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A STUDY OF THE RELATIVE IMPORTANCE OF ITEMS DISCUSSED IN
PARENT-TEACHER CONFERENCES AS RATED BY PARENTS
AND EDUCATORS IN THE LOGAN CITY SCHOOLS

by

Robert W. Bickmore

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

of

MASTER OF SCIENCE

in

Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1957

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Robert W. Bickmore

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INTRODUCTION

The Logan City Elementary Schools have been using parent-teacher conferences as a method of reporting pupil progress for the past three years. This study is an attempt to determine those items parents and teachers want discussed in conferences.

The literature reviewed by the author was of a general nature, as is most of the materials found in our current periodicals and texts that concern themselves with parent-teacher conferences. It is, however, very basic to a good conference situation.

STATEMENT OF PROBLEM

This investigation was an attempt on the part of the author to make a contribution in the field of reporting pupil progress in the Logan City Schools by providing information with regard to the following questions.

1. What are the areas of agreement among educators as to the relative importance of items discussed in parent-teacher conferences?

2. What are the areas of agreement among parents as to the relative importance of items discussed in parent-teacher conferences?

3. In what areas do parents and educators agree as to the relative importance of items discussed in parent-teacher conferences?

4. What are the areas of agreement among parents and teachers as to the extent they wish given items discussed.

REVIEW OF THE LITERATURE

Introduction

There are numerous ways, both written and oral, in which the schools can report pupil progress to parents. Promising practices include parent-teacher conferences, notes to parents, combination of narrative reports and parent-teacher conferences, and progress check sheets indicating, among other things, attitudes and behavior.

Educators have long recognized the inadequacy of the report card and the traditional marking system. Studies show that no two teachers mark just alike, even with a common set of standards to follow. Children work for marks rather than self-improvement. Marks, alone, cannot and do not tell a complete story.

Elsbree (4) points out that many thoughtful educators believe that the whole philosophy underlying the assignment of marks in the elementary school is unsound. This practice promotes superficial and insincere scholarship. The student loves the mark and not the wisdom which it presumably symbolizes. The motivation is false and is comparable in nature to rewards and wages.

He further states that grades encourages poor teaching. As long as teachers can badger pupils into studying their lessons and performing their tasks by threatening them with poor marks, there will be a strong temptation to substitute

this control over marks for good teaching.

Elsbree also feels that the traditional marking schemes produce barriers between teachers and pupils and interfere with the establishment of rapport. It places them in a dual role as counselor and judge. Many teachers are not able to serve successfully in these two roles.

The following section contains the ideas of a few of the leading authorities, principals, and teachers as to why we should have parent-teacher conferences, how to conduct the conference interview, and what should be discussed.

Why parent-teacher conferences

The preceding paragraphs have pointed up the inadequacies of the using marking systems as a method of reporting pupil progress. As we review the values to be found in parent-teacher conferences we must ask if they have anything to add by way of improvement.

The Staff of Guidance and Counselor Training (9) at Michigan State College published a pamphlet in 1955 that enumerated a few of the purposes and positive contributions of parent-teacher conferences. It provided an opportunity for a closer working relationship between teacher and parents. Parents developed a greater insight into the school and the problems their children face, and gained a feeling that they play a more integral part in their child's education and training. The conferences stimulated both parents and teachers to provide a better environment for the child. It provided an opportunity for parents and teachers to

develop a mutual understanding of the child and a greater respect for each other. It resulted in improved communication since two thousand to four thousand words can be exchanged in a 20 minute conference. Special abilities and problem areas are established and qualified or explained as necessary. Emphasis can be placed on the total growth of the child in a way not possible in a written report. It provides less opportunity for misunderstandings on the part of parents and teachers. Teachers develop better perspective because they come to realize more fully the interaction of the child with other environmental forces. The child is more secure since he knows the teacher and his parents are working together for him and not at cross-purposes. Finally, they point out that conferences are excellent public relations media.

The actual meeting of teacher and parent in a conference is probably more meaningful than any other form of reporting pupil progress according to Byron Callaway (2). The conversation can be alive and warm, where the same information in a written report may seem cold and uninteresting.

He lists three of the most important advantages of the conference for reporting child growth as: the difficulty of disliking someone you know, the importance of informed citizens to help us expose unjust criticism and attain maximum benefits for public education, and the most important advantage of knowing the pupil and his problems to a greater extent and thereby being able to render greater service to him.

In May, 1954, a survey of parents with children in the Logan City Schools was made regarding parent-teacher conferences. According to Dr. Parry Wilson, Director of Testing and Guidance in Logan City Schools, ninety-five percent of the parents responding to the questionnaire felt they had gained a better understanding of their children through the conference situation. Ninety-six percent of the parents felt they had gained a better understanding of the schools because of the conferences. Ninety-eight percent of the responding parents expressed the opinion that because of conferences they now had a stronger desire to cooperate more closely with the schools in working out a program that would help their child develop mentally, socially, physically, and emotionally. This information is available in more detail in mimeographed form from the office of the Director of Testing and Guidance for Logan City Schools.

Judson, et al. (7) express a unique idea regarding control of the reporting situation. They feel the teacher has better control over the time and attitude of the parents if the progress report is presented in a conference situation.

Eva H. Grant, editor of the National Parent Teacher, the official magazine of the Parent-Teacher Association states that no single instrument is more important in building mutual understanding than the personal conferences. She says that these talks are essential if parents and teachers are to understand the child's rate of growth, interests, capacities, and emotional needs.

The home and the school have joint responsibility for a child's development according to Katherine E. D'Evelyn (3). What happens to him in either place affects his total behavior. Home and school must cooperate in working out a suitable program for him. This author feels that the individual parent-teacher conference is one of the most satisfactory means of making this planning possible.

There are many advantages that can be gained by the wise use of the parent-teacher conference as one method of reporting pupil progress. The following section gives additional information by various authors concerning better methods of conducting the interview to insure getting the full measure of benefits inherent within.

How to conduct the conference interview

Callaway (2) says the opening of the conference is very important and should be started on a pleasant note. It is the teachers responsibility to put the parent at ease.

He also notes that the child's weaknesses and unfavorable attitudes should be topics for discussion, and the parents should be informed of what the school is attempting to do to help the child. He also indicates that we should encourage parent participation by every possible means.

D'Evelyn (3) offers a rather extensive guide for conducting conferences. She begins by pointing out that each parent is unique in his personality and his problems. It is the responsibility of the teacher to make the conference successful. Conditions attending parent-teacher conferences

should include such provisions as: There should be no interruptions. Accept what the parent says as true. Never argue with them. Don't assume the parent wants help or advice. Be constructive and positive but don't criticize. Let any advice or suggestions grow out of mutual discussions. When special help is needed, let a trained person take over. Close each conference on a constructive, forward-going note.

