

1959

# The principal and parent teacher association.

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Boston University  
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THESIS

The Principal and the Parent Teacher Association

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## CHAPTER I

### INTRODUCTION

To obtain maximum efficiency in the education of our children, there must be intelligent cooperation between the home and school. The Parent-Teacher Association, referred to in this study as the P.T.A., seems to be the best means available for achieving this partnership.

The principal, as the school administrator, serves as the most important link in this two-way relationship. His feelings toward the P.T.A. determine to a great extent the effectiveness of the organization within his building.

STATEMENT OF THE PROBLEM: It is the purpose of this study to determine the attitudes of a group of elementary principals toward the P.T.A. All elementary principals in the State of Rhode Island were included in the survey.

A supplementary instrument was sent to a segment of the teacher population in the City of Warwick to determine whether or not a noticeable correlation exists.

IMPORTANCE OF THE PROBLEM: Organized in 1897, its present membership of about 11,000,000 makes it the largest organization representing American Education. It's

voice is being raised and listened to by the legislators of our land. The strength of the total Parent-Teacher movement comes from the individual unit within a building.

Representative of people who care about our schools, the P.T.A. can be a powerful agent for mutual understanding, trust and good will. The "welfare of children" provides the basic interest of the partnership. The benefits to the child are increased when parents and teachers understand what each is trying to do. Children feel more secure when home and school work together. An interchange of ideas results in good things for parents too. It helps them to become better parents. The P.T.A. provides an opportunity for parents to watch the school at work and become better acquainted with the educational needs of children. It gives parents a chance to meet teachers on a friendly social basis and to meet people from many walks of life. The teacher finds that his work is reinforced when home and school work together in the task of promoting sound development in mind, body, and character of children. The P.T.A. Council which covers the city or section of the city is useful in unifying forces, interpreting policies, etc.

P.T.A.'s. are not all the same. Activities vary widely according to the kind of leadership, attitudes and the degree of cooperation existing between the members and

the school. A few have been known to overstep their functions and attempt to be dictatorial instead of advisory.

The P.T.A. should not be a grievance society for disgruntled parents to air their views, nor just a money making school-aid society. Leaders should not be allowed to merely work for their own personal advantages. Father participation keeps the organization from becoming just a Mothers' Club. Gossip mongering P.T.A.'s. stir up trouble, cause personal hurts and present a difficult problem for a principal to handle. It is little wonder that in some instances, the P.T.A. is merely tolerated by the principal as something he must put up with. Usually a lack of understanding of the proper functions of the organization and the means of achieving these ends is the basis for lack of understanding.

Periodically a principal must evaluate the organization in his building to determine its effectiveness and the extent to which it is contributing to its objectives. The membership should be examined to see if its members are representative of the community groups. Varied, informative, and inspirational programs will keep interest and activity alive. Committee members actively taking part and assuming responsibilities are necessary. The leaders in the P.T.A. should be well informed regarding the aims and purposes of public education.

The duty of the principal is to provide the leader-

ship in helping parents and school to work together to develop and support the school program. Well informed members appreciate teachers and provide a source of help and strength to the school. The more active participation by parents results in less grumbling about what some parents consider frills and extravagances. They are more sympathetic with the school if they know its inner workings and feel that they belong and share. Cooperatively, principals, teachers, and parents can be utilized as active builders of school policies. The principal's personality pervades the school and determines its friendliness and tone. His attitudes strongly affect the activities and functioning of the P.T.A. in his building.

"The full possibilities for developing a harmonious, constructive working relationship and utilizing the best resources of leadership provided by this growing organization have not been realized."<sup>1</sup>



<sup>1</sup>J. E. Grinnell and Raymond J. Young, The School and the Community (New York: The Ronald Press, 1955), p140.

## CHAPTER II

### A REVIEW OF THE LITERATURE

The role of parents in the modern school has changed in recent years. Parents have been coming to school for some time, but now they are seeking a closer relationship with the school in the education of their children. This offers a unique opportunity for educators to enlist the interest of parents as partners in developing an effective educational program.

Some schools have recognized the contributions that parents can make, but too many are still unaware of its existence. The National Congress of Parents and Teachers has, for the last century, sought to unite the efforts of the home, school, and community in behalf of children. More work lies ahead, however, in helping educators in developing this cooperative new field of parent participation. Since the need for this cooperation is now well established, there remains work to be done in finding the best ways of achieving a measure of success.

Although an increasing number of parents are participating in school activities, there are many who do not see the value of parent-teacher cooperation. Some parents still hold to the idea that the school is responsible only

for the intellectual development of the child, while they are responsible for the physical and moral development. The uninformed public regards education as a mechanical process of drilling children in subject matter or pumping knowledge into their minds. These people do not recognize teaching as an art. They have little appreciation of the teacher as a person who gives guidance and leadership to their children in the process of becoming adults. The feeling that parents have for the school is often the result of their own experiences as children. New contacts with teachers who are friendly, comfortable, interesting people will help to break down old barriers. It will increase their respect for the teacher as a person and their feeling of security will grow as they begin to know teachers better. Those who give their services to this great movement, experience strong feelings of satisfaction.

Parents are beginning to understand that if they are to realize some of the ideals they have for the education of their children, their efforts can be most effective through an organization which makes them its primary interest. Founded in 1897 by Alice Birney and Phoebe Hearts, as an outcome of concern for the child, the Parent Teacher Association has become a powerful bulwark for school improvement. The P.T.A. with its approximate membership of 11,000,000 members is here to stay. Its functions are

solely advisory, neither legislative or executive. Its purposes are altruistic, non-sectarian, non-political and non-commercial. These high ideas are clearly stated in the Objects, contained in Article II of the National By-Laws.

The Objects of the National Congress shall be:

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

To raise the standards of home life.

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

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

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.<sup>1</sup>

The value of the P.T.A. in a school can be strengthened or weakened by the attitudes of the principal and the kind of guidance and leadership he exercises. The Principal is the one person who is known by all members of the home-school partnership. If he is reluctant to accept the P.T.A. as a valuable instrument for understanding and cooperation, the full potential of the organization cannot be realized. Mere

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<sup>1</sup>National Congress of Parents and Teachers, By-Laws, Article II, (Adopted May, 1958).

lip service of cooperation is not good. If parents are invited to be active, the principal must accept this activity. It is important that he should know his parents in order to secure desirable leadership among them and draw them into P.T.A. work. The principal should not be jealous about his authority. Today's principal no longer follows autocratic procedures, but practices democratic principles by welcoming parent contributions. These cooperative efforts take valuable time, understanding and patience. The results in good public relations and strong support for the school program justify his efforts.

The principal's role is to advise and participate; help plan programs - some for men; explore the school needs; help parents to tap community resources; and to bring in new faces to the unit. Sometimes it is necessary for the principal to breathe new life into the organization to make it more active and effective. No principal should attempt to run the P.T.A. however, but he may help the organization function with smoothness by acting as a background consultant or director. When the principal works side by side with the parents, he becomes a real person and a friend to all.

If educators want parents to be sympathetic with what the school is doing, they must help to educate parents by panels, question and answer periods, a handbook, children's



newspapers, etc. They need to know about the goals and inner working of the school system in order to appreciate teachers and provide a source of help and strength to the school. Many valuable services are provided by parents, thereby easing the burden of the school personnel. The P.T.A. in many schools gives assistance in libraries, on field trips, and in health roundups. Funds are often provided for the purchase of worthwhile educational tools not provided for in the school budget.

The P.T.A. has the potential for offering an excellent way for the school and parents to work for the welfare of children in the community. By combining the efforts of its large membership, it can promote good legislation for children and help in securing adequate financial support. Excellent pamphlets and publications for improving home and family life are available to the public. National Parent Teacher, the official magazine of the National Congress of Parents and Teachers, is recognized as an outstanding publication of its type. The P.T.A. offers possibilities for improving the community by securing services that insure safe, healthy, physical growth of children.

Although its potentialities are enormous and its goals idealistic, many P.T.A.'s. do not achieve good results. Sometimes the school and the P.T.A. merely

tolerate each other. The more competent school administrators today generally know what a P.T.A. should be and should not be and are aware of the value of an active organization, properly conducted. Grinnell and Young have listed these things that a P.T.A. should not be.

