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### A survey of the contacts between the school and the community of Forsyth Montana

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A SURVEY OF THE CONTACTS BETWEEN THE  
SCHOOL AND THE COMMUNITY OF  
FORSYTH, MONTANA

by

VERNON R. KAILEY

B. A. University of Nebraska, 1948

Presented in partial fulfillment of the  
requirements for the degree of  
Master of Education

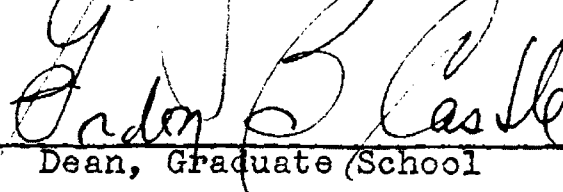
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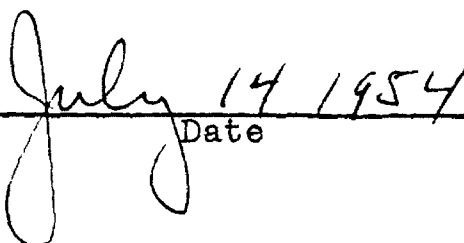
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## CHAPTER I

### INTRODUCTION

A great deal has been written and much emphasis has been placed on the importance of a sound and functional public relations program in the public schools. There are many who believe that the school should serve the entire community and, in doing so, coordinate its work with other agencies. Mr. Walter Cocking, chairman of the board of editors of *The School Executive*, says:

The function of the school in any community is to make the community better.

It is no longer correct to say that the school should serve only children of certain ages. If the school as an agency of society is to justify itself for the period ahead of us it must be accepted that its fundamental function is to serve the people of the entire community.<sup>1</sup>

The principle that the community is a part of the school, just as the school is a part of the community, is being proclaimed more and more. Mr. Seay, chairman of the Board of Editors of the *Elementary School Journal*, expresses his view as follows:

The community can serve the school in as many ways as the school can serve the community. The community provides a laboratory in which the pupils can explore and study business, industry, and the occupations by which the people make their living... It provides opportunities for surveys of its

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<sup>1</sup>Walter D. Cocking, "The School - A Center of Community Living", The American City, LXIII (December 1948), p. 119

physical and geographical characteristics and its social and economic conditions. Every individual, every group of individuals - the church, the civic organizations, the social clubs, the welfare agency - has a contribution to make to the educational program of the schools.<sup>2</sup>

With all that has been written about the need for good school-community relations, however, surveys to determine the interaction of the community and the school are rare - perhaps non-existent.

#### THE PROBLEM

This study sought to determine the kinds of contacts which existed between the school of Forsyth, Montana, and the community which it serves; how often the school and the community come into contact with each other; and under what conditions the contacts occurred.

Such a study should be of value in helping teachers and the community to better understand each other. It should also show how the teachers are accepted into the community, how active the teachers are in the community, whether or not the teachers are making an attempt to become acquainted with the community, how often the community uses the school, and how often the school uses the community.

---

Maurice F. Seay, "School and Community Cooperation", The Elementary School Journal, LII (October 1951) p. 69.



## DEFINITION OF TERMS

Contacts. The term, contact, as used in this study, was construed to mean only a meeting between the people or an organization of the community and the school or teachers. It was not meant to signify the quality of the meeting.

Community. For the purpose of this study the community of Forsyth, Montana, included all the area from which elementary and high school students are drawn.

School. Both the elementary and the high school were included in this term except where a distinction between the two schools was necessary. In that case the school referred to was specifically stated as being either the high school or elementary school.

Community resources. An attempt was made to limit the community resources in the study to those that were used by the teachers as part of their classroom studies.

## DELIMITATIONS

Of necessity this study was confined to the school at Forsyth, Montana, and the community it serves. The data shown in this study were gathered during the school year of 1953-1954. The contacts that occurred in the central office of the school were not included because they could not be counted or estimated. The contacts of the superintendent of schools at Forsyth with the community were not

included, since the majority of his associations with the community were required of him and were not voluntary, as were most of the others considered in this study.

Since many of the teachers do not reside in Forsyth during the summer months, it was felt that a truer picture could be shown if the survey were confined to the nine month school year.

