions point out that the parent who is also a teacher is more reluctant, 84 per cent, to admit this, perhaps because greater demand is made of the teacher in smaller communities. From conclusions previously drawn in respect to the evident lack of cooperation and opportunity for teachers to have a part, no wonder parents have this feeling. Are they, too, trying to say that there must be a halt to the present situation and that teachers be included more often in the planning and building of the P.T.A. program?

Question 2. Do you appreciate visiting and talking with teachers on subjects other than those related to school matters?

On this point, too, there is almost unanimous agreement, 99 per cent, that parents do appreciate and heartily welcome the idea of social contacts with teachers. (See Table XIX) A number are concerned because there are not sufficient opportunities or enough effort put forth by either parent or teacher to make it possible to enjoy this privilege. Some, both parents and teachers, have a feeling that there is an invisible barrier existing between them which they

would like to have removed. Parents revealed indirectly that they seldom communicated with teachers in a social atmosphere on topics unrelated to school matters. Might not some suggestions, offered a number of time for the removal of this barrier, be given here?

Teachers should make it a point to visit in the homes on a social basis; but, on the other hand, it is realized that teachers would do this reluctantly without being invited. Therefore, it is suggested that parents invite teachers into their homes more often for dinner and to spend a social evening, and that the two should attend social functions and entertainments together.

Question 3. How do you react to teachers' explanation of school methods as a part of the monthly P.T.A. program?

There is a favorable reaction from 97 per cent of the parents and 86 per cent of the parents who are teachers. (See Table XX) Frequently, in this study, parents manifested an eagerness to know more of the school methods being used. In fact, more than once the suggestion was offered that opportunity be provided for teachers to explain school methods at the P.T.A. meetings, in order that the parents might become more enlightened on the subject. (See Part I, Question 10 for a similar confirmation. The 97 per cent response favoring the idea is an indication that parents are eager to be informed on methods used in the school. It is also vaguely intimated that this has not always been done, those explanations that have been given were greatly appreciated, and that more would be welcomed.

The questions were definitely planned to open the way for members to express themselves freely on a number of phases in P.T.A. relationships to offer constructive and even destructive criticisms if they wished. (See next section)

TABLE 18. COMPARISON IN PERCENTAGES OF PARENTS AND PARENTS WHO ARE TEACHERS TO PART III FOR PARENTS ONLY OF THE QUESTIONNAIRE

	Omaha	Out- State	Rural	Total Parent Teacher	Parents
*1. Yes	5	13	29	16	1
No	95	87	71	84	99
2. Yes	100	85	100	97	99
No	-	15	-	3	1
3. Favorably	74	92	95	86	97
Unfavorably	26	8	5	14	3

1. Do you feel that teachers take too much of a load and responsibility in the P.T.A.?
2. Do you appreciate visiting or talking with teachers on subjects other than those related to school matters?
3. How do you react to teachers' explanations of school methods as a part of the monthly P.T.A. program?

* Numbers here refer to questions of the same number in Part IV of the questionnaire, and given here beneath the table.

DO YOU FEEL THAT TEACHERS TAKE TOO MUCH OF A LEAD
AND RESPONSIBILITY IN THE P.T.A.?

YES

NO



GRAPH XVII EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 10% OF THE PARENT GROUP

DO YOU APPRECIATE VISITING OR TALKING WITH TEACHERS
ON SUBJECTS OTHER THAN THOSE RELATED TO SCHOOL MATTERS?

NO



YES

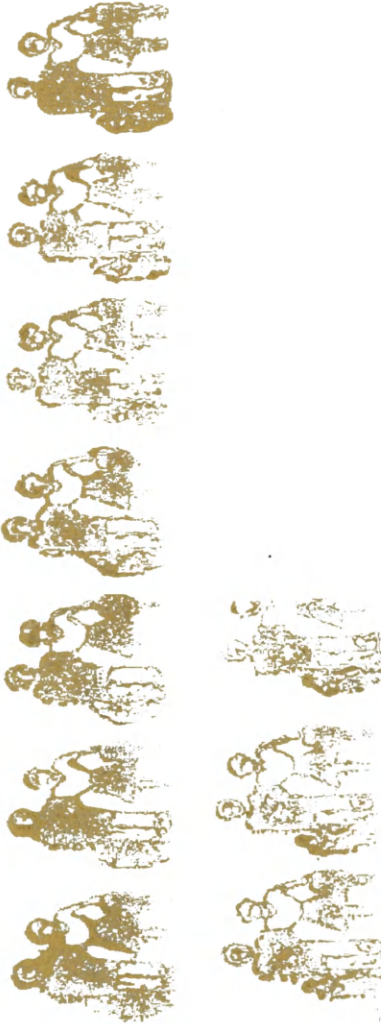


GRAPH XIX EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 10% OF THE PARENT GROUP

HOW DO YOU REACT TO TEACHERS' EXPLANATIONS OF SCHOOL METHODS AS A PART OF THE MONTHLY P. T. A. PROGRAM?

YES

NO



GRAPH XI EACH FIGURE UNIT REPRESENTS THE OPINIONS OF 10% OF THE PARENT GROUP

PART IV

REACTION TO THE FREE ANSWER QUESTIONS

For convenience in handling the vast amount of data collected, the author has arbitrarily grouped and classified the responses. Since the categories on these subjective questions are subjectively arrived at, the analysis has been carried only to percentages to a false impression of high accuracy. For this reason, it was deemed advisable to make no extensive comparison. Table 19 shows percentages and comparisons that were determined.

Credit is given here to the respondents for their fine contributions of constructive criticisms and suggestions regarding parent-teacher organization. These may prove to be the most valuable part of the study. An endeavor has been made to record a few of the most timely, most frequently mentioned, and most pertinent suggestions. Without a doubt, many more should be included, but it was necessary to curtail the list.

Question 1. In what situation is it easy and natural for parents and teachers to cooperate?

Situations in which the welfare of the child is concerned was the most frequently mentioned in which it was easy for both parents and teachers to cooperate. It was indicated that they enjoy working together on projects and other numerous activities of the P.T.A. Some find home, school, and community problems easy to solve. The conclusion might be drawn that when there is a mutual understanding and both parent and teacher are working toward a common goal, no situation seems difficult to cope with.

Following are some suggestions made:

- 1. When parents and teachers are well acquainted and there is a spirit of mutual respect, confidence, and understanding so that they can meet in a friendly social atmosphere.
- 2. When there is a mutual understanding of each others' problems, both working toward a common goal, and each accepting their full share of responsibility.
 - When taste, reasonableness, and fairness are practiced.
- 3. When the betterment of the child's mental, physical, emotional, social, and moral welfare is concerned.
 - When both help to plan the program.
 - When proper home guidance is practiced.
- 4. When the teacher practices taste in instruction and discipline.
 - In church, civic, and community activities holding common interests for parents, teachers, and children.
 - When a child learns normally and is well adjusted and disciplined.
- 5. When parents and teachers know each other socially outside the school-room.
 - When school policies are such that every opportunity for cooperation is utilized.
 - When parents who want the best for their children are willing to cooperate with the teacher, believing always that the teacher has their interest at heart.

Question 2. In what situation is it especially difficult for parents and teachers to cooperate?

Parents and teachers both agree that it is most difficult for them to cooperate when conflicts are encountered. Is this not only natural? Often disciplinary problems war the friendly relationship that should exist between parents and teachers. The list below indicates some situations:

- a. When deep-seated prejudices exist.
- b. Narrow-mindedness of parents and teachers.
- c. When a child is uncooperative, backward, spoiled, and maladjusted.
- d. When a child is present during discussion.
- e. When both parents work outside the home and the children are neglected and the teacher is expected to look after them.
- f. When either parent or teacher is angry, critical, or on the defensive.
- g. Long-range educational planning or planning that breaks away from the traditional.
- h. Legislation regarding schools.
- i. Financial matters of the school.
- j. When an unjust criticism of the teacher has been made.
- k. When trying to raise the standards of living for the homes.
- l. When the parents shield the child's shortcomings and have the idea that the child can do no wrong.
- m. When neighbors do not cooperate.
- n. When parents do not attempt to understand school problems.
- o. When personalities or trivial matters cloud the main objectives.
- p. When trouble arises over the child and there is no background of friendship or little in common.
- q. When a teacher is poorly prepared or not interested in her job.
- r. When a few individuals have a "knew-it-all" attitude, dominate, and attempt to run the school and the community.

Question 3. What do you consider the greatest advantages of the P.T.A.?

Parents and teachers unanimously agree that the social benefits received are the greatest advantages of the P.T.A. organization. This question was one in which greater interest was manifested perhaps partly because the respondents could see tangible results. The greatest number of answers or suggestions, from each group, were given in regard to this question with a total of 521 advantages given. Evidently the majority of both parents and teachers are strongly in favor of the organization and are aware of the many advantages it offers in spite of all the shortcomings as expressed in criticisms in the next question.

Child welfare, for the most part, was considered the least beneficial advantage received from the organization, in spite of the fact that this was the basis upon which the organization was founded. Might not this be attributed to the possibilities of many P.T.A. units losing sight of their main objective by letting apparently less important things become predominant?

The opportunity afforded for good public relations was regarded by many as an outstanding benefit as the result of the organization. Possibly, this recognition is made because of tangible results that are manifested.

Some of these advantages are listed below:

- a. Gives basis for concrete thinking by parents and teachers.
- b. Pre-school health program.
- c. School lunch project.
- d. Promotes inter-racial understanding.

- e. Fosters truth that schools belong to people.
- f. Enjoying pupil successes together.
- g. Helps to elect qualified school board members.
- h. Helps child to be aware of his parents' and teachers' interests in him and in his school.
- i. Literature with available helps.
- j. Power to sway elections and secure good legislation.
- k. The opportunity for united effort to accomplish worthwhile objectives for children of the community and better school conditions.
- l. It aids in public relations. It affords an opportunity to get before the parents and general public the aims, policies, and needs of the school.
- m. It affords an opportunity for parents and teachers to work and play together.
- n. Opportunity for breaking down barriers.
- o. Program of parent education.
- p. Opens an avenue for better understanding of mutual problems and interests.
- q. Opportunity for promoting the welfare of all children regardless of race or creed.
- r. Study of school needs.
- s. Seeing the teacher as a social human being -- a part of the community.
- t. Development of leadership.
- u. It gives parents and teachers a common meeting ground.
- v. Helps the parents to realize that they cannot delegate the responsibility for their child's development entirely to the teacher.
- w. Opportunity to air one's views and opinions on matters pertaining to education.
- x. It gives the children a sense of satisfaction and security in knowing that their parents and teachers are becoming acquainted.

Question 4. What are your criticisms of the P.T.A.?

Inefficiencies top the list of criticisms. Leadership received its share. It appears that in small communities, especially, there is a lack of qualified leadership from which to choose. Here is where people were given a chance to unload and get a few things off their chests. And they did a good job of it, too. Much of the criticism appears to be constructive as can readily be seen in the list which follows:

- a. Lack of good leadership in many local communities.
- b. It is frequently run by a small social clique who run the show year after year and is used for the aggrandizement of a few power-hungry people who wish public acclaim rather than the putting forward of a fine program.
- c. It sometimes becomes too important and interferes with school policies.
- d. It is often a pressure group.
- e. There is a lack of friendliness to new members and strangers in the community.
- f. Danger of more effort to meet state standards rather than to improve local conditions.
- g. Not enough group discussions and too few parents participate in the discussions that are had.
- h. Always have to serve refreshments.
- i. Cut and dried elections.
- j. Criticism of school without knowledge.
- k. Some members feel they can tell teachers how to run the room.
- l. Teachers given too much work to do. Too much of their time is given to membership drives.
- m. Many meetings held at times when Pads and teachers cannot attend.
- n. Not reaching people that really need it.