A device for self-evaluation of parent-teacher conferences was worked out by Judson, et al. (7). They indicate the conferences will be successful if these questions can be answered in the affirmative.

These practices are important. Do I

1. Attempt to have a conference with every parent?
2. Try to be a good listener so that I too may learn from the conference?
3. Try to be a good leader and encourage discussion so the parent feels that the problems are neither his nor mine, but ours?
4. Use lay language as much as possible and make clear any professional terms I may use?
5. Include all the favorable reports for each child, but give parents a true picture of the child's performance in relation to his ability?
6. Make every parent feel that his child is in good hands?
7. Treat every parent as a friend?
8. Show parents that I like my work?

A teacher from Montgomery, Maryland, Anna Raymond (8), reports that she makes every effort to avoid placing responsibility upon the child which properly rests upon the home or school. She is convinced that major emphasis should be placed on the phases of a child's development in which improvement is most possible.

The Staff of Guidance and Counselor Training (9) at Michigan State College state that the teacher in a conference

should be tactful, state the facts, indicate a genuine interest, and avoid comparisons, particularly of siblings.

What should be discussed

When a program of parent-teacher conferences is introduced into a school system or a teacher or parent is approaching his first conference experience it is usually accompanied with a feeling of dread or fear. This can be dispelled if adequate preparation is made by the teachers and if parents have been well-informed concerning the purposes of the conferences and what is expected of them.

Elsbree (4) defines the problem of what should be discussed in P. T. conferences in the following statements:

To provide information necessary for a sound working relationship between these two institutions (the home and the school) in the guidance of the child, is the major purpose of reporting. Other secondary objectives, such as keeping the public informed, developing school support, and stimulating teachers to become acquainted with their pupils, are incidental to this function and should never be allowed to obscure the primary objective of the reporting system.

One of the first questions to arise in trying to achieve this main purpose of reporting is what should the school tell the parents about their children. The progressive schools are making an effort to inform parents on all phases of pupil growth. This practice is basically sound and is one of the first objectives to be considered in formulating a program of reporting. To achieve this goal, it is necessary to break down child development into a number of classifications in harmony with the aims of the elementary school.

Hogge (6) worked out a suggestive list of topics for parent-teacher discussions and classified them under these headings: Physical development of child, Development of

child as social being, Emotional growth, and Mental growth, with appropriate items under each heading.

Taylor (11) made up some check lists of items that were discussed by parents and teachers in his study of thirty-five parent-teacher conferences at the Whittier Training School in Logan, Utah. His classifications were basically the same as Miss Hogge's. Mr. Taylor's study was an objective look at the actual items discussed by parents and teachers in thirty-five conferences.

Adams, et al. (1) worked out a suggestive list of topics for parent-teacher discussion that included the same classifications; physical, social, emotional and scholastic.

There is an apparent agreement among writers in the field as to the breakdown or classification of the areas of child development to be discussed in conferences. These areas were developed in the questionnaire used for this study by the author.

PROCEDURES

A questionnaire was developed with the aid of suggestions from my committee, the teachers in the Wilson School, literature dealing with parent-teacher conferences, literature on child development, and my own experience in conferencing. Much of the material for the sections dealing with specific items and social and emotional growth was adapted from Childrens Behavior and Teachers Attitudes by E. K. Wickham (12). The items were limited to the ones felt to be important by the sources mentioned.

Permission was granted by Superintendent Sherman Eyre of the Logan City Schools to administer the questionnaire to the teachers and parents of the Logan Elementary Schools. They were distributed by the principals of the four elementary schools. They were given to the oldest child in each family represented in the school. The individual teachers were responsible for collecting them as they were returned. Each elementary school teacher and principal was also given a questionnaire. Six hundred ninety parents and thirty-four educators returned questionnaires, either partially or completely filled out.

The items to be discussed were broken down into three categories: Academic Achievement, Social and Emotional Growth, and Physical Development and Health.

The items were rated "very important" (3), "important"

(2), "unimportant" (1), and "need not or should not be discussed" (0). The ratings were tabulated and analyzed with the objectives as listed in the statement of the problem.

In the area of social and emotional growth a section was included titled "Specific Items". It was designed to give the participants a choice as to the extent they wished to have any given item discussed. An attempt was made to list a normal or near normal statement, a left-of-normal or negative statement, and a right-of-normal or positive statement. In this way it was anticipated that we may get an indication of the type of specific item a parent or educator might consider most important if it applied to the child being discussed in a conference.

EXPLANATION OF TABLES

Tables one, two, four, five, seven, and eight are rank order tables showing how the respective items were ranked by the parents or the teachers in each area of child development. A percentage is given at the left of the rank number. This gives the percentage of the participants that ranked the item "very important". When an exact tie occurred the items were ranked by considering the percentage of participants rating it "important".

Tables three, six, nine, and ten give two comparisons as to how each item was rated by parents and by teachers. It gives a rank order comparison and a percentage comparison. It also gives an average rank order which was arrived at by giving the educator's percentage on each item equal weight with the parents percent rating and averaging the two.

Table twelve and thirteen give the total picture as to how parents and how educators rated each item.

Table eleven gives a different picture of the area of specific items dealing with social and emotional growth. In this section groups of three related items were considered and rated as to their importance as items to be discussed in parent-teacher conferences. Table eleven gives the number of instances each type of item (negative, normal, or positive) received the highest total vote in its group of three items. When a tie occurred it was counted as

highest for both groups.

Any reference made to the items by number is as found on the questionnaire (see appendix) unless a rank order is designated.

Table 1. Items concerning academic achievement ranked very important by parents

%	Item
55%	1. Extent to which my child can think independently and make his own decisions.
53%	2. My child's achievement compared with his own previous efforts.
48%	3. His achievement compared to his measured mental ability.
47%	4. Extent to which he expresses himself adequately orally and in written work.
41%	5. His study habits at home and in school.
38%	6. Specific information as to skills acquired (processes mastered in arithmetic, etc.).
30%	7. Ability to make worthwhile contributions in a given subject area.
27%	8. His mental ability as rated on a standardized test. (I.Q.)
20%	9. His intellectual interests at home.
19%	10. His standardized achievement test scores compared to class norms.
18%	11. How my child compares with others in his class academically.