The exact number of contacts could not be determined in many cases. The procedures used in gathering data, as explained later, afforded many opportunities for errors in counting. It is believed, however, that a true enough counting was made to show trends.

It was not the purpose of this paper to measure the intensity of the contacts that were found to exist, or to determine whether they were good or bad. A survey that would discern these qualities could be of great value to those who may be interested, but evaluation of the quality of the contacts which exist between a school and its community will have to await further study.

## CHAPTER II

### METHODS USED IN THE STUDY

The nature of the data gathered for this study could not be pre-determined. There was no way of knowing in the beginning what would be found, or how the information that was desired could best be located and accumulated. Therefore, all of the possible group contacts between the school and the community that usually take place were listed first. This was done in the fall of the year before the athletic contests began. The teachers were asked to add to the list any activities which they were planning for that year. These were the kind that would occur normally in any given year and included such things as musical programs, open house, drama, athletic contests, and adult education.

The faculty was asked to keep a record of the individual contacts occurring at school between the public and the classroom. These contacts were recorded in each teacher's school register and then collected at the end of the school year.

The most numerous type of contact, and the most difficult to measure, was that associated with the teachers' activities in the community. These were obtained through personal interviews with the teachers.

## THE INTERVIEW

This means of determining the kinds of contacts was chosen because no list of such contacts was available at the beginning of the study. Each teacher who was interviewed was able to add new clues as to where possible contacts might be found. The teachers also gave informal personal views about their contacts that could not have been obtained through use of the questionnaire or other method of research.

Certain leading questions were mimeographed to be used as an interview check list. These questions enabled the teachers to recall other types of contacts and, thus, increased the scope of the interview. The questions as drawn up, follow:

1. Have you been asked to join any organizations in Forsyth this year?
2. Do you belong to any organizations in Forsyth? How often do you attend?
3. At what local gatherings have you been a guest or a speaker?
4. What community activities have you helped with?
5. How many times have you been invited to homes for informal visits?
6. How many of your children's homes have you visited?

7. Have you been invited to homes for dinner?
8. Has your group entertained in the community in any manner?

Question Number 1 was asked to determine the social acceptance of new teachers; Number 2 to discover how teachers reacted to these possibilities. Questions 5 and 6 sought two other types of contacts: Number 5 referred to the number of times teachers were invited to homes for visits that were not associated with school activities or problems; Number 6 was asked to determine how many times teachers visited the homes of their children to discuss pupil progress and problems with the parents. The assumption is made in Number 7 that there is more importance in being asked to dinner than being asked to 'drop in some time'.

#### THE SURVEY

Public attendance at school activities was counted by the teacher in charge. For example, the teacher of vocal music reported the number of people who attended her music programs; the band teacher reported on concerts; and the dramatics teacher reported on plays. The attendance was estimated in all cases.

Several community organizations used the school facilities for meetings and programs. To secure the use of the school, the organizations contacted the office of the administrator and, when a date was selected, the name

of the organization was placed on the school calendar.  
The attendance at these meetings was also estimated.

## CHAPTER III

### THE SETTING OF THE STUDY

#### THE COMMUNITY

As seen at the time this study was made, Forsyth is a community of approximately 2,000 people. It is the county seat of Rosebud County and the largest town in the county. The main lines of the Milwaukee and Northern Pacific Railroads, together with Highways 10 and 6, provide the transportation facilities for the town.

The town is situated in the valley of the Yellowstone River, one hundred miles east of Billings and forty-five miles west of Miles City. Its economy is based on irrigated and dry land farming, sheep and cattle ranching, and the retail businesses catering to the needs of that area.

The social activities of the people of Forsyth are divided among approximately fifty clubs and organizations. These organizations often unite to sponsor projects that make the community a better place in which to live. Some of the more important activities which they sponsor are:

1. The exhibits and 4H livestock show at the Forsyth County Fair.
2. The Forsyth Annual Horse Show.
3. An egg hunt for the children at Easter.
4. The annual Christmas party.

5. A party for all age groups at Halloween.
6. A Fourth of July Celebration.
7. The collection of money and clothing for welfare cases.

