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**A Study of the Attitudes of Parent-Teachers Toward Modern
Education in the Negro Elementary Schools of Tyler, Texas**

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A STUDY OF THE ATTITUDES OF
PARENT-TEACHERS TOWARD MODERN
EDUCATION IN THE NEGRO ELEMENTARY
SCHOOLS OF TYLER, TEXAS

AUSTIN

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A STUDY OF THE ATTITUDES OF PARENT-TEACHERS
TOWARD MODERN EDUCATION IN THE NEGRO
ELEMENTARY SCHOOLS OF TYLER, TEXAS

By

Effie Bowles Austin

A Thesis in Education Submitted in Partial
Fulfillment of the Requirements
for the Degree of

Master of Science

in the

Division of Arts and Sciences

of

Prairie View Agricultural and Mechanical College

Prairie View, Texas

August, 1947

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BIOGRAPHY

The writer, Effie Bowles-Austin, is the third child of John and Mary Bowles. She was born in Victoria, Texas, September 25, 1909.

The writer's childhood education, elementary and high school, was received in Victoria, Texas, Victoria County. She received the Bachelor of Science degree in May, 1929 from Prairie View State College.

The writer taught in the public school at Wharton, Texas.

She married Rogers Samuel Austin in 1934 and moved to Tyler, Texas.

Her present position is teaching in the junior high school department of Emmett Scott School, Tyler, Texas.

ACKNOWLEDGMENTS

The writer wishes to express her grateful appreciation for the valuable assistance rendered by the persons cooperating in this study. She is particularly indebted to Mrs. A. C. Preston, whose guidance and generous help conveyed the entire work to its completion. To the teachers of the elementary schools of Tyler, Texas, the writer is deeply indebted for the assistance in obtaining data for this study, and to Misses Burdine and Offutt for reading the manuscript.

E. B. A.

DEDICATION

To Rogers Samuel Austin, my husband,
most faithful and devoted.

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CHAPTER I

INTRODUCTION

Modern Education has outgrown the limitations of the three "R's" and is interested in the "all around development" of the child. Many of the objectives of education can be interpreted as the mutual obligation of the home and the school. Among these are the following: the promotion of the mental and physical health of the child, the preparation of the child for the wise use of leisure time, the establishment of the proper habits of work, and the guidance of the child in his various experiences, so that he develops socially acceptable attitudes and practices.¹

The public schools are becoming more and more concerned about the importance of meeting the needs of the child. Most any list of educational objectives is likely to include a reference to these needs. Much human behavior is often spoken of as purposive or directed toward a goal. Needs are satisfied as these goals are realized. Many times a classroom is spoken of as dull and uninspired, which relatively means that activities and procedures are unrelated to needs of the child. But to say the classroom is alive and filled with enthusiasm, is meant that what is being taught and directed is related to needs of the child in such a way that

¹Sara E. Baldwin and Ernest G. Osborne, "Home-School Relations." Progressive Education Association, 1935, p. 10.

they see the relationship.

Today, the home and school share the responsibility of child guidance. Therefore, the interest of the child can best be served by cooperation between the home and the school. It is important that the teacher knows the needs of the pupils, that they may be blocks or stimuli to learning. Feelings of mutual respect, consideration and understanding of the respective problems between home and school work, to the ultimate advantage of the child, are to be desired.

The elementary school, like other institutions or individuals living in the world today, is faced with problems for which there is no precedent for solving. There are many approaches to the solutions. One approach lies in the theory of "The Education We Need" and another in "The New Versus the Old." Then the challenge lies in our ability to adapt a willingness to change techniques and procedures to what we know to be best for the child that he may be able to fit, live, and learn through his present-day experiences.

Winfred E. Bain makes this comment:

Education today has its problems and its pressures which reflect the state of the world and of man as he struggles to find his way of living peacefully with himself and his neighbors. They cannot be solved or controlled by sudden or prolonged revolutions. They can be faced realistically and be solved cooperatively by determined people who know what they need and want.¹

¹W. E. Bain, "The Challenge We Face," Childhood Education, September, 1946, p. 4.

Statement of the Problem

It is becoming more and more evident that pupils of the traditional school are not adequately prepared to meet and solve problems involving the child's individual and social needs. Changing civilization, changing concepts of the nature of society, better understanding of the learner, his learning processes, his emotional behavior, all demand the evolution of better teaching-learning situations. The shift from the silent, motionless, memorizing elementary school, is fast being replaced by the newer emphasis, that learning is living, and living involves a process of doing. Thus, the problem arises, to what extent parent-teachers of the elementary schools of Tyler, Texas are making use of the newer trends in Modern Education. The problem may be considered from the following points of view:

1. What is modern education?
2. To what extent is modern education functioning in the elementary schools of Tyler, Texas?
3. What attitudes do parent-teachers have toward the program or practices of modern education?
4. What are the tendencies toward a departure from traditional education?
5. What efforts are being made to retain what is good in traditional education?

Purpose of the Study

The purpose of the study is to determine by a survey of modern educational procedures as advocated by accepted authorities, what techniques and procedures are used in promoting modern education.

It is hoped that an outcome of the study will assist parent-teachers to see, to what extent, the life at school actually prepares the child for higher creative living. The study proposes further to show that the school is not all of life for the child, that he lives in the home and the community, as well.

The elementary school has commonly been conceived to be essentially that of training children rather than to educate them. If the elementary school is to function as it should, with the cooperation of the parent-teachers, it should foster a program of meaningful experiences, stimulate and improve abilities, and assist pupils in acquiring useful skills and knowledge that are functional.

Delimitations

This study is limited to information concerning parent-teachers of the elementary schools of Tyler, Texas. Since learning is a complex process rather than a single act, the concomitant learnings that emerge under the influence of instructional practices, must be carefully examined. Through analysis of the problem, these questions seem to be

of greatest importance:

1. What type of training do teachers have in order to meet the demands of the modern school?
2. What attitude do teachers have toward the community?
3. What instructional techniques and procedures are being used in the classroom?
4. To what extent parents cooperate with the teacher and the child?
5. What are the parents' attitudes toward modern educational procedures?
6. What are teacher-pupil relationships?
7. Do parent-teachers prefer traditional educational practices?

Definition of Terms

"Attitudes" as used in this study, means willingness and ability to adjust classroom procedures as they apply to resourcefulness; being socially minded; having ability to plan and execute plans; to know and enjoy people, especially children; and to be in an emotionally well balanced state of existence.

"Modern" means, where present-day trends gradually replace the old; where tradition alone does not rule, but the best of the past is leavened with discoveries of today; and emphasis placed on wholeness, broad understandings, seeing relationships, and making life more liveable.

"Education" as defined by John Dewey:¹

Education is a reconstruction or reorganization of experiences which adds to the mean of experiences and which increases ability to direct the course of subsequent experiences.

"Parent" means, guardianship or complete ownership of the child.

"Teacher" means, as defined by Good,² a person who because of rich and unusual experiences or education or both in a given field, is able to contribute to the growth and development of other persons who come in contact with him.

All other terms are the same as those found in Webster's Unabridged Dictionary.

Review of Previous Literature

The modern conception of education differs so essentially from that of the traditional school until it has created much interest in many schools over the nation. During the last three or four decades there has been accumulating a vast quantity of knowledge about children and the way they learn. At the same time there has been an unusually rapid development in the changing patterns of society. These factors and many others have influenced changes in our educational theories. John Dewey, in 1900, pointed out the

¹John Dewey, Democracy and Education, pp. 89-90.

²Carter V. Good, Dictionary of Education, p. 409.

shortcomings of the "sitting and listening school."¹

During the post-war period of the 1920's, it became clearly evident that changes and progress had outstripped the three R's, and the teaching profession recognized the need for liberalizing educational methods. Many theories were begun, all of which were believed to be newer and better ideas.

In reviewing previous literature on this subject, there were no direct treatments of it. The most comprehensive treatments will be cited.