1. A school-aid society.
2. A grievance society for disgruntled parents.
3. An organization where selfish leaders are interested in personal prestige.
4. A gossip-mongering group.
5. A white-washer of all administrative policies.
6. A director of school policies.
7. A mother's club.
8. An endorser of candidates.
9. Engaged in commercial purposes.<sup>2</sup>

There is always the danger that this organization can become so powerful that it devours itself. The principal must know how and when to exercise controls. The P.T.A.'s are apt to become bogged down by tradition, repeating a pattern of procedure year after year. Dull speakers and lengthy committee reports make many meetings a waste of time. Controversies have arisen as to the value of a P.T.A. to an individual school. Hynes says that most of the failures, misunderstandings, and irritations are due to:

1. Parental interference in administrative affairs.
2. Parental dictation to members of the staff.

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<sup>2</sup>J. E. Grinnell and Raymond J. Young, The School and the Community (New York: The Ronald Press, 1955), p140.

3. Lack of cooperation.
4. Inconsequential achievements.
5. Activities of socially ambitious leaders.<sup>3</sup>

Ilg and Ames of the Gesell Institute recently reported, in their syndicated newspaper column, concerning the attitude of parents toward the P.T.A. Replies from the readers were about evenly divided between those who liked the P.T.A. and those who didn't. Some felt that parents would be better off staying at home taking care of their children than contributing their time to long, dull meetings without any spirit of education or guidance for the welfare of children. One parent said that the P.T.A. merely served as an outlet for frustrated housewives. However, most readers combined criticism with constructive suggestions. Others had nothing but praise.<sup>4</sup>

In his most recent book on public relations, Kindred says that the Parent Teacher Association is a voluntary organization which exists solely to protect the interest and advance the welfare of children. No board of education is legally obliged to sponsor a parent group or to require that principals and teachers support its work. It exists because school boards and

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<sup>3</sup>James L. Hynes, Jr., Effective Home School Relations (New York: Prentice Hall, 1953), pp.311-312.

<sup>4</sup>The Providence Journal, The Evening [Providence, R.I.] Bulletin, February 16, 1959.

educators recognize that better instruction and guidance will be given to children when parents and teachers work together, and that cooperation goes a long way in building public confidence and support for the school system.<sup>5</sup>

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<sup>5</sup>Leslie W. Kindred, School Public Relations (New Jersey: Prentice Hall, 1957), pp49-53.

## CHAPTER III

### PROCEDURE

The purpose of this research is to evaluate the relationship between the elementary school principal and his Parent Teacher Association.

A supplementary study was also made of the feelings and attitudes of the elementary teacher toward the P.T.A. in his building.

The following letter was sent to the Superintendents of the State of Rhode Island explaining the purpose of the survey and acquainting them with the questionnaire to be used in acquiring information for the research study.

Warwick, R. I.  
January 2, 1959

Dear \_\_\_\_\_:

We are three elementary principals working on a project under the direction of Dr. Linwood Chase of Boston University.

Copies of the enclosed check list are being mailed to all elementary principals in Rhode Island. Our object is to determine the attitude of the elementary principal toward the Parent Teacher Association. We hope that you will be willing to support our efforts in this study by requesting the principals in your community to mail in their responses.

Cordially yours,

Alice Cunningham

Alma Doley

Elinore Hennessey

dw  
Enc.

## COOPERATING CITIES AND TOWNS

The thirty-eight cities and towns in Rhode Island which were used in the survey are as follows:

Barrington	Newport
Bristol	New Shoreham
Burrillville	North Kingstown
Central Falls	North Providence
Charlestown	North Smithfield
Coventry	Pawtucket
Cranston	Portsmouth
Cumberland	Providence
East Greenwich	Richmond
East Providence	Scituate
Exeter	Smithfield
Foster	South Kingstown
Glocester	Tiverton
Hopkinton	Warren
Jamestown	Warwick
Lincoln	Westerly
Little Compton	West Greenwich
Middletown	West Warwick
Narragansett	Woonsocket

Two types of checklists were used in the study. One type was sent to 260 elementary school principals; the other to 81 teachers in 5 schools in Warwick. For the latter checklist, areas of varied economic and social strata were chosen.

The checklists to the principals were mailed to each school with self-addressed stamped envelopes for the return of the checklists which were completely anonymous.

A letter to the principal explaining the purpose of the survey was included on the face sheet of the checklist. The only background information requested was:

1. Number of years experience as principal.
2. Sex

The checklist contained: 24 "Yes" and "No" questions; 12 Multiple Choice, 1 of which was to be checked; and 5 Multiple Choice of which 1 or more were to be checked.

The questionnaire to principals covered the following areas:

1. Objectives of his P.T.A.
2. Relationship of the principal to his P.T.A. in regard to policies concerning administrators and faculty.
3. Tangible assistance given in services and money by the P.T.A.
4. Activities of his P.T.A.
5. The value of the P.T.A. to the school.
6. Meetings.



Warwick, R. I.  
January 2, 1959

Dear Fellow Principal:

We are three principals in Warwick, Rhode Island, doing a research project at Boston University under the direction of Dr. Linwood Chase.

Our object is to determine the attitude of elementary principals toward the Parent Teacher Association. We feel that the answers to the check list we are enclosing, given anonymously, will take about ten minutes of your time.

We shall greatly appreciate your cooperation in this study.

Sincerely,

Alice Cunningham

Alma Deley

Elinore Hennessey

dw  
enc.

## QUESTIONNAIRE FOR PRINCIPALS

Number Years Experience as Principal . . . . Years

Sex . . . . M . . . . F

Please check Yes or No to the following questions:

	<u>Yes</u>	<u>No</u>
1) Is the executive board a representative group of your P.T.A.?	...	...
2) Does your executive board merely perpetuate itself yearly?	...	...
3) Does your P.T.A. adhere to the objectives as stated by the National Congress of Parents and Teachers?	...	...
4) Do you feel that your P.T.A. is run by cliques?	...	...
5) Are you consulted on all P.T.A. activities?	...	...
6) Does your P.T.A. make for better understanding between the home and school?	...	...
7) Is there undue pressure exerted by your P.T.A. concerning school policies?	...	...
8) Does your P.T.A. adhere to the policy of non-interference with administrators and teaching staff?	...	...
9) Do you consult your P.T.A. concerning your own school policies?	...	...
10) Are you satisfied with the way in which your meetings are conducted?	...	...
11) Are resolutions ever adopted without a quorum being present?	...	...
12) Are all meetings held in the evening?	...	...

		<u>Yes</u>	<u>No</u>
13)	Is your P.T.A. kept informed on all current policies?	...	...
14)	Do you feel that your P.T.A. has a clear picture of the aims and methods used in your classrooms?	...	...
15)	Does your P.T.A. engage in any groups such as: study groups, panel discussions, or adult education?	...	...
16)	Do you feel that your P.T.A. greatly increases your workload?	...	...
17)	Do your meetings provide diversified programs?	...	...
18)	Does your P.T.A. give you money to purchase equipment for the school as you see fit?	...	...
19)	If not, are you consulted as to the needs of your school?	...	...
20)	Is your P.T.A. prepared to help needy children?	...	...
21)	Does your P.T.A. sponsor children's movies and dancing classes?	...	...
22)	If <u>Yes</u> to the above, do they accept full responsibility for behavior and safety?	...	...
23)	Must all your teachers join the P.T.A.?	...	...
24)	Do you feel that your school is a better school as a result of having a P.T.A.?	...	...

Multiple Choice Please check one.

