PARENT PARTICIPATION AT CENTRAL SCHOOL
OF BRIGHAM CITY, UTAH

by

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Elbert J. Anderson
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SIGNIFICANCE AND PURPOSE OF THE STUDY</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE OF THE STUDY</td>
<td>6</td>
</tr>
<tr>
<td>HISTORY OF PARENT PARTICIPATION AND A REVIEW OF LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>THE COMMUNITY</td>
<td>10</td>
</tr>
<tr>
<td>THE SCHOOL</td>
<td>12</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>14</td>
</tr>
<tr>
<td>ANALYSIS OF DATA</td>
<td>35</td>
</tr>
<tr>
<td>RESULTS AND SIGNIFICANCE</td>
<td>38</td>
</tr>
<tr>
<td>SUMMATION</td>
<td>41</td>
</tr>
<tr>
<td>COMMENTS BY CENTRAL SCHOOL PATRONS</td>
<td>42</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>44</td>
</tr>
</tbody>
</table>
SIGNIFICANCE AND PURPOSE OF THE STUDY

We plead for a better, a more just, a more open and straightforward, a more public society, in which free and all-around communication and participation occurs as a matter of course in order that education may be bettered. We plead for an improved and enlarged education in order that there may be brought into existence a society all of whose operations shall be more genuinely educative, conducive to the development of desire, judgment and character. (1)

Participation is concerned with three groups; students, trained experts, and parents. None of these, in the eyes of Dewey or Kilpatrick and their school of thought is most important to the continual process of improving our schools. In too many instances today, the first two groups only are in regular participating activities.

The schools, if any agency in our country can be so charged with the responsibility, should provide for the future by looking to the past and by fully keeping up with the present. In the most ideal situation the present is not found in books, but in the felt needs of the citizens of the community today. As never before in history the needs of a nation may change momentarily.

It is the attitude of many that though the school, as most of our democratic institutions, received its birth at the hands of layman citizenry, it has now developed and grown into so complicated and specialized a field, that the average layman cannot fathom its depths. This is incorrect and damaging and impedes school improvement. As education has developed so has the level of the ability of the citizens to comprehend and solve their own problems.

Baldwin and Osborn made a detailed study of home-school relations
and demonstrated that as the school learned to know parents better it acquired more confidence in their judgment and good will. Similarly as the parents learned to know the school better, they understood the problems faced by the school. (2)

Kilpatrick, speaking to administrators suggested:

The bringing together of teachers, parents, and experts who represent all aspects of child development will provide a necessary clearing house for information and lay the basis for intelligent programs of action. (1)

Education today is in process; it is changing and developing toward a more efficient and effective way of accomplishing an adjusted and an informed citizenry in America. Dogma of the past yields slowly to the new. Tradition, apathy and inertia on the part of patrons and educators alike coupled with higher costs of better methods form a discouragingly slow team at times. In the field of education as with McCormick's reaper, it is not enough to have a better method or a more efficient tool. The consumer must be sold on the idea. He must be educated to the new, and as the child learns by participating, so the parent must participate to understand the problems of the modern school.

Parent participation not only provides for these needs, but exposes problems, creates a learning activity, informs the patrons, provides a situation for democratic action, seeks solution of greater mutual approval, sells the product to the public and provides the funds. In other words, participation should be an agency of evaluation, modification and public relations of the school.

In the past, parent participation has often meant Parent-Teacher Associations. P.T.A. is the only contact between home and school in many areas even today. The P.T.A. is and has been the first to recognize some weaknesses inherent in and within its organization. Any investigation
will reveal a great body of self-criticism. Most criticism from within and without is rooted in the failure of patrons rather than the organization. If attendance at any school community P.T.A. were to average 90 per cent and there were no abuses of social mores, position, or other self-destructive forces, it still would fall short of the activity to be desired in a full participation program. This is a fact not generally realized by many patrons who consider the P.T.A. to be all the participation necessary and the limit of obligation.

The P.T.A. is the logical and established organizational structure upon which to build, direct, coordinate and conduct an active participation program. It is not the whole program. Churches, civic clubs, commercial groups and clubs, business organizations, lodges, fraternal organizations, and municipalities can be stimulated through active parent participation not only to create recreational opportunities, but as suggested in the following contribute to the well-being of the community.

1. Lay persons can assist with teacher workshops.
2. May serve as resource people in the school and in adult education.
3. May direct camping and outdoor educational programs.
4. Plan jointly the activities of the school.
5. May direct a youth employment agency.
6. Direct projects, clean-ups, improvements, civic additions.
7. Direct workshops, hobbies, and crafts.
8. Direct music, sports, and drama.
9. Participate in censorships, study groups, problem solving.

Curriculum, of necessity, under present circumstances, is to a great
extent a theoretical transfer of the knowledge in the book into the reluctant mind of a student. There exists little practical relationship or use in the minds of many students for much of the bill of fare.

The value of a life experience curriculum may be illustrated by the following example from teaching experience. An arithmetic problem dealing with crates of oranges was incomprehensible to the students. Repeated, patient repetition of the information was to no avail until the crates of oranges were exchanged for baskets of peaches, a product familiar to all the students in the area. Although this oversimplifies both the problem and solution it serves to illustrate the role experience and participation with things and people play in the step-by-step process which is learning.

Where the school has been united with the agencies of the community in participation activities with an eye single to the improvement of the community, an environment for learning has been created which fills the needs of the community and school.

Consider the following description presented by the American Association of School Administrators:

The early schools of America were close to the people. The school board in the small community selected a site, constructed a building, and employed a teacher. Frequently, the teacher lived in one of the homes from which children attended school. A majority of the people in the community attended public school meetings in which the budget was approved and educational policy was formed. There was ample opportunity for parents and other lay citizens to know the school intimately and to take part in shaping the community's educational program. (3)

This brief paragraph gives us a picture that we in America seem to consider old fashioned and unnecessary to our modern world. The quoted group proceeds in the next paragraph to point to the dangers to our educational system of this attitude.
In our more complex community life, schools are in competition with other agencies and institutions for public interest and support. Many aspects of administration and instruction have become too complex to be understood easily by lay citizens. More and more, people take the school for granted or regard it as an impersonal agency from which educational services can be secured by the payment of minimum charges in the form of school taxes. Lay citizens' participation which keeps the roots of the school deeply embedded in community life and gives a true reflection of the interests and needs of the people cannot now be secured without continuous, carefully planned efforts. (3)

Today we live in a highly competitive world. The school at best is handicapped in completely preparing the child for this world. Some of today's schools try to eliminate competition that is unfair, frustrating, or which represents defeat to the individual child. The world the child will enter makes no differentiation or qualification on members who fail. Success or failure is all that registers. Parent participation can be the middle ground of the school system.