In considering parent-teachers attitudes toward education of the child, four hundred years ago Richard Mulcaster, first head of the Merchant-Tayler's School, in London wrote:

Parent and teachers should not only be acquainted but be on friendly terms with each other. Parents and teachers should be familiarly linked together in amity and continual conferences for their common charge, and each should trust the judgment of and personal goodwill of the other.²

Elementary children are in a formative stage of development, when their experiences are having the greatest influence upon attitudes and habits, therefore, parents should have knowledge of the experiences which the school provides for the child.

Otto, in commenting on the school and its patrons, makes this observation:

¹Dewey, Op. cit., p. 51.

²Ellen C. Lombard, "Essentials in Home and School Cooperation." Parent Education Opportunities. Bulletin No. 3. p. 7.

If the school is a vital factor in the lives of children, they will reflect its influence in the home. If the school can guide the interest of the children, those interest are shared by the parents. The opinions of the children become the interests of the parents. Good teaching stimulates vital interests in the legitimate activities of the curriculum which will result in most desirable educational growth of the child and cause pupils to discuss with their parents those aspects of school work which the profession should like to have them know.¹

Harden presents the following results of parents and teachers working together in promoting cooperation between home and school:

1. Parents felt a sense of satisfaction in being able to tell us of our inconsistencies and shortcomings.
2. School and home were united as a team in working for the best interest of boys and girls.
3. Parents were impressed with facts that the teachers are actively interested in their children.
4. Many helpful suggestions for improving the curriculum were obtained.
5. Teachers were able to get first hand information about problems which were more impressive when it comes from parents, directly.
6. Pupils have been made more aware of the closer cooperation of the school and home and have reacted favorably toward this somewhat different approach.²

Ross L. Nealey³ made a report on "Let the P.-T. A. Help." He points out that many schools are losing a golden

¹Henry J. Otto, Elementary School Organization and Administration. p. 476.

²Edgar L. Harden, "Parents and Teachers Work Together," The School Executive. p. 41.

³Ross L. Nealey, "Let the P.-T. A. Help." The Nations Schools. Vol. 37. January, 1946. p. 41.

opportunity to develop a modern educational program because they fail to enlist the help of the Parent-Teachers Association. He states further, that the attitudes of a community toward the school is dependent upon the extent to which schools are willing to take parents into their confidence. He concludes that a number of changes can be brought about to promote the welfare of a better educational program if the proper intelligent educational leadership is furnished. He states lastly, "If parents are not interested in a fine educational program, who is?"

William Owens¹ in an article against progressive education points out some of the theories that were necessary to the cause and were accepted. They were as follows:

1. Freeing the pupils from regulations and fear of authority in the schoolroom
2. Elimination of the dread of failures in classes
3. Adjusting school curriculum to the mentality of the average student
4. Grouping classes by age and social adjustment rather than mental preparedness
5. Permitting classes to advance at their own rate of progress.

Owens concludes that progressive education has had some indications of marked success where teachers were of unusual abilities and students possessed ideal backgrounds and intelligence.

¹William Owens, "My Case Against Progressive Education!" The Saturday Evening Post. Vol. 217. June 23, 1945, p. 14.

On the converse, Hooks¹ in his argument for progressive education presents the experiment of The Story of the Eight-Year Study and makes the following report: A comparison of 1475 students were followed up who had been taught under the newer educational procedures and 1475 who had been taught and worked under the conventional patterns. The results as reported by the follow-up staff discovered that graduates of the progressive school received a slightly higher total average; they earned more academic honors in each year; they were more often judged by college faculties to possess clarity, precision and objectivity in thought, a greater resourcefulness in meeting new situations; they adjusted themselves more effectively to their personal problems, they were more interested in art; they won a higher percentage of nonacademic honors every year and they "demonstrated a more active concern for what was going on in the world." Hooks concludes that the hardest hurdle for progressive education is the fact that it is more expensive than conventional education. In the words of John Dewey he adds, "What the best and wisest parent wants for his own child that must be what the community wants for all its children."

Kate Wofford² states the relationships of parents to

¹Sidney Hoods, "The Case for Progressive Education." The Saturday Evening Post, Vol. 217. June 30, 1945. pp. 28-29; 39-41.

²Kate V. Wofford, Modern Education in the Small Rural School, p. 360.

the modern school are different from those of any parents in the history of schools. The idea of the cooperative effort to deal with problems is somewhat similar to the pioneer parent. In the modern school the parent does more than cooperate. They enter into actual participation in the life of the school. Kate Wofford states further, "It would not be surprising or unusual to find a parent teaching a group in the modern school, assisting with school excursions, acting as chaperones, guides, and lecturers. Parents are accepted as a part of the school set up."¹

It is becoming more and more evident that if the school is to function at its best in a democracy, of which we Americans place so much emphasis, the home and school must develop a partnership more active and not negative and passive as it has been for the past decades.

Misner and LaCross make this observation:

Public education in a democracy has been conceived as a partnership between home and school. The need for parental participation becomes evident when we realize that parents like most people, resist changes unless they know why they are being made. Parental participation in planning, then should result in less blind resistance to desirable educational changes, and will also increase their awareness of the needs for better support of the school. Parents are likely to be intensely interested in becoming literate about their school when the program is initiated and selected by them through parent-teacher organizations.²

¹Ibid., p. 360.

²Paul J. Misner and Robert LaCrosse, "Parents as Partners," The Educational Digest, Vol. XII. November, 1946, p. 41.

CHAPTER II

A COMPARISON BETWEEN TRADITIONAL AND
MODERN EDUCATION

There has been a growing consciousness that there is too wide a gap between the school, the growing child and our American way of life. In many instances, the school is not giving children the kind of training which is needed for effective participation in present day living. Because of these factors and perhaps many others, there have been changes in educational theories. Many educators have pointed out the inadequacy of the traditional school with its formal curricula to be mastered by children. All of which was for mass education.

Otto makes the following statement:

To make life in school conform as much as possible to real out of school situations and problems which confront children, it was deemed necessary to make classroom experiences purposeful, wholehearted and integrated; with emphasis on activities and learning to do by doing.¹

The Traditional School

The work of the traditional school presents a pattern different from the modern school. Because of the smallness

¹John H. Otto, Elementary Organization and Administration. pp. 7-8.

in size and very often under the influence of the church, schools were simple and little attention was given to the training of the child, other than for adult life. To analyse some of the characteristics of the traditional school, the first point which even the casual observer will note is its inflexibility and permanent scheme of narrow, limited, dull, dry subject matter. A complete mastery of subject matter appears to be the underlying philosophy.

Otto makes further statements:

The first American elementary schools were most simple and direct. Methods of teaching were not well developed and the equipment and materials were exceedingly meager. Definite grading of work was unknown and children were taught for the most part as individuals. The aim of elementary instruction was narrow in scope as compared to present-day aims and functions. The curriculum of the school consisted largely of the three R's.¹

In the traditional school immovable seats in orderly rows fixed the sphere of activity of each child. For the timid six year old entering for the first time and for the high school senior the arrangement was much the same. Bells divided the day into periods and no one was permitted to leave his seat during a recitation period. Strict discipline and a planned course of study were carried out during recitation period. In the traditional school, lessons, textbooks, and recitations were the chief characteristics.

¹Ibid., p. 1.

Aiken,¹ makes this assertion about the traditional school: "In the traditional school conditions of true growth were wholly reversed to that found in our progressive schools." The appearance of a room in the traditional school is outwardly quiet, apparent concentration, orderliness, and very little physical movement. Actually this brought about restlessness, inattention, fidgeting, and scattering interest. The traditional school was dull, unchallenging, lacking interest, and a central purpose. It was not understood by traditionalists that education is not a myth that remains unchanged, but it must always be a function of time and circumstances putting the concern of youth at the heart of the curriculum.

Mead and Orth comment on the traditional school:

The child's day was bookish and verbal. Listening and memorization will be dominant, and acquiescent attitudes are cultivated. Little if any provision is possible for activities of a constructive, creative nature in connection with the learning of subjects. Exercise from ten to thirty minutes duration becomes necessary in order to hold the waning interest of the pupils. The traditional curriculum consisted of content to be passively learned rather than to be actively studied. Aside from allowing too little time for 'experiencing' it fails to be bound up with the important problem of present-day life brought about by social and industrial changes.²

¹W. M. Aiken, The Story of the Eight Year Study, p. 62.