- 25) The usual attendance at your P.T.A. meetings is:-  
 ...under 10%    ...10-25%    ...25-50%    ...over 50%
- 26) The percentage of fathers who are members of the P.T.A. is:-  
 ...under 10%    ...10-25%    ...25-50%    ...over 50%
- 27) The attendance of fathers at P.T.A. meetings is:-  
 ...under 10%    ...10-25%    ...25-50%    ...over 50%
- 28) Do you feel that your P.T.A. is:-  
 ...a great help    ...of little value    ...an annoyance
- 29) Do you feel that your P.T.A. is primarily an organization for:-  
 ...raising money    ...social activities  
 ...educational growth
- 30) Parents can be depended upon to help in extra curricula activities:-  
 ...always    ...rarely    ...never
- 31) Are classroom visits by members of your P.T.A. during schooltime encouraged?  
 ...frequently    ...rarely    ...never
- 32) Are children allowed to take part in P.T.A. programs?  
 ...frequently    ...rarely    ...never
- 33) Are your executive board meetings held:-  
 ...during school hours    ...after school  
 ...in the evening
- 34) Are your board meetings held:-  
 ...in your school    ...home of a member    ...elsewhere

- 35) In your opinion, what is the chief motivating force for active P.T.A. participation:-
- ...opportunity to meet people socially
  - ...to acquire prestige in the community
  - ...to please one's child
  - ...a sense of duty
  - ...a sincere interest in the welfare of the child
- 36) How many P.T.A. meetings are your teachers expected to attend?
- ...none    ...occasional    ...all

Please check one or more of the following:-

- 37) Are you, as principal, a member of:-
- ...executive board    ...program committee
  - ...other committee
- 38) Do you feel that the P.T.A. should be represented on policy making committees such as:-
- ...safety    ...lunch programs    ...library
  - ...health check-up
- 39) P.T.A. members are called upon to serve on committees such as:-
- ...report cards    ...merit rating
  - ...curriculum planning
- 40) Can you depend on your P.T.A. to assist in the following:-
- ...field trips    ...library work
  - ...pre-school health check-up

41) If you are Principal of two schools and have separate P.T.A.'s., are you expected to attend:-

...one board meeting monthly

...one P.T.A. meeting

...two board meetings

...two P.T.A. meetings

The questionnaires for the teachers were given to the principals of five elementary schools in the City of Warwick. This checklist also was anonymous and brief. It contained 8 "Yes" and "No" questions and 1 Multiple Choice. On this checklist, no effort was made to determine the years of experience of the teachers. It sought information pertaining to the attitude of the teacher toward her present P.T.A.

## QUESTIONNAIRE FOR TEACHERS

<u>Answer Yes or No to the following</u>	<u>Yes</u>	<u>No</u>
1) Do you consider the P.T.A. a valuable adjunct to your school?	...	...
2) Do you feel that the P.T.A. makes for better understanding between home and school?	...	...
3) Would you prefer not to have a child of the P.T.A. president in your classroom?	...	...
4) Do you have effective assistance from parents on field trips?	...	...
5) Do you approve of a competitive membership drive by rooms?	...	...
6) Does the P.T.A. increase your workload?	...	...
7) Do you have a superabundance of P.T.A. notices and materials to send home?	...	...
8) Do you feel it an imposition on the part of the P.T.A. to ask you to have your children take part on a program?	...	...

Please check:

The reason I do not attend all P.T.A. meetings is ---

- 1) distance to travel
- 2) uninteresting program
- 3) lack of time due to preparation of school work
- 4) Desire to avoid parents' questions about individual progress



Responses were received from 164 principals and from 81 teachers. The analysis of the data obtained from these checklists is reported in Chapter IV.

## CHAPTER IV

### ANAYLSIS OF DATA

This study was based on a survey sent to 260 elementary principals in Rhode Island to determine the general and specific attitudes towards the P.T.A. This list included every elementary principal in the state. A total of 164 responses were received. The Rhode Island State Congress of Parents and Teachers reported that there are 180 elementary school P.T.A. units. This indicates that the 164 returns constitute 91.11 per cent of the total possibilities.

The first 24 questions called for "yes" and "no" answers and the subsequent questions were of the multiple choice type. To facilitate tabulations, it was decided to change the numbers of the multiple choice questions so that this group of tables would run from 1-41. The replies from the teachers were recorded in 9 tables, numbered from 42-50. The following tables are numbered according to the instrument as shown in Chapter III.

The tables were made with reference to three experience groups in order to determine whether or not the principal's attitude was influenced by the number of years he had worked with the P.T.A. Twenty-eight (28)

principals, or 17.07 per cent, did not answer the question. These figures were included in the tabulations but they could not be used for experience comparisons.

The three experience groups are:-

- 1) 1 - 3 years - 15 principals
- 2) 4 - 10 years - 62 principals
- 3) 11+- years - 59 principals

TABLE I

THE EXECUTIVE BOARD AS A REPRESENTATIVE GROUP  
OF P.T.A.

Principals' Experience-	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	13	86.67	2	13.33	...	...
4-10 yrs.	54	87.10	6	9.68	2	3.22
11+ yrs.	52	88.14	7	11.86	...	...
No Answer	26	92.86	2	7.14	...	...
Total	145	88.41	17	10.37	2	1.22

Of the 164 principals responding to the questionnaire, 2 of them did not answer this question. There were 145, or 88.14 per cent, who felt that their executive board was a representative group of the P.T.A. at large. A negative response was given by 17 principals or a percentage of 10.37.

There was no appreciable difference in the responses given by the 3 experience groups.

TABLE II

## PERPETUATION OF EXECUTIVE BOARD

Principals' Experience-	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	5	33.33	10	66.67	...	...
4-10 yrs.	8	12.90	53	85.48	1	1.61
11+ yrs.	5	8.47	52	88.14	2	3.39
No Answer	2	7.14	26	92.86	...	...
Total	20	12.19	141	85.98	3	1.83

The practice of perpetuation in the executive board is not followed in 141, or 85.98 per cent of the 164 P.T.A.'s. reporting. There were 20, or 12.19 per cent, affirmative answers and 3 omitted the question.

The newer principals, in the 1-3 year experience group, answered 33.33 per cent in the affirmative. Compared with the 12.90 and 8.47 per cents in the more experienced group the difference should be noted. This difference may be due to the fact that the principals' limited experience does not qualify them to judge well or it may be that the small number in the group (15) makes the answer invalid.

TABLE III

ADHERENCE TO OBJECTIVES OF NATIONAL CONGRESS  
OF PARENTS AND TEACHERS.

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	13	86.67	2	13.33	...	...
4-10 yrs.	53	85.48	6	9.68	3	4.84
11+ yrs.	46	77.97	10	16.95	3	5.08
No Answer	25	89.29	2	7.14	1	3.57
Totals	137	83.54	20	12.19	7	4.27

Of the 164 principals reporting, 137, or 83.54 per cent, answered "yes". A negative answer was given by 20 principals, or 12.19 per cent, and 7 failed to answer the question. The largest per cent of "no" answers was given by the 11+ group with a total of 10, or 16.95 per cent of the whole. The difference in the answers of the 3 experience groups was not large enough, however, to make any positive deduction.

TABLE IV

## DOMINATION BY CLIQUES

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	5	33.33	10	66.67	...	...
4-10 yrs.	20	32.26	40	64.51	2	3.23
11+ yrs.	10	16.95	48	81.35	1	1.69
No Answer	8	28.57	20	71.43	...	...
Totals	43	26.22	118	71.95	3	1.83

The answer "no" was given by 118, or 71.95 per cent of the respondents; 43 principals, or 26.22 per cent, answered "yes" and 3 did not answer the question.

The more experienced principals gave the most emphatic "no" with 48 negative answers, or 81.35 per cent of the group. This may be due to the stronger leadership that the experienced principal is able to give.

TABLE V

## PARENT-PRINCIPAL PLANNING OF P.T.A. ACTIVITIES

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	12	80.00	3	20.00	...	...
4-10 yrs.	47	75.81	14	22.58	1	1.61
11+ yrs.	41	69.49	15	25.42	3	5.08
No Answer	22	78.57	5	17.86	1	3.57
Totals	122	74.39	37	22.56	5	3.05

Of the 164 respondents, 122, or 74.39 per cent, answered "yes". There were 37, or 22.56 per cent, who answered "no". Five people did not answer the question. The majority of principals are consulted on P.T.A. activities, but the principals' experience does not appear to be a factor.