- o. Capable parents not willing to be leaders and accept duties.
- p. Programs poorly planned, too formal, and time-consuming.
- q. Meetings not challenging and sight of real objective lost.
- r. Using students to solicit funds not used in school activities.
- s. Expect too much of the principal.
- t. Has become too much of a money making organization.
- u. Needs more men leaders.
- v. Teachers feel duty-bound to attend. Compulsory attendance for teachers, but voluntary attendance for parents.
- w. Sometimes too much stress has been laid on numerical strength to the detriment of a well-informed membership.
- x. Too much petty business, generalities, minor details, and red tape, and not enough real education.
- y. Sometimes it spreads itself too thin -- loses a touch of "earthiness".
- z. Not enough educational meetings.
- aa. The laxity in gaining for Nebraska better schools while they endorse national policies for advancement of education.
- bb. Not enough stress laid on making P.T.A. a "co-educational" project.
- cc. Sometimes the association is a Parent-Principal association instead of a Parent-Teacher organization.
- dd. The P.T.A. is not letting the public know what a great organization it really is.

Question 5. What benefits do you receive from actual membership in the P.T.A.?

More than half of the respondents indicated that their social contacts were the greatest benefits they receive as members of the

organization. Since man is a social being, this can readily be recognized. The next highest benefit that teachers appreciate is public relations. Nebraska teachers can see that they have reaped at least a small financial reward as the result of influence of the P.T.A. in promoting the material needs of the school. Educational benefits is the second on the parents' list and they are clamoring for more. Neither parent nor teacher can see much school improvement as one of the advantages of the organization. This is deploring! Why is this? Listed below are some of the personal benefits reported:

- a. Socially I meet a lot of nice people.
 - b. Opportunity to study my local community, its needs and desires.
 - c. A better understanding of the teacher to whom our children are entrusted.
 - d. A better understanding of my own children's problems and interests.
 - e. Gives me new interests and enthusiasm and a bigger and broader viewpoint. It keeps me in touch with educational progress.
 - f. A wonderful feeling of doing good.
 - g. Knowing my child's teacher as a friend.
 - h. It gives one a sense of security in the community by belonging.
- Adult education that is offered.
- i. Parents become better citizens while helping to make better citizens of their children.
 - j. It gives a broader insight in regard to the objectives of education and child training.
 - k. It broadens my outlook on my teaching profession and on life in general.
 - l. It gives me some social life. I meet a lot of fine people interested in the same things in which I am interested.

- 100.
- n. Better understanding of parents' attitudes and the homes from which children come.
 - o. P.T.A. magazine.
 - p. "None"
 - q. More freedom in action and belief.
 - r. Increase in salary
 - s. Identified as one working for improvement of schools.
 - t. Opportunity to build community-school spirit.
 - u. When I was a teacher I felt that the P.T.A. was my friend and supporter.
 - v. P.T.A. membership card serves as a swell identification card anywhere.

Question 6. How could teacher cooperation in the P.T.A. be improved?

This is a delicate subject and one in which there could be expected to be a difference of parent and teacher opinion. If only conditions were better so that they could give more and better service, teachers say that their cooperation would be much improved. Some, but not all parents were aware of this, too. They feel that if they participated more, the problems would be solved to a great extent. Many parents hold out that not enough opportunities are given teachers to participate and cooperate. 25 per cent of both parents and teachers think that teachers should bestir themselves to become familiarised and informed as to the benefits, objectives, and possibilities of the organization of which by name they are a part. There is an equal feeling among parents and teachers that teachers need more social life. This viewpoint is supported by many authorities. They are accused of not being social beings. Parents take

their share of blame for the condition that exists. Statements by parents themselves indicate that they feel they should entertain teachers more in their homes and see that they are invited out to social functions. The following give some ideas delineated:

- a. The teacher's cooperation in P.T.A. could be improved if she would build up the attitude in herself that it is for her gain as well as for the parents'.
- b. More opportunity should be given for teachers to bring educational activities into the program.
- c. If parents were more open-minded toward the teacher's point of view.
- d. Better attendance and cooperation on the part of the parents would give the teacher a greater stimulus to attend and take an active part.
- e. Occasionally teachers should offer their assistance.
- f. If programs were more interesting and included pupil betterment as their objectives
- g. If teachers could see more direct results of the P.T.A., they would put forth a greater effort themselves.
- h. Some P.T.A. groups expect too much of teachers and give them too many duties.
- i. Teachers could mingle more freely with others at the meetings.
- j. By not sitting in a group and whispering during the whole meeting.
- k. Allow time for teachers to take part in discussions.
- l. Making teachers' work lighter so that they have energy left for P.T.A. work.
- m. Taking wishes of teachers into consideration in setting dates and arranging programs.
- n. Showing more friendliness to teachers and accepting them as human beings.
- o. More willingness to attend and participate when asked.
- p. Have teachers represented on planning groups.

- . By informing teachers so that they may better understand the benefits afforded them as well as to parents and children.

Place more teachers on committees and executive boards.

By being aware of the fact that P.T.A. participation should be a part of their regular schedule.

By being made to feel that she is a fellow-member of the association and being asked to participate in other ways than just as a teacher.

By having better planned programs.

Permit teachers to indicate types of programs they would like.

- . Teacher cooperation could be improved if they would take advantage of the courses offered in teacher-training institutions.

By making it possible for teachers to attend P.T.A. conferences and conventions.

- . Either early dismissal or arrange for parents to conduct classes so teachers can attend when afternoon meetings are held.

Question 7. How could parent cooperation in the P.T.A. be improved?

It is felt by more than 60 per cent of the teachers and 70 per cent of the parents that parent cooperation could be improved. The feeling prevails that the work should be shared among more patrons and that they should have something to do. It is keenly felt that parents should put forth greater effort to attend. Many realize that both parents can be interested in attendance and participation if the programs are vital and meet a felt need. Each local unit needs to be a functional organization. Some members sense a feeling of a lack of friendliness and being wanted and needed in the association. The following list gives some of these suggestions:

- a. Have vitally beneficial programs -- good speakers and panel discussions.
- b. Parents should make a greater effort to attend meetings and offer their assistance.
- c. Should listen to teachers' reports on students.
- d. Provide nursery care for children.
- e. Learn professional duties before expecting so much assistance from teachers.
- f. Consultation with principal or teacher before bringing up problems at meetings.
- g. Given personal invitation to meetings.
- h. Educating the parents as to the potential values of the organization.
- i. Good publicity preceding and following the meetings.
- j. By a survey of parents' background, needs, and interests and planning the programs accordingly.
- k. By removing the false barriers of inferiority many parents have.
- l. By stressing member-participation in all P.T.A. endeavors.
- m. Proper distribution of responsibilities.
- n. By aiming at a well-informed membership rather than just a large one.
- o. Informality would induce more parents to voice their opinions and ask questions.
- p. Have more family nights.
- q. Have more than two room Mothers, perhaps having room Fathers and Mothers, calling them Room Representatives and have them attend some board meetings.
- r. Careful selection of officer, avoiding "clique" formations.
- s. By abiding by the will of the majority.
- t. Breakdown that teacher-parent barrier. Each is too aloof from the other.

- u. By somehow getting fathers to realize that P.T.A. is not a woman's club, but a parent-teacher organization.
- v. By not letting anything interfere with their P.T.A. night engagement.

Question 8. In what ways, if any, is the P.T.A. overlooking opportunities for improving home-school relations?

The author was skeptical about including this question in the survey as can be seen by the wording of the question. The idea was entertained that the P.T.A. was not overlooking many opportunities for improving its organization. It was feared that not enough suggestions would be made to make it worth while. True, it received the smallest number of responses from both teachers and parents due, without a doubt, to not knowing what to say, and the effort and thought needed to contribute something constructive and worth while on the part of the respondent. The 192 suggestions that were given made the question an important one. The greatest future benefits of this survey may come as a result of this question.

Groups differ in opinions in regard to weaknesses of the organization. Parents and the Omaha teachers feel that the possibilities of the organization are not being fully explored in many aspects. They lament the definite lack of vision and scope; that it is not functional and accomplishing the things that it could accomplish.

The Out-State and Rural teachers feel that there is a general weakness over the state in scope, vision, functional organization, improvement of family life, and public relations. There is no lack felt of the social aspect for the rural area and little for the out-state areas. Whether or not this is attributed to the fact that

everyone knows each other in small communities and almost everyone participates in the social functions that are held, or whether people in these sections have little or no leisure time or have no felt need of social life, or if it is a combination of causes, is hard to determine.

There is a state-wide realization of a grave weakness on the part of the parent-teacher organization in being unable to reach and interest the vast majority of parents -- especially those who apparently need it most. The situation is a challenge to P.T.A.'s all over the state to investigate every possible approach to the task of surmounting this inadequacy. If the following suggestions from parents and teachers can be utilized by local units and by The Nebraska Congress itself, the associations should be greatly strengthened to become an outstanding, functional organization, fulfilling the objectives for which it was founded. In order to do this, it might take more effort than a bit of magic or "hocus pocus". The following are some suggestions:

- a. Make the program vitally beneficial.
- b. Provide opportunity for more teachers to help plan and build the program.
- c. Smaller units need more supervision and trained help.
- d. Place before the general public the aims, needs, and accomplishments of the P.T.A. in an interesting and attractive way.
- e. Use of a blackboard or some other method to shorten the business session -- for giving reports and announcements.
- f. Enlist the effort of the college-trained parent.
- g. Nebraska needs smaller P.T.A. districts.

- . Nebraska needs field workers to better serve the P.T.A. and organize new units.
- . Should provide leaders for youth groups.
- j. By showing proper respect for teachers in the homes.
- k. Teaching children to respect public property.
- l. Trying to decrease discipline problems.
- m. Urge counselors for each school.
- n. Make P.T.A. benefits city-wide -- all schools.
- o. Insist on child's obedience to school policy.
- p. Consult with teachers on problems.
- q. Parents should help on lunch hour when majority of students carry lunches.
- r. Parents should back the teacher in her effort to instil character training.
- s. Suggest parents remain home for scheduled visiting time by teachers.
- t. Health programs for parents.
- . Have leadership conferences for officers.
- v. By making it possible for teachers to attend P.T.A. conferences and conventions.
- w. Find a way of getting a cross-section of community in membership.
- x. More publicity on fine things schools are doing.
- y. Urging parents of older students to visit school.
- z. Parents should try to know teachers.
- aa. Need more study and discussion groups.
- bb. More efficient channels should be established to permit parents and teachers to contact each other.
- cc. Need more visitation days.
- dd. Would like to see radio programs clean up a little on crime stories.

- . Need more high school P.T.A.'s.
- af. Would like to see home-room fathers as well as mothers.
- ag. Place more emphasis on family life at home. P.T.A. could encourage family activities.
- ah. Discussion at meetings concerning existing problems.
- aa. Teachers need to be dismissed earlier on P.T.A. days or have parents take the room, in order that they may have the opportunity to attend the meeting and get better acquainted with the parents.
- i. Provide more social contacts so that parents, teachers, and children can become better acquainted.
- 7. Stress the crying need for parents looking upon the teacher as a friend and associate and inviting teachers into the home and to social gatherings.
- 8. Outline methods by which the teachers might observe their pupils in the home atmosphere.
- am. Need to work for a greater consistency in the pupil's environment and development which necessitates the help of the home, school, and community.
- u. Attempt to remove that invisible barrier between parent and teacher.

"Membership should reach more than all the so-called 'privileged children's' homes. It is the children from the 'other side of the tracks' whose parents we need to interest and who sometimes have the most to contribute but who sometimes do not have the opportunity."

"Too often an axe of the principal hinders better understanding of the teacher and the aims of our schools. Public relations on the part of educators has been bad until the last two years. I hope the day of unapproachable principals is about over."

- ag. "At our school a letter from the principal to the parent is sent home with the children once a month. It is chatty and informal. It tells of activities of the school and P.T.A. It frequently mentions names. Personally I feel it very beneficial. Parents feel in touch and a part of all that is going on when they have such a direct report. The principal gives his schedule so parents may know when it is best to see him. Parents are invited to come with their problems or just to chat. Parents feel that this is their school and the school spirit is excellent."