²Cyrus D. Mead and Fred W. Orth, The Transitional Public School, pp. 59-60.

Since the elementary school exists solely for the education or training of the child, although, the recognition of this truth is not always considered and especially when educational theories and practices are applied; it should offer the best that can be provided for growth and development of the child.

Saucier states:

The traditional elementary school curriculum has been restricted chiefly to subject matter that has been supported merely by academic custom. It has contained little of the vital and perplexing economic, political and social problems of society, especially of the present. This curriculum is seriously lacking in realistic experiences of normal adults, to say nothing of such experiences of children. Further, the traditional curriculum has been essentially an aggregation of minute elements, a collection of specific and unrelated items. Such a curriculum rests on the false assumption that facts and skills are not learned best as a part of lifelike activities, that learning isolated parts are preferable to learning integrated wholes, and that only one thing can and should be learned at a time.¹

The Modern School

Wofford² in her presentation of the modern school, states that the term "modern" immediately suggests the philosophy of John Dewey, and he suggests the progressive movement in education. "Modern" when applied to education is a relative term and designates in every age, the group

¹W. A. Saucier, Theory and Practice of the Elementary School, pp. 129-130.

²Wofford, Op. cit., p. 7.

who suggests new ways of doing old things.

The modern school is concerned with problems offering opportunities that meet the nature and needs of the child. The way and where children learn and have their experiences are of much interest to modern education. It is also aware of the interdependence of home and school, but it is only through modern trends and tendencies that the home and the community have been considered an integral part of teaching and learning.

Kate Wofford presents the characteristics by which one might recognize the "modern school."

1. By informal tables and chairs arranged conveniently for group activity.
2. Some open space unobstructed and arranged for such activities as dramatizations, rhythms.
3. Colorful interiors with space on which to display interesting pictures and other materials on level with the child's eyes.
4. The teacher as a guide and counselor.
5. A natural social situation in which children are free to move about and consult with others as they engage in a variety of worth-while activities without interfering with the welfare of others.
6. A variety of equipment to meet the needs. Wood, clay, large rolls of paper, paint, tools, and visual aids.
7. A variety of books, both text and recreational, chosen to meet the needs of the individual within the group. Books and other materials arranged attractively for effective use.
8. Instruction adjusted to the individual needs and abilities regardless of grade. Children work and play in flexible social groupings.

9. Longer periods during which study, experimentation and discussion of a significant worthwhile central theme are participated in by the group guided by the teacher. References to many authorities, exchange of ideas, and scientific attitudes characterize the period.
10. Development of a happy, well adjusted, well rounded individual here and now, who has a life interest in his fact learning.
11. Numerous parental contacts, close cooperation are given to insure better understanding of the child.
12. Informal reports of child's growth measured against his own previous record.
13. The use of educative resources within the community.
14. Pertinent materials brought into the classroom by the children. School an integral part of the community.
15. Creative self-expression.¹

The elementary school purposes to train the child for life in a world filled with confusion and a changing social order. Thus, there is need for a guiding principle for elementary education. Many educators agree that these principles exist in the ideals of democracy. It is agreed that the people of America are committed to a democratic way of life. It is through the forces that promote the objectives and classroom procedures for the elementary school, that this school be made to contribute toward a democratic way rather than a restricted, regimented state. The ideals of democracy, likewise, gives a prominent role to cooperative living, sharing of purpose and interests. Saucier expresses

¹Ibid., pp. 11-13.

this idea: "For a society to be democratic, its members need to grasp the importance of working together for the common good and to realize that responsibility always accompanies privilege or advantage."¹

The modern school takes on many of the ideals of democracy. It provides for working with fellow-workers, encouraging native abilities, strengthening ability to participate in groups, working with a degree of freedom, and teacher-pupil planning. There is a minimum of commands and compulsions. The child is furnished with opportunities for developing habits of thinking, ways of doing, assuming responsibility and finally learning by doing.

Pressey makes this observation:

In real life, learning is an actual trial of various ways of doing things. It is a dynamic process. And it is by such trial that the learner finds the significance of what he is learning, proves its worth, and makes it his own. If he reads about or listens to the expounding of matter, it remains something apart from his experience. Any form of activity toward the work in hand, any projecting of the pupil's efforts into that work, will result in a higher degree of learning than is achieved by the youngster who merely sits quietly, passively "drinking in" what the teacher or the textbook says.²

The materials seem to indicate that elementary education is to be based on the child's experience, not only in a physical sense but in intellectual and emotional senses, too. Learning is an active process rather than a passive

¹Saucier, Op. cit., p. 76.

²S. L. Pressey, Psychology and the New Education, pp. 355-356.

absorption. The modern schools seem to have no cut and dried program. They are free to grow along the lines of needs and conditions. The activity school, and the play school are good examples of active methods of learning. Here, one observes much of the philosophy of modern education, "learning by doing."

Rugg and Schumaker have this to say, "The modern school encourages the creative spirit and expression in all the arts. This is due to the theory of self-expression."¹

Baker makes this comment on how we learn, "Boys and girls and even the rest of us, too, learn much more rapidly and retain what they learn more permanently when they know what they are supposed to be doing, why they are doing and have a personal stake in the effort or enterprise."²

Baker further presents some of the questions and answers parents ask about modern methods of teaching:

1. Do children learn to read when they are taught by modern methods?

The unequivocal answer is "yes". Follow-up studies carried on in high school and college, show that pupils exposed to progressive methods read more and select their books more carefully than do traditionally trained pupils.

2. Does this mean that pupils are always to be permitted to do as they please?

The answer is, "no," quite to the contrary. Democratic discipline has its compulsions no less than dictatorial discipline. The chief difference is

¹H. G. Rugg and A. Schumaker, The Child-Centered School, p. 63.

²G. Derwood Baker, "When Parents Ask," Progressive Education, December, 1941, p. 436.

that democratic discipline is based upon self-control which is based on insight and social purpose. We demand good order and effective working conditions, but instead of imposing it upon them and maintaining it for them, we teach boys and girls how to achieve it for themselves.

3. Are children to take the place of teachers in deciding what is to be learned?

"No, certainly not." A teacher is a trained professional worker with special competence in his field. He knows boys and girls, their needs and interests, the range of their differences, and the way they learn. It is his job to do the thinking, along with other teachers, and so set the stage for his class group. The good teacher will encourage the fullest participation of pupils in planning, executing and evaluating their work.

4. Isn't there a current reaction away from modern education? Don't you think we as parents ought to sit tight and consolidate our school gains?

There have always been those for whom the good old days and the good old ways are good enough. If progressive education had reason to feel confident and proud of its history and its program, it does today. New practices in education are finding wide application in public school systems. The predominant trend in our profession every where is toward curriculum revision and reorganization, toward teacher-pupil planning, less formal procedures, more democratic practices, more careful attention to mental hygiene factors, greater concern for the immediate as well as the future needs of children and youths.

This is not the time to build Maginot lines for education. Democracy is taking the offensive and education is one of the branches of the service which must be modernized and which parents want modernized.¹

Wofford,¹ presents methods of individualizing instruction in the modern school. She states the technique was simple and practical. Its plan was to test and promote in-

¹Ibid., pp. 435-436.

²Wofford, Op. cit., pp. 112-123.

dividually each child in every subject. Self-measurement techniques were established, thereby, the child is able to measure and evaluate his own progress and mastery of subject matter. Creative activities were developed through social and English studies. Citizenship and growth were placed at the very highest premium. This plan is known as the "Dalton Plan." In this plan the child learns through self-directed experiences. The other plan often referred to as the "Winnetka Plan" has a distinguishing technique of dividing the subject matter into two groups. One group being the tool subjects and the other, the social studies.