Within the organization can be introduced problems, solutions and results along with all the diversities of opinion, success or failure that may arise. In partnership of both mature and immature shoulders life's realism can be demonstrated to the child without shouldering him individually with defeat or failure.

If parents want a school that will provide their children with tools for tomorrow's world they can make it by participating in its activities. This is the challenge; it is being done in many places.
PURPOSE OF THE STUDY

The purpose and objective of this study is to determine, if possible, the extent of parent participation at Central School of Brigham City, Utah with some factors that may be related to that participation.

Central School is thought to have perhaps the most active parent participation program in Box Elder County. What are they doing besides their well-known P.T.A. program? Does patron opinion reflect a trend toward greater activity or is the program fixed or relatively active because of numerical superiority alone?
HISTORY OF PARENT PARTICIPATION AND A REVIEW OF LITERATURE

Comparatively few studies have been made on parent participation. These have been made under the general title of Parent Teacher relationships. The general recognition of the need and organization of a movement to fill that need, however, is more than fifty years old.

On February 17, 1897, under the leadership of Mrs. Berney and Mrs. Apperson Hearst, the first Congress of Mothers convened in Washington, D.C. At the second meeting in May, 1898, the Board of Managers decided that the program should be international in scope and that both parents should be included in the responsibilities of child growth.

Ten years later, in 1908, the name was changed to the National Congress of Mothers and Parent-Teachers Associations and in 1934 the name was resolved to the present, National Congress of Parents and Teachers.

The first published organ of the organization appeared in November of 1906 and was called the "Mothers Congress Magazine." In 1909, it was changed to "Child Welfare Magazine" and in 1934 changed to "The National Parent-Teacher." The magazine has become a recognized leader in its field.

In 1938 Butterworth proposed six objectives of parent-teacher associations.

a) Giving members understanding of the objectives and methods of the school.

b) Learning to apply accepted educational objectives and methods to out of school environment.
c) Under certain conditions giving school officials opinions as to where the school succeeds and fails.

d) Aiding to educate the community in desirable aspects of the school program.

e) Facilitating acquaintance among parents and teachers.

f) Raising special funds for special conditions. (4)

These basic objectives have been modified several times since, but stand essentially the same. Rossbach (5) indicated that schools venturing beyond traditional patterns must have full understanding and cooperation on the part of parents if their programs are to be successful.

Ojemann and Felland proposed a check list by which any arrangement for effecting home-school cooperation can be tested.

1) Does the plan help the teacher to understand the background for each child so well that she can apply this knowledge in her daily relations with her pupils?

2) Does the plan help the teacher to maintain their security, personal worth, and similar requirements for a cooperating personality?

3) Does the plan help parents to learn the principles of child development so that they become skillful in applying them in day to day family living?

4) Does the plan help parents to become so well adjusted personally that they do not project their ambitions and irritations into the lives of their children or into or into their relations with their children's teachers.

5) Does the plan help teachers and parents to become so well acquainted that they can work together in understanding and confidence and can look at the problem from each other's viewpoint. (6)

In 1953 the Parent-Teacher Association in the United States had a membership of 7,953,806 and some 38,000 local parent-teachers associations.

(7) The current objectives of the National Congress of Parents and Teachers are:

1) To promote the welfare of children and youth in home, school, church and community.
2) To raise standards of home life.

3) To secure adequate laws for the protection of children.

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

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

Parent participation is not unique to the United States of America. Certain phases of this school activity are perhaps even more highly developed in some other countries than here in the United States. Our neighbor to the north, Canada, is developing a fine system of home-school relationships. In Basil, Switzerland an ordinance expressly gives parents the right to participate in a counciling way in the affairs of the school. Other nations where the participation movement has gained ground are Scotland, Great Britain, Germany, Czechoslovakia (pre-war), France, Norway, Finland and Turkey. (8)

No books have been found that deal with parent participation alone, however, almost all of the enumerable books on community centered schools devote some space to this phase of education. Other general titles dealing with participation are the community school, community and school, parent-teacher relationships, public relations, home and school, parent teacher and school, etc. Most books discussing any phase of modern education such as curriculum or child development almost invariably devote some space to the role of parents in planning, aiding, or otherwise expediting the school. A short bibliography in addition to books quoted follows at the end of this study.
THE COMMUNITY

Brigham City, Utah, is located some twenty-two miles north of Ogden, on Routes 30, 89, and 91. The town is served by the Union Pacific Railroad and by a small municipal airport. Except for a few small factories, industry is almost entirely agrarian. A high percentage of those in non-agrarian occupations work at the various government installations in the Ogden area. Since the Indian Service has established its Intermountain School at Brigham City, there has been a stimulus to business and numbers of people other than L.D.S. and native English and Scandinavian peoples have been introduced to the community. For years great numbers of itinerant workers have come to Brigham for the growing season, but not to establish homes or become patrons of the school.

There are but two elementary schools in the town, the Lincoln and Central Schools. The Central School serves many more of the patrons connected with the Intermountain School than the Lincoln. There are many people within the Central School area who depend either upon local stores and business or upon Government installations in the Ogden area for their livelihood. There are, of course, patrons who are themselves teachers or postal workers and other small groups dependent upon such organizations as the Bird Refuge for employment.

Brigham City is the county seat of Box Elder County. The county is larger than Connecticut, with a population of over twenty thousand. The population is concentrated in the eastern side of the valley with some scattered communities throughout the rest of the county. Much of the area is composed of desert, mountains, and the Great Salt Lake and
the salt marshes and flats, but there are also some excellent range, wheat and farm lands.

Brigham City is known as the "Peach City" and is located at the northern end of a fine fruit and farm area, bordered by Great Salt Lake to the west and the rugged Wasatch Mountains to the east.
THE SCHOOL

The Central School is an attractive, modern school, with all rooms on the ground floor. Started in 1948 and finished in 1950, this building incorporates many modern developments in school design. The school community itself is not new, being the same as for the old school, which was completely destroyed by fire. The new building cost approximately $432,000.00.

The school was designed with 14 class rooms for about 500 pupils. It has a cafeteria for school lunch, a library, a large activity room, a nurse's room, and principal's office. During the building of the school, the Intermountain School was activated to bring in employees and thus swelling the Central School student body population some 90 above that planned for. As the 14 classrooms were inadequate when the school opened, several changes were necessary.