TABLE 19. COMPARISON IN PERCENTAGES TO PART IV
THE FREE ANSWER QUESTIONS OF THE QUESTIONNAIRE

	Omaha	Out- State	Rural	Total Teacher	Parent	Total
*1. (a) Child welfare	64	51	46	55	61	58
(b) Activities	24	29	20	25	29	27
(c) Whole child	8	19	27	17	6	11
(d) Problems	<u>4</u>	<u>1</u>	<u>7</u>	<u>3</u>	<u>4</u>	<u>4</u>
	100	100	100	100	100	100
2. (a) Discipline	36	35	41	36	32	34
(b) Activities	7	13	14	11	5	8
(c) Conflicts	<u>57</u>	<u>52</u>	<u>45</u>	<u>53</u>	<u>63</u>	<u>58</u>
	100	100	100	100	100	100
3. (a) Social	38	39	39	40	39	39
(b) Public relations	32	31	32	30	22	26
(c) Child welfare	10	9	19	11	12	11
(d) Home-school improvement	<u>20</u>	<u>21</u>	<u>10</u>	<u>19</u>	<u>27</u>	<u>24</u>
	100	100	100	100	100	100
4. (a) Inefficiencies	50	40	62	48	58	52
(b) Leadership	15	13	14	14	17	16
(c) Membership	24	26	10	22	14	18
(d) Public relations	<u>11</u>	<u>21</u>	<u>14</u>	<u>16</u>	<u>11</u>	<u>14</u>
	100	100	100	100	100	100
5. (a) Social	58	51	53	54	48	51
(b) Self improvement	4	10	3	7	8	7
(c) Public relations	19	23	35	23	10	15
(d) Education	<u>19</u>	<u>16</u>	<u>9</u>	<u>16</u>	<u>34</u>	<u>27</u>
	100	100	100	100	100	100
6. (a) Understanding	23	25	27	25	25	25
(b) Participation	31	30	46	33	48	42
(c) Social	10	7	4	8	6	6
(d) Conditions	<u>36</u>	<u>38</u>	<u>23</u>	<u>34</u>	<u>21</u>	<u>27</u>
	100	100	100	100	100	100
7. (a) Organization	24	28	34	27	24	26
(b) Social	10	13	13	12	5	8
(c) Participation	<u>66</u>	<u>59</u>	<u>53</u>	<u>61</u>	<u>71</u>	<u>66</u>
	100	100	100	100	100	100
8. (a) Scope-vision	46	15	25	27	39	33
(b) Social	7	15	-	10	14	12
(c) Public relations	7	28	25	21	8	14
(d) Family life	4	20	19	14	6	10
(e) Functional	<u>36</u>	<u>22</u>	<u>31</u>	<u>28</u>	<u>33</u>	<u>31</u>
	100	100	100	100	100	100

TABLE 19 (Cont.)

1. In what situations is it easy and natural for parents and teachers to cooperate?
2. In what situations is it especially difficult for parents and teachers to cooperate?
3. What do you consider the greatest advantages of the P.T.A.?
4. What are your criticisms of the P.T.A.?
5. What benefits do you receive from actual membership in the P.T.A.?
6. How could teacher cooperation in P.T.A. be improved?
7. How could parent cooperation in P.T.A. be improved?
8. In what ways, if any, is the P.T.A. overlooking opportunities for improving home-school relations?

* Numbers here refer to questions of the same number in Part IV of the questionnaire, and given here beneath the table.

** The above classification is the author's to facilitate handling of data.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Although the Parent-Teachers Association was organized solely for the welfare of children and youth, most members feel the greatest advantage of the organization today is the social contacts made.

The result of this study points to several conclusions regarding the relationships of the teacher and parent to the home, to the organization, and to each other, as well as specific information desired by the P.T.A. organization, which from the point of view of the parent, teacher, and the P.T.A. official are significant. Briefly stated, they are:

1. The majority of educators' teaching experience has been in connection with schools where the influence of the parent-teacher organization is felt.

2. The majority of parents, teachers, and administrators believe that teachers should learn to work with the homes, and to associate with parents on a friendly and social basis.

3. It is felt by the participants in this study that parents should be encouraged to visit the class-room.

This study reveals that there is a general interest on the part of parents in the parent-teacher organization, but the general opinion is that the P.T.A. has been unable, somehow, to reach the vast majority of parents.

5. In order for the teacher to understand the home background of the children placed in her charge and to discern what services she can render to the community, the use of a

combination of devices is deemed necessary.

5. An occasional demonstration of actual class-room work is considered practical and advisable by parents and administrators, but not by teachers.
6. Educators feel that the P.T.A. is a medium through which they can become better acquainted with parents.
7. The respondents felt that the P.T.A. does not bridge the gap between some parents and educators.
8. About half of the teachers and administrators have a feeling of a lack of partnership with parents in the education and guidance of their children.
9. The majority feel that the teacher's place in the P.T.A. is as an active participating member.
10. Parents and educators participating in this study felt that teachers should serve at least occasionally on each of the major committees - Budget, Program, Membership, etc.
11. Teachers are expected to attend a reasonable number of P.T.A. meetings said the majority of respondents, but the survey revealed that most teachers attend by choice.
12. Less than half of the respondents feel that there is not cooperative planning for the association's meeting on the part of both parent and teacher. Sixty-two per cent of the teachers do not help to build the P.T.A. program.
13. The majority, with the exception of Omaha principals, desire literature and information on what the P.T.A. is trying to do.
14. A large percentage of the participants in this study felt that adequate opportunities are not being given

teachers for explaining educational aims and methods to groups of parents.

16. Parents do not feel that teachers put on too much of the program or do too much of the work.
17. Parents do not feel that teachers take too much of a lead and responsibility in the P.T.A.
18. Parents react favorably to teachers' explanations of school methods as a part of the monthly P.T.A. program.
19. It is believed that a program of training for parent-teacher leadership to familiarize students with the modern home-school movement and to train them in techniques of effective home-school relationships would be beneficial.
20. It is the general opinion that the P.T.A. has been influential in bringing about better legislation for schools and youth, improvement of school finances, and enrichment and extension of public school services, more so in Omaha on the first two items and in the rural areas on the last.

Recommendations

This study was necessarily limited in scope and kind, and can hardly be taken as much more than a mere beginning of research in the field of parent-teacher relationships or means of education. As the study progressed, the need for more and extended data was felt; as new problems arose, it was often thought that a new attack would be highly worth while. The writer, therefore, has the following recommendations to make for further study:

1. That diligent study be made to discover the reasons for the invisible barrier between parents and teachers and a remedy for bridging this gap.
2. That a definite effort be made to overcome the feeling on the part of teachers of non-partnership with parents in the education and guidance of their children.
3. That an intensive and extended research be made to find ways and means of helping local P.T.A. units whereby they may function more effectively and efficiently.
4. That continued study be made to secure better cooperation and participation from parents, especially those "from the other side of the tracks", i.e., the underprivileged, who, if they could be reached, would probably be most benefited.
5. That further study be made as to the practicability and adaptability of P.T.A. units in high schools.
5. That continued study be made in out-state Nebraska to secure better legislation for schools and improvement of its school finances.

7. That definite study be undertaken as to how there can be more cooperative planning between parents and teachers in the building of the P.T.A. program so that they may work shoulder-to-shoulder.
8. That study be continued on the possibility and practicability of teacher-training institutions in Nebraska, offering courses in parent-teacher leadership to familiarize students with modern home-school movement and to train them in techniques of effective home-school relationships.
9. That efforts be made to educate the parent on the P.T.A.'s real program of working for the child's benefit.

This survey has shown in a variety of ways that parents and teachers are cognizant of the potential value of the Parent-Teacher Association, but are also many times disappointed in that the organization does not always fulfill its mission as well as it might. Because the P.T.A. endeavors to reach all people, it is hoped that the results of this study will be of assistance in helping the organization to overcome the obstacles and rise to even greater heights. If this is even partially realized, the survey will have been justified.

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APPENDIX

Dear Fellow-Worker:

The Nebraska and National Congress of P.T.A. are cooperating with me in making a study of "The Teacher and the P.T.A." in Nebraska. Will you please assist in this study by completing the Questionnaire and returning it to me. Thank you for your cooperation.

Sincerely yours,

Evelina Aitken

QUESTIONNAIRE

Please indicate your position by placing an (X) in the blank below showing your status.

Superintendent () Principal () Teacher () P.T.A. Official () Parent ()
Rural () Village () Town () City ()

PART I

Answer the questions by checking the word which best voices your opinion.

1. Should teachers explore and become familiar with home and community on a friendly and social as well as a professional basis?
Yes () At times () Never ()
2. Should parents be encouraged to visit the class room?
Yes () Occasionally () Never ()
3. Do you feel the teacher becomes acquainted with the parents of one's pupils and parents of other pupils in the school through the P.T.A.?
Yes () Very little () No ()
4. Is there cooperative planning for the Association's program on the part of both parents and teachers?
Yes () Could be better () No ()
5. What is the teacher's relationship to or place in the P.T.A.?
Advisor () Officer () Active participating member () Passive member ()
6. Should teachers be required to attend P.T.A. meetings?
All () Reasonable number (/) At convenience of teacher () None ()
7. The teacher must understand the home background of each of her charges and also understand what services she can render to the community. By what means can this conveniently be done?
Home visitation () Conferences with parents at school ()
At P.T.A. meetings () Conferences with parents when child is in trouble ()

3. In your opinion, has the P.T.A. been influential in bringing about -
- (a) Better legislation for schools and youth?
 Outstanding effort (✓) Very little () None (`)
- (b) Improvement of school finances?
 Outstanding effort (✓) Very little (`) None (`)
- (c) Enrichment and extension of public school services?
 Outstanding effort () Very little () None (`)
9. Do you think it important that teachers learn to work with the homes?
 Yes () At times (✓) No ()
10. Are occasional demonstrations of actual class room work for parents practical and advisable?
 Yes () At times (`) No ()
11. Does the P.T.A. help bridge the gap between parent and teacher?
 Yes (✓) Partially () No ()
12. Should teachers serve on each of the major committees - Budget, Program, Membership, etc.?
 Yes () Occasionally (`) No (✓)
13. Would you like to have more literature on what the P.T.A. Program is trying to do?
 Yes () No (`)
14. Should administrators and teachers take the entire responsibility in formulating and planning the curriculum and school policies or should parents be included in the planning?
 Yes () Occasionally (`) No (`)

PART II

FOR TEACHERS ONLY

Answer the questions by checking the word that best voices your opinion.

1. Do you consider that adequate opportunities are given you for explaining educational aims and methods to groups of parents?
Yes () No ()
2. Do parents expect you to put on too much of the program and do too much of the work?
Yes () No (✓)
3. Do you have a feeling of partnership with parents in the common task of guiding children toward sound development in mind, in body, and in character?
Yes () Some () Very little () None ()
4. Does the F.T.A. help you as a teacher to better understand the parent and the child?
Yes (.) No (`)
5. Do you attend P.T.A. meetings regularly?
By request (`) By choice ()
6. Do you help to build the P.T.A. Program?
Yes () No ()
7. The Northwestern University has set up, in partnership with the National P.T.A. Congress, a three-year program in parent-teacher leadership to familiarize students with modern home-school movement and to train them in techniques of effective home-school relationship. Would such a program as part of your teacher education have helped you to be a better teacher?
Yes () No (✓)
8. How much education did you have before teaching?
H.S. only () 2 Yrs. College () 4 Yrs. College () More than 4 Yrs. College ()
9. Total years of teaching experience -
With P.T.A. () Without P.T.A. ()

PART III

FOR PARENTS ONLY

Answer the questions by checking the word that best voices your opinion.