Table 2. Items concerning academic achievement ranked very important by educators

%	Items
74%	1. My child's achievement compared with his own previous efforts.
71%	2. His study habits at home and in school.
61%	3. Extent to which my child can think independently and make his own decisions.
53%	*4. His achievement compared to his measured mental ability.
53%	*5. Extent to which he expresses himself adequately orally and in written work.
53%	*6. Ability to make worthwhile contributions in a given subject area.
44%	7. Specific information as to skills acquired (processes mastered in arithmetic, etc.).
35%	8. His intellectual interests at home.
21%	9. His standardized achievement test scores compared to class norms.
18%	10. His mental ability as rated on a standardized test. (I.Q.)
12%	11. How my child compares with others in his class academically.

(*Used highest total under rating of important to break the tie.)

Table 3. Comparison of items concerning academic achievement rated very important by parents and by educators

Items	% RANKED BY PARENTS	RANKING	% RANKED BY EDUCATORS	RANKING	IN RANKING
Extent to which my child can think independently and make his own decisions.	55%	1	61%	3	2
My child's achievement compared to his own previous efforts.	53%	2	74%	1	1
His achievement compared to his measured mental ability.	48%	3	53%	4*	4
Extent to which he expresses himself adequately orally and in written work.	47%	4	53%	5*	5
His study habits at home and in school.	41%	5	71%	2	3
Specific information as to skills acquired (processes mastered in Arith., English, etc.).	38%	6	44%	7	7
Ability to make worthwhile contributions in a given subject area.	30%	7	53%	6*	6
His mental ability as rated on a standardized test. (I.Q.)	27%	8	18%	10	9
His intellectual interests at home.	20%	9	35%	8	8
His standardized achievement test scores compared to class norms.	19%	10	21%	9	10
How my child compares with others in his class academically.	18%	11	12%	11	11

*Tie broken by comparing numbers of times item was ranked "Important".

ACADEMIC ACHIEVEMENT

Rank order

In the questionnaire are eleven items concerning academic achievement. These items were placed in rank order by considering only the "very important" classification (except in the case of a tie). The parents and the educators ranked the items very nearly the same.

The first five items as ranked by the parents were in agreement with the first five items in the educator's ranking. The items were not ranked exactly the same. The only difference of greater than two ranks was a ranking of five by the parents and two by the educators on item six (His study habits at home and in school).

The items ranked from six through ten also were in agreement but again not in exact order. None of these items varied more than two ranks. Item number one on the questionnaire (How my child compares with others in his class.) was given a ranking of eleven by both parents and educators. However, this low ranking and eighteen percent score in the "very important" rating is offset somewhat by a sixty-two percent score in the rating "important" which leaves only twenty percent of the parents who feel this item is "unimportant" or "need not or should not be discussed". Fifty percent of the educators felt this item was "unimportant" or "need not or should not be discussed".

Grouping of ratings

From ninety-one to ninety-six percent of the participating parents felt that items two, three, four, five, six, nine, and eleven were either "important" or "very important". At least eighty percent of the parents felt all of the items were of sufficient significance to merit a rating of "important" or "very important".

From ninety-four to one hundred percent of the educators participating felt that items two, three, four, six, nine, ten, and eleven were either "important" or "very important". Eighty-two percent felt number five was "important" or "very important".

Significant differences

The only significant differences of opinion occurred on the following items:

Item number eight (His standardized achievement test scores compared to class norms.) was rated as "unimportant" or "need not or should not be discussed" by thirty-nine percent of the educators. Only seventeen percent of the parents agreed with them.

Item number seven (His mental ability as rated on a standardized test.) was rated as "unimportant" or "need not or should not be discussed" by fifty percent of the educators. Only eighteen percent of the parents concurred.

Item number one (How my child compares with

others in his class academically.) was also rated as "unimportant" or "need not or should not be discussed" by fifty percent of the educators, twenty percent of the parents agreeing.

It is significant that of the two above mentioned items in this category the educators are evenly split, half favoring the item as a topic for parent-teacher conferences and half against it.

Table 4. A ranking of items concerning social and emotional growth rated very important by parents

%	Items
63%	1. Indications of honesty or dishonesty.
52%	2. The extent to which he considers the rights of others.
48%	3. His ability or inability to make friends.
47%	4. His politeness or rudeness.
45%	5. The extent of his ability to work with a group.
43%	6. The extent to which he accepts his share of class responsibilities.
35%	7. Attention span--extent to which he is able to give his attention to the task at hand.
33%	8. His ability or lack of ability to take criticism.
29%	9. The extent to which he withdraws from others.
23%	10. The degree to which he is selfish or unselfish.
22%	11. The extent to which he seeks assistance.
22%	12. The extent to which he attempts to be the center of activity. (a show off)
22%	*13. The extent of his persistence.
22%	*14. The extent of his suggestibility. (Is he easily "put" up to something rash?)
21%	15. The extent of his aggression toward others.
21%	16. Extent to which he is given to intensive or explosive reactions.
18%	17. The extent to which he is overly critical of others.
15%	18. The extent to which he is a physical coward.
14%	19. The extent of his suspiciousness of others.

(*Used highest total under rating of important to break a tie)

Table 5. A ranking of items concerning social and emotional growth rated very important by educators

%	Items
68%	1. The extent of his ability to work with a group.
65%	*2. The extent to which he accepts his share of class responsibilities.
65%	*3. His ability or inability to make friends.
62%	4. The extent to which he considers the rights of others.
53%	*5. His politeness or rudeness.
53%	*6. Indications of his honesty or dishonesty.
44%	7. Attention span--extent to which he is able to give his attention to the task at hand.
38%	8. The extent to which he withdraws from others.
29%	*9. The extent of his persistence.
29%	*10. The extent of his aggression toward others.
26%	11. The extent to which he seeks assistance.
21%	*12. His ability or lack of ability to take criticism.
21%	*13. Extent to which he is given to intensive or explosive reactions.
21%	*14. The extent to which he attempts to be the center of activity. (a show off)
18%	*15. The degree to which he is selfish or unselfish.
18%	*16. The extent of his suggestibility. (Is he easily "put up" to something rash?)
6%	*17. The extent to which he is overly critical of others.
6%	*18. The extent of his suspiciousness of others.
6%	*19. The extent to which he is a physical coward.