The cafeteria and library were divided into two classrooms each, making a total of 18 at this time. The activity room now serves a dual purpose of lunch room and activity unit.

During the 1953-54 school year there were approximately 645 pupils enrolled at the school. There were 18½ teachers with the principal teaching one-half day and administering the affairs of the school one-half day. The school has 6 grades, with 5 first grade classes, 3 second grade classes, 2½ third grade classes, 2½ each of the fourth, fifth, and sixth grades.

As the school is centrally located, on the main highway, and with insufficient playground area, about an acre of ground has been purchased
across the street to the west and will be available for the 1954-55 school year.
PROCEDURE

It is not the purpose of this study to determine or imply the amount of participation that is good for Central School. The aim is to determine, if possible, how much participation there is at Central School and, if possible, what factors influence whatever participation there is.

To accomplish this task, a search was made of several studies on school problems which included questions on parent participation. It was clear very soon that the Central School community, predominantly L.D.S., was different in one respect than other similar communities in the United States. To a great extent the school and the church are in competition for time and talent of both youth and adult. In such fields as dramatics, music, athletics, crafts, speech, and the dance and many others, including problem solving, there is opportunity for students and adults alike to participate and express themselves in both or either church or school. Again it is not the purpose of this study to determine if this situation is desirable or not. It is necessary, however, to see the situation and as far as the study is concerned, to use questions which pertained to activities of participation at Central School. Therefore, this study only touches on some activities which are duplicated by the church.

With this in view, 20 questions were selected and an explanatory note written. Two hundred copies were made and distributed personally with stamped addressed envelopes. By placing these directly into the hands of Central School patrons and answering on-the-spot questions, it was hoped that a high percentage would be returned. This proved to be
correct as 50 per cent or 100 questionnaires were returned.

To decide on a series of questions condensed enough that it would not be a burden to the participating patrons and yet be comprehensive enough to give a reliable sample was a problem. From similar studies, current literature and trends in participation and 218 possible questions bearing upon general trends, it was possible to decide on 20 questions which could give a reliable sample. It is not meant to be implied that these are the most important factors in parent participation, but some of those which are common to most schools and generally familiar. The last eight questions are opinion and designed to indicate if there are trends, possible personal reasons for either active or inactive status of the parent in school activities.

Of 100 returned questionnaires, 77 were filled out by mothers, five by fathers, four by mothers and fathers together and fourteen did not indicate. Several returns marked more than one answer and several failed to answer some. This makes the total for several above or below 100. More than one out of three, or 36 took the opportunity to express opinion on some phase of education or the schools. Some of these expressions which are related will be included at the end of the study.

Each of the questions will now be considered, its relation to the others discussed and pertinent facts concerning it be examined. The first 12 questions are designed to indicate how much participation is being done by parents of Central School. Each one was chosen because it represented an important phase of participation or was representative of other factors. Each one holds importance in the considered opinion of recognized authority or is otherwise relative to the general participation picture.
1. HOW FREQUENTLY HAVE YOU GONE ON A FIELD TRIP WITH YOUR CHILD'S CLASS?

Dr. Sneider, recognized leader in the participation movement from the state of Michigan, declares, "We do not fully understand the student or know him until he is observed in an out of school situation." (9)

The importance of parents knowing their own child and comparing him to others in uninhibited activities is essential to understanding school problems. To understand school problems, parents must see teachers in out-of-school situations and equally as important teachers must observe, associate with and understand parents to fully understand the capabilities of the child, his needs and his problems. To observe the child, his reactions, and compare his emotion, motivation stimulations, and his repeat back retention from an excursion or a field situation is a revelation to parents. Some benefits of parent participation in field trips are:

a) Gives parents a knowledge of their child in out-of-home and school situations.

b) Helps teachers understand parents in informal circumstances.

c) Helps parents understand practical learning situations and activities.

d) To help parents understand teachers.

e) Provides for understanding and improvement of field trips.

This statement from "GOING PLACES AND SEEING THINGS" points to the significance of the field trip and the parent's role in supporting it.

A child can no longer be adequately educated to meet the needs of modern society within the confines of the class room. Education must give him a richer and broader understanding of the world in which he lives. He should be going places and seeing things. (10)

Present status of the schools today is, in many cases, such that if parents do not lend their support to excursions or field trips there
just is no such program.

The public has varied ideas about field trips. To some they are just a trip to a factory or a trip to the park, in any case, expensive and involving sacrifice of the learning situation. To others, field trips are a means of motivating and interesting children in the three R's. Some sympathetic, others approve passively and a great percentage are actively resistant. In any case, active participation of parents will not only help them understand field trips, but improve the quality of the field trip.

If we consider the field trip to be a purposeful, supervised experience away from the school, it need not be either expensive, involving risk or sacrificing the learning situation.

Tests have been made that would indicate that over a period of eight years, improvement in skills in various traditionally taught subject matter can be expected to be about ten per cent or less on an average. Where real interesting experience is employed, causing the student to reach up for needed tools, skill improvement may be expected to be as much as 14 per cent a year. (11)

Dr. Huey lists the following ways that a parent is helped to understand the school through participation in a school field trip.

1) The precaution taken for the safety of children on such a trip.

2) The educational value of an all day trip away from the classroom.

3) The process of building democratic group control and self-control and that control in action.

4) The relation of this experience to the on-going experience of the group.

Dr. Huey further believes that other parents in the community would have positive indirect learning about the school program through these
channels of field trip participation of the parent.

1) The enthusiasm of the children for what they expect to see.
2) The prompt, safe, and happy return of the children home.
3) The permission note which gives details which parents want to know.
4) The enthusiasm of the children to tell what they see.
5) The enthusiasm of helping parents as they tell other parents about the experience they have.
6) The evidence of related activities taken home, such as painting, stories, reports, etc.

Dr. Huey closes the article with this significant paragraph:

In these days when it is not only important to interpret the existing school program to the public, but it is imperative to build with parents a far more significant educational experience for children, what more insightful learning experience can we provide for parents than an opportunity to participate in a vital class experience such as field trips. To experience even in part, the planning and follow-through of the activity as well as the activity itself adds immeasurable to their comprehension of the total school program. (12)

Parents of Central School participated in field trips in the following percentages: 84 per cent did none, 6 per cent once, 8 per cent twice, 1 per cent did four.