1. Do you feel that teachers take too much of a lead and responsibility in the F.T.A.?
Yes () No ()
2. Do you appreciate visiting or talking with teachers on subjects other than those related to school matters?
Yes () No ()
3. How do you react to teachers' explanations of school methods as a part of the monthly P.T.A. Program?
Favorably () Unfavorably ()

PART IV
FREE RESPONSE

Answer the following questions briefly:

1. In what situations is it easy and natural for parents and teachers to cooperate?
 - (a)
 - (b)

2. In what situations is it especially difficult for parents and teachers to cooperate?
 - (a)
 - (b)

3. What do you consider the greatest advantages of the P.T.A.?
 - (a)
 - (b)

4. What are your criticisms of the P.T.A.?
 - (a)
 - (b)

5. What benefits do you receive from actual membership in the P.T.A.?
 - (a)
 - (b)

6. How could teacher cooperation in P.T.A. be improved?
 - (a)
 - (b)

7. How could parent cooperation in the P.T.A. be improved?
 - (a)
 - (b)

8. In what ways, if any, is the P.T.A. overlooking opportunities for improving home-school relations?
 - (a)
 - (b)

**TABLE I. NUMBER OF TEACHERS RESPONDING WITH EQUIVALENT EDUCATION
WHEN HIRED AS TEACHERS**

	Omaha	Out-State	Rural Area	Total Teachers
High school only	9	22	8	39
Two years college	59	24	9	92
Four years college	30	10	3	43
Post-graduate work	<u>10</u>	<u>4</u>	<u>5</u>	<u>19</u>
Total teachers	108	60	25	193

TABLE II. NUMBER OF TEACHERS RESPONDING WITH YEARS OF EXPERIENCE
WITH PTA AND WITHOUT PTA

	No. Teachers Responding	Years With PTA	No. Teachers Responding	Years Without PTA
Omaha	90	1057	55	465.5
Out-State	59	710	42	394.0
Rural Area	<u>38</u>	<u>300</u>	<u>28</u>	<u>278.0</u>
Total	187	2067	125	1137.5

TABLE III. NUMBER OF RESPONSES FROM TEACHERS, ADMINISTRATORS AND PARENTS TO QUESTIONS PERTAINING TO PARENT-TEACHER RELATIONSHIP ON PART I OF THE QUESTIONNAIRE

	Omaha		Out-State		Rural		Total Teacher Adm.	Total Parents	Grand Total
	T	A	T	A	T	A			
*1. Yes Times Never	43	6	35	30	21	21	99	57	193
	61	2	4	3	5	0	70	5	25
	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>3</u>
	107	8	39	33	26	21	172	62	218
9. Yes Times No	80	7	40	29	21	19	141	55	173
	27	1	1	3	2	1	30	5	32
	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>4</u>
	109	8	42	32	23	20	174	60	209
2. Yes Occasionally Never	68	7	39	28	20	19	127	54	169
	67	1	3	3	5	2	75	6	41
	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	135	8	42	31	25	21	202	60	210
7. Visit Conferences PTA Meeting Trouble	23	5	22	21	10	15	55	41	90
	89	8	38	28	12	9	139	47	119
	27	3	18	16	8	6	53	25	121
	<u>15</u>	<u>1</u>	<u>6</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>23</u>	<u>7</u>	<u>39</u>
	154	17	84	71	32	30	270	120	369
10. Yes Times No	38	6	19	20	19	18	76	14	160
	49	2	15	10	1	2	65	14	50
	<u>18</u>	<u>0</u>	<u>5</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>24</u>	<u>2</u>	<u>3</u>
	105	8	39	32	21	20	165	60	213
3. Yes Little No	71	5	29	21	18	16	118	42	182
	27	2	14	9	6	3	47	14	34
	<u>9</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>11</u>	<u>1</u>	<u>1</u>
	107	7	44	31	25	19	176	57	217

TABLE III. (cont.) NUMBER OF RESPONSES FROM TEACHERS, ADMINISTRATORS AND PARENTS TO QUESTIONS PERTAINING TO PARENT-TEACHER RELATIONSHIP ON PART I OF THE QUESTIONNAIRE

	Omaha		Out-State		Rural		Total		Total		Grand	
	T	A	T	A	T	A	Teachers	Adm.	Parents	Total	Total	
11. Yes	39	6	12	9	8	5	59	20	124	203		
Partly	58	2	27	20	14	13	99	35	64	198		
No	7	0	2	3	1	0	10	3	3	16		
	104	8	41	32	23	18	168	58	191	417		

* Questions dealing with like subject matter are placed in the same grouping.

+ T - Teachers

* A - Administrators

TABLE IV. NUMBER OF RESPONSES TO QUESTIONS PERTAINING TO THE RELATIONSHIP OF TEACHER ACTIVITIES TO THE PTA ON PART I OF THE QUESTIONNAIRE

	Omaha	Out-State	Rural Area	Total Teachers	Parents	Grand Total
* 5. Advisor	5	11	8	24	28	52
Officer	3	5	0	8	35	43
Active	80	49	31	160	167	327
Passive	<u>30</u>	<u>16</u>	<u>2</u>	<u>48</u>	<u>12</u>	<u>60</u>
	118	81	41	240	242	482
12. Yes	16	22	14	52	80	132
Occasionally	50	46	26	122	111	233
No	<u>46</u>	<u>11</u>	<u>2</u>	<u>59</u>	<u>15</u>	<u>74</u>
	112	79	42	233	206	439
6. All	7	16	11	34	49	83
Reasonable	68	43	26	137	111	248
Convenience	25	10	3	38	54	92
None	<u>4</u>	<u>3</u>	<u>2</u>	<u>9</u>	<u>1</u>	<u>10</u>
	104	72	42	218	215	433
14. Yes	56	42	23	121	124	245
Occasionally	41	23	16	80	73	153
No	<u>14</u>	<u>7</u>	<u>4</u>	<u>25</u>	<u>13</u>	<u>38</u>
	111	72	43	226	210	436
4. Yes	51	33	14	98	114	212
Better	43	33	22	98	94	192
No	<u>12</u>	<u>7</u>	<u>5</u>	<u>29</u>	<u>3</u>	<u>32</u>
	111	73	41	225	211	436

* Questions dealing with like subject matter are placed in the same grouping.

TABLE V. NUMBER OF RESPONSES FROM TEACHERS, ADMINISTRATORS AND PARENTS TO QUESTIONS PERTAINING TO THE RELATIONSHIP OF TEACHER ACTIVITIES TO THE PTA ON PART I OF THE QUESTIONNAIRE

	On-site		Out-State		Rural		Total Teacher Adm.	Total Parents	Grand Total	
	T	A	T	A	T	A				
*5. Advisor	4	1	4	7	5	3	13	11	28	52
Officer	1	2	3	2	0	0	4	4	35	43
Active	73	7	27	22	16	15	116	44	167	327
Passive	<u>30</u>	<u>0</u>	<u>10</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>42</u>	<u>6</u>	<u>12</u>	<u>60</u>
	108	10	44	37	23	18	175	65	242	482
12. Yes	9	7	13	9	8	6	30	22	80	130
Occasionally	49	1	25	21	14	12	88	34	111	233
No	<u>46</u>	<u>0</u>	<u>9</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>57</u>	<u>2</u>	<u>15</u>	<u>74</u>
	104	8	47	32	26	18	175	58	206	439
6. All	6	1	3	13	6	5	15	19	49	83
Reasonable	63	5	30	13	13	13	106	31	111	248
Convenience	25	0	6	4	1	2	32	6	54	92
None	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>10</u>
	96	8	41	31	22	20	159	59	215	433
14. Yes	49	7	22	20	12	11	83	38	124	245
Occasionally	40	1	13	10	8	8	61	19	73	153
No	<u>14</u>	<u>0</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>20</u>	<u>5</u>	<u>13</u>	<u>38</u>
	103	8	38	34	23	20	164	62	210	436
4. Yes	46	5	18	15	9	5	73	25	114	212
Better	40	3	17	16	12	10	69	29	94	192
No	<u>17</u>	<u>0</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>24</u>	<u>5</u>	<u>3</u>	<u>32</u>
	103	8	40	33	23	18	166	59	211	436

* Questions dealing with like subject matter are placed in the same grouping.

+ T - Teachers

† A - Administrators

TABLE VI. NUMBER OF RESPONSES TO QUESTIONS PERTAINING
TO INFORMATION SHOWING THE INFLUENCE OF PTA
ON PART I OF THE QUESTIONNAIRE

	Omaha			Out-State			Rural			Total Teacher	Total Adm.	Parents	Grand Total
	+†	#A	T	A	T	A	T	A					
*8.(a) Outstanding	90	8	18	9	8	10	116	27	148	291			
Little	14	0	18	22	13	5	45	27	46	119			
None	0	0	0	0	1	0	1	0	2	3			
	104	8	36	31	22	15	162	54	196	413			
8.(b) Outstanding	71	8	14	7	7	7	92	22	106	220			
Little	29	0	19	19	13	7	61	26	80	167			
None	1	0	2	2	0	1	3	4	10	17			
	101	8	35	29	20	15	156	52	196	404			
8.(c) Outstanding	50	5	18	12	15	12	83	29	141	253			
Little	39	2	20	17	6	4	65	23	52	140			
None	2	0	1	1	0	0	3	1	2	6			
	91	7	39	30	21	16	151	53	195	399			
13. Yes	72	3	28	22	16	18	116	43	156	315			
No	26	5	7	7	6	1	39	13	38	90			
	98	8	35	29	22	19	155	56	194	405			

* Questions dealing with like subject matter are placed in the same grouping.

+ † - Teachers

‡ A - Administrators

TABLE VII. NUMBER OF RESPONSES TO QUESTIONS FOR TEACHERS ONLY ON
PART II OF THE QUESTIONNAIRE

	Omaha	Out-State	Rural Area	Total Teachers
1. Yes	57	31	12	100
No	<u>46</u>	<u>31</u>	<u>27</u>	<u>104</u>
	103	62	39	204
2. Yes	31	21	15	67
No	<u>80</u>	<u>42</u>	<u>25</u>	<u>147</u>
	111	63	40	214
3. Yes	54	29	28	111
Some	51	28	10	89
Little	9	6	2	17
None	<u>1</u>	<u>-</u>	<u>-</u>	<u>1</u>
	115	63	40	218
4. Yes	74	45	29	148
No	<u>31</u>	<u>18</u>	<u>9</u>	<u>58</u>
	105	63	38	206
5. Request	22	15	4	41
Choice	<u>90</u>	<u>49</u>	<u>33</u>	<u>172</u>
	112	64	37	213
6. Yes	34	40	27	101
No	<u>72</u>	<u>22</u>	<u>9</u>	<u>103</u>
	106	62	36	204
7. Yes	74	48	30	152
No	<u>25</u>	<u>6</u>	<u>2</u>	<u>33</u>
	99	54	32	185

TABLE VIII. NUMBER OF RESPONSES FROM TEACHERS AND ADMINISTRATORS
TO QUESTIONS FOR TEACHERS ONLY ON PART II OF QUESTIONNAIRE

		Omaha		Out-State		Rural		Total	
		# A	+ T	A	T	A	T	A	T
1.	Yes	4	53	10	21	6	6	20	80
	No	<u>3</u>	<u>43</u>	<u>12</u>	<u>19</u>	<u>5</u>	<u>22</u>	<u>20</u>	<u>84</u>
		7	96	22	40	11	28	40	164
2.	Yes	1	30	10	11	4	11	15	52
	No	<u>6</u>	<u>74</u>	<u>12</u>	<u>30</u>	<u>8</u>	<u>17</u>	<u>26</u>	<u>121</u>
		7	104	22	41	12	28	41	173
3.	Yes	6	48	8	21	8	20	22	89
	Some	0	51	12	16	2	8	14	75
	Little	1	8	3	3	1	1	5	12
	None	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
		7	108	23	40	11	29	35	177
4.	Yes	6	68	14	31	9	20	29	119
	No	<u>1</u>	<u>30</u>	<u>7</u>	<u>11</u>	<u>3</u>	<u>6</u>	<u>11</u>	<u>47</u>
		7	98	21	42	12	26	40	166
5.	Request	1	21	8	7	0	4	9	32
	Choice	<u>5</u>	<u>85</u>	<u>17</u>	<u>32</u>	<u>11</u>	<u>22</u>	<u>33</u>	<u>139</u>
		6	106	25	39	11	26	42	171
6.	Yes	6	28	22	18	10	17	38	63
	No	<u>0</u>	<u>72</u>	<u>1</u>	<u>21</u>	<u>1</u>	<u>8</u>	<u>2</u>	<u>101</u>
		6	100	23	39	11	25	40	164
7.	Yes	5	69	15	33	8	22	28	124
	No	<u>0</u>	<u>25</u>	<u>4</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>5</u>	<u>28</u>
		5	94	19	35	9	23	33	152