There are two well equipped and beautifully maintained recreational parks that are used for many local gatherings. The swimming pool is free to all who wish to use it. The streets are lined by trees and the families seem to take great pride in their homes, as evidenced by the well kept lawns and beautiful flower gardens.

#### THE SCHOOLS

The school is organized on the eight-four plan. There were, at the time this study was made, between 105 and 125 students in the high school and between 360 and 380 in the elementary school. An exact figure cannot be given because of an ever present, though small, transient population resulting from the number of oil workers exploring in the area and from seasonal farm laborers moving away in the fall and back in the spring.

The high school, where most of the group contacts took place, has the following activity organizations: 1) athletics, 2) Future Homemakers of America, 3) girls drill team, 4) Masquers - a dramatic group, 5) band, 6) chorus, 7) the high school annual staff, 8) The Dogie - the school paper, 9) The Lettermen's Club, and 10) the Student Council. All of these groups come into contact



with the community through their activities.

The teachers, some of whom sponsor the above mentioned groups, have taught in the Forsyth schools for the following number of years:

Teacher A	35 years
Teacher B	11 years
Teacher C	11 years
Teacher D	10 years
Teacher E	9 years
Teacher F	8 years
Teacher G	7 years
Teacher H	6 years
Teacher I	6 years
Teacher J	6 years
Teacher K	6 years
Teacher L	5 years
Teacher M	5 years
Teacher N	3 years
Teacher O	2 years
Teacher P	2 years
Teacher Q	2 years
Teacher R	1 year
Teacher S	1 year
Teacher T	1 year
Teacher U	1 year
Teacher V	1 year

The median number of years spent in Forsyth by this group is five years. The fact that almost 60 percent of the staff had been with the school system five or more years indicates a relatively small turnover - a situation which obviously affects the study.

## CHAPTER IV

### RESULTS OF THE INTERVIEWS

The data collected by interviews and presented in this chapter deals with the teachers' personal contacts with the public, both at the school and in the community.

#### HOME VISITS BY THE TEACHERS

As shown by Table I (page 12) a total of forty nine visits were made by the teachers to the homes of their pupils. This total included both high school and elementary for an average of 2.2 visits per teacher. That this figure is misleading is shown by the fact that all forty nine visits were made by four teachers who taught in the elementary school. Two of the teachers making visits were teaching their first year in the system.

It was interesting to note that of the home visits made by the teachers only four were made at the invitation of the parent and only three were made to discuss pupil problems, these being about discipline.

Each teacher in the elementary school, when asked about the home visits she had made, was either proud of the fact that she had made some home visits or apologetic because she had made none. Those teachers who did not make home visits usually offered some explanation. The common statement was, "I know that home visits are supposed to be important but.....". In other words they all seemed to

recognize some importance in visiting the homes of the parents. Despite this, only four of the fourteen teachers actually made home visits.

When the high school teachers were asked how many times they had visited in the homes, the interviewer received the impression (perhaps erroneous) that they did not place too much importance on visiting the homes of high school students.

TABLE I

HOME VISITS BY FORSYTH TEACHERS:  
REASON FOR, NUMBER OF, AND  
BY WHOM INITIATED

Initiated by	REASON			Total
	Social	Pupil progress	Pupil problems	
Teacher	20	23	2	45
Parent	1	2	1	4
Total	21	25	3	49

PARENT VISITS TO THE CLASSROOM

The visits by the parents to the classroom included only those that were made during the regular teaching day. In only one case was a visit knowingly prompted by dissatisfaction on the part of the parent. The teacher met the parent on the street one day and was asked just what her child was being taught. The teacher invited the parent to

visit school to watch her child's relationship with the other pupils. The mother learned that her boy was not as socially mature as the rest of the class.

Table II, below, shows that the great majority of the classroom visits were initiated by the parents. This may not be completely true in light of the interest in school created by newspaper articles and radio programs. However, very few (four percent) of the visits were brought about by direct invitation from the teachers.

The results of this part of the study appear to show that parents of Forsyth school children have an active interest in their children's education at the first grade level, but this active interest gradually diminishes up through the grades until it all but disappears at the junior high school and high school levels. All of the mothers of the first grade children visited school at least once during the year.