2. HOW FREQUENTLY HAVE YOU VISITED THE SCHOOL DURING SCHOOL LUNCH?

Much of the present school lunch program is based upon the National School Lunch Act, 1946, which has a two-fold purpose.

a) To safeguard the health and well being of the nation's children.

b) To encourage the domestic consumption of agricultural commodities and other foods.

The former purpose needs no explanation or defense, but the latter implies the introduction to many students' diets and commodities which they would not otherwise use. The only information on nutrition to be had by many of today's citizens is gained by or indirect contact with the planned diet of the school lunch program. It is not enough for
parents to know there is a lunch program. They must know for themselves, not from prejudices of the children, just how good the lunch program is in their school. The school lunch is a good barometer of the general condition of the school.

The school lunch can provide the child, parent and the community with the following:

a) Reverence and thanksgiving
b) Manners, table and social conduct
c) Nutrition
d) Cleanliness
e) Habits of conservation and thrift

The school lunch room is excellent for observing the child in a non-classroom situation. Participation of parents in the school lunch program may help in the following ways:

a) Help the parent to understand the school, the child, and the teacher.
b) Help the parent to see the broader program of the school lunch.
c) Provides another contact of parent and teacher that may help the teacher understand the child and his environment.
d) To help keep a check and balance on the lunch program.

Questions concerning the political aspects of the school lunch are not within the realm of this study. Parents should acquaint themselves with the program and determine if they wish to go ahead to build a better program or to eliminate the school lunch as a possible step toward socialism.

Whatever the case may be, participation of parents is of vital importance in the school lunch program. To understand the child, the teacher and the school, to acquaint themselves with educative and social
values of the lunch program, to determine whether to develop a better program or eliminate it, the parents should participate at every opportunity.

Considering political, educative, nutritional, economic and other vital factors, R. F. Campbell challenges parents to participate in the school lunch program.

It is apparent that the school lunch services will expand tremendously within the next few years. The increase in pupil population means more schools equipped with these facilities and more communities providing for such services as an auxiliary part of the school program. In the final analysis the success of the school lunch program will depend upon the support and cooperation of the parents. (14)

3. HOW FREQUENTLY HAVE YOU BEEN ON A COMMITTEE TO AID IN SOME ACTIVITY AT CENTRAL SCHOOL?

As typical to democracy as the vote, is committee action. The voter often exercises his vote in ignorance of the issue, while the voter who has taken part in committee action has been exposed not only to the issue or issues, but to the divergence of opinion on them.

More directly related to the child and the learning process is the atmosphere of cooperation and realism established by parents engaged in committee action. In an article, "Childhood and the Democratic Future," Dr. Keliher has this to say of committee action in the school:

We can design the child's life environment so that he learns the attributes of the democratic personality. We can build for a warmth, trust, friendliness, cooperation, self-confidence, critical judgment, respect of others and acceptance of responsibility if these are qualities with which we surround children from the time they are born. (15)

The President of our nation has stated repeatedly the obligation of free men to participate in the solution of school, community, and national problems.

The common responsibility of all Americans is to become
effective, helpful participants in a way of life that blends
and harmonizes the fiercely competitive demands of the
individual and of society. (16)

Participation of parents in committee activity does the following:

a) Demonstrates to the child confidence in democratic action.

b) Educates the parent to school problems or pertinent problems.

c) Contributes to the knowledge, opinion and solution of school
problems.

d) Helps the teacher understand the parent and the child's envi­
ronment.

e) Creates a life situation learning experience for the child and
parent.

Some important committees mentioned by H. L. Klein are Summer Program
Planning, Overall Coordinating Committee, and Teacher Orientation Commit­
tee. (17) For a moment let us examine some of the responsibilities of
each of these committees and examine their relationship to the partici­
pating program. Parents participating on a committee of Summer Program
Planning may well be instrumental in forming summer activities coordinated
to the satisfaction of the greatest number. Too many times summer
activities are a hit-or-miss affair, monopolized by a group, or exclud­
ing a minority. Successful summer activities depend upon setting plans
and dates far enough in advance that individuals may plan their time to
take advantage of the program.

Not always, but more often than not, planning is necessary for an
interesting, fast moving affair. Today's schools are as interested in
community well being as in the three R's.

The Overall Coordinating Committee has the responsibility of acting
as liaison to all of the various groups that make up the school community.
Patrons should know the factors of school board action that concern them.
The teachers and patrons and others concerned should know what the P.T.A.
has decided to do. Ideally the student should know what the superintendent, patrons, and teachers are planning and all the afore-mentioned group should know the wishes of the students.

It is this committee that should recommend changes or new elements in this overall communication and coordinating network.

The teacher Orientation Committee should undertake to do all in its power to orient the new teacher to an understanding of the community and in return learn any facts that are pertinent as to the wishes and character of the teacher. This may be considered an unnecessary group at times, but ample experience would indicate that such a committee could and has avoided what might otherwise be a difficult situation.

The public schools are supported by, belong to, and are designed to serve all the people with discrimination as to race, creed, color, or national origin. The scope and character of education provided must satisfy the needs and desires of the citizens of their respective communities. In order to arrive at sound judgments and to express their wishes intelligently, all the people should have all the facts about their schools at all times.

E. M. Tuttle lists three fundamental principles that should guide citizen committees.

1) Citizens committees should be representative of the entire community, not some segment, faction or area of it. Such committees are best composed of representatives of all the community organizations having an interest in education and of leading citizens from various walks of life.

2) Citizens committees should base their discussions and recommendations upon established facts, not upon guesswork or hearsay or unsupported opinion. Their initial task is that of fact-finding. Their guiding motto is to find the facts, filter the facts, to face the facts and to follow the facts.

3) Citizens committees should work with and through the duly constituted authorities to the greatest possible extent.
Every effort should be made from the beginning to establish and maintain harmonious working relationships between the citizens committees, the board of education, and the professional staff. (18)

Ideally, the committee is created on the initiative or with the approval of the board. In any case, the board should be fully advised as to the committee's purpose, plans, and progress. Nothing on either side should be secret, furtive, or withheld from the public view. Schools are the public's business.

Speaking of committee activity in the picture of parent participation, James Zuillen reflects his faith in such action.