(*Used highest total under rating of important to break a tie)

Table 6. Comparison of items concerning social and emotional growth rated very important by parents and by educators

Items	% RANKED BY PARENTS	RANKING	% RANKED BY EDUCATORS	RANKING	A/RANKING
Indications of his honesty or dishonesty.	63%	1	53%	*6	1
The extent to which he considers the rights of others.	52%	2	62%	4	2
His ability or inability to make friends.	48%	3	65%	*3	3
His politeness or rudeness.	47%	4	53%	*5	5
The extent of his ability to work with a group.	45%	5	68%	1	4
The extent to which he accepts his share of class responsibilities.	43%	6	65%	*2	6
Attention span--extent to which he is able to give his attention to the task at hand.	35%	7	44%	7	7
His ability or lack of ability to take criticism.	33%	8	21%	*12	9
The extent to which he seeks assistance.	29%	9	38%	8	8
The degree to which he is selfish or unselfish.	23%	10	18%	*15	15
The extent to which he seeks assistance.	22%	11	26%	11	12
The extent to which he attempts to be the center of activity. (a show off)	22%	12	21%	*14	13
The extent of his persistence.	22%	13*	29%	*9	10
The extent of his suggestibility. (Is he easily "put up" to something rash?)	22%	14*	18%	16	16
The extent of his aggression toward others.	21%	15	29%	10	11
Extent to which he is given to intensive or explosive reactions.	21%	16	21%	*13	14
The extent to which he is overly critical of others.	18%	17	6%	*17	17
The extent to which he is a physical coward.	15%	18	6%	*19	18
The extent of his suspiciousness of others.	14%	19	6%	*18	19

*Tie broken by comparing number of times item was ranked "important".

SOCIAL AND EMOTIONAL GROWTH

Rank order

The questionnaire contained nineteen items under the above topic. The same method for determining rank order was used as with the previous topic. The parents and educators ranked the items very nearly the same.

The first seven items as ranked by the parents were in agreement with the first seven items in the educators' ranking. The items were not ranked exactly in the same order (see table 6). There was more of a spread between the rank-orders of the two groups than with section on academic achievement. This was probably due in part to a greater number of items.

The rankings from eight to fourteen were in agreement on five of seven items. The last three items in the rankings made by parents are to be found in the last three items in the educators' rankings, number seventeen being identical.

Grouping of ratings

Eighty to ninety-five percent of the parents indicated that items one, two, three, four, five, six, seven, nine, ten, eleven, thirteen, sixteen, and nineteen are "important" or "very important" as problems to be discussed in parent-teacher conferences. Sixty-four to seventy-eight percent of the parents feel the other items are "Important"

or "very important".

Item fourteen (The extent to which he is a physical coward.) was rated eighteenth of the nineteen items as ranked by the parent group. Thirty-five percent of the parents rated it "unimportant" or "need not or should not be discussed".

Item fifteen (The extent of his suspiciousness of others.) was rated nineteenth by the parent group. Thirty-six percent rated it "unimportant" or "need not or should not be discussed".

Eighty-two to ninety-seven percent of the educators rated items one, two, three, four, five, six, seven, nine, ten, eleven, twelve, thirteen, sixteen, eighteen, and nineteen were "important" or "very important" as topics for parent-teacher conferences. Sixty-four to seventy-nine percent rated the other items "important" or "very important".

Item fourteen was given a ranking of nineteenth by the educators with thirty-six percent rating it "unimportant" or "need not or should not be discussed".

Item fifteen was ranked eighteenth. Thirty-three percent of the educators considered it "unimportant" or "need not or should not be discussed".

Significant differences

There was no apparent significant differences of opinion between educators and parents in this area except on item six.

The parents ranked item six (Indications of his honesty or dishonesty) as most important of all the items in the area of social and emotional growth. It had eleven percent more parents rating it "very important" than the next highest item in their rankings. The educators gave it a ranking of number six, fifteen percent behind their number one ranked item.

This may indicate a greater understanding in the field of mental hygiene on the part of the educators since mental hygienists tend to emphasize other areas as being somewhat more important than a child's honesty or dishonesty.

Table 7. Items concerning physical development and health rated very important by parents

%	Items
44%	1. His height, weight, hearing and sight.
41%	2. Any frequent ill's such as headaches.
37%	3. Indications of fatigue.
34%	4. The care of his teeth. (both dental and personal)
23%	5. His co-ordination.
23%	6. His grooming.
22%	7. Data for his immunization record.
20%	8. Any physical skills he has acquired or improved.
18%	9. His eating habits.
16%	10. Number of days he has been absent or tardy.

Table 8. Items concerning physical development and health rated very important by educators

%	Items
44%	1. Any frequent ill's such as headaches.
41%	2. Indications of fatigue.
38%	3. His height, weight, hearing and sight.
26%	*4. His co-ordination.
26%	*5. The care of his teeth. (both dental and personal)
24%	6. Any physical skills he has acquired or improved.
21%	*7. His grooming.
21%	*8. His eating habits.
18%	*9. Data for his immunization record.
18%	*10. Number of days he has been absent or tardy.

(*Tie broken by comparing number of times items was rated "important")

Table 9. Comparison of items concerning physical development and health rated very important by parents and by educators

Items	% RANKED BY PARENTS	RANKING	% RANKED BY EDUCATORS	RANKING	AV. RANKING
His height, weight, hearing, and sight.	44%	1	38%	3	2
Any frequent ills such as headaches.	41%	2	44%	1	1
Indications of fatigue.	37%	3	41%	2	3
The care of his teeth. (both personal and dental)	34%	4	26%	5*	4
His co-ordination.	23%	5	26%	4*	5
His grooming.	23%	6	21%	7*	7
Data for his immunization record.	22%	7	18%	9*	8
Any physical skills he has	20%	8	24%	6	6
His eating habits.	18%	9	21%	8*	9
Number of days he has been absent and tardy.	18%	10	18%	10	10

*Tie broken by comparing number of times item was ranked "important".

PHYSICAL DEVELOPMENT AND HEALTH

Rank order

Ten items concerned with the above topic were included in the questionnaire. The same method of determining rank order was followed as with the previous two areas. The parents and educators showed a greater degree of correlation in this area than in either of the other two. The greatest spread on any one item was two ranks and six percent. The first five items as ranked by the parents contained the first five items as ranked by the educators, although, not in the same order. This was also true with the last five items.

Grouping of ratings

Eighty-four percent of the parent group rated items four, seven, and nine as "important" or "very important" as topics to be discussed in parent-teacher conferences. Sixty to seventy-nine percent of this group rated the other items as "important" or "very important".

Eighty-two to ninety-seven percent of the educators rated items one, six, seven, eight, and nine as "important" or "very important". Seventy to seventy-seven percent of the educators rated the rest of the items as "important" or "very important".

Significant differences

No significant differences were noted but the following

items seemed to be important since they had a relatively high percentage of parents and educators rating them as "unimportant" or "need not or should not be discussed".

Item four (Number of days he has been absent or tardy.) was ranked tenth by both groups. Thirty-two percent of the parent group and twenty-seven percent of the teacher group rated it as "unimportant" or "need not or should not be discussed".

Item three (Data for his immunization record) was ranked seventh by the parents and ninth by the educators. Thirty-three percent of the parents and twenty-one percent of the educators gave it a rating of "unimportant" or "need not or should not be discussed".