Administrators

+ Teachers

TABLE IX. NUMBER OF RESPONSES FROM PARENTS AND TEACHERS WHO ARE PARENTS TO QUESTIONS FOR PARENTS ONLY ON PART III OF QUESTIONNAIRE

	Parents	Teacher-Parent
1. Yes	2	9
No	<u>172</u>	<u>47</u>
	174	56
2. Yes	171	51
No	<u>1</u>	<u>2</u>
	172	53
3. Favorable	145	44
Unfavorable	<u>5</u>	<u>7</u>
	150	51

TABLE XII. NUMBER OF RESPONSES TO THE FREE ANSWER QUESTIONS ON PART IV
OF THE QUESTIONNAIRE

	Omaha	Out- State	Rural	Total Teachers	Parents	Grand Total
1.(a) Child welfare	54	47	19	120	135	255
(b) Activities	20	27	8	55	64	119
(c) Whole child	7	18	11	36	13	49
(d) Problems	<u>3</u>	<u>1</u>	<u>3</u>	<u>7</u>	<u>10</u>	<u>17</u>
	84	93	41	218	222	440
2.(a) Discipline	22	27	17	66	59	125
(b) Activities	4	10	6	20	10	30
(c) Conflicts	<u>35</u>	<u>42</u>	<u>19</u>	<u>96</u>	<u>115</u>	<u>211</u>
	61	79	42	182	184	366
3.(a) Social	32	37	19	88	116	204
(b) Public relations	27	29	16	72	64	136
(c) Child welfare	8	8	9	25	34	59
(d) Home-school improvement	<u>17</u>	<u>20</u>	<u>5</u>	<u>42</u>	<u>80</u>	<u>122</u>
	84	94	49	227	294	521
4.(a) Inefficiencies	36	37	26	99	90	189
(b) Leadership	11	12	6	29	27	56
(c) Membership	17	24	4	45	21	66
(d) Public relations	<u>8</u>	<u>20</u>	<u>6</u>	<u>34</u>	<u>17</u>	<u>51</u>
	72	93	42	207	155	362
5.(a) Social	40	41	18	99	139	239
(b) Improvement	3	8	1	12	21	33
(c) Public relations	13	18	12	43	29	72
(d) Educational	<u>13</u>	<u>13</u>	<u>3</u>	<u>29</u>	<u>98</u>	<u>127</u>
	69	80	34	183	287	471
6.(a) Understanding	12	16	7	35	46	81
(b) Participation	16	19	12	47	88	135
(c) Social	5	5	1	11	10	21
(d) Conditions	<u>19</u>	<u>24</u>	<u>6</u>	<u>49</u>	<u>39</u>	<u>88</u>
	52	64	26	142	183	325
7.(a) Organization	14	19	10	43	47	90
(b) Social	6	9	4	19	10	29
(c) Participation	<u>38</u>	<u>41</u>	<u>16</u>	<u>95</u>	<u>136</u>	<u>231</u>
	58	69	30	157	193	350
8.(a) Scope-vision	13	7	4	24	40	64
(b) Social	2	7	0	9	14	23
(c) Public relations	2	13	4	19	8	27
(d) Family	1	9	3	13	6	19
(e) Functional	<u>10</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>34</u>	<u>59</u>
	28	46	16	90	102	192

TABLE XIII. NUMBER AND PERCENTAGE FROM TEACHERS AND ADMINISTRATORS
TO PART I OF THE QUESTIONNAIRE

	Omaha		Out-State		Rural Area	
	No.	%	No.	%	No.	%
1. Yes	43	40.2	6	75.	35	92.
Times	61	57.	2	25.	4	8.
Never	3	2.8	-	-	-	-
	107		8		39	
					26	
			33			
					21	80.8
					5	19.2
					-	-
					21	100.
2. Yes	68	51.1	7	87.5	39	92.9
Occasionally	67	48.9	1	12.5	3	7.1
Never	-	-	-	-	-	-
	135		8		42	
					20	80.
					5	20.
					2	9.5
					-	-
					21	
					18	72.
					6	24.
					3	15.8
					-	-
					19	
					25	
					18	72.
					6	24.
					3	15.8
					-	-
					19	
					25	
					9	39.1
					12	52.2
					2	8.7
					18	
					5	27.8
					10	55.5
					3	16.7
					23	
					5	16.7
					-	-
					15	83.3
					2	
					2	
					18	
					3	16.7
					5	21.7
					2	5.4
					16	69.6
					2	8.7
					23	
					5	16.7
					13	59.1
					2	4.6
					2	9.1
					22	
					5	25.0
					13	65.
					1	10.
					2	
					22	
					6	8.7
					6	27.2
					13	59.1
					1	4.6
					2	9.1
					31	
					22	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	
					3	7.3
					30	73.2
					6	14.6
					2	4.9
					31	
					41.	

TABLE XIII. (cont.) NUMBER AND PERCENTAGE FROM TEACHERS AND ADMINISTRATORS TO PART I OF THE QUESTIONNAIRE

	Omaha				Out-State				Rural Area			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7. Visits	23	14.9	5	29.4	22	27.5	21	29.6	10	31.3	15	50.
Conferences	89	57.8	8	47.1	38	42.5	28	39.4	12	37.5	9	30.
Meetings	27	17.5	3	17.6	18	22.5	16	22.5	8	25.	6	20.
Trouble	15	9.8	1	5.9	6	7.5	6	8.5	2	6.2	-	-
	154		17		84		71		32		30	
8. (a) Outstanding	90	86.5	8	100.	18	50.	9	29.1	8	36.4	10	66.7
Little	14	13.5	-	-	18	50.	22	70.9	13	59.1	5	33.3
None	-	-	-	-	-	-	-	-	1	4.5	-	-
	104		8		36		31		22		15	
(b) Outstanding	71	70.3	8	100.	14	40.	7	24.1	7	35.	7	46.7
Little	29	28.7	-	-	19	54.3	19	65.5	13	65.	7	46.7
None	1	1.	-	-	2	5.7	3	10.4	-	-	1	6.6
	101		8		35		29		20		15	
(c) Outstanding	50	54.9	5	71.4	18	46.1	12	40.	15	71.4	12	75.
Little	39	42.9	2	28.6	20	51.4	17	56.7	6	28.6	4	25.
None	2	2.2	-	-	1	2.5	1	3.3	-	-	-	-
	91		7		39		30		21		16	
9. Yes	80	73.4	7	87.5	40	95.2	29	90.6	21	91.3	19	95.
Times	27	24.8	1	12.5	1	2.4	3	9.4	2	8.7	1	5.
No	2	1.8	-	-	1	2.4	3	-	-	-	-	-
	109		8		42		32		23		20	
10. Yes	38	36.2	6	75.	19	48.7	20	62.5	19	90.5	18	90.
Times	49	46.7	2	25.	15	38.5	10	31.2	1	4.7	2	10.
No	18	17.1	-	-	5	12.8	2	6.3	1	4.8	-	-
	105		8		39		32		21		20	

TABLE XIII. (cont.) NUMBER AND PERCENTAGE FROM TEACHERS AND ADMINISTRATORS TO PART I OF THE QUESTIONNAIRE

	Onaha				Out-State				Rural Area			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11. Yes	39	37.5	6	75.	12	29.3	9	28.1	8	34.8	5	27.8
Partially	58	55.8	2	25.	27	65.8	20	62.5	14	60.9	13	72.2
No	<u>7</u>	6.7	-	-	<u>2</u>	4.9	<u>3</u>	9.4	<u>1</u>	4.3	-	-
	104		8		41		32		23		18	
12. Yes	9	8.7	7	87.5	13	27.7	9	28.1	8	33.3	6	33.3
Occasionally	49	47.1	1	12.5	25	53.2	21	65.6	14	58.3	12	66.7
No	<u>46</u>	44.2	-	-	<u>9</u>	19.1	<u>2</u>	6.3	<u>2</u>	8.4	-	-
	104		8		47		32		24		18	
13. Yes	72	73.5	3	37.5	28	80.	22	75.8	16	72.7	18	94.7
No	<u>26</u>	26.5	<u>5</u>	62.5	<u>7</u>	20.	<u>7</u>	24.2	<u>6</u>	27.3	<u>1</u>	5.7
	98		8		35		29		22		19	
14. Yes	49	47.6	7	87.5	22	57.9	20	58.8	12	52.2	11	55.
Occasionally	40	38.8	1	12.5	13	34.2	10	29.4	8	34.8	8	40.
No	<u>14</u>	13.6	-	-	<u>3</u>	7.9	<u>4</u>	11.8	<u>3</u>	13.	<u>1</u>	5.
	103		8		38		34		23		20	

+T - Teachers

#A - Administrators

TABLE XIV. PERCENTAGES TO PART II FOR
TEACHERS ONLY TO THE QUESTIONNAIRE

	Rural Area	Omaha	Out- State	Total City	Total Teachers
*					
1. Yes	30.8	55.3	50.	53.3	49.
No	69.2	44.7	50.	46.6	51.
2. Yes	37.5	27.9	33.3	29.9	37.9
No	62.5	72.1	66.7	70.1	62.1
3. Yes	70.	46.9	46.1	46.6	50.9
Some	25.	44.4	44.4	44.4	40.8
Little	5.	7.8	9.5	8.4	7.9
None	-	.9	-	.6	.01
4. Yes	76.3	70.4	71.4	70.8	71.8
No	23.7	29.5	28.6	29.2	28.2
5. Request	10.9	19.7	23.4	21.1	18.
Choice	89.1	80.3	76.6	78.9	82.
6. Yes	76.	32.1	64.5	44.1	49.5
No	25.	67.9	35.5	55.9	50.5
7. Yes	93.7	74.7	88.9	79.7	82.2
No	6.3	25.3	11.1	20.3	17.8

* Numbers refer to questions of same number in Part II. For Parents Only of Questionnaire.