America has a long tradition of democracy, but tradition without actuality is a hollow shell. Today we must recreate the actualities of democracy in order that the tradition may be maintained. Youth must be given opportunity to face real challenges in democratic living so that they can find their places and test their worth in actual life situations. By having opportunities to participate with others in vital community activities and to contribute their intelligence to the solution of community problems, youth will again come to respect the worth of individuals, to enjoy the sharing of common interests and concerns, and to believe that the problems of modern life can be solved by the application of intelligence. Only thus can the ideals of American democracy be achieved and maintained. (19)

4. HOW FREQUENTLY HAVE YOU HELPED TO SOLVE SOME SCHOOL PROBLEM, FINANCIAL, ZONING, OR TRAFFIC?

The importance of this question probably cannot be overstated. Of the following benefits of parents, pupils, and teacher participation in practical problem solving, only the first two will be discussed as being particularly important to this study.

1) The educative value--practical life experience.

2) Community improvement.

3) Social improvement.

4) Good school public relations.

5) Solves problems.
6) Helps provide funds, material or personnel.
7) Demonstrates working democratic action to student and community.
8) Publicizes needs, activity and solution.
9) Helps home and family relationships.

The following statement by J. Paul Leonard shows the importance of practical problem solving.

If education is to deal effectively with the problem of producing competent citizens for democratic living, it must be closer to the affairs of life. Certain abilities, vital to democratic behavior cannot be gained without experience with life. Books cannot give us this, we can only achieve reality through participation in community living. Work experience is that necessary corollary to reading and discussion out of which a man of conviction is made. (20)

The whole problem of good education is to make lessons real and interesting to students. The life experience curriculum is built around felt needs of the community whether it be rural, city, or national. To separate the child from actual experience is to contribute to the circle which may soon be too strong to break. The habit and tradition of citizens to wave responsibility in community and school affairs can contribute to national suicide. Participation of pupil, parent, and teacher in life experience problem solving is the finest educative process we know how to provide.

The second greatest benefit of creating within the school community practical problem solving experience in community improvement. Aside from the value of the practical life experience, the community may actually realize a library, a traffic solution, a unity of purpose or of providing some young person with advice, funds or other aid when his life is at a critical stage. In most communities of cosmopolitan United States, the school community is the common ground and should provide the leadership for community improvement through participation activities.
Some conclusions of the Association of Supervision and Curriculum Development are as follows:

Leadership belongs to all in a democratic group. It is not the prerogative of status or of tenure. Every person is a potential leader, depending on the situation, the ability he possesses and the merit of his contribution. Every person's contribution has value.

The collective intelligence of the group, utilizing the method of consensus is a better guide for action than any one individual. There need be no conflict between the welfare of the individual and the welfare of the group. (21)

The benefits to the school program of the various factors of participation are interrelated. By helping to solve a school problem, not only does the layman lend his experience, advice, and opinion, but the whole atmosphere of cooperation, democratic problem solving, and social interplay is strengthened and embellished.

5. HOW FREQUENTLY HAVE YOU VISITED THE CLASS OF YOUR CHILD EXCEPT ON SPECIFIC VISITING DATES?

Mr. McGrath has this to say of school visits.

There is no better laboratory than the school itself to give parents the 'feel' of modern education, which may be so different from their own of just a generation ago. (22)

Parents who visit school only on days or at times when there is planned activity receive for their effort an unusual experience at best. Not that the school hides anything, but that the occasion is special from any standpoint. Between the extreme of observing, when neither student nor teacher is aware of your presence to the program designed to show only the best of student, teacher, and parent, is the visit to a regular day of school. This should not carry implication of snooping and does not, if the parent stays long enough after arrival that the novelty is worn off. It is advisable or ideal to ask the teacher beforehand what days regular school is to be held. The parent should
get to the class room ahead of the student so that commotion, incident to a visitor has to a great extent subsided by the time school is in session.

A parent visit in such a situation can:

1) Increase parent knowledge of today's school.

2) If done regularly enough by enough parents, builds a participation rapport that can lead to increased motivation on the part of all concerned.

3) Help teachers to understand students, their problems and environment.

6. HOW FREQUENTLY HAVE YOU DEMONSTRATED A SKILL OR TOLD OF AN EXPERIENCE TO A REGULAR CLASS AT CENTRAL SCHOOL?

The skills, experience, and knowledge of community citizens is perhaps the greatest of seldom used resources of the school. There is hardly a school that has more than touched the possibilities existing within the school district itself for an enriched school program.

The school should take the responsibility of surveying such resources and indexing them for convenience and expediency. This may be a logical and profitable project of parents, teachers and students. If planned together when curriculum is built, it is good public relations, a fine and most vivid experience for students and aids teachers in understanding the community and parents. The experience and conclusions of a study by the State of Washington to this effect are given in a Bulletin #15, a quotation from which follows:

Every community should be canvassed to determine what persons should be asked to share their experiences with the children in the class room. A childhood spent in Norway, Italy, Greece or elsewhere should produce an adult whose reminiscenses would not only interest children, but increase their understanding of how others live. Early pioneers can unfold for them the stories of their adventures. A farmer can explain why and how he fertilizes the soil, rotates crops, cares for seed and does the many other kinds of work necessary to the
production of food. The dairyman, the grocer, the butcher; all can give greater meaning to their respective tasks. (23)

The school administration and teachers are responsible to lead, direct and take full advantage of this phase of participation. Planning, surveying, and organizing a program of participation is much more difficult than textbook education and requires more skill, tact and effort.

Few parents will refuse to participate in activities in which they feel adequate. To ask a layman to communicate ideas he understands is an avenue to further participation, a means of understanding for patron and teacher and a real experience in learning for the child.

7. HOW FREQUENTLY HAVE YOU HELPED PLAN THE CURRICULUM OF THE SCHOOL?

Other questions have touched on the benefits of lay participation. The curriculum, in its broadest sense is termed as follows: All of the experiences of the child while under the supervision of the school. This may be just as broad or narrow as the parents and teachers wish to make it.

From the Thirty-First Yearbook of the American Association of School Administrators, this admonition is given:

Parent and lay citizens in general should have a voice in determining the kind of education produced in the community school. They should be brought into general discussions of philosophy and policy formation. They should assist in determining what is taught in the schools and in planning many of the processes. (24)

If such participation is to be effective, generally educational, and beneficial to community relations, parents should be included from the beginning, not just brought in at the conclusion to be told what has gone on and asked for their stamp of approval.