Item five (His eating habits.) was ranked ninth by the parent group and eighth by the educators. Forty percent of the parents and thirty percent of the educators gave it a rating of "unimportant" or "need not or should not be discussed".

Table 10. A comparison of specific items rated very important by parents and by educators

Items	Code - N - left of normal		A - normal		P - right of normal	
	% RANKED BY PARENTS	RANKING	% RANKED BY EDUCATORS	RANKING	CODE	
1. He is reluctant or refuses to join in group activities.	38.4%	11	48.1%	12	N	
2. He is very anxious to join in group activities.	15.4%	42	26.0%	34*	P	
3. He will play with a group when the opportunity presents itself.	15.0%	43	26.0%	35*	A	
4. He is very eager to do his share of classroom tasks.	25.0%	26	40.7%	17*	P	
5. He is neglectful and irresponsible in duties he is expected to perform	44.0%	6	56.6%	6*	N	
6. He usually follows through on tasks assigned him.	30.9%	20	56.6%	7*	A	
7. He is a friend to everyone he meets.	21.0%	30	26.0%	33*	P	
8. He can't seem to get along with anyone.	41.9%	8	56.6%	8*	N	
9. He has several friends within the class group.	17.1%	35	26.0%	37*	A	
10. He is meddlesome, always getting into other people's things.	42.6%	7	40.7%	18*	N	
11. He usually tends to his own affairs.	14.8%	44	14.8%	45*	P	
12. He occasionally makes a nuisance of himself.	16.8%	36	14.8%	47*	A	
13. He is usually very rude to his playmates.	44.5%	5	37.0%	22	N	
14. He is a very well-mannered child most of the time.	16.1%	38	18.5%	42	P	
15. He is usually polite, but on occasions is rude to his playmates.	15.9%	39	14.8%	46*	A	
16. Your child has taken things that are not his on many occasions.	66.1%	1	63.0%	2*	N	
17. Your child has taken things from others on a few occasions.	48.6%	3	40.7%	20*	A	
18. Your child has never been known to steal.	27.9%	23	14.8%	49*	P	

Table 10. (continued) A comparison of specific items rated very important by parents and educators

Items	% RANKED BY PARENTS	RANKING	% RANKED BY EDUCATORS	RANKING	CODE
19. Your child is very nervous, unable to work calmly.	59.0%	2	63.0%	3*	N
20. He settles down to the task at hand and gets it done.	24.2%	28	26.0%	36*	P
21. He is restless and irritable occasionally but has a fair attention span.	24.7%	27	22.2%	41	A
22. He is very orderly, complies with established routine.	15.7%	40	29.6%	28	P
23. On occasions he whispers or writes notes.	8.8%	54	7.7%	53	A
24. He interrupts the class with impromptu recitations. He acts "smart" to attract attention.	39.9%	10	44.4%	15	N
25. Once an assignment is clearly understood, he goes ahead with no further assistance.	26.3%	24	40.7%	19*	P
26. He occasionally asks for unnecessary help.	12.9%	47	14.8%	48*	A
27. He continually seeks assistance, even on simple tasks performed often.	38.0%	12	56.6%	9*	N
28. Your child is very shy and retiring; withdraws from the group and prefers to be alone.	45.9%	4	76.9%	1	N
29. Your child upholds his end of a conversation, seems relaxed with others.	17.7%	34	26.9%	31*	A
30. Your child isn't happy unless he is with a group.	20.1%	31	26.9%	30*	P
31. He responds quite normally to conditions.	10.0%	52	15.4%	43*	A
32. He has temper tantrums and is easily irritated.	19.9%	32	53.8%	10	N
33. He is very submissive, patient, and long suffering.	16.7%	37	30.8%	27*	P
34. He is able to take criticism in his stride and benefit from it is constructive.	26.0%	25	26.9%	29*	P
35. Criticism doesn't upset him very much.	15.5%	41	15.4%	44*	A
36. He is nearly always angered by criticism.	37.6%	13*	50.0%	11	N

Table 10. (continued) A comparison of specific items rated very important by parents and educators

Items	% RANKED BY PARENTS	RANKING	% RANKED BY EDUCATORS	RANKING	CODE
37. Your child is fearful in physical situations.	30.8%	21	42.3%	16	N
38. He will take reasonable chances in physical situations.	10.2%	51	11.5%	51*	A
39. He is a dare-devil and takes unnecessary chances.	27.9%	22	46.2%	13*	P
40. He is very suspicious and distrustful of others.	35.7%	17	34.6%	25*	N
41. He is generally trustful.	12.1%	49	11.5%	52*	A
42. He accepts everything without question.	18.4%	33	26.9%	32*	P
43. He gives up before adequate trial.	40.5%	9	61.5%	5*	A
44. He is obstinate and never gives in.	32.3%	19	34.6%	23*	N
45. He gives everything a fair trial.	14.1%	45	23.1%	40*	P
46. He is usually negative and contrary.	36.9%	15	61.5%	4*	N
47. He is generally open-minded.	12.9%	48	23.1%	38*	A
48. He is rather easily persuaded.	19.9%	32	34.6%	24*	P
49. He rarely criticizes others.	9.7%	53	3.7%	54	P
50. He comments on outstanding weaknesses or faults of others.	22.1%	29	23.1%	39*	A
51. He is extremely critical of others.	37.6%	14*	46.2%	14*	N
52. He is very unselfish. He would give away almost anything he has.	13.8%	46	30.8%	26*	P
53. He will usually share with others.	11.9%	50	11.5%	50*	A
54. He seldom shares anything with anyone.	32.8%	54	38.5%	21	N

*Tie broken by comparing number of times item was ranked "important".

Table 11. A tabulation of the highest scores in each group of three statements in the area of specific items as rated by parents and by educators

		very important	important	unim- portant	need not be discussed
		three (3)	two (2)	one (1)	zero (0)
P A R	Right of normal (P) Positive	0	6	8	7
E N T	Average or more Normal (A)	1	12	11	11
S	Left of normal (N) Negative	17	0	0	0

		very important (3) three	important (2) two	unim- portant (1) one	need not be discussed (0) zero
E D U	Right of normal (p) Positive	0	11	5	5
C A T	Average or more Normal (a)	1	8	14	9
O R S	Left of normal (N) Negative	17	1	1	8

SPECIFIC ITEMS

Rank order

In the questionnaire are fifty-four specific items concerning social and emotional growth. They are listed in table ten in the order they appeared in the questionnaire with a rank order and a percentage indicated for both parents and educators. Each item has a code letter indicating whether it was intended to be a statement of the normal, left-of-normal, or right-of-normal. The ranking was again determined by the use of the rating "very important" with the rating "important" being considered only to break a tie.