TABLE IV. NUMBER AND PERCENTAGES FROM ADMINISTRATORS AND TEACHERS TO PART II FOR TEACHERS ONLY OF THE QUESTIONNAIRE

	Rural Area				Omaha				Out-State				Total			
	#A	%	+T	T	#A	%	+T	T	#A	%	+T	T	#A	%	+T	T
	No.		No.	No.	No.		No.	No.	No.		No.	No.	No.		No.	No.
1. Yes	6	55.5	6	21.4	53	55.2	4	57.1	10	45.5	21	52.5	20	50.0	80	48.8
No	5	44.5	22	78.6	43	44.8	3	42.9	12	54.5	19	47.5	20	50.0	84	51.2
2. Yes	4	33.3	11	39.3	30	28.8	1	14.3	10	45.5	11	26.8	11	36.6	41	30.1
No	8	66.7	17	60.7	74	71.2	6	85.7	12	54.5	30	73.2	26	63.4	104	69.9
3. Yes	8	72.7	20	68.9	48	44.5	6	85.7	8	34.8	21	52.5	22	53.7	89	50.2
Some	2	18.2	8	27.6	51	47.2	-	-	12	52.2	16	40.	14	34.1	75	42.5
Little	1	9.1	1	3.5	8	7.4	1	14.3	3	13.	3	7.5	5	12.2	12	6.7
None	-	-	-	-	1	.9	-	-	-	-	-	-	-	-	1	0.6
4. Yes	9	75.	20	76.9	68	69.4	6	85.7	14	66.7	31	73.8	29	72.5	119	71.7
No	3	25.	6	23.1	30	30.6	1	14.3	7	33.3	11	26.2	11	27.5	47	28.3
5. Request	-	-	4	15.4	21	19.8	1	16.7	8	32.	7	17.9	9	21.4	32	18.7
Choice	11	100.	22	84.6	85	80.2	5	83.8	17	68	32	82.1	33	78.6	139	81.3
6. Yes	10	90.9	17	68.	28	28.	6	100.	22	95.7	18	46.2	38	95.0	63	38.4
No	1	9.1	8	32.	72	72.	-	-	1	4.3	21	53.8	2	5.0	101	61.6
7. Yes	8	88.9	22	95.6	69	73.4	5	100.	15	78.9	33	94.3	28	84.8	124	81.6
No	1	11.1	1	4.4	25	26.6	-	-	4	21.1	2	5.7	5	15.2	28	18.4
8. H.S.	5	41.8	5	17.2	7	6.8	2	40.	11	50.	11	28.9	13	48.2	18	12.8
2 Yrs.	4	33.3	13	44.9	58	56.3	1	20.	7	31.8	17	44.7	8	29.6	75	53.7
4 Yrs.	1	8.3	6	20.7	30	29.2	-	-	2	9.1	8	21.1	2	7.4	38	26.9
More	2	16.6	5	17.2	8	7.7	2	40	2	9.1	2	5.3	4	14.8	10	7.1

#A - Administrators
+T - Teachers

TABLE XVI. PERCENTAGE TO PART III FOR PARENTS ONLY TO THE QUESTIONNAIRE

1.	Yes	1.2	8.6	28.6	12.8
	No	98.8	91.4	71.4	87.2
2.	Yes	99.4	93.7	100.	97.7
	No	.6	6.3	0	2.3
3.	Favorable	96.6	80.6	95.	90.7
	Unfavorable	3.4	19.4	5.	8.3

TABLE XVII. RAW SCORES OF DISTRIBUTION AND RETURNS FROM OMAHA TEACHERS TO THE QUESTIONNAIRE

	*1	2	3	4	5	6	7	8	9	10	11	Total	% Returns
Questionnaires distributed	14	11	20	13	20	16	14	11	10	10	11	147	
Questionnaires returned:	13	15	10	20	20	11	11	10	10	10	11	116	78.9%
Superintendent	-											-	
Principals	1											8	
Teachers	12	4	15	6	9	7	10	10	10	10	6	108	
PTA officials	1	1	-	1	1	1	1	-	-	-	1	8	
Teacher-parent					4		5					17	
City	13		15	10	10	20	11	10	10	10		116	
Training before entering teaching profession:													
High school													
Two years college					10							59	
Four years college												30	
Over four years												10	
Experience:													
Years PTA experience	128-1/2	45	71	60	71	184-1/2	124	124	75	74	101	1057	

TABLE IVII. (cont.) RAW SCORES OF DISTRIBUTION AND RETURNS
FROM OMAHA TEACHERS TO THE QUESTIONNAIRE

	2	3	4	5	6	7	8	9	10	11	Total	% Returns
Experience: (cont.)												
Teachers responding	12				12							90
Years without PTA experience	58	12-1/2	80	10	26	47	43	99	13	46		465-1/2
Teachers responding												55

* Numbers here refer to names of schools

- | | |
|-------------------|-------------------|
| 1. Miller Park | 7. Washington |
| 2. Highland | 8. Neals |
| 3. Kellom | 9. Jackson |
| 4. Henry W. Yates | 10. South Lincoln |
| 5. Howard Kennedy | 11. Hawthorne |
| 6. Benson West | |

TABLE XVIII. RAW SCORES OF DISTRIBUTION AND RETURNS FROM OUTSTATE TEACHERS TO THE QUESTIONNAIRE

	*1	2	3	4	5	6	7	8	Total	% Returns
Questionnaires distributed	13	26	13	14	13	13	13	8	109	
Questionnaires returned:		22	9	14	5	13	1	1	74	67.9%
Superintendents		1	1	1	1	1	1	1	6	
Principals	5	4	4	7	2	4	4	1	27	
Teachers	2	17	4	6	2	8	2	2	41	
PTA officials	5	4	4	7	2	5	2	2	29	
Teacher-parent	1	5		3	3	4	4	1	17	
City	7	22	9	14	5	13	4	4	74	
Training before entering teaching profession:										
High school			5						22	
Two years college	2				3	6			24	
Four years college									10	
Over four years		2							2	

TABLE XVIII. (cont.) RAW SCORES OF DISTRIBUTION AND RETURNS
FROM OUTSTATE TEACHERS TO THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	Total	% Returns
Experience:										
Years PTA experience	53	284	79	109		68	77	40	710	
Teachers responding	15	9	11		5	8			59	
Years without PTA	34	44	59	90		27	94	46	394	
Teachers responding	4	7	8	9	-	3	8	3	42	

* Numbers here refer to names of cities where questionnaires were sent.

- | | |
|-----------------|------------------------------------|
| 1. Beatrice | 5. McCook |
| 2. Lincoln | 6. Scottsbluff |
| 3. Norfolk | 7. Alliance |
| 4. Grand Island | 8. Chadron State Teachers' College |

TABLE XII. (cont.) RAW SCORES OF DISTRIBUTION AND RETURNS FROM RURAL AREA TEACHERS TO THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	Total	Returns
Training before entering teaching profession (cont.):													
Over four years													
Experience:													
Years with PTA	58	81				9		31	15	106		300	
Teachers responding	8					3		5	5	12		38	
Years without PTA	68	23				52		9	50	76		278	
Teachers responding	7	3			-	2		2	3	11		28	

* Numbers here refer to names of counties to which questionnaires were sent.

- | | |
|---------------|--------------|
| 1. Kearney | 7. Butte |
| 2. Richardson | 8. Hecokolls |
| 3. Hayes | 9. Custer |
| 4. Deuel | 10. Valley |
| 5. Hitchcock | 11. Douglas |
| 6. Knox | |

TABLE XX. RAW SCORES OF DISTRIBUTION AND RETURNS FROM PARENTS TO THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7-9	11	12	13	Total	% Returns
Questionnaires distributed	52	64	18	35	33	56	31	30	25	52	396	
Questionnaires returned:	27	38	7	19	17	32	17	15	13	26	213	53.8%
Officials	15	26	2	9	7	17	5	7	7	15	110	
Parents	20	25	8	17	15	29	17	13	11	21	176	
City	14	35		13	9	12	7	10	2	12	115	
Town	6		5		3	10			1	7	44	
Village	2						7				12	
Rural	3		1	1	4	-	1		1		11	

* Numbers here refer to PTA districts.

TABLE XII. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM OMAHA TEACHERS TO PART I OF THE QUESTIONNAIRE

	*1	2	3	4	5	6	7	8	9	10	11	Total	%	**X ²
1. Yes Times Never	8	-	9	1	3	8	4	6	2	3	5	49	42.6	+51.3
	6	5	4	6	6	13	4	4	8	4	3	63	54.8	++ 2.4
	-	-	-	-	-	-	-	-	-	3	-	3	2.6	
												115		
2. Yes Occasionally Never	11	4	10	3	5	8	6	10	7	5	6	75	66.3	12.1
	2	1	2	5	4	12	2	1	2	5	2	38	33.7	
	-	-	-	-	-	-	-	-	-	-	-	-	-	
												113		
3. Yes Little No	13	5	7	7	6	11	6	8	2	4	6	76	66.6	62.3
	1	-	5	-	3	7	2	1	6	2	2	29	25.4	
	-	-	-	-	-	2	-	1	2	4	-	9	7.9	
												114		
4. Yes Better No	12	3	8	2	4	7	4	3	2	3	3	51	45.8	17.0
	2	1	3	7	5	8	2	4	3	4	4	43	38.7	
	-	1	-	-	-	3	2	2	5	3	1	17	15.4	
												111		
5. Adviser Officer Active Passive	2	-	-	1	-	1	-	-	1	-	-	5	4.2	129.8
	1	-	-	1	-	1	-	-	-	-	-	3	2.6	
	9	5	11	8	8	11	4	7	3	8	6	80	67.8	
	3	-	1	-	1	8	4	3	6	2	2	30	25.4	
												119		
6. All Reasonable Convenience None	-	-	1	-	2	2	-	1	-	-	1	7	6.7	100.3
	11	3	7	7	5	7	6	5	7	5	5	68	65.4	
	4	1	2	1	1	4	2	-	3	6	1	25	24.1	
	-	1	1	-	-	-	-	-	-	-	1	4	3.8	
												104		

TABLE XXI. (Cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM OMAHA TEACHERS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	Total	%	χ^2
7. Visitation	5	-	6	2	3	2	1	2	-	3	4	28	16.4	99.7
Conferences	13	5	9	7	6	16	8	11	9	8	5	97	56.8	
Meetings	8	-	3	-	3	5	2	4	2	1	2	30	17.5	
Trouble	2	2	3	1	1	3	1	-	-	2	1	16	9.3	
												171		
8.(a) Outstanding	13	2	10	7	7	18	7	11	8	7	8	98	87.5	63.0
Little	2	2	2	-	1	2	-	-	2	3	-	14	12.5	
None	-	-	-	-	-	-	-	-	-	-	-	-	-	
												112		
(b) Outstanding	10	4	7	7	6	11	6	11	6	5	6	79	72.5	84.7
Little	5	1	4	-	3	6	1	-	3	5	1	29	26.6	22.0
None	-	-	-	-	-	1	-	-	-	-	-	1	.9	
												109		
(c) Outstanding	10	4	5	6	4	8	5	7	4	1	2	56	56.5	46.6
Little	3	1	5	1	4	6	2	3	5	7	4	41	41.4	1.6
None	-	-	1	-	-	1	-	-	-	-	-	2	2.1	
												99		
9. Yes	14	4	12	5	6	10	4	11	9	7	5	87	74.3	97.2
Times	-	2	2	2	3	10	2	-	2	2	3	28	23.9	27.8
No	-	-	-	-	-	-	1	-	-	1	-	2	1.8	
												117		
10. Yes	8	1	8	3	6	3	3	7	2	2	1	44	38.9	16.0
Times	7	2	5	3	2	12	1	2	8	5	4	51	45.2	
No	1	2	1	-	-	5	3	1	1	1	2	18	15.9	
												113		

TABLE XXI. (Cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM OMAHA TEACHERS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	Total	%	χ^2
11. Yes	5	3	6	3	5	6	4	6	3	4	3	45	40.2	39.8
Partially	7	1	7	4	7	12	3	5	5	4	5	60	53.6	
No	1	-	-	-	-	2	-	-	2	2	-	7	6.2	
												112		
12. Yes	1	1	3	1	2	4	1	1	-	-	2	16	14.3	18.4
Occasionally	6	2	6	1	5	8	3	5	6	5	3	50	44.6	
No	8	2	5	5	2	7	2	5	2	5	3	46	41.1	
												112		
13. Yes	8	3	11	1	7	13	4	8	8	8	4	75	70.8	18.3
No	6	2	3	3	1	7	1	2	1	1	4	31	29.2	
												106		
14. Yes	7	4	9	2	2	7	5	8	3	5	4	56	50.5	24.4
Occasionally	4	-	2	5	5	8	2	2	5	4	4	41	36.9	
No	2	-	2	-	1	6	-	1	1	1	-	14	12.6	
												111		

* Numbers indicate names of schools

- 1. Miller Park
- 2. Highland
- 3. Kellom
- 4. Henry V. Yates
- 5. Howard Kennedy
- 6. Benson West
- 7. Washington
- 8. Teals
- 9. Jackson
- 10. South Lincoln
- 11. Hawthorne

** χ^2 - Chi-Square

*** Numbers here refer to questions of the same number in Part I of questionnaire

+ Chi-Square worked on three response answers to questions shown as top numbers

++ Chi-Square worked on two responses in answers where one is a zero or near zero response

TABLE III. AN OVERALL SUMMARY OF RESULTS FROM FLORIDA CITY TEACHERS' PERCEPTIONS OF THE QUALITY OF WORKING CONDITIONS

Source: Florida Department of Education, Bureau of Research and Statistics, 1977.