TABLE II

THE NUMBER OF, AND REASONS FOR FORSYTH PARENTS' VISITS TO THE CLASSROOM, AND BY WHOM INITIATED

Initiated by	Social	Pupil progress	Pupil problems	Total
Teacher	0	12	0	12
Parent	0	264	4	268
Total	0	276	4	280

## THE USE OF COMMUNITY RESOURCES

It was difficult to restrict the meaning of community resources for the purposes needed here. Many of the mothers made costumes for their children for school plays and operettas, and business houses were asked for advice on technical problems. These types of resources, although a part of the over-all problem, could not be counted or catalogued and, therefore, were not considered in the study.

The field trips, in the main, were taken to the business district by the lower grades. The common points of interest were the post office, fire hall, variety stores, and the flower shop. The high school trips were made to the court house, frozen food locker plant, and the flower shop. Classes from both schools visited the parks several times.

Guest speakers were used only in the high school classes. Several people gave talks and demonstrations at assembly programs but these were not included as a part of the study.

Three grade school teachers and one high school teacher used the local library as a source of additional instructional material. This was in addition to the times it was visited on field trips.

The city park which lies just north of the school has several play areas and an athletic field that are used for physical education and recreation. The count

of the number of times the teachers used the park does not include football practices.

At least two articles concerning the school appeared in the local paper each week. One of these contained material concerning the twelve grades and the other was a resume of the week's athletic activities. All elementary and high school information was written under the same column by the high school and, therefore, only the total is shown in the table. Table III, below, shows the kind and number of community resources used by the schools.

TABLE III  
THE KINDS AND NUMBER OF COMMUNITY RESOURCES  
USED BY THE SCHOOLS OF FORSYTH

School	Field trips	Guest speakers	County library	Play areas	Newspaper articles	Total
Elementary	22	0	3	45		70
High	3	9	1	188	144	374
Total	25	9	4	233	144	444

THE ACTIVITIES OF THE TEACHERS IN THE COMMUNITY

This part of the study incorporated the use of the eight questions listed on page 6. In Table IV a comparison is shown between those organizations that asked teachers to join and those organizations that teachers joined. The purpose here was to determine whether or not teachers in

Forsyth were active in the various community groups and if the groups were making an attempt to recruit them.

The attendance figures shown in Table IV were compiled from the answers the teachers gave to the questions on page 6. The table shows that few teachers were asked to join the groups and, of those asked, only a small percentage joined. There doesn't seem to be much difference between the men's clubs and the women's clubs in asking teachers to join.

TABLE IV

ORGANIZATIONS THAT ASKED FORSYTH TEACHERS TO JOIN:  
 ORGANIZATIONS TO WHICH TEACHERS BELONG:  
 AND TEACHERS' ATTENDANCE AT MEETINGS  
 OF THESE ORGANIZATIONS

Organization	Teachers asked to join	Teachers belong to	Teachers attendance
<b>CHURCH GROUPS</b>			
Episcopal Guild	0	1	18
Federated Circles	3	1	9
<b>CIVIC GROUPS</b>			
Rebeccas	0	1	18
Lions Club	3	0	0
B. P. W.	4	2	49
American Legion	2	0	0
Eastern Star	1	1	3
Federated Women's Club	3	2	30
Legion Auxillary	1	1	4
Young Men's Club	4	1	9
<b>RECREATION GROUPS</b>			
Rod and Gun Club	1	0	0
Card Clubs (9)	0	4	243
Golf Club	1	1	8
<b>Total</b>	<b>23</b>	<b>15</b>	<b>491</b>

COMMUNITY ACTIVITIES AT WHICH TEACHERS SPOKE,  
ASSISTED, OR WERE GUESTS

Two organizations, the Lions Club and the Federated Women's Club, had the greatest number of teacher guests. Most of the teachers' attendance at these two clubs occurred on single nights when the entire faculty was invited.