TABLE VI

THE P.T.A. AS AN AGENT FOR BETTER UNDERSTANDING  
BETWEEN HOME AND SCHOOL

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	12	80.00	3	20.00	...	...
4-10 yrs.	45	72.58	14	22.58	3	4.84
11+ yrs.	46	77.97	8	13.56	5	8.47
No Answer	21	75.00	7	25.00	...	...
Totals	124	75.61	32	19.51	8	4.88

Of the 164 responding principals, 124, or 75.61 per cent, said that the P.T.A. did foster better understanding. Only 32 principals, or 19.51 per cent of the total replied in the negative. There were 8 principals who failed to answer this question.

The 3 experience groups showed no marked difference in their responses.

TABLE VII

PRESSURE EXERTED BY P.T.A. CONCERNING  
SCHOOL POLICIES

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	2	13.33	13	86.67	...	...
4-10 yrs.	6	9.68	55	88.71	1	1.61
11+ yrs.	5	8.47	54	91.53	...	...
No Answer	5	17.86	23	82.14	...	...
Totals	18	10.98	145	88.41	1	.61

Of the 164 principals reporting, 145, or 88.41 per cent, said "no". There were 18, or 10.98 per cent, who answered "yes". The more experienced principals gave a strongly negative answer with 54 "no's", or 91.53 per cent of the whole group. The difference between the 3 experience groups seems to be insignificant.

TABLE VIII

P.T.A. ADHERENCE TO POLICY OF NON-INTERFERENCE  
WITH ADMINISTRATORS AND STAFF

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	14	93.33	1	6.67	...	...
4-10 yrs.	52	83.87	10	16.13	...	...
11+ yrs.	48	81.35	10	16.95	1	1.69
No Answer	22	78.57	5	17.86	1	3.57
Totals	136	82.93	26	15.85	2	1.22

Only 26, or 15.85 per cent of the principals, felt that their P.T.A. interferes with teachers and administrators. A total of 136 principals, or 82.93 per cent, felt that they did not. The newer principals reported that 93.33 per cent of their group did not interfere. The small number reporting in this group makes it difficult to determine any positive significance.

TABLE IX

PRINCIPAL CONSULTS WITH P.T.A.  
CONCERNING POLICIES

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	5	33.33	8	53.33	2	13.33
4-10 yrs.	16	25.81	46	74.19	...	...
11+ yrs.	14	23.73	41	69.49	4	6.78
No Answer	7	25.00	20	71.43	1	3.57
Totals	42	25.61	115	70.12	7	4.27

Of the 164 respondents, 115 principals, or 70.12 per cent, answered in the negative. Seven failed to answer the question and 42 principals, or 25.61 per cent, answered affirmatively. An appreciable difference in the negative responses from the 1-3 yr. group (53.33 per cent) and the 11+ yr. group (69.49 per cent) is shown in this table. The new principals would appear to be more reluctant to consult the P.T.A. on school policies.

TABLE X  
 PRINCIPALS' APPROVAL OF MANNER IN WHICH  
 MEETINGS ARE CONDUCTED

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	11	73.33	4	26.67	...	...
4-10 yrs.	46	74.19	16	25.81	...	...
11+ yrs.	47	79.66	9	15.25	3	5.08
No Answer	22	78.57	5	17.86	1	3.57
Totals	126	76.83	34	20.73	4	2.44

Of the 164 principals reporting, 126, or 76.83 per cent, expressed satisfaction with the P.T.A. meetings. Thirty-four (34), or 20.73 per cent of the principals were not satisfied. The 4-10 yr principals returned a 25.81 per cent negative response. In the 11+ yr. group, 15.25 per cent answered in the negative.

TABLE XI

## ADOPTION OF RESOLUTIONS WITHOUT A QUORUM

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	2	13.33	13	86.67	...	...
4-10 yrs.	7	11.29	52	83.87	3	4.84
11+ yrs.	5	8.47	50	84.75	4	6.78
No Answer	5	17.86	22	78.57	1	3.57
Totals	19	11.58	137	83.54	8	4.88

Of the 164 principals reporting, 137, or 83.54 per cent, said that resolutions are not adopted without a quorum. Nineteen (19), or 11.58 per cent, said that resolutions are adopted without a quorum. Eight questionnaires returned with no answer to this question. The table shows little difference in the answers given by the three experience groups.

TABLE XII

## P.T.A. MEETINGS HELD IN THE EVENING

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	15	100.	...	...	...	...
4-10 yrs.	57	91.94	5	8.06	...	...
11+ yrs.	48	81.35	10	16.95	1	1.69
No Answer	22	78.57	4	14.29	2	7.14
Totals	142	86.59	19	11.58	3	1.83

Of the 164 principals reporting, 142, or 86.59 per cent, have meetings in the evening and 19, or 11.58 per cent, have their meetings at some other time. The 100 per cent of the 1-3 yr. group reporting evening meetings may hold little significance because the group is so small.

TABLE XIII

## P.T.A. AWARENESS OF CURRENT SCHOOL POLICIES

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	12	80.00	1	6.67	2	13.33
4-10 yrs.	44	79.97	13	20.97	5	8.06
11+ yrs.	42	71.18	12	20.34	5	8.47
No Answer	20	71.43	6	21.43	2	7.14
Totals	118	71.95	32	19.51	14	8.54

This table indicates that 118, or 71.95 per cent of all the principals reporting, use some means of informing parents of current school policies. Only 32, or 19.51 per cent of the principals do not acquaint parents with school policies. The 14 principals who failed to answer may have been reluctant to give an unqualified "yes" or "no" answer to this question. The answers given by the three experience groups did not vary appreciably.



TABLE XIV

UNDERSTANDING BY P.T.A. OF CLASSROOM  
AIMS AND METHODS

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	8	53.33	6	40.00	1	6.67
4-10 yrs.	37	59.68	22	35.48	3	4.84
11+ yrs.	28	47.46	25	42.37	6	10.16
No Answer	18	64.29	8	28.57	2	7.14
Totals	91	55.49	61	37.19	12	7.32

This table shows that 91 principals, or 55.49 per cent, answered "yes" and 61 principals, or 37.19 per cent, answered "no". Twelve (12), or 7.32 per cent, did not give any answer. We presume that these principals did not feel that they could give a definite answer to this question.

There was no significant difference in the answers of the 3 experience groups.

TABLE XV

## P.T.A. PARTICIPATION IN STUDY GROUPS

Principals' Experience-	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	7	46.67	8	53.33	...	...
4-10 yrs.	28	45.16	32	51.61	2	3.23
11+ yrs.	34	57.63	23	38.98	2	3.39
No Answer	8	28.57	20	71.43	...	...
Totals	77	46.95	83	50.61	4	2.44

Table XV indicates that 77, or 46.95 per cent, of the 164 replies were in the affirmative. Eighty-three (83), or 50.61 per cent, of the principals said that their P.T.A.'s. did not engage in study groups or panel discussions. It is interesting to note that the percentages of the 1-3 group and the 4-10 group are very close with 46.67 per cent and 45.16 per cent respectively. The more experienced principals, however, reported that 57.63 per cent of their P.T.A.'s. do engage in some form of study group.

TABLE XVI

## PRINCIPALS' WORKLOAD INCREASED BY P.T.A.

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	2	13.33	12	80.00	1	6.67
4-10 yrs.	15	24.19	47	75.81	...	...
11+ yrs.	9	15.25	45	76.28	5	8.47
No Answer	9	32.14	19	67.86	...	...
Totals	35	21.34	123	75.85	6	3.66

Table 16 reveals that 35, or 21.34 per cent, of the principals feel that their workload is greatly increased by P.T.A. demands. There were 123, or 75.85 per cent, who gave a negative answer. The three experience groups showed little difference.

TABLE XVII

## VARIED PROGRAMS AT P.T.A. MEETINGS

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	14	93.33	1	6.67	...	...
4-10 yrs.	59	95.16	2	3.23	1	1.61
11+ yrs.	52	88.14	6	10.16	1	1.69
No Answer	23	82.14	4	14.29	1	3.57
Totals	148	90.24	13	7.92	3	1.22

To this question, 148, or 90.24 per cent of the principals, replied in the affirmative. Thirteen (13), or 7.92 per cent, felt that their meetings were not diversified, while 3, or 1.22 per cent, did not answer. The more experienced principals were not as positive in their approval: 10.16 per cent answering in the negative compared to only 3.23 per cent in the 4-10 year experience group.