Through U. J. Hoffman, Illinois developed a plan for individualization of instruction. Under this plan is was recommended that the school day be divided into four sessions. Each session was devoted to a major subject when the pupil either recited or studied in that subject. The child is given study guides, such as; workbooks, practice tests, and lesson sheets. The use of these provides the teacher with knowledge of the child's ability to learn, rate of learning, and abilities of individual pupils.

John Dewey succeeds in helping to create the following fundamental characteristics of the new education against the old, known as the "Articles of Faith;" they are:

1. Freedom versus control.
2. Child initiative versus teacher initiative.
3. The active school.
4. Child interest as a basis of the new educational program.
5. Creative self-expression.
6. Personality and social adjustment.¹

¹Rugg and Schumaker, Op. cit., pp. 54-67.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

The investigator, in an effort to get a complete picture of the subject, made use of two different types of questionnaires to survey the actual conditions existing in the school and community between parents and teachers.

The first questionnaire used was to make a definite study of teachers' attitudes toward modern education in the elementary school of Tyler, Texas. This questionnaire takes into account the training, attitudes toward the community, instructional measures, teacher-pupil relationship and to what extent resource-use education is employed by the teachers in the Tyler Negro system.

The second questionnaire, used in this study, is to show the attitude of parent toward modern education in the same system. This questionnaire takes into account the marital, industrial status of parent, training, recreational advantages provided for the child, and to what extent parents participate in activities of the school where their children attend.

For purposes of clarity, the data in the questionnaire number one will be analysed and followed by questionnaire number two.

Findings From Questionnaire Number I

There are 29 elementary teachers in the four elementary

schools of the Tyler Negro public schools. A questionnaire was sent to each of the twenty-nine teachers. Of the number sent 27 or 93.1 per cent were returned. While the writer would have preferred a hundred per cent return, but for all practical purposes it is obvious that the sample is adequate, since it is above the 50 per cent score of the number sent out.

Teachers' Training

Training-- From the information given on the training of the teachers, Table I reveals the kind of degrees held. A more detailed analysis, of the training of these teachers, on the question of their adaptability to do the type of work required, is necessary in their major field. The State Department of Education has set up a standard for the assignment of teachers in their major field of college specialization.¹ Twenty-four or 88.1 per cent had been awarded the bachelor's degree in education. Two or 7.4 per cent had master's degrees, while one or 3.7 per cent had a bachelor degree in home economics. These degrees represent their major field of work.

The minor fields of these teachers are science, mathematics, English, social science, education, and one did not state her minor field.

¹State Department of Education. Standards and Activities of the Division of Supervision, No. 469. p. 26.

TABLE I

THE KIND OF DEGREES HELD BY THE 27 REPORTING TEACHERS

A. B.	████████████████████	18
B. S.	██████████	7
M. S.	██	1
M. A.	██	1

The teachers described in this study, teach grades from one through eight in the elementary school.

Recent books read in modern education--If the teachers are to grow and progress very far in the difficult art of successful teaching, it is agreed that they must become interested in it and become careful students of its many intricacies. Otto states:

If teachers are to render maximum professional service of a high type, they must be provided with the materials which are tools of the profession so that educational thought and practice may keep abreast of the changes which are rapidly taking place in public education.¹

Engelhardt makes the following statement:

The professional library should contain a complete historical file of all textbooks which have been used in that particular public school system, and also samples of the most modern instructional materials in the various subject fields. Teachers should have available for use the selection of the best books on methods and techniques.²

¹Henry J. Otto, Op. cit., p. 379.

²Fred Engelhardt, Public School Organization and Administration, pp. 414-415.


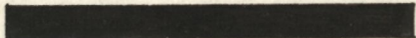





The teachers were asked to "List at least three books you have read in modern education." From the replies, fifty-four books were listed. It was impossible for the writer to tabulate the responses to this questionnaire item. Some of the reporters gave authors, some gave names of books, and others listed books that could not be classified as modern education. Hence, to avoid confusion the writer could not construct a table for this item.

Professional publications--Table II shows the professional periodicals which the teachers reported that they read often. The Grade Teacher and Normal Instructor were the most widely read periodicals; 20 teachers listed them. As is noted, only 3 teachers listed American Childhood and Reader's Digest. Junior Art and Activities, Childhood Activities, and Progressive Teacher; each was listed by 2 teachers. Magazines listed by 1 teacher were, Child Life, Opportunity, Journal of Educational Research, Learning World Good-Will in Elementary School, Negro Digest, Scholastic, Teacher's Edition, Parent Magazine, National Education Association Journal, and The Etude. Two teachers did not answer this questionnaire item of professional publications. The Times Magazine was listed by two teachers as professional periodicals. This magazine was omitted from Table II, because it does not carry elementary educational articles.

Membership in organizations--It will be noted in Table III the professional organizations as well as state, local, and others which the teachers hold membership. The findings as interpreted from the graph indicates that there are more

TABLE II

PROFESSIONAL PUBLICATIONS REPORTED BY 27 ELEMENTARY TEACHERS

	Scale					
	0	5	10	15	20	30
Periodicals						
Grade Teacher						20
Normal Instructor						20
American Childhood						3
Readers Digest						3
Progressive Teacher						2
Junior Art and Activities						2
Others						1

teachers who were members of the Colored Teachers' Association than any other organization. There were 21 or 77.7 per cent in this group. Sixteen of the reporting teachers had membership in the East Texas Teachers' Association. It is not usually agreed that the National Association for the Advancement of Colored People is a professional education organization, but it is agreed that this organization has manifested interest in the situations that pertained to education; 9 or 33.3 per cent listed membership in it. Other state and local organizations in which teachers held membership were Housewives League, Tyler-Smith County Child Welfare Association, State Federated Clubs, Negro Chamber of Commerce, Voter's League, Parent-Teachers Association, Westland Service Guild, and Texas Teachers of Homemakers Asso-

ciation. All listed the church.

Saucier makes this comment:

If the social qualities of the teacher have been of marked value in the conventional school, they can certainly be expected to be indispensable in the democratic school, the teacher of which is required to be a leader and cooperative worker in the community as well as in the classroom.¹

Saucier comments further:

Other studies indicate that high academic marks are of less value for success in teaching than good records in popularity, taking the initiative in groups, successfully holding offices in clubs, church organizations, youth movements, and political parties.²

TABLE III

LOCAL, STATE, AND PROFESSIONAL ORGANIZATIONS OF WHICH
TEACHERS LISTED MEMBERSHIP

Names of Organizations	Summary of Frequency
Church	27
Colored State Teachers' Association	21
East Texas Teachers' Association	16
N. A. A. C. P.	9
P. T. A.	6
Negro Chamber of Commerce	3
American Teachers' Association	1
Tyler Smith County Welfare Association	1
Voter's League	1
State Federated Clubs	1
Westland Service Guild	1
Texas Teachers of Homemakers' Association	1

¹Saucier, *Op. cit.*, p. 451.

²*Ibid.*, p. 450.

Attitudes Toward the Community

The teacher in the community--The effectiveness of an elementary school program depends to no small measure upon the cooperative endeavors of the home and the school. The two most potent influences in the training of the child must work harmoniously and be dependent one on the other. If not, the elementary school may not achieve the highest type of results that the modern school supports.

Since the teacher is part of the community she must have responsibilities in the school and community. McGaughy in commenting on teachers in the community writes:

One of the most important responsibilities of the teacher in a community is that of coming to know each individual pupil and his family and background as completely as possible that she may be intelligent in her work of guidance with the child.¹

Quite contrary to McGaughy's comment, only 17 teachers pointed out that they were personally that they were personally acquainted with parents of the children. Ten were not acquainted with them. Community activities of which they reported as taking an active part are referred to in Table III.

The questionnaire showed efforts by which parent's participation was secured. Some of the most significant ones listed were Parent-Teacher Organizations, schoolroom

¹J. R. McGaughy, An Evaluation of the Elementary School, p. 89.

exhibits, special invitations, school parties, parents' parties and making parents responsible for programs.