The ratings by the two groups vary by as much as twenty-six to complete agreement as to rank order.

In the first twenty-seven items in importance as ranked by parents and by teachers, a comparison shows an agreement on twenty-four items, though they do not agree as to exact rank order.

In the last fifteen items in importance as rated by the parents we find the educators agreeing in ten cases and disagreeing in five cases.

Grouping of ratings

A different method of grouping was used on this section. On the questionnaire the three related items were listed together. On both the parents' and the educators'

rankings the left-of-normal or negative item received a higher score than did the normal or right-of-normal item in seventeen of the eighteen cases under the rating, "very important". Only item forty-three (He gives up before adequate trial.), a supposedly more normal item, came out with a higher total than the more negative item in its group. This item had the higher total in the rankings of both parents and educators.

Under the rating "important" the parents rated the normal item highest in twelve cases and the right-of-normal or positive item highest in six cases. The educators ranked the "right-of-normal" or positive item highest in eleven cases, the "normal" item highest in eight cases and the "negative" item highest in one case.

In eleven groups the parents rated the "normal" item highest under the rating "unimportant" with the "positive" item receiving highest rating in eight cases. The educators gave the highest score to the "average" item fourteen times and the "positive" item five times under this rating.

The total scores under the rating "need not or should not be discussed" were so small that any attempt to analyze it would tend to be invalid.

Significant differences

The predominance of negative items in the top twenty-five rankings as rated by parents and by teachers (all eighteen negative items included in the top twenty-five rankings in both groups) would seem to indicate that

parents and teachers consider negative problems as "very important" items to be discussed in parent-teacher conferences.

This is reinforced by the fact that in the eighteen groups of statements, seventeen negative items had higher scores than their other two related items as rated by parents and by teachers. (table 13).

There was an apparent pattern of considering normal behavior to be least important to discuss, right-of-normal reactions as next most important, and negative of left-of-normal behavior as most important as topics for discussion in parent-teacher conferences.

It is also significant that the parent group considers stealing to be the very most important item of the fifty-four ranked. The negative statement related to stealing ranked first and the more normal statement ranked third.

With the educator group, the negative item regarding stealing ranked second and the more normal statement ranked twentieth.

According to a rating of the seriousness of behavior problems made by mental hygienists and charted by Wickham (12), stealing is of considerable importance but many other problems in the list, namely, unsocialness, suspiciousness, suggestibility, being overly-critical, et al., are relatively more serious. Unsocialness is ranked most serious by mental hygienists and eleventh and twelfth by the parents and educators respectively. Suspiciousness is

ranked second by the mental hygienists and seventeenth and twenty-fifth by parents and educators respectively.

PARENTS AND EDUCATORS COMMENT

Introduction

Approximately seventy percent of the questionnaires were returned either partially or completely filled out. It is impossible to get an exact percentage because of the method of distribution.

The following is a sampling of statements made by parents. The last topic lists teacher comments.

Reasons for incomplete forms

Section four is too vague and too complex. If a topic is worthy of discussion then all aspects of the topic should merit equal importance. Answers could be contradictory.

I've put x's on the items which I think describe my child (in section four) as I understand her. If she acts differently than I expected, it is important for me to know about it.

There are too many questions alike. I have only filled out the first page (Academic Achievement) because these are the only ones that are really important as far as school work goes.

I have done nothing with section four, since it appears these items are to be checked by the teacher.

The items I have checked are the things I would most like to know about if my child is doing them. (Parent checked all of the negative items in section four)

Unclear what is desired. I am checking what I consider most desirous.

This section is incompatible with the objective. It appears to be an appraisal of an individual child.

Parents know these already. (section four)

I do not understand section four. Is it multiple choice? Let's just say I want to hear what the teacher has to say - good or bad.

Comments about the items rated

The area in social and emotional growth tended to draw the most comment. The next group of statements are about this area.

I would like to know his shortcomings as well as his good points. I think being socially adjusted is as important or more so than being studious.

All are very important to a child's well-rounded personality because if he's doing those things which are wrong or detrimental to himself and others, we should know in order to help him correct these mistakes.

These specific items are of equal importance. I would like to be told the good as well as the bad.

Most all of the items in section four seems important to me. Some of the things can be handled in school and need not be brought to the parents' attention unless it is repeated. Then, all parents want to know in order to help remedy the situation. Good tips and advice are always welcome.

If any of the above items were a problem in the school situation they certainly should be brought out at a parent-teacher conference. However, if a child is well-adjusted it probably would not be necessary to discuss each item in detail.

The next series are general statements about the questionnaire as a whole.

Naturally, a parent considers all information about his child important!

I feel all of the items are important in order for parent and teacher to understand the child better and do the most to help him be a better individual.

It is a comprehensive study of the child in school.

These items pretty nearly cover everything and needless to say, we agree all are important.

All of these items seem to be important for a parent and teacher to know about a child. Anything they can do to help him become a well-adjusted, happy individual should be discussed.

I think all the points listed are important to the well-being of the child. However, I don't think the teacher would have time to discuss all of them with each child's parents. Some are more necessary for one child than another.

Comments favoring parent-teacher conferences

The method the school now has, pertaining to parent-teacher conferences, in my opinion, is completely satisfactory.

I've been very satisfied with the conferences in the past.

I do appreciate these conferences as it helps us to understand our children better. Thank you!

I have found the conferences very satisfactory and helpful this year.

Comments against parent-teacher conferences

Only two parents made any comments that could possibly be construed to be against parent-teacher conferences. One parent stated:

I liked report cards better.

The other was more verbose. She stated:

The first page is the "three R's". The other side lines listed on these pages should have been a parents concern only in the first or second grade. A parent knows her child in her heart. If he has problems they should be mentioned on entering a new grade. I'm not pleased with these conferences. I feel there value is nil and they are a bother to both

parents and teachers. A grade card gives parents a knowledge every six weeks as to the child's progress.

Suggestions for improvement of parent-teacher conferences

The parents made these suggestions:

Discuss the teaching of reading, the new way and the old.

I would like to discuss suggestions on how to discipline the child in the home.

Father, instead of or as well as mother, should attend these conferences. Conferences might be divided into two parts. First, the parents look over the child's work, his personal record and scholastic achievements. Second, the teacher and parents discuss any pertinent information. Fathers will be more likely to attend an organized report conference. A prize might be given to the class with the most fathers attending conferences.

I wonder if there is help in the form of guidance and counseling given children. Is there help given to parents. If no expert help is available to children or parents, I wonder if giving parents these cues to social maladjustment will be of any value.

Discuss any talent my child seems to have or seems likely to develop with encouragement.