TABLE XVIII

## MONETARY ASSISTANCE FOR SCHOOL EQUIPMENT

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	13	86.67	2	13.33	...	...
4-10 yrs.	38	61.29	24	38.71	...	...
11+ yrs.	48	81.35	9	15.25	2	3.39
No Answer	20	71.43	8	28.57	...	...
Totals	119	72.56	43	26.22	2	1.22

Table XVIII supplies data which show that 119, or 72.56 per cent of the 164 principals reporting, replied in the affirmative. Forty-three (43), or 26.22 per cent, said that they were not given money for purchases. In the 11+ group, 48, or 81.35 per cent, of the principals, were given money as compared to 38, or 61.29 per cent, of those in the 4-10 group. Of the less experienced principals, 13, or 86.67 per cent, replied in the affirmative and 2, or 13.33 per cent, in the negative. The findings of this latter group may be invalid because of the small number involved.

TABLE XIX

IF "NO" TO XVIII: ACCEPTANCE BY P.T.A.  
OF PRINCIPALS' WISHES CONCERNING SCHOOL PURCHASES

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	6	40.00	1	6.67	8	53.33
4-10 yrs.	29	46.77	4	6.45	29	46.77
11+ yrs.	25	42.37	2	3.39	32	54.24
No Answer	19	67.86	2	7.14	7	25.00
Totals	79	48.78	9	5.48	76	46.34

Table XIX reports that 79, or 48.78 per cent of the principals, replied in the affirmative and 9, or 5.48 per cent, in the negative. This table shows no appreciable difference in the responses from the three experience groups.

TABLE XX

## PROVISION FOR HELPING NEEDY CHILDREN

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	8	53.33	7	46.67	...	...
4-10 yrs.	33	53.23	23	37.10	6	9.68
11+ yrs.	38	64.40	16	27.12	5	8.47
No Answer	17	60.71	11	39.29	...	...
Totals	96	58.54	57	34.15	11	6.71

In answer to this question, 96, or 58.54 per cent, replied in the affirmative and 57, or 34.15 per cent, answered in the negative. An appreciable difference is shown in the number of affirmative answers in the two more experienced groups. Of the 59 respondents in the latter group, 38, or 64.40 per cent, and 33, or 53.23 per cent, of the less experienced group said "yes".

TABLE XXI

## P.T.A. AS A SPONSOR OF SOCIAL ACTIVITIES

Principals' Experience	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	12	80.00	3	20.00	...	...
4-10 yrs.	30	48.39	31	50.00	1	1.61
11+ yrs.	36	61.02	21	35.59	2	3.39
No Answer	14	50.00	13	46.43	1	3.57
Totals	92	56.10	68	41.46	4	2.44

This table shows that 92, or 56.10 per cent, of the 164 principals reporting, answered in the affirmative. Sixty-eight (68), or 41.46 per cent of the answers, were in the negative.

In the 4-10 years experience group, 50 per cent of the answers were in the negative as compared to 35.59 per cent in the more experienced group. There seems to be no apparent reason for this difference.



TABLE XXII

IF "YES" TO TABLE XXI: RESPONSIBILITY OF BEHAVIOR  
AND SAFETY OF CHILDREN ASSUMED BY THE P.T.A..

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	11	73.33	1	6.67	3	20.00
4-10 yrs.	28	45.16	3	4.84	31	50.00
11+ yrs.	31	52.54	5	8.47	23	38.98
No Answer	24	85.71	2	7.14	2	7.14
Totals	94	57.32	11	6.71	59	35.98

Table XXII follows the pattern of Table XXI. Ninety-four (94), or 57.32 per cent of the principals, answered in the affirmative. Because 68, or 41.46 per cent, answered question 21 in the negative, 59, or 35.98 per cent, gave no answer to the above question.

TABLE XXIII

## REQUIRED P.T.A. MEMBERSHIP FOR ALL TEACHERS

Principals' Experience-	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	1	6.67	14	93.33	...	...
4-10 yrs.	9	14.52	51	82.26	2	3.23
11+ yrs.	6	10.16	50	84.75	3	5.08
No Answer	3	10.71	25	89.29	...	...
Totals	19	11.59	140	85.37	5	3.05

Table XXIII indicates an overwhelming negative response from principals of all groups as to whether their teachers must join the P.T.A. Nineteen (19), or 11.59 per cent of the 164 principals, said that their teachers must join. One hundred and forty (140), or 85.37 per cent, answered in the negative and 5, or 3.05 per cent, did not answer.

TABLE XXIV

## IMPROVED SCHOOL DUE TO PRESENCE OF P.T.A.

Principals' Experience.	Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	10	66.67	5	33.33	...	...
4-10 yrs.	35	56.45	24	38.71	3	4.84
11+ yrs.	39	66.10	17	28.81	3	5.08
No Answer	18	64.29	10	35.71	...	...
Totals	102	62.20	56	34.15	6	3.66

Table XXIV indicates that 102, or 62.20 per cent of the 164 principals, feel that their school is improved by having a P.T.A. Fifty-six (56), or 34.15 per cent, answered in the negative. In the 4-10 years experience group, the affirmative response is less definite than in the more experienced group. This table would seem to indicate that many principals who feel that the P.T.A. is helpful, are unwilling to agree that it actually improves their school.

TABLE XXV

## USUAL ATTENDANCE AT P.T.A. MEETINGS

Principals' Experience-	Under 10 Per Cent	Per Cent	10-25 Per Cent	Per Cent	25-50 Per Cent	Per Cent	Over 50 Per Cent	Per Cent	No Answer	Per Cent
1-3 yrs.	2	13.33	7	46.67	5	33.33	1	6.67	...	...
4-10 yrs.	6	9.68	28	45.16	21	33.87	5	8.06	2	3.23
11+ yrs.	3	5.08	22	37.29	25	42.37	4	6.78	5	8.47
No Answer	2	7.14	14	50.00	9	32.14	3	10.71	...	...
Totals	13	7.92	71	43.29	60	36.59	13	7.92	7	4.27

The data in Table XXV are concerned with the attendance at P.T.A. meetings. One hundred fifty-seven (157), or 96 per cent of the principals reporting, indicated less than 50 per cent attendance. Of the total group, 13, or 7.92 per cent, report under 10 per cent, and 71, or 43.29 per cent, report 10 to 25 per cent. Sixty (60), or 36.59 per cent, have an attendance between 25 and 50 per cent with only 13, or 7.92 per cent, reporting over 50 per cent.

TABLE XXVI

PERCENTAGE OF FATHERS WHO ARE MEMBERS OF THE P.T.A.

Principals' Experience-	Under 10 Per Cent	Per Cent	10-25 Per Cent	Per Cent	25-50 Per Cent	Per Cent	Over 50 Per Cent	Per Cent	No Answer	Per Cent
1-3 yrs.	6	40.00	3	20.00	5	33.33	1	6.67	...	...
4-10 yrs.	20	32.26	25	40.32	13	20.97	2	3.23	2	3.23
11+ yrs.	19	32.20	11	18.64	19	32.20	4	6.78	6	10.17
No Answer	11	39.29	7	25.00	6	21.43	4	14.29	...	...
Totals	56	34.15	46	28.05	43	26.22	11	6.71	8	4.88

Table XXVI shows that 56, or 34.15 per cent of the principals, reported that less than 10 per cent of the fathers join the P.T.A. Forty-six (46), or 28.05 per cent, reported that membership ranges from 10 to 25 per cent. Only 6.71 per cent of those reporting indicated a father membership of 50 per cent or more.

TABLE XXVII

## ATTENDANCE OF FATHERS AT P.T.A. MEETINGS

Principals' Experience.	Under 10 Per Cent	Per Cent	10-25 Per Cent	Per Cent	25-50 Per Cent	Per Cent	Over 50 Per Cent	Per Cent	No Answer	Per Cent
1-3 yrs.	12	80.00	2	13.33	1	6.67	...	...	...	...
4-10 yrs.	46	74.19	11	17.74	4	6.45	...	...	1	1.61
11+ yrs.	41	69.49	12	20.34	3	5.08	...	...	3	5.08
No Answer	18	64.29	6	21.43	4	14.29	...	...	...	...
Totals	117	71.34	31	18.90	12	7.32	...	...	4	2.44

Table XXVII shows that 117, or 71.34 per cent of principals, reported the attendance of fathers was under 10 per cent. The experience of the principal does not seem to be a factor.