It was surprising to note that the ways listed to secure parents' participation if the school was limited. Parents' participation is essential if the practices of the school are to remain consistent with the purposes and objectives of the modern school.

Instructional Measures

Classroom Environment--The educative environment has been overlooked by many teachers and school authorities. Although there are many hindrances and hampering restrictions, when we think of inadequate space, insufficient equipment and supplies, and in many instances unpleasant surroundings conducive for developing a well-rounded program; yet, these and other factors need not prevent the classroom from being a very desirable place to live and work. Hockett and Jacobsen point out that:

Dynamic teachers are devising ways and means of exploiting the unused possibilities in the classroom, school buildings, and grounds. The educative environment is much larger than school buildings and grounds. Teachers find opportunities in school journeys for strengthening character and promoting social adjustments as well as building backgrounds of understanding.¹

¹Hockett and Jacobsen, Modern Practices in the Elementary School, p. 160.

The findings in Table IV reveal that all reporting teachers had clean, neat, and attractive classrooms. It seems that only a few classrooms had moveable seats, worktables and a classroom library, which is so essential to learning. However, 16 reported having use or access to the general library.

TABLE IV

PHYSICAL CONDITIONS IN THE CLASSROOMS

Items	Yes	No	No Answer
Neat	26	1	
Clean	27		
Attractive	25	2	
Seats moveable	9	17	
Worktables	7	15	5
Classroom library	7	20	
Access to general library	16	9	2

The lighting, ventilating, and arrangement do not show in Table IV, for it is usually agreed that the teacher does not always control those physical characteristics of her classroom. The writer does not intend to imply that the teacher cannot remedy some of the factors. With the help of others concerned she may provide many helpful adaptations. Another item that may appear significant is the number of pupils in the classroom. The median which is 36.11 is much in favor of newer practices.

Methods and Techniques of Instruction--The present educational tendency is characterized by an effort, not merely

to improve instructional practices but to create new and better ones to meet the needs of the child. Instructional practices cannot be selected wisely until we know what type of individuals we are trying to develop and in what society the child lives. The school is often thought of as a society in which young people and adults live and work. Yet, the society in which the teacher must know about the child, is one in which the child moves outside of the school.

Methods of instruction heretofore were largely concerned with subject matter and almost completely forgot the child and life in the community. Modern educational practices tend to place special stress on the unification of the two. The following are implications of the newer practices as derived from a discussion by Wrightstone:

1. The classroom is a form of democratic social life and the children reconstruct their experiences therein.
2. These experiences grow from the children's social activities and various parts of the newer-type curriculums are integrated around a central problem suggested by the children's social activities.
3. The organization of the curriculum for integration of pupil personality is paramount to traditional and formal organization of subject matter.
4. Interests and powers are developed by activities and not alone by passive assimilation of knowledge.
5. Mastery of principles and practices of intelligent living is more important than memory of specific facts.
6. Each personality is inherently social in origin and character.
7. The true unit of educative experiences is a realistic study of a problem and a cooperative creative

solution.

8. Education is the fundamental foundation upon which social progress and reform are founded, and consequently education must concern itself with vital problems in the world of both child and adult.¹

It can be learned from Table V, the methods and technique of instruction followed by the reporting teachers. Twenty-four or 88.8 per cent of the teachers checked the activity, "Adjusting the curriculum to the child," favorably. Lane writes: "The modern elementary school teacher begins with the child and selects areas of subject matter as are appropriate to his development."² It was surprising to note that more teachers did not give and make use of the I. Q. test. Only 14 or 51.8 per cent checked this item. Huggett and Millard, in discussing measurements, state:

Measurement and observation data have been used three different ways by teachers attempting activities. (1) The status of the study, (2) to plot the growth of a child over a period of years, and (3) that of appraising the relative effects of various factors upon the development of the child.³

Huggett and Millard comment further, "In spite of many objections, the standardized intelligence test is a basic and fundamental measure in an evaluation program."⁴

¹Wayne Wrightstone, Appraisal of Newer Elementary School Practices, pp. 134-140.

²Robert H. Lane, The Teacher in the Modern Elementary School, p. 104.

³Albert J. Huggett, and Cecil V. Millard, Growth and Learning in the Elementary School, pp. 284-285.

⁴Ibid., p. 290.

Other activities which were checked by 21 to 25 teachers were, (1) giving pupils opportunities to help with planning activities of work, (2) projects and demonstrations to clarify subject matter, (3) subject matter presenting real life situations as they occur to the child, (4) pupils bringing useable materials to school for aids in learning, work planned for individual responsibility, and (5) encourage creative thinking on the part of the child. Quite contrary to the theory and practices of the modern school, it was somewhat astonishing to note that only 15 or 59 per cent of the teachers invited parents to assist with projects and activities concerning the school. It was revealed further that only 4 or 14.8 per cent of the teachers visited homes of each child represented in his classroom.

Huggett and Millard called attention to the following:

A badly neglected area of school improvement has been that of contact with the homes of children. Probably no other phase of the program has caused so much uncertainty and sorrow to teachers or so much maladjustment and discouragement to children. Every teacher knows that she has little or no difficulty with the youngster who comes from a home which takes pains to keep alert to the child's progress at school, to support teachers in worthwhile activities and to do things that demand active cooperation between home and school.¹

Pupil-Teacher Relationships

Pupil-teacher relationships--In the modern school, the teacher does not find it desirable or necessary to maintain

¹Ibid., p. 346.

TABLE V

METHODS AND ACTIVITIES USED IN TEACHING

Activities	Yes	No	No Answer
1. Adjust curriculum to the child	24	1	2
2. Makes use of I. Q. test	14	9	4
3. Makes child master subject matter	12	7	8
4. Give pupils an opportunity to help with the planning for activities of work	24	3	
5. Projects and demonstrations to clarify subject matter	25	1	1
6. Check to see if pupils understand wording of questions	25	1	1
7. Subject matter presents real life situations as they occur to child	21	4	2
8. Pupils bring useable materials to school for aids in learning	21	4	2
9. Work planned for individual responsibility	24	2	1
10. Encourage creative thinking on the part of the child	24	2	1
11. Invite parents to assist with projects and activities	15	10	2
12. Visit the home of each child represented in your classroom	4	20	3
13. Provision for meeting the need of the superior child	23	2	2
14. Subject matter integrated	20	2	5

their relationship on the autocratic basis. She assumes the responsibility of knowing each child, individually, and does her best to guide the child into an environment which will be most beneficial for him as an individual, as well as a member of the group. The efficient teacher makes and puts forth much effort to carry out a program that offers many opportunities for better pupil-teacher relationships.

Table VI shows the responses of teacher's relationship toward the child. The items which seemed most useable were:

(1) atmosphere is such that the child takes part in the classroom discussions and activities, (2) discipline cases handled in a corrective manner, (3) pupils are being trained to become efficient, and (4) a cooperative member of a democratic society. These items mentioned have a frequency of 20 to 23 checks in the affirmative. It was interesting to note that 18 or 66 per cent of the teachers agreed that there was a tendency for pupils to be too dependent upon the teacher. It seemed from the responses the teachers did not favor clubs in the classroom for only 15 or 59 per cent of the teachers responded affirmatively to that item.

TABLE VI

TEACHER-PUPIL RELATIONSHIPS AS REPORTED BY THE TEACHERS

Items	Yes	No	No Report
1. Tendency for pupil to be too dependent on the teacher	18	6	3
2. Atmosphere such that pupils feel free to take active part in classroom discussions and activities	22	2	3
3. Discipline cases handled in corrective manner	23	2	2
4. Train pupils to become efficient and a cooperative member of a democratic society	22	2	3
5. Clubs in the class	15	9	3

Health and Physical Development

Provision for health and physical development of the child--Lee makes this comment:

One of the greatest contributions the school can make to a child is to promote his present health and send him out with proper habits and attitudes for protecting and maintaining that health for the rest of his life.¹

It is quite evident that the modern school has a number of objectives. It requires in the first place the mastery of those simple items of subject matter that are essential to the normal life of an average person. Children live many hours in the elementary school and whatever influences there will, therefore, have an effect upon their social, emotional, and moral development. It is not expected that the child after leaving the elementary school acts as an adult, but it is hoped that the child has established some fundamental habits of response to everyday situations. Another objective which cannot be omitted, is the objective in the field of health and physical development. Cole points out that:

By the end of the elementary school a pupil should have developed certain hygienic habits, should have acquired certain items of information, and should have corrected as many of his physical defects as possible.²

The following list are the items shown in the survey as being provided for the development of health and physical development of the child:

¹Murray J. Lee, The Child and His Curriculum, p. 489.