There were more groups that asked the teachers to their meetings to speak than there were that asked the teachers to their meetings to visit. All speakers came from the high school. The coach-principal spoke five times; three times on athletics, and twice on school in general. The home economics teacher spoke twice to 4H groups. The English teacher spoke three times: twice to women's groups and once to the Veterans on the Farm Training class. The guidance teacher gave the Commencement Address at the Cartersville Elementary School and talked to the Rosebud Community P. T. A. He also spoke to the Federated Women's Club of Forsyth.

The vocal music teacher was called upon more than others. This probably was because, when entertainment was needed, she or her group could assure a good program. She was also asked to sing for eleven weddings and funerals,

Either the teachers' talents are recognized by the organizations of Forsyth or the teachers themselves are interested in the affairs of the community. All but six teachers helped with some type of community-wide activity.



Most of these six were active in their own church. Those teachers that belonged to clubs were more active probably because most of the community programs were sponsored by such organizations as the Lions, Chamber of Commerce, and Young Men's Club.

Table V (page 20) shows the contacts of the teachers with the community activities under the three conditions mentioned.

TABLE V

ACTIVITIES AT WHICH FORSYTH TEACHERS SPOKE,  
ASSISTED, OR WERE GUESTS

Activity	Spoke	Assisted	Guest
CHURCH GROUPS			
Federated Circles	1	5	3
CIVIC GROUPS			
Lions activities	0	6	25
Young Men's Club	0	1	0
Junior Red Cross	0	2	0
4H	2	1	0
Boy Scouts	1	2	0
Rainbow	0	0	1
Federated Women's Club	2	0	21
B. P. W.	1	0	2
Eastern Star	0	0	5
Halloween party	0	1	0
Christmas party	0	1	0
Easter egg hunt	0	1	0
County fair	0	1	0
Horse show	0	1	0
Fourth of July	0	1	0
Senior mothers banquet	2	0	2
RECREATION GROUPS			
Community recreation	0	2	0
Community band	0	1	0
Football banquet	0	1	2
EDUCATION GROUPS			
Veterans farm class	1	0	0
Rosebud P. T. A.	1	0	0
Cartersville School	1	0	0
<b>Total</b>	<b>13</b>	<b>26</b>	<b>62</b>

## INFORMAL AND DINNER VISITS TO HOMES

Several factors came to light concerning this phase of the teachers' activities in Forsyth. The teachers who were married were invited out more often than those who were single. This may have been true because the wives of the married teachers more commonly belonged to clubs through which they met many people, or because, on the average, the married teachers had lived in Forsyth longer.

The informal visit invitations out-numbered the dinner invitations approximately four to one. There may be something significant in the fact that the nine teachers who taught in Forsyth from five to nine years received over twice as many invitations as those who taught from one to three years. There was no appreciable difference between the five to nine group and the ten and over group.

Table VI shows that, of the 981 informal and dinner invitations extended to the teachers last year, only 106 were extended to teachers who lived in Forsyth from one to three years.

TABLE VI  
INFORMAL AND DINNER VISITS OF TEACHERS  
TO FORSYTH HOMES

Years in Forsyth	Number of teachers	Informal visits	Dinner visits
1 - 3	9	79	27
5 - 9	9	494	105
10 and over	4	211	65
Total	22	784	197

## CHAPTER V

### RESULTS OF THE SURVEY

The material in this chapter was gathered by the teachers through direct observation. The figures given under the heading "communication media" were taken from the records kept by the teachers. All of the attendance totals are approximations, as explained on page 7 of this study.

#### COMMUNITY USE OF THE SCHOOLS

No attempt was made to classify the contacts with respect to the school building in which they occurred except where it was necessary to distinguish between two units of the same type.

The high school gymnasium was used thirty-six times by the independent basketball team for practice and games. The number of participants could not be determined because there wasn't a teacher present at these activities.

The elementary school gymnasium was used by three different groups. The Boy Scouts held five meetings, two adults being present at each meeting. The Rifle Club, consisting of ten members, used the gym thirty-six times for target practice. The Forsyth Square Dance Club held one dance in the gym. The total attendance at these activities was estimated at four hundred and seventy.