I suggest that every teacher in every conference make a statement concerning each item in the questionnaire as a routine part of the conference with opportunity for questions or comment by either parent or teacher.

I think it might be a good thing to save these sheets and go through them with our child in mind with the teacher. Either mark or discuss each item.

Early in the school year, we should like an opportunity to hear the teacher of each of our children say what he is going to teach during the school year. This could be a group conference. It should cover subject matter and general objectives.

I believe if there is a particular problem that needs a lot of attention, the teacher should check with the parents oftener, if only just by phone.

Teacher comments

The educators expressed much the same views as the parents. However, the last item listed below is a plug for merit rating.

The items (section four) are all important if and when they apply to the child.

Absence and tardiness should be discussed if it has been excessive.

If any of these things are interfering with a child's progress in school, then they would be very important. If any one of these things seemed to be a particular asset to the child it would be important to mention it during a conference.

I feel that any of the items which apply to any particular child are important if they are out-of-the-ordinary in either direction. However, it is impossible to discuss or even mention each item during a given conference period. Attention needs to be called to a deviation from the normal.

It is difficult to evaluate the items as to which is most important since it will vary with each individual.

Look for the teacher who gets results! This is more important than years of experience in any one system. Consider a teacher's salary on that basis.

Table 12. A break down of parents' ratings of each item in the three areas by percentage in the order they were listed on the questionnaire

*690 Academic Achievement				*687 Social and Emotional Growth				*685 Physical Develop- ment and Health			
3	2	1	0	3	2	1	0	3	2	1	0
1. 18	62	13	7	1. 45	50	2	3	1. 44	40	8	8
2. 38	54	5	3	2. 44	51	2	3	2. 34	39	14	13
3. 55	39	3	3	3. 48	46	3	3	3. 22	45	16 $\frac{1}{2}$	16 $\frac{1}{2}$
4. 47	49	2	2	4. 52	42	3	3	4. 18	50	18	14
5. 30	61	6	3	5. 47	46	4	3	5. 18	42	21	19
6. 41	53	4	2	6. 63	29	3	5	6. 23	53	12	12
7. 27	55	11	7	7. 35	55	6	4	7. 37	47	8	8
8. 19	64	11	6	8. 22	51	17	10	8. 20	59	12	9
9. 53	41	3	3	9. 22	66	9	3	9. 41	43	7	9
10. 20	61	13	6	10. 29	55	9	7	10. 23	51	11	15
11. 48	43	6	3	11. 21	59	13	7				
				12. 21	57	15	7				
				13. 33	55	8	4				
				14. 15	50	21	14				
				15. 14	50	22	14				
				16. 22	58	13	7				
				17. 22	54	15	9				
				18. 18	55	18	9				
				19. 23	58	12	7				
36%				31%				28%			
53%				52%				47%			
7%				11%				13%			
4%				6%				12%			
Average percentage score for each column											
89%				83%				75%			
11%				17%				25%			
A composite average percentage combining the ratings "very important" and "important" and the ratings "unimportant" and "need not or should not be discussed"											

(*indicates the number of parents participating in the rating)

Table 13. A break down of educators' ratings of each item in the three areas by percentage in the order they were listed on the questionnaire

*34 Academic Achievement				*34 Social and Emotional Growth				*34 Physical Develop- ment and Health			
3	2	1	0	3	2	1	0	3	2	1	0
1. 12	38	27	23	1. 68	29	3	0	1. 38	34	9	9
2. 44	53	0	3	2. 65	32	0	3	2. 26	50	15	0
3. 67	33	0	0	3. 65	26	3	6	3. 18	61	15	6
4. 53	44	3	0	4. 62	35	0	3	4. 18	55	18	9
5. 53	29	12	6	5. 53	44	0	3	5. 20	50	18	12
6. 71	29	0	0	6. 53	38	9	0	6. 26	68	3	3
7. 18	32	15	35	7. 44	53	3	0	7. 41	56	0	3
8. 20	41	15	24	8. 21	58	18	3	8. 24	61	15	0
9. 74	20	6	0	9. 26	68	6	0	9. 44	47	9	0
10. 35	62	3	0	10. 38	56	6	0	10. 21	58	21	0
11. 53	47	0	0	11. 29	56	12	3				
				12. 20	62	12	6				
				13. 21	70	3	6				
				14. 6	58	27	9				
				15. 6	61	15	18				
				16. 29	59	6	6				
				17. 18	61	15	6				
				18. 6	79	15	0				
				19. 18	70	12	0				
45%				34%				28%			
39%				53%				55%			
8%				9%				12%			
8%				4%				5%			
Average percentage score for each column											
84%				87%				83%			
16%				13%				17%			
A composite average percentage combining the ratings "very important" and "important" and the ratings "unimportant" and "need not or should not be discussed"											

(*indicates the number of educators participating in the rating)

CONCLUSIONS

Areas of agreement

The parents and educators indicated that any item in this questionnaire might possibly be considered as most important under a given set of circumstances. A low ranking among the items listed should not exclude it as a topic for a conference since all of the items were rated as "important" or "very important" by at least fifty percent of the educators and sixty percent of the parents with the average being well over eighty percent in both cases.

(see tables 10 and 11)

It is also evident that parents and educators in the Logan Elementary Schools are in near agreement in the following areas:

1. The relative importance of items to be discussed in parent-teacher conferences, especially in the areas of Academic Achievement and Physical Development and Health.
2. The relative importance of each item in the areas of Academic Achievement and Physical Development and Health as indicated by the fact that in only one case was there a difference of greater than two places between the rankings of any given item.
3. The relative importance of the more negative items in the section on Specific Items as evidenced by a predominance of negative items at the top of the rankings for this

section (see table 12), and as indicated by table 13, showing a tabulation of the highest scores in each group of three statements in this same area.

4. Parent-teacher conferences in the Logan Elementary schools have been very satisfactory to both parents and teachers as a method for reporting pupil progress.

5. The area of Social and Emotional Growth is deemed of equal if not greater importance than the other areas as witnessed by the greater number of comments about it. The Educators gave a higher average ranking to this area than to either of the other areas. (table 11) The parents gave a higher percentage to the area on Academic Achievement and ranked Social and Emotional Growth a close second.

Areas of disagreement

Educators seemed to place a little greater stress on Social and Emotional Growth and Physical Development than did the parents. The parents favored Academic Achievement to a greater degree than did the educators. (tables 10 and 11)

The parents and educators tend to disagree in the following areas also:

1. To a limited degree in the area of Social and Emotional Growth as evidenced by a variation of as many as five points in the rankings of the individual items in two cases, and as much as four points in four cases.

2. On the relative importance of such negative items as selfishness, both groups tend to be in disagreement with

mental hygienists as to the relative importance of many of the more negative items.