The Yearbook advises further:

The role of the layman in the development of the school curriculum has varied from era to era and also from locality
to locality. Today administrators are bending every effort to increase lay-professional relationships in planning curriculum that truly satisfies the needs of their communities. While some laymen still believe that the main functions of the schools is to teach reading, writing, and arithmetic, the majority have broader views. Most citizens recognize that a primary function of modern education is training for its citizenship in today's world, while transmitting at the same time those values, habits, and skills which are important parts of cultural heritage. For persons who subscribe to this philosophy lay participation becomes an important factor in educational planning. Only through cooperative planning which involves the student, the layman and the teacher can a curriculum be developed which provides these desirable outcomes. (24)

Just why can't trained people design a curriculum and teach it to a perfectly satisfactory degree? Probably because you cannot plan a community environment and people it and control it. Participating parents can, if they desire, create the very best that is known for their children. A community environment for learning must be the responsibility of the community. The parents are that community, at least the important one in such activity.

8. HOW FREQUENTLY HAVE YOU TAKEN PART IN A PROGRAM, NOT A REGULAR P.T.A.?

This question is designed to measure the activity of those people who participate more than in the regular scheduled meetings. It will indicate the relationship which might exist between a P.T.A. participation for instance and participation in other activities.

In addition to this factor there is the importance the child connects to this kind of participation. This may include plays, dances, musicals, and picnics. Beyond this, it helps build afore-mentioned understanding between teacher and parent and teacher and pupil.

J. Barlowe implied that the child learned a great deal by example when he said:

Remember that the way you get along with other parents will influence the way Nancy gets along with her friends.
When she recognizes that your association with other adults are pleasant, she will catch the spirit of courtesy and cooperation with teacher and classmates. (25)

Most parents have forgotten that school was fun. Just why we cling to the tradition that there is no learning when the student is laughing has not been determined and so far as can be determined, no study has been undertaken to prove or disprove the theory. Our nation spends an estimated 20 per cent of its income seeking pleasure, fun, and relaxation. Fun can be satisfying as well as pleasant if it discovers a new talent, interest or helps some individual gain self-confidence. However, we may defend participation of parents in above-mentioned activities on the grounds of fun alone.

Understanding built between home and school, home and community, father and daughter, mother and son are added dividends of parents who will make the test and participate with their children in such activities.

9. HOW FREQUENTLY HAVE YOU GONE TO THE SCHOOL FOR A SPECIAL PROBLEM CONCERNING YOUR CHILD?

It is considered possible that some parents take no part in school activities except when a crisis exists. Some educators state that a lack of participation may well lead to special problems involving the child. Parents who understand the school and its problems present to the child an attitude of respect for the school. The child who comes from a home whose only contact with the school is himself will be more likely to use the school situation adversely for a "success" outlet than would otherwise be the case. In the article, "What the Teacher Will Never Tell You," J. Barlowe says:

If your youngster lacks interest in school or doesn't seem to be doing well, it is easy to blame the teacher or the school system. But it may be you who is letting him down.

I am convinced after many years of administrative work in
elementary schools, that children need their parents' help in order to make a success of school. (25)

Do parents who do not participate in school activities have more special problems than regularly participating parents, or is there a direct benefit from regular participation? Any relation here will be interesting and perhaps significant.

10. HOW FREQUENTLY HAVE YOU BEEN TO A PARTY OF YOUR CHILD'S CLASS?

This question is meant to be an indication of interest in or at least a willingness on the part of the parents to participate in an activity for the sake or well being of the child directly.

Hardly a parent would choose to spend time at a child's party if it were not for the love or understanding of the child and his social problem and interest. All of the other questions carry implications of general or needed participation. This one field of parent participation demonstrates a parent's willingness to place himself on a child's level for a time.

11. HOW FREQUENTLY DO YOU ATTEND P.T.A.?

How important is that organization we call P.T.A.? Is it a ladies' show or for both parents? J. E. Hayes says this about it:

In addition to being a learning experience for parents and teachers and serving as an interpreter of education to the public as well as to parents, the P.T.A. has an important function as a stabilizer of society. (26)

Hardly an institution in American life is more important than the P.T.A.; none is more misunderstood, more maligned, avoided, and even scorned.

Real professional leadership unprejudiced, vigorous and converted to the value of P.T.A. can be instrumental in bringing about great changes for the better in the community. The P.T.A. cannot be allowed to become
a social organ, a withered non-functioning duty club or be dominated
by either professional people or layman if it is to be of value to the
school. Teachers, parents, and children working as one, not three sepa-
rate divisions can and frequently do form one of the most effective and
happiest group organizations.

J. Barlowe challenges parents that P.T.A. is important and that their
duty, obligation, joy of serving, and fun does not stop there when he
states:

Taking an active part in P.T.A. doesn't mean merely attending
meetings. It means taking charge of a Cub or Girl Scout
troop, serving as P.T.A. officer or a home room mother, helping
with suppers, and money raising activities. Never forget a
parent's attitude is often reflected in his child. An interested
parent usually means an interested student. (25)

12. HOW FREQUENTLY DO YOU ATTEND PARENT-TEACHER CONFERENCES?

No other reform or improvement of the school has gained such rapid
growth and acceptance as the Parent-Teacher Conference. It is serving
to better the whole relationship of school and home. From the following
quotation of Caswell and Foushey we gain this picture more clearly.

It is safe to say that the kind of report used by the
school fairly represents its educational aspirations. The
most reliable single index (and of course, no single is ade-
quate) of the quality of the curriculum being offered is the
report to parents. The same words describe both the report
and the thing reported. If the report is broken up into little
pieces of subject matter, rated by percentage grades, the cur-
riculum is probably of that sort. If the report is confused,
vague, monotonous, trite, punitive--so in all probability is
the school program. If the report is direct, personal, sensi-
tive to the individual child's aspirations and achievements--
so probably is the curriculum. (27)

If we accept this statement there is no better way for parents to
determine the quality of the school program than the parent-teacher
conference. Parents must be ready to read, not only the spoken word,
but to realize implications, trends, and general conditions.

G. Hildreth in the book, Child Growth Through Education, clarifies
the importance and extent of teacher-parent conferences in these words:

Reporting to parents is now recognized as only one phase of a larger obligation, (of parent-teacher conference) that of building closely-knit relations between home and school. How to gain parent-support for the school, how to help parents understand their child in his school relationships, and how to enlist parent’s aid for the child at school are more fundamental issues than whether report cards should be used, and how often they should be sent. (28)

Too many times teacher-parent conference is a matter of having parents come to the school for a report card instead of having Junior deliver it. This is not the theory of parent-teacher conference as conceived in the minds of educational leaders. If the conference is dominated by either teacher or parent or fails to establish the better relations, understanding, and general learning environment for the child and betterment of community spirit, it fails in its purpose. Both teacher and parent share a responsibility for honest and sincere effort.