Five courses for adults were held in the school

last year. Twenty-two people attended six classes in plastic, copper and leather craft taught by the shop teacher. Fifteen other people used the shop machinery to repair furniture. The coach taught first aid for the Red Cross to twelve people who attended eight classes. A class in typing, held twelve times, was taught by the commercial teacher to ten people. Eight women attended five classes in dressmaking taught by the home economics teacher. The Veterans on the Farm Training group, consisting of twenty-one members, met once a week, or, for the purpose of this study, thirty-six times. The total attendance at all five classes was 1,184.

The school auditorium is the only place in Forsyth that contains a stage. This unit of the school is used by the public for community activities that need this type of facility. Last year the auditorium was used seven times by organizations other than school groups.

The Lions Club used the auditorium three times to hold fund-raising programs. The attendance was estimated at seven hundred people. The Rosebud-Treasure Wildlife Association, commonly called the Rod and Gun Club, held two meetings in the auditorium. Approximately five hundred members and interested persons attended.

Films were shown in the auditorium by two groups. The Lutheran Church minister showed one of the films to sixty-five members of his congregation, and the county extension agent showed the other film to twenty-five people

attending a meeting of the soil conservation district.

Table VII on the following page shows the groups that used the school facilities, the number of times the school was used, and the aggregate attendance.

TABLE VII

FORSYTH SCHOOL FACILITIES USED BY THE PUBLIC:  
 THE ORGANIZATIONS, THE NUMBER OF TIMES,  
 AND THE TOTAL ATTENDANCE

Organizations	Number of times	Auditorium	Shop	H.S. gym	Elem. gym	Classroom	Total
Lions	3	700					
Lutheran Church	1	65					
Soil Conservation	1	25					
Rod and Gun Club	2	500					
Boy Scouts	5				10		
Rifle Club	36				360		
Square Dance Club	1				100		
Independent Basketball	36						
Adult Education	67		147			1,037	
<b>Total</b>	<b>152</b>	<b>1,290</b>	<b>147</b>		<b>470</b>	<b>1,037</b>	<b>2,944</b>



## PUBLIC ATTENDANCE AT SCHOOL ACTIVITIES

There are usually between twenty-five and thirty regularly scheduled activities in the Forsyth school each year. These are the group type activities such as athletic contests, dramatic productions, and operettas. There are also, on the average, two dances a month which adults sometimes attend.

Last year Forsyth High School played two football games and twelve basketball games at home. There were 2,500 adult paid admissions.

There was no admissions charge to the two band concerts given last year, but the attendance was estimated at five hundred.

The Masquers, a dramatic group from the high school, produced four plays with eight hundred people in the audience.

The largest attendance for a single night appeared at Public Night, the school's annual open house, when five hundred people came to inspect the schools.

The last three programs of the year (baccalaureate, class night, and commencement) drew 625 people.

Table VIII on the following page shows the activities and the number of people that attended. Athletics comprised half of the school activities and about 45 percent of the attendance.

TABLE VIII

PUBLIC ATTENDANCE AT ACTIVITIES OF  
THE FORSYTH SCHOOLS

Activity	Number	Attendance
Athletics	14	2,500
Dramatics	4	800
Chorus	3	1,000
Band concerts	2	500
Public Night	1	500
Baccalaureate	1	125
Class Night	1	200
Commencement	1	300
Total	27	5,925

Communication media. The Forsyth school has used Station KRJF of Miles City to broadcast programs for the last four years in an attempt to bring the school closer to the community and to strengthen the interest of the community in the school. A survey has never been made to determine how many families of Forsyth actually listen to these programs presented by the students and the teachers. Such a survey would seem desirable.

The programs are not a regular part of the school curriculum but appear because of the untiring efforts of an English teacher to provide another outlet for self-expression for the students. Fourteen programs were given on the radio last year.

Both the school newspaper and the community newspaper were used to convey school information to the public. Articles were written by both students and faculty members. One teacher wrote a column on athletics each week and another teacher supervised the writing of an article that explained the work being done in the classrooms from grades one through twelve. Several other articles were written by teachers during the course of the school year. Students wrote lead articles on athletic contests and the results of the games. As nearly as could be determined, 144 such articles appeared in the community paper last year as shown in Table III (page 16).

The school publication, The Dogie, was written and printed by student volunteers who did the work in their spare time. There were five issues of 125 copies each printed last year.