Recommendations

1. Closer agreement in the area of social and emotional growth might be achieved by individual and group study involving parents and educators.

2. A critical evaluation of the current practices in parent-teacher conferences should be undertaken by the educators in the system with some participation by parent groups.

3. Any changes should be made only in light of the objectives for reporting pupil progress in the Logan City Schools. This should be done after these objectives have been defined by parents and teachers.

4. These objectives should become written policy so the reporting procedures in the various schools will be more uniform.

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A P P E N D I X

TEACHER
Grade taught _____

PARENT
Indicate age of children _____

We are asking the co-operation of all parents and teachers in helping to determine the importance of items discussed in parent-teacher conferences. Our goal as teachers is to tell parents those things they desire to know about their children. Our goal as parents is to give the teachers the knowledge necessary for a better understanding of our children.

Directions:

The masculine pronouns (he, his, him) have been used throughout for convenience. They apply whether your children are male or female.

Teachers will please indicate the grade or grades taught in the space provided at the top of this page. Parents will please indicate the ages of their children in the space provided at the top of the page.

Number each item according to its importance as a topic to be discussed in a parent-teacher conference. Use a scale of 0 to 3.

Zero (0) will mean NEED NOT OR SHOULD NOT BE DISCUSSED.

One (1) will mean UNIMPORTANT.

Two (2) will mean IMPORTANT.

Three (3) will mean VERY IMPORTANT.

I-Academic Achievement

1. _____ How my child compares with others in his class academically.
2. _____ Specific information as to skills acquired (processes mastered in Arithmetic, English, Etc.).
3. _____ Extent to which my child can think independently and make his own decisions.
4. _____ Extent to which he expresses himself adequately orally and in written work.
5. _____ Ability to make worthwhile contributions in a given subject area.

6. _____ His study habits at home and in school.
7. _____ His mental ability as rated on a standardized test. (I.Q.)
8. _____ His standardized achievement test scores compared to class norms.
9. _____ My child's achievement compared with his own previous efforts.
10. _____ His intellectual interests at home.
11. _____ His achievement compared to his measured mental ability.

II-Social and Emotional Growth

1. _____ The extent of his ability to work with a group.
2. _____ The extent to which he accepts his share of class responsibilities.
3. _____ His ability or inability to make friends.
4. _____ The extent to which he considers the rights of others.
5. _____ His politeness or rudeness.
6. _____ Indications of his honesty or dishonesty.
7. _____ Attention span--extent to which he is able to give his attention to the task at hand.
8. _____ The extent to which he attempts to be the center of activity. (shows off)
9. _____ The extent to which he seeks assistance.
10. _____ The extent to which he withdraws from others.
11. _____ The extent of his aggression toward others.
12. _____ Extent to which he is given to intensive or explosive reactions.
13. _____ His ability or lack of ability to take criticism.
14. _____ The extent to which he is a physical coward.
15. _____ The extent of his suspiciousness of others.

16. _____ The extent of his persistence.
17. _____ The extent of his suggestibility. (Is he easily "put up" to something rash?)
18. _____ The extent to which he is overly critical of others.
19. _____ The degree to which he is selfish or unselfish.

III-Physical Development and Health

1. _____ His height, weight, hearing and sight.
2. _____ The care of his teeth. (Both dental and personal)
3. _____ Date for his immunization record.
4. _____ Number of days he has been absent and tardy.
5. _____ His eating habits.
6. _____ His co-ordination.
7. _____ Indications of fatigue.
8. _____ Any physical skills he has acquired or improved.
9. _____ Any frequent ills such as headaches.
10. _____ His grooming.

IV.-Specific Items

1. _____ He is reluctant or refuses to join in group activities.
2. _____ He is very anxious to join in group activities.
3. _____ He will play with a group when the opportunity presents itself.
4. _____ He is very eager to do his share of classroom tasks.
5. _____ He is neglectful and irresponsible in duties he is expected to perform.
6. _____ He usually follows through on tasks assigned him.
7. _____ He is a friend to everyone he meets.
8. _____ He can't seem to get along with anyone.
9. _____ He has several friends within the class group.
10. _____ He is meddlesome, always getting into other people's things.
11. _____ He usually tends to his own affairs.
12. _____ He occasionally makes a nuisance of himself.

13. _____ He is usually very rude to his playmates.
14. _____ He is a very well-mannered child most of the time.
15. _____ He is usually polite, but on occasions is rude to his playmates.

16. _____ Your child has taken things that are not his on many occasions.
17. _____ Your child has taken things from others on a few occasions.
18. _____ Your child has never been known to steal.

19. _____ Your child is very nervous, unable to work calmly.
20. _____ He settles down to the task at hand and gets it done.
21. _____ He is restless and irritable occasionally but has a fair attention span.

22. _____ He is very orderly, complies with established routine.
23. _____ On occasions he whispers or writes notes.
24. _____ He interrupts the class with impromptu recitations. He acts "smart" to attract attention.

25. _____ Once an assignment is clearly understood, he goes ahead with no further assistance.
26. _____ He occasionally asks for unnecessary help.
27. _____ He continually seeks assistance, even on simple tasks performed often.

28. _____ Your child is very shy and retiring; withdraws from the group and prefers to be alone.
29. _____ Your child upholds his end of a conversation, seems relaxed with others.
30. _____ Your child isn't happy unless he is with a group.

31. _____ He responds quite normally to conditions.
32. _____ He has temper tantrums and is easily irritated.
33. _____ He is very submissive, patient, and long suffering.

34. _____ He is able to take criticism in his stride and benefit from it if constructive.
35. _____ Criticism doesn't upset him very much.
36. _____ He is nearly always angered by criticism.

37. _____ Your child is fearful in physical situations.
38. _____ He will take reasonable chances in physical situations.
39. _____ He is a dare-devil and takes unnecessary chances.

40. _____ He is very suspicious and distrustful of others.
41. _____ He is generally trustful.
42. _____ He accepts everything without question.

43. _____ He gives up before adequate trial.
44. _____ He is obstinate and never gives in.
45. _____ He gives everything a fair trial.

46. _____ He is usually negative and contrary.
47. _____ He is generally open-minded.
48. _____ He is rather easily persuaded.
49. _____ He rarely criticizes others.
50. _____ He comments on outstanding weaknesses or faults
of others.
51. _____ He is extremely critical of others.
52. _____ He is very unselfish. He would give away almost
anything he has.
53. _____ He will usually share with others.
54. _____ He seldom share anything with anyone.

Thank you for your co-operation. I'm sure your contribution will help make our conferences more successful and satisfying.

If you have any suggestions as to items that should be discussed in our conferences, please use this space to mention them.