²Luella Cole, Teaching in the Elementary School, p. 55.

Volunteer health clinic
 School nurse
 Lyons Club (provides
 glasses for children with
 eye defects

Cafeteria
 Daily inspection
 Free health clinic
 Painted all classrooms
 white

Health classes
 School physician
 Weight records
 Free milk (for underweights)
 Visual aids
 Outdoor play period

It is quite evident that health as a subject or a part of the curriculum is one of the most important areas of the curriculum.

Resource-Use Education

Resource-use education has not found its way into the curriculum, so as to bring to the consciousness of the teacher and other educational administrators, the need for providing a school program designed to promote its objectives. It is the hope that the public schools will be an instrument through which resource-use education may become a part of the curriculum, as well as a part of the thinking of all the people.

Because the elementary school deals with young people, with their habits, attitudes, and appreciation, they are more than likely to be able to develop a well-rounded resource-use education program than older children or adults. It is further hoped that conservation may be taught as a way of life and, thereby, follow the child through life.

One of the basic assumptions as found in the Prairie View bulletin:

Resource-use education should be considered as an evolving aspect of the total educational program. Every enterprising school has an on-going program of improvement; it cannot be expected to abandon its plan and turn to resource-use education as a new line of direction of endeavor. Instead it must be considered how the concepts of resource-use education can broaden the total program and make it more significant.¹

The following are some of the resources made use of as revealed from the questionnaire:

Cultural Resources

Lectures
Visiting speakers
Magazines
Radio
Choral Clubs
Posters
Art

Visual Education
Phonographs
Demonstrations
Recitals
Reading Clubs
Contests
Lectures

Human Resources

Firechief
Ministers
Physicians
Nurses

Business Men of the city
Dentists
Highway patrolman
Professional people

Natural Resources

Forests
Rocks
Water
Rose Industry
Oil Industry

Cotton
Soil
Animals
Plant life
Gas

¹Techniques in Resource-Use Education, Prairie View University, Prairie View, Texas.

Teaching Aids

The schools are directed by teachers who select from the world about them activities, facts, concepts, and ideals which the learner is to examine, to study, to experience to memorize, to evaluate, and to use. In the school learning situation, there are factors which help to clarify subject matter. These factors are devices or aids, methods, and techniques. Aids or devices are thought of in the modern school as an integral part of the learning process. Freeman¹ emphasizes the value of aids as a means of enriching the learning experiences of children. Cody² believes that aids often simplify the learning process and, thereby, reduce the amount of effort required for understanding abstractions.

Aids used in teaching--There are many suggestions for the teaching learning situation. Some idea of the diversity possible can be obtained from the following list compiled from the survey:

Maps	Field Trips
Charts	Posters
Magazines	Games
Flash Cards	Bulletin Boards
Craft	Visual Aids
Workbooks	Arts and Crafts
Phonographs	Radio

¹Frank N. Freeman, "Aids to Teaching in the Elementary School," N. E. A. 13 Yearbook of Elementary Principals, p. 124.

²Ibid., p. 124.

Extra-Curricular Activities

Most educators and theorists are agreeing that the curriculum is no longer thought of as fixed subject matter to be pointed out to the pupil to learn. But that the curriculum is the sum total of all the child's experiences in and out of school. The term extra-curricular activities is fast disappearing and generally referred to as definitely a part of the curricular experiences.

The following is a list of the extra-curricular activities as revealed in the questionnaire:

Activities

Basketball	Interscholastic League
Football	School paper
Choral Clubs	Clubs
Dramatics	Baseball

From the activities listed, it was observed that the extra-curricular activities offered limited opportunities to broaden and strengthen life activities for the child.

Analysis of Attitudes of Parent Toward Modern Education

Findings From Questionnaire Number II

The data presented in this portion of the study were secured from a questionnaire given to 250 parents. Of that number 150 was returned. This questionnaire made an effort at getting attitudes of parents toward some of the modern educational tendencies. It included the marital status of

parents, educational and occupational status, recreational advantages provided for the child and a check on some of the significant practices of the modern elementary school.

In more recent years, parents have come to think of the school as an extension of the home, an institution whose business it is to supplement the home, to do for the child what the home can not do. More and more the school can reach into the home and offer helpful criticisms to parents or guardians concerning matters of child welfare. The child brings to the school the sum total of the family setting, with all of its attitudes and emotional connotations. All of these and many other factors have proved the need for stronger and better cooperation of the parents. When the parent becomes a part of the school, the school feels assured that they have their support in all of their endeavors.

Seay, in an article, "How Schools Study Their Communities," concludes:

Parents are a community resource, the school has learned. They attend open house and see what the school is doing. They are asked to suggest topics for study, and they check lists to show children's improvement. They, like teachers and students, study the community to find what improvements are needed and how the school can help.¹

Marital status of the parent--The marital status of the parents is shown in Table VII. From the study it can be

¹Maurice F. Seay, "How Schools Study Their Communities," School and Community, p. 82.

seen that 95 or 63.3 per cent of the parents were living together and 21 or 14 per cent were divorced. To many this would not be very significant for the happiness and development of the growing child. Symonds makes this comment:

Homes with poor marital adjustments lead to severity in handling children, which produced, thirty years later, adults who hated their parents, quarreled with associates, were unable to live on a mature and independent basis, were socially maladjusted--and definitely unhappy.¹

There were other observations that might be interesting to note, that of 11 or 7.3 per cent of parents deceased, 18 or 12 per cent did not live together. Five or 3.3 per cent did not choose to answer this item.

The questionnaire showed a total of 311 children reported as being members of the 150 families.

TABLE VII

MARITAL STATUS OF REPORTING PARENTS

Item	Summary of	
	Frequency	Per cent
Parents living together	95	63.3
Divorced	21	14
Did not live together	18	12
Deceased	11	7.3
No report	5	3.3
Total	150	99.9

¹Percival M. Symonds, The Psychology of Parent-Child Relationships. p. 30.

Industrial Status of the Parent

Occupational status of the Parent--To give a summary of the occupational status of both parents, Table VIII will reveal the diversity of this item. In the survey, the most frequently mentioned item was the "housewife" which the table shows 58, and maids fall next with a frequency of 40. Another occupation which might be considered is the "day laborer" which has a frequency of 26. There are many others which the table clearly points out. It was interesting to note, the varied occupations of parents who make up the community from which this study was made.

TABLE VIII

THE INDUSTRIAL STATUS OF PARENTS

Occupation	Frequency of Mention	Occupation	Frequency of Mention
Housewife	58	Laundry	4
Maid	40	Brick Layer	3
Day Labor	26	Beautician	3
Teacher	16	Waitress	3
Mechanic	10	Tailor	2
Cook	10	Janitor	2
Farmer	9	Railroad	1
Carpenter	6	Business	1
Porter	6	Nurse	1
Minister	5	Mortician	1
Truck Driver	5	Dressmaker	1

Educational History of Parents

The striking facts in this analysis are that the apparent implications are that the general educational level of the mothers seemed higher than the level for the fathers. Table IX shows that the highest level of education for both parents was at the college level. However, the mothers had a frequency of 14, while the fathers had 6. Again, the mothers who had finished high school or 12 grades had a frequency of 32, and the fathers had 17. A detailed analysis was not attempted, for a large number of the reporters failed to give facts concerning their educational levels. Another aspect of this survey might be interesting to note that one parent listed his educational level as 2nd grade.