Questions 13 through 20 were chosen from other surveys representing broad aspects of opinion and significance.

13. DOES THE CENTRAL SCHOOL DO AS GOOD A JOB AS THE SCHOOL YOU ATTENDED?

This question is the most common and obvious general quiz of patron opinion. In short, it gives the questionee opportunity to express his spontaneous feeling.

14. DOES THE SCHOOL HAVE TOO MANY ACTIVITIES FOR PARENTS?

This is a common criticism of modern schools. It gives parents a chance to justify inactivity in school problems and general participation if they choose. It, as the rest to number 20, may reflect attitudes or opinion that is relative to participation.

15. IS THERE A SOCIAL, RACIAL, OR RELIGIOUS PROBLEM AT CENTRAL SCHOOL?

The implications of this question are broad and also of local concern. The Central School community has been, until the Second World War,
composed almost entirely of L.D.S. and of Northern European origin. Since the War, many people from other parts of the United States have come to Brigham City. If there are groups that feel there is a discrimination within the school community, it may register in this question of the survey.

16. DO YOU KNOW YOUR CHILD'S TEACHER OUTSIDE OF SCHOOL?

This question is included to indicate if such factors as personality and acquaintance are related to participation.

17. HOW MANY CHILDREN DO YOU HAVE AT CENTRAL SCHOOL?

Obviously there is a duplication of time and effort if parents have more than one child in school. One meeting may cover the same problem or field for many in some cases. We may reasonably expect more participation on the part of parents who have several children in school.

18. HOW LONG HAVE YOU RESIDED IN THE CENTRAL SCHOOL COMMUNITY?

Do long residents of the community tend to be apathetic or vigorously interested in their school community compared with recent residents?

19. DO YOU FEEL WELCOME AT CENTRAL SCHOOL ACTIVITIES?

Circle one of the following: (Very Welcome) - (Welcome) (Uncomfortable) - (Not Needed)

A common criticism of any social organization may be its failure to make all members feel welcome. The socially aggressive seldom offer this criticism, but many times quiet, retiring people or others feel the situation offers insufficient opportunity for expression and service. The very member who tells all that everyone is welcome may indirectly reflect the opposite attitude of himself or the group.

Wise leadership draws out the best in all, lets no one including himself dominate the situation and sincerely respects the views of everyone. The errors of any such organization as P.T.A. are not solved
by a minority, but through all members participating to express, challenge, criticizing and approve the entire organization.

20. WHICH OF THE FOLLOWING IS THE MOST IMPORTANT GOAL OF EDUCATION? Circle one of the following: (Social Adjustment) - (How to meet life's problems) - (Education for citizenship) - (Making a living) - (Others)

Exposure to present day trends and beliefs in education have reflected in the answer to this question. If making a living is most important to the questionee, it may reflect economic conditions or impatience with theory and practice differential in our school system.

Probably, how to meet life's problems is the goal nearest to that of today's educators. Being general and including (if taken in the broad sense) all the others and many others not mentioned, it is a goal implying a process of constant perfection. If a particular child has a need for self-expression, the school should provide the opportunity. This is one child's problem, social adjustment may be another. As most of the parents participating in this survey chose the generally accepted answer, it would indicate either there was considerable thought given to answers or in general the patrons of Central School are quite well informed.
**ANALYSIS OF DATA**

The following is a tally of answers given by parents on the questionnaire. Each member represents the number of parents out of one hundred returns that indicated the master number (at the top) of participations in any one activity. Thus under number 1, eighty-four indicated they have never gone on a field trip, six parents indicated one trip, eight parents indicated two trips.

**CHECK ONE**

<table>
<thead>
<tr>
<th>Question</th>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>more</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How frequently have you gone on a field trip with your child's class?</td>
<td>84</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. How frequently have you visited the school during school lunch?</td>
<td>31</td>
<td>24</td>
<td>19</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>3. How frequently have you been on a committee to aid in some activity at Central School?</td>
<td>46</td>
<td>16</td>
<td>17</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>4. How frequently have you helped to solve some school problem, financial, zoning, traffic, etc.</td>
<td>79</td>
<td>14</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5. How frequently have you visited the class of your child except on specific visiting dates?</td>
<td>47</td>
<td>15</td>
<td>23</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6. How frequently have you demonstrated a skill or told of an experience to a regular class at Central School?</td>
<td>96</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. How frequently have you helped plan the curriculum of the school?</td>
<td>94</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. How frequently have you taken part in a program, not a regular P.T.A.</td>
<td>81</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
9. How frequently have you gone to the school for a special problem concerning your child?

10. How frequently have you gone to a party of your child's class?

NOTE: 11 and 12, check below number of your choice

11. How frequently do you attend P.T.A. in a year?

12. How frequently do you attend parent-teacher conferences in a year?

Place a Check in the Space Below Your Choice

13. Does the Central School do as good a job as the school you attended?

14. Does the school have too many activities for parents?

15. Is there a social, racial or religious problem at Central School?

16. Do you know your child's teacher outside of school?

17. How many children do you have at Central School?
   (Check one)

None 1 2 3 more
55 22 12 5 7
36 23 21 9 8

None 1 3 6 9

4 12 55 21 8

1 14 10 52 21

Better About Not As
57 36 7

About Not As
5 75 17

Too Many Same Enough
Some,
Not

Many Serious None
3 43 49

Very

Well Acquainted Not

19 62 19

One Two Three More
46 38 15 2
18. How long have you resided in the Central School Community? 

<table>
<thead>
<tr>
<th></th>
<th>One Year</th>
<th>Three Years</th>
<th>Six Years</th>
<th>Life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>47</td>
</tr>
</tbody>
</table>

19. Do you feel welcome at Central School activities?
Circle one of the following:

<table>
<thead>
<tr>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Welcome</td>
<td>31</td>
</tr>
<tr>
<td>Welcome</td>
<td>57</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>6</td>
</tr>
<tr>
<td>Not needed</td>
<td>6</td>
</tr>
</tbody>
</table>

20. Which of the following is the most important goal of education?
Circle one of the following:

<table>
<thead>
<tr>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Adjustment</td>
<td>23</td>
</tr>
<tr>
<td>How to meet life's problems</td>
<td>57</td>
</tr>
<tr>
<td>Education for citizenship</td>
<td>13</td>
</tr>
<tr>
<td>Making a living</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
</tr>
</tbody>
</table>

Kindly make any comment which may clarify or more fully express your opinion.
The second objective of this study is to determine, if possible, if there is a relationship between opinion and participation. To the end, in proceeding, the questions will be referred to by number. For instance, a Chi-Square was run on the relationship of number 19 to the combination of numbers 1 to 10. The "t" test for significance of a difference was also tried on these same numbers, 19 to 1 through 10.