TABLE XXVIII

## ESTIMATION OF THE VALUE OF THE P.T.A.

Principals' Experience-	Great Help	Per Cent	Little Value	Per Cent	An Annoyance	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	8	53.33	5	33.33	1	6.67	1	6.67
4-10 yrs.	38	61.29	19	30.64	3	4.84	2	3.23
11+ yrs.	40	67.80	13	22.03	2	3.39	4	6.78
No Answer	20	71.43	8	28.57	...	...	...	...
Totals	106	64.63	45	27.43	6	3.66	7	4.27

Of the 164 principals questioned, 106, or 64.43 per cent, felt that the P.T.A. was a great help and 45, or 27.43 per cent, felt it was of little value. Six (6) principals considered the P.T.A. was an annoyance to them. No significant difference can be noted in the three experience groups.

TABLE XXIX

## THE PRINCIPALS' EVALUATION OF THE PRIMARY FUNCTION OF THE P.T.A.

Principals' Experience.	Raising Money	Per Cent	Social Activities	Per Cent	Educational Growth	Per Cent	No Answer	Per Cent
1-3 yrs.	3	20.00	3	20.00	9	60.00	...	...
4-10 yrs.	14	22.58	16	25.81	28	45.16	4	6.45
11+ yrs.	9	15.25	13	22.03	28	47.46	9	15.25
No Answer	5	17.86	7	25.00	13	46.43	3	10.71
Totals	31	18.90	39	23.78	78	47.56	16	9.76

Of the 164 answers to this question, 78, or 47.56 per cent, felt it to be primarily an organization for educational growth. It was interesting to see that 39, or 23.78 per cent, felt that their P.T.A. was primarily a social organization and 31, or 18.90 per cent, considered its efforts were mainly used in raising money. The principals' experience does not seem to be a factor in this evaluation.



TABLE XXX

## RELIABILITY OF PARENTS TO ASSIST IN EXTRA CURRICULA ACTIVITIES

Principals' Experience	Always	Per Cent	Rarely	Per Cent	Never	Per Cent	No Answer	Per Cent
1-3 yrs.	13	86.67	2	13.33	...	...	...	...
4-10 yrs.	46	74.19	13	20.97	3	4.84	...	...
11+ yrs.	40	67.80	12	20.34	2	3.39	5	8.47
No Answer	21	75.00	3	10.71	2	7.14	2	7.14
Totals	120	73.17	30	18.29	7	4.27	7	4.27

The results determined from this table showed that 120, or 73.17 per cent, felt that parents could always be depended upon to help. Seven (7), or 4.27 per cent, felt that their P.T.A. never assisted with extra activities while 30, or 18.29 per cent, rarely received help from parents. The three experience groups did not vary greatly.

TABLE XXXI

## EXTENT OF CLASSROOM VISITATION BY MEMBERS OF P.T.A. ENCOURAGED BY PRINCIPAL

Principals' Experience.	Frequently	Per Cent	Rarely	Per Cent	Never	Per Cent	No Answer	Per Cent
1-3 yrs.	6	40.00	5	33.33	3	20.00	1	6.67
4-10 yrs.	17	27.42	29	46.77	14	22.58	2	3.23
11+ yrs.	19	32.20	28	47.46	8	13.56	4	6.78
No Answer	10	35.71	9	32.14	8	28.57	1	3.57
Totals	52	31.71	71	43.29	33	20.12	8	4.88

Table XXXI indicates that 71, or 43.29 per cent, rarely encourage visits during schooltime. It is most interesting to note that 52, or 31.71 per cent of the principals, frequently encourage visits, while 33, or 20.12 per cent, never encourage these visits. The chart shows that in the 1-3 experience group, 5, or 33.33 per cent, rarely encouraged visits and in the more experienced group 28, or 47.46 per cent, answered they rarely encouraged visits by members. This would seem to indicate that the newer principals seem to be more willing to encourage classroom visitations by the P.T.A.

TABLE XXXII

EXTENT TO WHICH CHILDREN ARE ALLOWED TO PARTICIPATE  
IN P.T.A. PROGRAMS

Principals' Experience.	Frequently	Per Cent	Rarely	Per Cent	Never	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	3	20.00	11	73.33	1	6.67	...	...
4-10 yrs.	12	19.35	47	75.81	2	3.23	1	1.61
11+ yrs.	13	22.03	35	59.32	6	10.16	5	8.47
No Answer	13	46.43	12	42.86	2	7.14	1	3.57
Totals	41	25.00	105	64.02	11	6.71	7	4.27

Table XXXII showed that of 164 answers, 41, or 25 per cent of the principals, frequently allowed children to take part in programs. The greatest number of principals, 105, or 64.02 per cent, answered "rarely".

TABLE XXXIII

## THE TIME EXECUTIVE BOARD MEETINGS ARE HELD

Principals' Experience-	During School	Per Cent	After School	Per Cent	In the Evening	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	1	6.67	...	...	14	93.33	...	...
4-10 yrs.	9	14.52	...	...	53	85.48	...	...
11+ yrs.	14	23.73	...	...	44	74.59	1	1.69
No Answer	6	21.43	1	3.57	21	75.00	...	...
Totals	30	18.29	1	.61	132	80.48	1	.61

Of the 164 responses, 132, or 80.48 per cent, replied that all board meetings were held in the evening. Only 30, or 18.29 per cent, reported that their meetings were held during school hours. No comparison can be made from the answers of the three experience groups.

TABLE XXXIV

## PLACE THE EXECUTIVE BOARD MEETINGS ARE HELD

Principals' Experience	In your School	Per Cent	Home of Member	Per Cent	Elsewhere	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	5	33.33	10	66.67	...	...	...	...
4-10 yrs.	25	40.32	35	56.45	2	3.23	...	...
11+ yrs.	21	35.59	37	62.71	...	...	1	1.69
No Answer	10	35.71	17	60.71	1	3.57	...	...
Totals	61	37.19	99	60.36	3	1.83	1	.61

From the 164 responses received, 99, or 60.36 per cent, held their meetings at the home of a member. This might be because parents preferred a more relaxed atmosphere for their meetings.

TABLE XXXV

## PRINCIPALS' OPINION OF THE CHIEF MOTIVATING FORCE FOR P.T.A. PARTICIPATION

Principals' Experience	Social	Per Cent	Prestige	Per Cent	Please One's Child	Per Cent	Sense of Duty	Per Cent	Child's Interest	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	2	13.33	2	13.33	...	...	1	6.67	10	66.67	...	...
4-10 yrs.	13	20.97	5	8.06	3	4.84	6	9.68	34	54.84	1	1.61
11+ yrs.	7	11.86	4	6.78	3	5.08	5	8.47	32	54.25	8	13.56
No Answer	1	3.57	...	...	1	3.57	5	17.86	20	71.43	1	3.57
Totals	23	14.02	11	6.70	7	4.27	17	10.36	96	58.54	10	6.12

Table XXV indicates that principals feel that most parents are active in P.T.A. because they have a sincere interest in the welfare of children. Of the 164 answers tabulated, 96, or 58.54 per cent, felt that child welfare was the chief factor. Twenty-three (23), or 14.02 per cent, considered that socializing was the primary reason for P.T.A. work. The 10 answers in the "no" column were due in part to the fact that some principals checked more than one answer. These had to be disregarded.

TABLE XXXVI

## NUMBER OF P.T.A. MEETINGS TEACHERS ARE EXPECTED TO ATTEND

Principals' Experience	None	Per Cent	Occasional	Per Cent	All	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	...	...	12	80.00	3	20.00	...	...
4-10 yrs.	10	16.13	41	66.13	10	16.13	1	1.61
11+ yrs.	10	16.95	34	57.63	12	20.34	3	5.08
No Answer	1	3.57	20	71.43	7	25.00	...	...
Totals	21	12.80	107	65.24	32	19.51	4	2.45

This table shows that 107, or 65.24 per cent of the principals, expect their teachers to attend occasional meetings. The number of principals who expect teachers to attend every meeting was 32, or 19.51 per cent. Most principals stipulated that attendance was voluntary except on special occasions when it was obligatory.