Never

Yes

Little

Very
High
Active
Passive

All
Reasonable
Convenience
None

12

6.2
6.2
6.5
14.8

49
16
61

16
45
10
3
72

5
7
3

7
2

22.2
59.7
13.9
4.2

TABLE XXII. (cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARE AND CHI-SQUARE OF RESPONSES
FROM OUT-STATE CITY TEACHERS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	Total	%	χ^2
7.											
Visitation	3	14	4	12	-	3	5	2	43	28.5	34.0
Conferences	5	21	9	10		5	9	3	62	41.1	
Meetings	1	10	3	9		3	4	4	34	22.5	
Trouble	-	6	1	3		-	2	-	<u>12</u>	7.9	
									151		
8.(a)											
Outstanding	1	13	-	7		1	2	3	27	40.3	37.3
Little	5	8	8	6		4	8	1	40	59.7	2.5
None	-	-	-	-		-	-	-	<u>67</u>	-	
									21	32.8	34.7
(b)											
Outstanding	-	14	-	4		1	1	1	21	32.8	
Little	3	6	6	9		4	8	2	38	59.4	
None	3	-	2	-		-	-	-	<u>5</u>	7.8	
									64		
(c)											
Outstanding	2	12	1	6		2	6	1	30	43.4	24.6
Little	3	8	7	8		3	5	3	37	53.6	1.2
None	1	-	-	-		-	-	1	<u>2</u>	3.	
									69		
Yes		21	8	14			11		69	93.2	120.0
Times		1	1				1		4	5.4	55.4
No		-	-	-			-		<u>1</u>	1.3	
									74		
10.											
Yes	3	13	7	9		2	4	1	39	54.9	22.4
Times	3	6	1	4		2	6	3	25	35.2	
no	1	2	1	1		1	1		<u>7</u>	9.9	
									71		

TABLE XXII. (Cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM OUT-STATE CITY TEACHERS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	Total	\bar{X}	X^2
11. Yes	-	9	2	4	3	1	2	2	21	28.8	36.9
Partially	5	11	7	11	2	9	2	2	47	64.4	
No	2	1	-	-	-	2	-	-	5	6.8	
									<u>73</u>		
12. Yes	1	7	3	1	7	2	2	1	22	27.9	24.2
Occasionally	4	10	5	11	3	10	3	3	46	58.2	
No	2	4	1	2	-	2	-	-	11	13.9	
									<u>79</u>		
13. Yes		13	6	12					50	78.1	20.2
No		7	2	1					<u>14</u>	21.9	
									64		
14. Yes	4	14	5	11	5	2	2	1	42	58.3	25.5
Occasionally	3	7	1	4	-	6	2	2	23	32.	
No	1	-	3	1		2	-	-	<u>7</u>	9.7	
									72		

* Numbers indicate cities where questionnaires were sent.

- | | |
|-----------------|------------------------------------|
| 1. Beatrice | 5. McCook |
| 2. Lincoln | 6. Scottsbluff |
| 3. Norfolk | 7. Alliance |
| 4. Grand Island | 8. Chadron State Teachers' College |

**X² Chi-Square

*** Numbers here refer to questions of the same number in Part I of questionnaire

Chi-Square worked on three responses in answers to questions shown as top numbers

+† Chi-Square worked on two responses in answers where one is zero or near zero response is shown as bottom number

TABLE XXIII. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM RURAL AREA TEACHERS TO PART I OF THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7	8	9	10	11	Total	%	**X ²
1. Yes Times Never	9	8	-	2	2	6	1	-	4	5	8	42	89.3	67.0
											5	5	10.7	29.0
											-	-	-	-
												47		
2. Yes Occasionally Never						3					9	39	84.7	56.5
						2					4	7	15.3	3.2
						-					-	-	-	-
												46		
3. Yes Little No			6							3	9	34	77.3	40.4
			2							1	3	9	20.5	15.6
											1	1	2.2	
												44		
4. Yes Better No			1							2	3	14	34.2	10.2
			3							2	9	22	53.6	
			2							1	1	5	12.2	
												41		
5. Advisor Officer Active Passive											-	8	19.5	61.0
											-	-	-	-
	4										11	31	75.6	
	2										-	2	4.9	
												41		
6. All Reasonable Convenience None										3	7	11	26.2	35.1
										1	12	26	61.9	
										1	1	3	7.2	
												2	4.7	
												42		

TABLE XIII. (Cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM RURAL AREA TEACHERS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	Total	χ^2	
7. Visitation Conferences Meetings	6	6	-	-	-	2	-	-	4	4	3	25	40.3	18.9
	2	1	-	-	-	2	1	-	1	3	11	21	33.9	
	2	3	-	2	-	-	-	2	2	1	4	14	22.6	
												<u>60</u>		
8. (a) Outstanding	2	3	-	1	-	1	-	2	2	-	9	18	48.6	15.6
Little	4	5	-	1	-	2	-	-	-	2	4	18	48.6	.2
None	-	-	-	-	-	-	-	-	1	-	-	1	2.8	
												<u>37</u>		
(b) Outstanding	1	2	-	1	-	1	-	1	1	1	7	14	40.0	20.5
Little	4	5	-	1	-	2	-	1	1	2	5	20	57.1	1.5
None	1	-	-	-	-	-	-	-	-	-	-	1	2.9	
												<u>35</u>		
(c) Outstanding	5	4	-	1	-	1	-	2	2	2	12	27	72.9	31.0
Little	1	3	-	1	-	2	-	-	-	2	1	10	27.1	7.8
None	-	-	-	-	-	-	-	-	-	-	-	-	-	
												<u>37</u>		
9. Yes	5	7	-	2	1	3	1	3	3	6	12	40	93.1	70.7
Times	2	-	-	-	-	-	-	-	-	-	1	3	6.9	31.8
No	-	-	-	-	-	-	-	-	-	-	-	-	-	
												<u>43</u>		
10. Yes	6	7	-	2	1	3	-	3	3	6	9	37	86.1	55.4
Times	1	-	-	-	-	-	1	-	-	-	3	5	11.6	24.2
No	-	-	-	-	-	-	-	-	-	-	1	1	2.3	
												<u>43</u>		
11. Yes	-	-	-	2	-	-	-	3	3	2	6	13	31.7	24.0
Partially	7	7	-	-	1	3	-	-	-	3	6	27	65.8	4.9
No	-	-	-	-	-	-	-	-	-	-	1	1	2.5	
												<u>41</u>		

TABLE XIII. (Cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARES OF RESPONSES FROM RURAL AREA TEACHERS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	Total	%	χ^2
12. Yes	3	2	-	1	-	1	-	-	1	3	3	14	33.3	20.4
Occasionally	4	5	-	1	1	2	-	-	3	2	8	26	61.9	3.6
No	-	-	-	-	-	-	-	-	-	-	2	$\frac{2}{42}$	4.8	
13. Yes	4	6	-	2	1	1	1	-	3	5	11	34	82.9	17.6
No	2	-	-	-	-	2	-	-	-	1	2	$\frac{7}{41}$	17.1	
14. Yes	4	2	-	1	-	2	1	-	2	2	9	23	53.5	12.7
Occasionally	3	6	-	1	1	1	-	-	-	1	3	16	37.2	
No	-	-	-	-	-	-	-	-	-	3	1	$\frac{4}{43}$	9.3	

* Numbers indicate counties

- 1. Kearney
- 2. Richardson
- 3. Daves
- 4. Deuel
- 5. Hitchcock
- 6. Knox
- 7. Boyd
- 8. Nuckolls
- 9. Grant
- 10. Valley
- 11. Douglas

** χ^2 Chi-Square

*** Numbers here refer to questions of the same number in Part I of questionnaire
 + Chi-Square worked on three response answers to questions shown as top numbers
 ++ Chi-Square worked on two responses in answers where one is zero or near zero response is shown as bottom number

TABLE XLIV. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES
FROM PARENTS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7-9	11	12	13	Total	%	χ ²
1. Yes	21	42	6	15	14	31	15	14	11	24	193	88.5	271.7
At times	6	4	2	3	1	-	2	1	2	2	25	11.5	
Never	-	-	-	-	-	-	-	-	-	-	<u>218</u>	-	
2. Yes	22	29	7	16	13	27	15	13	10	17	169	80.5	222.0
Occasionally	4	8	1	3	2	4	3	2	3	9	41	19.5	78.0
Never	-	-	-	-	-	-	-	-	-	-	<u>210</u>	-	
3. Yes	21	36	7	17	13	27	15	13	14	20	182	83.9	258.0
Little	5	2	1	2	2	5	2	2	5	5	34	15.7	101.0
No	-	-	-	-	-	-	-	-	-	1	<u>217</u>	.4	
4. Yes	16	19	3	13	14	18	10	7	7	7	114	54.0	100.7
Better	12	19	4	7	2	14	5	8	6	17	94	44.5	1.9
No	-	-	1	-	-	-	-	-	-	2	<u>211</u>	1.5	
5. Advisor	4	6	-	6	3	2	4	-	2	1	28	11.5	254.3
Officer	3	8	-	3	5	3	4	-	4	5	35	14.5	
Active	24	29	6	19	14	25	13	14	9	20	167	69.0	
Passive	1	1	2	-	-	1	-	1	1	5	<u>242</u>	5.0	
6. All	4	5	2	5	6	16	3	6	4	2	49	22.8	112.5
Reasonable	13	27	5	10	10	10	11	7	6	12	111	51.6	
Convenience	11	8	1	4	5	5	5	-	3	12	54	25.1	
None	-	-	-	-	-	-	-	-	-	1	<u>215</u>	.5	

TABLE XXIV. (Cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM PARENTS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7-9	11	12	13	Total	%	χ^2
7. Visitations	12	14	4	3	8	11	13	7	6	14	90	24.8	46.7
Conferences	19	26	5	9	6	17	7	11	7	12	119	32.0	
Meetings	18	25	3	13	8	21	8	8	4	13	121	32.7	
Trouble	7	8	1	5	3	4	2	2	4	3	<u>39</u>	10.5	
											369		
8.(a) Outstanding	21	32	5	14	12	22	12	8	6	16	148	75.6	172.4
Little	7	2	2	2	6	7	4	5	4	7	46	23.4	54.0
None	-	-	-	-	-	-	-	1	-	1	<u>2</u>	1.0	
											196		
(b) Outstanding	13	28	4	12	6	19	4	8	2	10	106	54.1	75.5
Little	11	9	2	5	9	10	10	4	8	12	80	40.9	
None	1	-	1	1	-	1	-	-	1	5	<u>10</u>	5.0	
											196		
(c) Outstanding	20	24	3	12	11	25	12	10	6	18	141	72.3	152.4
Little	7	9	5	4	3	5	4	4	4	7	52	26.7	4.1
None	-	-	-	-	1	-	-	-	-	1	<u>2</u>	1.0	
											195		
9. Yes	26	29	8	14	15	26	17	7	8	23	173	82.8	234.3
Times	3	8	-	3	1	5	-	7	2	3	32	15.3	
No	-	1	-	-	1	-	-	-	1	1	<u>4</u>	1.9	
											219		
10. Yes	23	37	7	10	15	23	11	11	9	14	160	75.1	282.8
Times	6	9	1	4	2	7	5	3	1	12	50	23.5	58.0
No	-	-	-	-	1	1	-	-	1	-	<u>3</u>	1.4	
											213		