To simplify the results for both reader and author a more or less arbitrary division was established between numbers 6 and 7 of the numbers of activities participated in by parents (1 to 10). By determining that there were approximately 50 parents who participated in 7 to 24 activities, and 50 approximately who took part in six or less activities, this division may be justified for our purpose. It should be pointed out that it is not the purpose of this study to establish six and seven as the division between satisfactory and unsatisfactory participation nor is this implied.

A more or less natural division occurred in question number 19. If a parent felt either very welcome or welcome, it is designated as welcome for the purpose of this study. If the parent felt uncomfortable or not needed, he is designated as feeling unwelcome.

The null hypothesis is to the effect that a feeling of being welcome or unwelcome produces no effect on the number of activities participated in by parents.

From the following formula and the above relationship, it was found to be .84, and was not significant.
Pooled Sum of Squares \( \sum x^2 + \sum y^2 \) = 284.68 + 2561.71 = 2846.39

Standard deviation \( (s) = \frac{\sqrt{\sum x^2 + \sum y^2}}{N1 + N2 - 2} = \frac{2846.39}{98} = 5.39 \)

\[ S = \frac{s}{\sqrt{N1}} = \frac{5.39}{316} = 1.56 \]
\[ S = \frac{s}{\sqrt{N2}} = \frac{5.39}{9.38} = .56 \]

\[ S_d = \sqrt{\frac{S_x^2}{\bar{x}} + \frac{S_y^2}{\bar{y}}} = \sqrt{1.56^2 + .56^2} = 1.66 \]

\[ t = \frac{D}{S_d} = \frac{1.4}{1.66} = .84 \]

The second relationship to be tried by statistical formula is number 19, welcome or unwelcome, to number 11, HOW FREQUENTLY DO YOU ATTEND P.T.A. IN A YEAR? For number 19, the same division was used, welcome, unwelcome as in the former problem. For number 11, a division was made between two and three P.T.A. meetings attended. This is near the 50 above and 50 below point. The null hypothesis is to the effect that a feeling of being welcome or unwelcome produces no effect upon the number of activities participated in by the parents.

The value for "t" was found to be .99, again not significant on the 5 per cent level. Had a larger number of samples been used, and the same relative answers been given, the results might have been significant.

Again using the "t" test for significance of a difference, number 19 was compared to number 12. The same division was made in number 19 between welcome and unwelcome and number 12 was divided between number 1 and number 2 for attendance at parent-teacher conference.

The null hypothesis is to the effect that a feeling of being
unwelcome produces no effect on the number of activities participated in by parents.

The value for "t" was .31, not significant on the 5 per cent level.

In the "t" test for the significance of the difference of number 18 to number 19, and number 18 to numbers 1 through 10, number 18 to number 11 and number 18 to number 12, no significance was indicated on the 5 per cent level. The following values for "t" were derived in the above order: .67, .79, .17 and .101. All questions were handled with the same divisions as were used in other problems. Number 18 of course, not before used in comparison was divided between three or more years residence and three or less years, for the purpose of the study.

In a similar manner, the "t" test for significance was run on number 17 to number 19, and number 17 to numbers 1 through 10, and number 17 to number 11, and number 17 to number 12. The same divisions were made in all questions used before. Number 17 was divided at one child or more than one. No significance was established at the 5 per cent level with the following values for "t" in the above order: .31, .49, .38, and .84.

In comparing number 13 and number 16 to number 19, number 1 to number 10, and number 11 and number 12 where 3 degrees of choice were given assumption must be made that would probably effect the reliability of the test for significance of the difference. It must be assumed in both number 13 and number 16 that some proportion of the middle degree was in either of the upper or lower extremes. As the other tests did not indicate a significance for the difference on the 5 per cent level these assumptions would be of questionable worth.
SUMMATION

In a survey test situation such as this where so very many variables are beyond the scope of control, it is not surprising that no significance was shown for differences. The writer feels that had a larger sample been used and greater effort made for control of variables, some significance may well have been established. The writer believes further that sufficient authority and evidence has been cited in this study to verify the very great importance of the participation of parents in school affairs and activities.
COMMENTS BY CENTRAL SCHOOL PATRONS

These comments are selected as directly relating to some question from the study.

Reference to question number 2

I have heard some objections to the menu change to serve fish on Friday to suit the very few (10 or 15) Catholic children when the school is 99 per cent L.D.S. This is not a serious objection and seems to be working O.K.

Reference to question 3

The same people always take part on school socials and the rest of us aren't asked. Seems like a little too much play and not enough study for students inside of school.

Reference to question number 4

I have heard they plan putting as many as 40 first graders to a room and teacher. I would like to see this changed even if we have to split the room and attend half a day. I feel the beginning year is of utmost importance in determining a child's attitude toward going on. These, so young, need more personal attention than any other grade.

Reference to question number 7

Would prefer a more intensified (sixth grade) scientific curriculum. After six years, educational level is still below par.

Reference to question number 13

Central School's problem is over-crowding. Because of this, my children are not getting as many opportunities as they had in a former school. For instance, no library, no music, no art classes, and no supervised playground with play equipment.

Too many children go clear through school without learning to read and write. There is more social activity than making sure that a child learns the fundamentals.

I am satisfied with what the school is doing for my children. Because of certain factors, I have found the
Central School very helpful to children who have handicaps or illness.

Reference to question number 15

If a child does not have as nice a clothes or look as nice as some others the other children will not play with them and I have heard that some teachers talk about and pick on the child for the reason mentioned.

In my opinion any problem of this nature is serious. Certainly it is to the child who is discriminated against.

Reference to question number 19

It is according to who is in charge. Three-fourths of the time you are not needed or feel unwelcome.

Reference to question number 20.

For the grade school child, I think social adjustment, but I expect the school to aid in the others as he advances in age.

The goal of education, to my mind, is to teach the child to react in the wisest way to the life situation he will probably meet.

If you are taught to make a living, you are usually taught the other things with it.

I believe social adjustment rates about top. If you are able to meet people of all classes and feel at ease or fit, you can usually accomplish the other although I do not mean to leave out education. I feel it is very important.
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