TABLE XXXVII

## THE PRINCIPAL AS A MEMBER OF COMMITTEES

Principals' Experience-	Executive Board	Per Cent	Program Committee	Per Cent	Other Committee	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	15	100.00	4	26.67	...	...	...	...
4-10 yrs.	56	90.32	8	12.90	5	8.06	2	3.23
11+ yrs.	41	69.49	3	5.08	7	11.86	8	13.56
No Answer	26	92.86	2	7.14	4	14.29	...	...
Totals	138	84.14	17	10.36	16	9.76	10	6.12

Of the 164 answers, 138, or 84.14 per cent, are members of the executive board; 17, or 10.36 per cent, are members of the program committee; and 16, or 9.76 per cent, are members of various other committees. It is assumed from this that all principals are members of one or more committees. Perhaps some significance is indicated where the 11+ experience group reports that 41, or 69.49 per cent, are members of the executive board. This is an appreciably smaller percentage than the other two experience groups.



TABLE XXXVIII

PRINCIPALS' FEELINGS CONCERNING P.T.A. REPRESENTATION  
ON POLICY MAKING COMMITTEES.

Principals' Experience	Safety	Per Cent	Lunch Program	Per Cent	Library	Per Cent	Health Check-Up	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	6	40.00	2	13.33	7	46.67	7	46.67	2	13.33
4-10 yrs.	29	46.77	8	12.90	21	33.87	23	37.10	24	38.71
11+ yrs.	13	22.03	4	6.78	16	27.12	14	23.73	14	23.77
No Answer	17	60.71	6	21.43	12	42.86	13	46.43	7	21.43
Totals	65	39.63	20	12.13	56	34.14	57	34.75	47	28.65

Table XXXVIII clearly indicates that most principals take the attitude that parents can be called on to assist on various policy making committees. In the 4-10 experience groups, the largest number, 24, or 38.71 per cent, did not have parents on any of these committees.

TABLE XXXIX

## PRINCIPAL CALLS UPON P.T.A. TO SERVE ON POLICY MAKING COMMITTEES

Principals' Experience.	Report Cards	Per Cent	Merit Rating	Per Cent	Curriculum Planning	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	2	13.33	2	13.33	1	6.67	10	66.67
4-10 yrs.	12	19.35	7	11.29	5	8.06	49	79.03
11+ yrs.	7	11.86	...	...	3	5.08	49	83.05
No Answer	3	10.71	1	3.57	2	7.14	22	78.57
Totals	24	14.63	10	6.09	11	6.70	130	79.26

The results obtained from this question showed undoubtedly that principals felt that P.T.A. members should not be called to serve on policy making committees. Of the 164 responses, 130, or 79.26 per cent, answered in the negative.

TABLE XL

EXTENT TO WHICH PRINCIPALS CAN DEPEND ON P.T.A. TO GIVE THEIR TIME AND ASSISTANCE TO SCHOOL ACTIVITIES.

Principals' Experience-	Field Trips	Per Cent	Library Work	Per Cent	Pre-School Check-up	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	14	93.33	8	53.33	12	80.00	...	...
4-10 yrs.	44	70.97	28	45.16	38	61.29	10	16.13
11+ yrs.	46	77.97	27	45.77	36	61.02	7	11.87
No Answer	19	67.86	10	35.71	15	53.58	2	7.14
Totals	123	75.00	73	44.51	101	61.58	19	11.58

Table XL indicates that 19 principals, or 11.58 per cent, could not depend on parents to give assistance. Parents did help on field trips as reported by 123, or 75 per cent of the principals.

TABLE XLI

NUMBER OF MEETINGS, THAT PRINCIPALS WHO HAVE MORE THAN ONE SCHOOL, MUST ATTEND

Principals' Experience-	One Board Meeting	Per Cent	One P.T.A. Meeting	Per Cent	Two Board Meetings	Per Cent	Two P.T.A. Meetings	Per Cent	Answer Omitted	Per Cent
1-3 yrs.	...	...	...	...	2	13.33	2	13.33	13	86.67
4-10 yrs.	6	9.68	5	8.06	3	4.84	4	6.45	52	83.87
11+ yrs.	1	1.69	1	1.69	6	10.16	6	10.16	51	86.44
No Answer	1	3.57	2	7.14	3	10.71	3	10.71	23	82.14
Totals	8	4.87	8	4.87	14	8.53	15	9.14	139	84.75

Table XLI indicates that 139, or 84.75 per cent of the reporting principals, have only one P.T.A. Of the 25 principals who have more than one P.T.A., most of them attend two board meetings and two P.T.A. meetings a month.

## TEACHERS' REPORT

A supplementary study was made of the attitudes of a group of elementary teachers toward the P.T.A. Questionnaires were sent to 81 elementary teachers in 5 schools of varied socio-economic areas. Eighty-one teachers, or 100 per cent returns, were received. No effort was made to determine the years of experience of these teachers. The data was recorded in 9 tables corresponding to the 9 questions asked. Tabulations for teachers' returns are contained in tables 42-50.

TABLE XLIII

THE P.T.A. AS AN ASSET TO THE SCHOOL  
IN TEACHERS' JUDGEMENT

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
69	85.18	12	14.82	...	...

Of the 81 teachers reporting, 69, or 85.18 per cent, felt that the P.T.A. was valuable. A relatively small number (12), or 14.82 per cent, did not consider it to be worthwhile.

TABLE XLIII

TEACHERS' OPINION OF P.T.A. AS AN AGENT  
FOR HOME-SCHOOL UNDERSTANDING

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
62	76.54	19	23.46	...	...

Nineteen (19), or 23.46 per cent, did not feel that the P.T.A. was a good instrument for fostering better understanding between the home and school and 62, or 76.54 per cent, felt that it was.

TABLE XLIV

TEACHERS' OBJECTION TO CHILD OF P.T.A.  
PRESIDENT AS CLASSROOM PUPIL

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
17	20.99	58	71.60	6	7.40

Of the 81 teachers reporting 58, or 71.60 per cent, did not mind having the president's child in his room. Seventeen (17), or 20.99 per cent, would prefer not to. Answers were not given by 6 teachers, or 7.40 per cent.

TABLE XLV

TEACHERS' FEELINGS TOWARD EFFECTIVENESS OF P.T.A.  
ASSISTANCE ON FIELD TRIPS

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
65	80.25	9	11.11	7	8.64

Sixty-five (65) of the teachers questioned reported that parents were helpful on field trips. Answers were omitted by 7 teachers, or 8.64 per cent, possibly because field trips were not part of the school program. Nine (9) teachers could not depend upon effective assistance from parents.

TABLE XLVI

TEACHERS' APPROVAL OF COMPETITIVE  
MEMBERSHIP

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
39	48.15	41	50.62	1	1.23

A little more than half of the teachers, 50.62 per cent, were against competitive membership drives. Those in favor numbered 39, or 48.15 per cent.

TABLE XLVII

INCREASED TEACHERS' WORKLOAD DUE TO P.T.A.  
ORGANIZATION

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
13	16.05	68	83.95	...	...

Of the 81 teachers questioned 68, or 83.95 per cent, did not think the P.T.A. made extra work for them. Thirteen teachers, or 16.05 per cent, felt that it added to their work load.



TABLE XLVIII

TEACHERS' FEELING THAT P.T.A. NOTICES  
ARE EXCESSIVE IN NUMBER

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
10	12.35	70	86.42	1	1.23

The majority, 70 teachers, or 86.42 per cent, said they were not overburdened with notices. Only ten (10) teachers, or 12.35 per cent, felt that this was a problem.

TABLE XLIX

TEACHERS' APPROVAL OF CHILDREN'S PARTICIPATION  
IN P.T.A. PROGRAMS

Yes	Per Cent	No	Per Cent	Answer Omitted	Per Cent
23	28.40	55	67.90	3	3.70

Only 23 teachers, or 28.40 per cent, objected to preparing children for a P.T.A. program. Most teachers (55), or 67.90 per cent, voiced no opposition.