TABLE IX

EDUCATIONAL LEVEL OF PARENTS REPORTING

Educational Level	Parents	
	Mother	Father
College	14	6
Grade 12	32	17
Grade 11	2	6
Grade 10	14	4
Grade 9	8	3
Grade 8	12	10
Grade 7	4	11
Grade 6	4	5
Grade 5	6	0
Grade 4	0	1

TABLE IX (CONTINUED)

EDUCATIONAL LEVEL OF THE PARENTS REPORTING

Educational Level	Parents	
	Mother	Father
Grade 2	0	1
Night School	0	1
No Training	1	2
No Report	33	37

Recreational Advantages Provided for the Children

In the life of every person, child, or adult, "The areas of Living" especially, living in the home, leisure and organized social life, have as much value in the development of one's life as perhaps many other experiences he might have.

If the parents are to function effectively in this ever-changing society, they must assume the responsibility of providing and maintaining attitudes that promote the best growth and development of the youths in their homes. Table X reflects the recreational advantages provided for the children by the parents. It can be seen that a large number of homes have radios, 112 as shown on the table. Another item interesting to the writer was that 106 parents pro-

vided children's magazines for their children. Perhaps the two items mentioned above offer some of the most current and more recreational advantages that the child might have. However, it seems that the daily paper was not as popular in the homes of the youths as it might have been. The newspaper not only offers information, but furnishes entertainment as well. It was somewhat astonishing that only 57 of the parents allowed the children to attend the movies. The learning experience, which children have in that type of social function, is not only educative but adds to the child's growth, in poise, speech, and behavior.

TABLE X

THE RECREATIONAL ADVANTAGES PROVIDED FOR THE CHILDREN
IN THE HOME

Item	Yes	No	No Report
Radio in the home	112	37	1
Daily paper	99	47	3
Children's magazines and books	106	31	
Children work outside the home	73	65	7
Parks and playgrounds in the community	112	26	12
Children attend movies	57	80	13
Attend the community church	133	8	9

Parents' Attitudes Toward Modern
Educational Tendencies

In the modern school the major factors seem to be the learner, the school and the community. Although, the school

purposes to teach children, it cannot teach them effectively without the cooperation of the parents. The growing need for the cooperation of the parents has caused the organization of various parent groups, Parent-Teachers' Association and other groups for the purpose of securing better cooperation between the home and the school. The findings in Table XI point out the attitudes of the parents toward some of the modern educational tendencies. Some of the most significant implications are 35 or 23.5 per cent attended P. T. A. The other 105 or 74.5 did not. A second tendency which the modern school follows as a means for extending parents a hearty welcome and an opportunity to see what the school is doing, that of visiting the children at school. The results, as found in the table, show that 67 or 44.6 per cent of the parents gave favorable answers as having participated in this effort.

Hasting in an article "Can the Teachers Help Parents?" summarizes by saying:

The two professions, parenthood, and teaching, are bound together in unity of purpose--the education of children. If they can learn to cooperate more closely, even more toward the greatest human goal, what miracles of achievement the future holds. As equal partners, parents and teachers have the supreme opportunity of shaping tomorrow through today's children.¹

¹Minneta A. Hasting, "Can Teachers Help Parents?" N. E. A. Journal, May, 1946, p. 227.

TABLE XI

PARENTS' ATTITUDES TOWARD MODERN EDUCATIONAL TENDENCIES

Item	Yes	No
Attend P.-T. A. Conferences	35	105
Functioning P.-T. A. organization in the school where your child attends	63	49
Acquainted with teachers	103	39
Children attend school regularly	122	9
Visit the child at school	67	82
Individual conferences with teachers		72
Help with activities	73	65
Carefully check the child's report card	132	6
Favor whipping for misconduct	112	17
Pleased with the child's learning situation	121	18
Faults the teacher if the child fails	13	125
Cooperate with the health program of the school	108	22
Assist in planning the curriculum	47	73

There are other facts in this analysis that are significant, and are clearly seen in the table. Parents in this study tend to be agreeing with modern educational tendencies and practices. At least, the evidences indicated seem to point that way.

CHAPTER IV

EVALUATION OF PARENT-TEACHER'S ATTITUDES

As educational theorists began to realize the ineffectiveness of conventional education, in developing desirable habits of learning and to meet the needs of changing society, it has been necessary to begin experiments with new programs and techniques of teaching.

In the modern elementary schools, these new programs have certain characteristics which differentiate them from the unusual school. The classroom is organized more democratically and children and parent, as well as the teacher, are to participate in the planning and organization of the activities that constitute the child's learning experiences. Problems that grow out of the children's needs, often become the center around which the activities and interests are organized.

Wrightstone says, "Interests, understanding and abilities are developed by activities, rather than by the passive assimilation of subject-matter."¹

In this quantitative age, education becomes almost meaningless unless it contributes to the improvement of the conditions that influence the happiness and development of individuals and to the individual's ability to control and direct the forces which control them. It is the aim of the

¹Wrightstone, Op. cit., pp. 2-5.

modern school to help young people and adults play a vital part in contributing to the improvement of these conditions that influence happiness and the development of individuals.

Leonard and Eurich make this observation:

Education has responsibilities in a democracy today heretofore unassigned to the school. These are brought about by the character of education and the ills besetting society. Thus, the nature of education arises first from the society man wants. Education must serve social purposes. It must equip men to improve the conditions which affect their lives, develop individual power, make possible the establishment of the principles of personal worth, and freedom, develop men's abilities to live by their reason, establish social competence to develop governmental policies and control, and establish firmly the attitudes and actual assumption of responsibility.¹

Criteria

Guiding Principles--The information used in this study, as previously stated, was obtained from two separate questionnaires. Hence, the guiding principles for evaluation will be treated separately.

The following is a summary of criteria used:

For Teachers

1. Teacher's training.
2. Attitudes toward the community.
3. Instructional measures.
4. Health and physical development of the child.
5. Extra-curricular activities.

¹Paul J. Leonard, and Alvin Eurich, An Evaluation of Modern Education, p. 5.

For Parents

1. Marital status of parents.
2. Industrial status of parents.
3. Educational history of parents.
4. Recreational advantages provided for the child.
5. Parents' attitudes toward modern practices and techniques in the school.

If these criteria are to be met by parents and teachers it is inherent that:

Parenthood and teaching are bound together in unity of purpose--the education of children. If they can learn to cooperate more closely, even more toward this greatest human goal, what miracles of achievement the future holds. As equal partners, parents, and teachers have the supreme opportunity of shaping tomorrow through today's children.¹

Appraisal

The bases for appraisal of parent-teachers' attitudes toward modern education, is derived from evidences indicated in the survey and analysis in the previous chapter.

The instrument used for measurement were specially constructed questionnaires.

A detailed list of characteristics of the modern school and an appraisal is given in Table XII. The comprehensiveness of the check list can be realized through

¹Supra., p. 47.

a careful study of this table. Table XII shows that teachers and pupils participated in the planning of the elementary school program, but for parents this item was inadequate. It was evident that the school program was flexible, and evidences pointed out that the school curriculum is somewhat inadequate for a well-rounded program of living, learning, and doing. Library facilities seem quite inadequate for the development of good habits of learning. Health services, recreation and teaching aids were used as aids to the child's development and learning. It was seen that the school was contributing to creating, in large measure, to the ideals of democracy.

Some other aspects of the school program which seem adequate (1) The relationship of parents and pupils; (2) The school program was based on interests, needs, and capacities of the child; and (3) Experiences in conserving and maintaining human resources, natural and cultural. All teachers felt the need of participating in community organizations as well as other organizations. The physical facilities and instructional supplies seemed to have indicated desired educational measures.

Unlike the practices of the modern school, the parents cooperated with the school, in a very small percentage, 48.6 per cent as shown in Table XII. It was observed further that parents failed to provide adequate recreational advantages for the child in the home.