TABLE XLIV. (Cont.) RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM PARENTS TO PART I OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7-9	11	12	13	Total	χ^2
11. Yes	20	31	6	13	10	2	11	8	5	18	124	64.9
Partially	8	12	2	3	7	9	6	5	6	6	64	33.5
No	-	-	-	-	-	-	-	-	1	2	<u>2</u>	1.6
											191	
12. Yes	14	12	5	4	11	15	3	3	6	7	80	38.8
Occasionally	13	23	3	11	5	16	12	8	6	15	111	53.9
No	1	3	-	-	3	-	1	2	1	4	<u>15</u>	7.3
											206	
13. Yes	20	21	8	13	16	29	14	10	8	17	156	80.4
No	7	13	-	2	3	1	2	-	3	7	<u>38</u>	19.6
											194	
14. Yes	15	24	5	8	12	24	13	7	6	9	124	59.0
Occasionally	11	13	3	5	5	6	4	6	4	16	73	34.8
No	3	1	-	2	1	1	1	1	2	1	<u>13</u>	6.2
											210	

* Numbers indicate PTA districts

** χ^2 Chi-Square

*** Numbers here refer to questions of the same number in Part I of the questionnaire

TABLE XXV. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM OMAHA TEACHERS TO PART II FOR TEACHERS ONLY OF THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7	8	9	10	11	Total	%	+ X ²
1. Yes	8	2	8	3	7	4	5	10	4	2	4	57	55.3	1.2
No	3	2	6	1	4	13	2	1	3	7	4	<u>46</u>	44.7	
												103		
2. Yes	-	-	7	-	2	7	1	1	1	9	3	31	27.9	21.6
No	13	8	8	6	8	11	7	9	8	1	5	<u>80</u>	72.1	
												111		
3. Yes	6	2	4	5	6	6	5	9	4	3	4	54	46.9	79.1
Some	7	2	8	1	4	12	1	2	3	7	4	51	44.4	
Little	-	-	3	1	1	1	1	-	2	-	-	9	7.8	
None	-	-	-	-	-	-	1	-	-	-	-	<u>1</u>	.9	
												115		
4. Yes	8	4	9	5	8	11	6	9	4	5	5	74	70.4	17.6
No	3	-	6	-	2	5	1	2	5	4	3	<u>31</u>	29.5	
												105		
5. Request	-	-	4	-	2	7	1	2	2	4	-	22	19.7	41.2
Choice	13	4	11	7	9	12	7	9	6	6	6	<u>90</u>	80.3	
												112		
6. Yes	4	1	7	3	6	6	3	1	-	2	1	34	32.1	13.6
No	9	3	8	3	2	13	4	8	9	6	7	<u>72</u>	67.9	
												106		
7. Yes	10	3	11	4	4	13	6	10	4	4	5	74	74.7	28.2
No	1	1	4	-	4	5	-	-	4	4	2	<u>25</u>	25.3	
												99		

* Numbers indicate schools (See Table XII)

** Numbers here refer to questions of same number in Part II for Teachers Only of questionnaire

TABLE XXVI. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM OUT-STATE CITY TEACHERS TO PART II FOR TEACHERS ONLY OF THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7	8	Total	%	χ^2
**1. Yes	4	10	6	6	-	2	3	-	31	50	.00
No	3	6	2	5	-	3	8	4	<u>31</u>	50	
									62		
2. Yes	6	5	2	6	-	1	1	-	21	33.3	1.0
No	1	11	7	5	-	4	11	3	<u>42</u>	66.7	
									63		
3. Yes	3	11	4	5	-	-	5	1	29	46.1	+42.2
Some	3	3	5	6	-	4	5	2	28	44.4	+16.7
Little	1	1	-	-	-	1	2	1	6	9.5	
None	-	-	-	-	-	-	-	-	<u>6</u>		
									63		
4. Yes	4	13	5	9	-	4	7	3	45	71.4	11.6
No	3	5	2	2	-	1	4	1	<u>18</u>	28.6	
									63		
5. Request	3	2	6	2	-	2	-	-	15	23.4	18.1
Choice	4	12	4	10	-	3	12	4	<u>49</u>	76.6	
									64		
6. Yes	5	6	7	9	-	4	7	2	40	64.5	5.2
No	2	9	2	2	-	1	4	2	<u>22</u>		
									62		
7. Yes	4	12	6	11	-	5	6	4	48	88.9	32.6
No	2	1	1	-	-	-	2	-	<u>6</u>	11.1	
									54		

* Numbers designate cities to which questionnaires were sent.

** Numbers here refer to questions of same number in Part II of questionnaire for Teachers Only.

+ Chi-Square worked on four categories.

++ Chi-Square worked on three categories.

TABLE XXVII. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM RURAL AREA TEACHERS TO PART II FOR TEACHERS ONLY OF THE QUESTIONNAIRE

	*1	2	3	4	5	6	7	8	9	10	11	Total	%	+X ²
**1. Yes	5	3						1	1	2	2	12	30.8	5.7
No	2	4			3			4	1	13		<u>27</u>	69.2	
												39		
2. Yes	1	5			2			1	2	4	4	15	37.5	2.5
No	6	2						4	1	12		<u>25</u>	62.5	
												40		
3. Yes	5	5			3			2		13		28	70.0	46.8
Some	2	1						3	2	2		10	25.0	
Little		1								1		2	5.0	
None												<u>2</u>		
												40		
4. Yes	4	5						3	12			29	76.3	10.5
No	2	2			2					3		<u>9</u>	23.7	
												38		
5. Request	1									2	4	4	10.9	21.6
Choice	6							5	2	13		<u>33</u>	89.1	
												37		
6. Yes	6	4						5	1	11		27	75.0	9.0
No	1	3								4		<u>9</u>	25.0	
												36		
7. Yes	5				1				1	11		30	93.7	24.5
No					1					1		<u>2</u>	6.3	
												32		

* Numbers indicate schools (See table XXI)

** Numbers here refer to questions of same number in Part II for Teachers Only of questionnaire
 + X² Chi-Square

TABLE XVIII. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM PARENTS TO PART III FOR PARENTS ONLY OF THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7-9	11	12	13	Total	%	+ X ²
1. Yes	-	-	-	-	-	2	-	-	-	-	2	1.2	166.0
No	22	31	-	15	13	24	14	12	7	23	172	96.8	
											174		
2. Yes	21	-	-	15	12	27	14	10	-	23	171	99.4	168.0
No	-	-	-	-	1	-	-	-	-	-	1	.6	
											172		
3. Favorably	20	31	8	13	10	25	-	-	4	18	145	97.0	131.0
Unfavorably	-	-	1	2	-	1	-	-	1	-	5	3.0	
											150		

* Numbers indicate PTA districts

** Numbers here refer to questions of same number in Part III for Parents Only of questionnaire

+ X² Chi-Square

TABLE XXIX. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONSES FROM OMAHA PARENTS WHO ARE TEACHERS TO PART III FOR PARENTS ONLY OF THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7	8	9	10	11	Total	%	+ X ²
1. Yes	-	-	1	-	-	-	-	-	-	-	-	1	5.0	16.0
No	4	-	-	-	4	4	1	5	-	2	1	19	95.0	20
2. Yes	4	-	-	-	4	4	5	5	2	2	-	19	100.0	19.0
No	-	-	-	-	-	-	-	-	-	-	-	-	-	19
3. Favorably	2	-	-	-	2	2	1	4	2	2	1	14	73.7	4.2
Unfavorably	1	-	-	-	2	2	-	1	-	-	-	5	26.3	19

* Numbers indicate schools (See Table XII)

** Numbers here refer to questions of same number in Part III for Parents Only of questionnaire

+ X² Chi-Square

TABLE XXI. RAW SCORES, PERCENTAGES AND CHI-SQUARE OF RESPONDERS FROM OUT-STATE PARENTS WHO ARE TEACHERS TO PART III FOR PARENTS ONLY OF THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7	8	9	10	11	Total	%	+ X ²
1. Yes	-	-	-	-	-	1	-	-	-	-	-	2	13.3	8.2
No												<u>13</u>	86.7	
												15		
2. Yes						2						11	84.6	6.2
No						1						<u>2</u>	15.4	
												13		
3. Favorably												11	91.7	8.3
Unfavorably												1	8.3	8.3

Numbers indicate schools (See table XXI)

Numbers here refer to questions of same number in Part III for Parents Only of questionnaire

+ X² Chi-Square

TABLE XXI. RAN SCORES, PERCENTAGES AND CHI-SQUARES OF RESPONSES FROM RURAL AREA PARENTS WHO ARE TEACHERS TO PART III OF THE QUESTIONNAIRE

	* 1	2	3	4	5	6	7	8	9	10	11	Total	%	+X ²
**1. Yes	2	-	-	-	-	-	-	-	-	-	4	6	28.6	3.8
No	2	1	-	1	-	-	-	-	-	2	8	15	71.4	
												21		
2. Yes	3							1	2	2	13	21	100.0	21.0
No	-							-	-	-	-	-	-	
												21		
3. Favorably	3			1						2	12	19	95.0	16.2
Unfavorably	-			-						-	-	1	5.0	
												20		

* Numbers indicate schools (See Table XXI)

** Numbers here refer to questions of same number in Part III of the questionnaire

+ X² Chi-Square

TABLE XXII. NUMBER AND PERCENTAGE OF FREE ANSWERS TO
PART IV OF THE QUESTIONNAIRE

	Rural Area	Omaha	Out-State	Parents	Total	Grand
	No.	No.	No.	No.	Teachers	Total
	%	%	%	%	No.	No.
	%	%	%	%	%	%
1.(a) Child welfare	19	54	47	135	120	255
(b) P.F.A. projects and activities	8	20	27	64	55	119
(c) Whole child	11	27	18	13	36	49
(d) Problems - school, home community	3	7	4	10	7	17
2.(a) Discipline	17	41	27	59	66	125
(b) P.F.A. projects and activities	6	14	10	10	20	30
(c) Conflicts	19	45	42	115	96	211
3.(a) Cooperation	19	39	37	116	88	204
(b) Public relations	16	32	29	64	72	136
(c) Child welfare	9	19	8	34	25	59
(d) Home-school improvement	5	10	20	80	42	122
4.(a) Inefficiencies	26	62	37	90	99	189
(b) Leadership	6	14	12	27	29	56
(c) Membership	4	10	24	21	45	66
(d) Public relations	6	14	20	17	34	51
5.(a) Self-improvement - social	18	53	41	139	99	239
(b) School improvement	1	3	8	21	12	33
(c) Public relations	12	35	18	29	43	72
(d) Educational information	3	9	13	98	29	127

TABLE XXXII. (Cont.) NUMBER AND PERCENTAGE OF FREE ANSWERS TO
PART IV OF THE QUESTIONNAIRE

	Rural Area		On-site		Out-State		Parents		Total Teachers		Grand Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
6. (a) Better informed	7	27	12	23	16	25	46	25	35	25	81	25
(b) Participation	12	46	16	31	19	30	88	46	47	33	135	42
(c) Social	1	4	5	10	5	7	10	6	11	8	21	6
(a) Efficient service	6	23	19	36	24	38	39	21	49	34	88	27
7. (a) Functional organization	10	34	14	24	19	28	47	24	43	27	90	26
(b) Social	4	13	6	10	9	13	10	5	19	12	29	8
(c) Participation	16	53	38	66	41	59	136	71	95	61	231	66
8. (a) Scope-vision	25	25	13	46	7	15	40	39	24	27	64	33
(b) Social	-	-	2	7	7	15	14	14	9	10	23	12
(c) Public relations	25	25	2	7	13	28	8	8	19	21	27	14
(d) Improvement in family life	3	19	1	4	9	20	6	6	13	14	19	10
(e) Functional organization	5	31	10	36	10	22	34	33	25	28	59	31

* Numbers here refer to questions of same number in Part IV of the questionnaire

** In this table all four groups were combined.

OBJECTIVES OF THE NATIONAL CONGRESS
OF PARENTS AND TEACHERS

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

To raise the standards of home life.

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

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

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