TABLE I

REASON FOR TEACHERS' NON-ATTENDANCE  
AT ALL P.T.A. MEETINGS

Ans.	Per Cent	Reasons
46	56.79	Distance to travel.
9	11.11	Uninteresting program.
30	37.04	Lack of time due to preparation of school work.
4	4.94	Desire to avoid parents' questions about individual progress.
7	8.64	Taking Courses.

There were 46 teachers, or 56.79 of the total, who said that they did not attend all P.T.A. meetings because of the distance to travel. The reason coming closest to this in count was the time needed to prepare school work, with 30 answers, or 37.04 per cent. Parents' questioning was given a slight response of 4 answers, or 4.94 per cent.

Some teachers checked more than one reason, which brought the total answers to 92 for the 81 teachers reporting.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

It may be concluded from the data collected in this study, that despite apparent differences indicated in some instances in the tabulations, the majority of principals feel that the relationship between the P.T.A. and principal is, as it should be, one of harmonious accord which makes for better understanding between home and school. If the latter is not achieved, the organization is of little value.

On the issue concerning membership on the executive board, returns indicated that most principals are members of the board and prefer to have control of all policies directly concerning their schools. This statement of views was again emphasized when the question was raised concerning members perpetuating themselves in office. Most units were found to have some, but not all, new executive board members yearly. In many P.T.A.'s., several officers are re-elected for the following year. Such a plan guarantees a smoother working organization while still allowing for the injection of new ideas. The more persons involved in sharing in decision making, policy establishment, and in general board activity, the more desirable effect will be achieved. This holds true

of the entire P.T.A. as well as of its board.

The P.T.A. should have all decisions made through an active and informed board as well as a well-organized one. The Association should never be "run" by the principal, the president, or a clique. It should be under the control of an elected and publicly appointed board representative of the membership in general. While the majority of all groups felt that the P.T.A. was not run by cliques, this feeling was expressed more definitely by the experienced group.

It was interesting to note that again referring to the school policies, there was a slight difference in the responses to the question: "Is there undue pressure exerted at any time?". When a P.T.A., as an organization, attempts to step into the realm of teaching and administration, a most unfortunate situation develops. Teachers and administrators are uneasy or openly hostile. Fortunately, the response to this question was strongly negative from all principals. Administrators are wary of interference from non-professionals however well-intentioned they may be. Nevertheless, education in a democracy should be responsive to the views of the people. Parents should interest themselves in the broad question of what they want their children to get from school. This does not mean interference with teachers, but a better insight into the goals of learning and an understanding of the processes of learning.

The results of voluntary comments on the questionnaire indicated that no appreciable difference existed among the experience groups on informing the P.T.A. of new policies. The more autocratic principal felt that because it was his school, his policies must be accepted without question. The democratic principal seemed willing to discuss new ideas before putting them into practice. This latter group was definitely in the minority.

In pursuing the study of the way in which meetings were conducted, the writers discovered that among principals showing satisfaction, the less experienced group was not as satisfied as the experienced group. It would be interesting to know just what the failings were in the school where the principals did not like the meetings. Would it be that the experienced principals are satisfied with the traditional manner and procedure of these meetings, but the newer principals prefer to inject new ideas?

In view of the fact that the great majority of principals feel that their P.T.A. is kept informed on current policies, it is surprising that so many do not feel that the association has a clear picture of the aims and methods used in today's classroom. Orientation meetings, classroom visits, and conferences help to acquaint the parent with present day teaching methods as well as establishing a good rapport between home and school. An-

other method of accomplishing this goal is for the progressive principal to stimulate interest in the formation of such activities as study groups and panel discussions. Less than half of the responding principals stated that their P.T.A.'s. engage in such activities. This may be controlled to a certain extent by socio-economic factors.

Considering that the largest majority of principals reported that their programs were diversified, the question arises as to whether the usual poor attendance at meetings may be for reasons beyond the control of the program committee. It has been the writers' experience that the meetings having the largest attendance are those in which the children participate. Most principals have reported that they are opposed to having pupils take part in programs which are not a part of, or an outgrowth of their educational experiences.

A tactful principal can influence her P.T.A. president to make meetings enjoyable by starting promptly, conducting the business efficiently, thus ending early enough to enable teachers and parents to enjoy a social hour.

The Parent-Teacher Manual of the National Congress of Parents and Teachers contains a statement of policy concerning fund raising which stipulates that money for P.T.A. use may be raised through worth-while projects

provided that they do not violate any of the principles on which the organization was founded.<sup>1</sup>

An overwhelming majority of principals stated that their P.T.A.'s. were most generous and willing to respond to any request for financial assistance whether it be for school equipment or needy children. Further evidence of the good relationship between the principal and his P.T.A. is shown by the response of more than three-fourths of the principals when they replied that they do not feel that their workload is increased by P.T.A. demands.

In contrast to the good relationship between principals and their P.T.A.'s., it may be of interest to some readers to know that approximately one-third of all responding principals refused to admit that their schools were better schools because of having Parent Teacher Associations. The question could arise from this finding: Do principals want to believe that the worth of a school depends entirely upon its administrator rather than upon any outside force?

The responses to the teachers' questionnaire showed a good relationship between teachers and their Parent Teacher Association. The large majority felt that the P.T.A. is an asset to the school and fosters better under-

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<sup>1</sup>National Congress of Parents and Teachers, Parent Teacher Manual (Chicago, Illinois, 1956), p.109

standing between home and school. A very small percentage of the teachers stated that they attend all meetings. Although principals did not require their teachers to attend all meetings, they were definitely expected to attend occasional meetings such as Open House, receptions to teachers, and certain meetings where courtesy to a speaker demanded their presence. Many replied that some principals had a set schedule for teachers' attendance. However, more than half of the teachers who do not attend P.T.A. meetings regularly indicated that distance to travel was the factor involved.

It was interesting to note that the only area in which teachers were critical of their P.T.A. was in that of competitive membership drives.

A great proportion replied that the P.T.A. could always be depended upon to respond readily whenever any service was asked of them.

Morse, reporting in a recent magazine publication, says that even though 43,000 Parent Teacher Associations represent an important force in American education, many P.T.A.'s. are avoiding their major responsibilities and are devoting themselves to worthy but minor projects. Replies to a questionnaire sent by this magazine to P.T.A. presidents throughout the country reveal that local units consider their most significant accomplishments to have been



in the field of purchasing equipment for their schools, raising money for the March of Dimes, and participating in civil defense. These are worthwhile activities but many observers feel that they are overemphasized. As one P.T.A. member remarked, "You can sit through meeting after meeting without hearing anyone say a word about educational philosophy or discuss ideas to improve teaching or stimulate children. There's too much concentration on entertainment, card parties, and the fund-raising drive for new drapes."<sup>2</sup>

This has not always been so. The National Congress of Parents and Teachers has an impressive list of achievements to its credit. Among the benefits which it has helped introduce are juvenile courts and probation systems, public kindergartens, and improved maternal and child health facilities. The P.T.A. was the strongest voice raised in favor of federal aid to education. Present day P.T.A. members are better educated and in a better position to look at schools with more perception than parents of past generations. Despite this fact, many P.T.A.'s. avoid big issues instead of meeting them forcefully. Rather than be charged with partisanship, most units stay clear of disputes involving teachers, administrators, and school boards even when clear-cut principles are at stake.

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<sup>2</sup>Arthur D. Morse, "How Good is Your P.T.A.?" Redbook, 112:93-94, January, 1959.

The most conspicuous instance of this is the matter of racial integration in the schools. Since the Supreme Court decision almost five years ago, P.T.A.'s. have done nothing outside of adopting a vague statement urging members to study ways of working toward a just solution to the complex problems of segregation in the public schools.

The National Congress of Parents and Teachers is a slow-moving organization with a high respect for democratic procedure. It has no taint of commercialism or self-seeking. If it can escape from its inertia and mobilize itself for the battle to make our schools as good as parents want them to be, its future will be an exciting and rewarding one.<sup>3</sup>

Parents should understand that no P.T.A. can function effectively without a large and dedicated membership. The P.T.A. is the greatest potential for united action in improving our schools. No less important is the role of the elementary principal working with the parents whose interests have drawn them together into thousands of P.T.A. units.

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<sup>3</sup>Ibid., p.21.

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