The school annual helped bring the school into contact with the community in two ways: 1) by the students selling advertising, and 2) by the annual itself. Last year sixty-nine ads were sold and 125 copies of the annual distributed.

Only one teacher could remember having used the telephone as a medium of communicating with parents. She called ten times. The many office contacts by telephone were not estimated or counted.

The five methods of communication explained here brought a total of 983 ways which the public was contacted.

SUMMATION

Table IX (page 31) summarizes all of the contacts described in this study in order that the reader can more readily see how many there were, where they occurred, and between what groups they occurred. The teachers' visits with the people of the community (home visits, parent visits to the classroom, and informal and dinner visits) are all collected under the term visits.

TABLE IX

SUMMARY OF THE SCHOOL-COMMUNITY CONTACTS:  
THE KINDS, THE PLACE, AND THE NUMBER

Kinds	At School	In the community	Total
<b>CIVIC GROUPS</b>			
Lions Club	3	31	34
Young Men's Club	5	10	15
Rebeccas	1	18	19
B. P. W.			
American Legion	2		2
Legion Auxillary	2	4	6
Eastern Star	2	8	10
Federated Women	5	53	58
Red Cross		2	2
4H		3	3
Rainbow		1	1
Boy Scouts	10	4	14
<b>RECREATION GROUPS</b>			
County Fair		1	1
Horse show		1	1
Halloween party		1	1
Easter egg hunt		1	1
Christmas party		1	1
Fourth of July		1	1
Senior banquet		4	4
Community recreation		2	2
Community band		1	1
Football banquet		3	3
Rod and Gun Club	1		1
Golf Club	2	8	10
Card clubs	4	243	247
Rifle Club	360		360
Square Dance Club	100		100
Basketball team	36		36
<b>CHURCH GROUPS</b>			
Episcopal Guild	1	18	19
Federated Circles	4	18	22
Lutheran Church	65		65
<b>EDUCATION GROUPS</b>			
Soil conservation	25		25
Adult education	1,184		1,184
<b>OTHERS</b>			
Teacher visits	280	1,030	1,310
Community resources	9	435	444
Attendance at activities	7,125		7,125
Communication media	750	233	983
<b>Total</b>	<b>9,982</b>	<b>2,187</b>	<b>12,169</b>

## CHAPTER VI

### SUMMARY

#### REVIEW OF THE PROBLEM

The problem as stated in this study was that of determining the extent to which the school of Forsyth and the community came into contact with each other during the nine month school year of 1953-1954. The purpose of the study was to show where the contacts existed and under what conditions they occurred.

#### RESTATEMENT OF THE DELIMITATIONS

Since many of the contacts could not be accurately counted the figures given in this study must be considered approximations. No attempt was made by the writer to weigh the importance of the various types of contacts except in that part of the study which shows the number of informal and dinner visits to homes. No attempt was made to evaluate the quality of the contacts.

The assumption should not be made that the contacts discovered in the study are the only kinds that existed. There were variables that could not be controlled and, undoubtedly, some phases of school-community relationships went uncounted.

## CONCLUSIONS AND RECOMMENDATIONS

Since other surveys to determine the number of contacts between the school and the community have not been found to exist, comparisons between the conditions at Forsyth and other communities could not be made. A fairly accurate assumption could probably be made that the community and the school of Forsyth were, at the time of the study, much like other schools and communities of the same size. Further studies of this problem in other communities might prove differently.

There seems to be a distinct difference between the amount of social contact of the new teachers with the community and that of the teachers of longer residence. The writer feels there is enough significance in this difference to warrant further study of the problem.

A program of teacher orientation should probably be developed to help new teachers become acquainted in the community. Social and civic groups should be encouraged to invite teachers to their meetings and to join their organizations.

There didn't seem to be enough contact between the teachers and the parents of the school children. Teachers should probably be encouraged to make more home visits. The high school teachers indicated last spring that they would like to adopt the parent-teacher conference

as a means of reporting on the progress of their students. This plan may be adopted some time in the future.

A survey should be made of the possible community resources that could profitably be used at the different grade levels. A list could be compiled that should be especially beneficial to teachers new in the system.



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