TABLE XII

CHECK LIST OF GENERAL CHARACTERISTICS OF A GOOD ELEMENTARY SCHOOL AND AN APPRAISAL

Characteristics	Appraisal	
	Adequate	Inadequate
I. Is planning participated in by		
a. Teachers?	X	
b. Parents?		X
c. Pupils?	X	
II. Is there a general, flexible plan for the total school program?	X	
III. Do children served by the school enjoy a rounded program of living by the teacher		
a. Giving and making use of I. Q. test?		X
b. Presenting subject matter related to real life situations?	X	
c. Providing for the needs of the superior child	X	
IV. Are major shortages in community provisions for children revealed for in		
a. Library facilities?		X
b. Health services?	X	
c. Wholesome recreation?	X	
V. Is the school contributing in a maximum way to the realization of democratic ideals?	X	
VI. Are all aspects of the school program directed toward the achievement of the desired objectives:		
a. The organization of the curriculum?		X
b. The relation of parent and teachers?	X	

TABLE XII (CONTINUED)

CHECK LIST OF GENERAL CHARACTERISTICS OF A GOOD ELEMENTARY SCHOOL AND AN APPRAISAL

Characteristics	Appraisal	
	Adequate	Inadequate
c. The relation of teachers and pupils?	x	
VII. Is the school program based on interests, needs, and capacities of the children?	x	
VIII. Do pupils have experiences which deal with their personal problems in and show the social significance of areas such as:		
a. Conserving and maintaining human resources?	x	
b. Natural resources?	x	
c. Cultural Resources?	x	
IX. Do members of the school staff participate in community organizations? Do parent participate in school affairs?	x	x
X. Do physical facilities and instructional supplies facilitate the desired educational activities?		x
XI. Do parents cooperate with the teachers in matters concerning the child?		x
XII. Do parents provide adequate recreation for the children in the home?		x

From the appraisal it might be observed that the parents and teachers are not functioning as completely and as adequately as successful teachers and interested parents, in a modern age and a modern school.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary--In the preceding chapter, there were presented results obtained from a study of parent-teachers' attitudes toward techniques and procedures used in promoting practices of the modern school.

The study was conducted in the four elementary schools in Tyler, Texas for both parents and teachers.

It was found that:

1. The educational level of teachers was that of the bachelor's degree, of that group, two teachers had above the bachelor. Both had masters' degrees.
2. All teachers subscribed to or had access to some form of professional literature. The Grade Teacher and Normal Instructor being the favorite. Twenty or 74 per cent of the teachers listed those magazines.
3. All teachers were members of some professional, state, and local organizations.
4. The physical conditions or educative environment of the classroom reported as acceptable but not the most adaptable. As indicated in the survey, classroom library facilities were poor, only 25.9 per cent reported having a classroom library.
5. Most of the teachers were using many of the methods

and activities designed for the modern school.

However, they did not give and make use of the I. Q. test, nor were teachers acquainted with parents of children in their classrooms.

6. Pupil-teacher relationships rated high, with the exception that pupils seemed too dependent upon the teacher.
7. Evidences concerning the health and physical development of the children were adequate.
8. Resource-use education seems evident in the practices of the curriculum.
9. Teaching aids and extra-curricular activities were also significant in this study, yet there did seem to be many extra-curricular activities mentioned which would offer interest and opportunities for elementary school children.
10. The marital status of parents was not very high, only 63.3 per cent of parents were married.
11. The occupational status seemed to be highest among the mothers represented in the study.
12. The educational level of parents showed, again, highest in the mothers.
13. Parents did not provide adequate recreational advantages for their children. It was surprising that only 66 per cent of parents took daily paper, and 38 per cent permitted the children to attend the movies.

14. The most significant findings of parents' attitudes toward educational practices were that 66.7 per cent did not attend P.-T. A. Conferences; 54.6 per cent of the parents did not visit the child at school, and 48.6 per cent failed to cooperate with curriculum planning.

Conclusion--The findings in this survey have been interpreted on the bases of prevailing criterion, what are parent-teachers' attitudes toward modern educational practices? It was revealed from the survey that the teachers, to a large extent and in many of their methods and techniques, are making use of modern educational practices, but the writer feels that to an even greater extent, the teachers could use and make use of more modern educational practices to have an effective school program. The survey showed further that parents are not as interested in the school program as parents of the modern school advocate. They fail to visit the child at school and do not participate to a great extent in parent-teacher organizations, nor the activities of the school. Parent-teachers do not seem to be aware of the importance of parent-teacher cooperation in the school, so that they may serve the best interest of the child, home, and the school.

Recommendations--Perhaps more conclusive evidences should be available to justify the following recommendations, yet the writer feels in the light of the findings, that the

following recommendations might help in developing a school which meets the needs of the child as well as the community. Thus the following:

1. That the teachers provide a more creative atmosphere or environment in the classroom.
2. That the educative environment should be more attractive and conform to the practices of the modern school.
3. That teachers seek methods by which parents may become acquainted with newer methods and procedures of education.
4. That parents and teachers learn to cooperate more closely and effectively that they may contribute to the needs, interests, and development of the child, both his individual and social needs.

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APPENDIX

- Yes No 11. Is the material of instruction within the experience and understanding of the child?
- Yes No 12. Do pupils bring useable materials to school for aids in learning?
- Yes No 13. Are materials flexible?
- Yes No 14. Is work planned to develop individual responsibility?
- Yes No 15. Are materials sufficient to demand a variety of responses?
- Yes No 16. Do you encourage creative thinking on the part of the child?
- Yes No 17. Do you help pupils to discover their own errors and to seek remedies?
- Yes No 18. Do you invite parents to assist with projects, activities, and plays in your school?
- Yes No 19. Do you invite parents to go on excursions and field trips?
- Yes No 20. Do you visit the home of each child represented in your room at least once a year?
- Yes No 21. Do you see that parents understand the grading system and symbols used in grading?
- Yes No 22. Do you permit pupils to move about freely in the classroom?
- Yes No 23. Do you make an effort to meet the needs of the superior child?
- Yes No 24. Do you think the present curriculum meets the needs of the child and his community?
- Yes No 25. Is subject matter integrated?

Teacher-Pupil Relationships

- Yes No 1. Is there a tendency for pupils to depend too much on the teacher?
- Yes No 2. Is the atmosphere such that the pupils feel free to take part in the classroom discussions and activities?
- Yes No 3. Does the attitude of pupils indicate respect for the teacher's leadership and confidence in fairness and understanding?
- Yes No 4. Do pupils feel free to bring their problems to you?
- Yes No 5. Are discipline cases handled in a corrective manner rather than punishment?
- Yes No 6. Are you attempting to train pupils to become efficient and cooperative members of a democratic society?
- Yes No 7. Are there clubs in the classroom?

f. List the provisions made for the development of health and physical conditions of pupils:

1. _____ 2. _____
 3. _____ 4. _____

g. Resource Use Education.

List cultural resources made use of in your school:

1. _____ 2. _____
3. _____ 4. _____

List human resources made use of in your school:

1. _____ 2. _____
3. _____ 3. _____

List natural resources made use of:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

h. Teaching Aids:

List some teaching aids you use often: 1. _____
2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____

i. Extra-curricular Activities.

List extra-curricular activities carried on in your school:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

- | | | | |
|-----|----|-----|---|
| Yes | No | 1. | Do you attend parent-teachers conference? |
| Yes | No | 2. | Is there a functioning parent-teachers organization in the school where your child attends? |
| Yes | No | 3. | Are you acquainted with the teachers of your child? |
| Yes | No | 4. | Do you see that your children attend school regularly? |
| Yes | No | 5. | Do you visit the children at school? |
| Yes | No | 6. | Do you have individual conferences with the teacher concerning the child? |
| Yes | No | 7. | Do you help with activity programs at school? |
| Yes | No | 8. | Do you check carefully the child's report card? |
| Yes | No | 9. | Do you favor whipping children for misconduct? |
| Yes | No | 10. | Are you pleased with the child's learning situation? |
| Yes | No | 11. | Do you fault the teacher if the child fails? |
| Yes | No | 12. | Do you cooperate with the health program sponsored by the school? |
| Yes | No | 13. | Do you assist teachers in planning the curriculum and school activities in the school? |