THE EXTENT TO WHICH THE PARENT-TEACHER ASSOCIATION
IS ACHIEVING ITS OBJECTIVES IN THE THIRTEENTH
DISTRICT OF THE CONGRESS OF PARENTS AND
TEACHERS IN TEXAS

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MASTER OF SCIENCE

By

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Stonesburg, Texas

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CHAPTER I

INTRODUCTION

The Parent-Teacher Association was organized for the purpose of studying the child and his needs. The proud mothers were dissatisfied with the conditions and lack of opportunities under which their children and others were having to labor in the school room. Local organizations were organized in various communities by the mothers for the betterment of child welfare. As time permitted, the desires of the anxious mothers for better surroundings and more efficient teachers extended into various sections of the United States.

The desire for more adequate educational opportunities for all the children became widespread, and the idea of arranging a national organization began to be made known. So great did the interest become manifest that a call was made for a convention to be held in Washington D. C. The demand for the organization of a national convention became evident and it was procured with Mrs. Birney of Washington D. C. as president.

Names of the Organizations

The organization grew rapidly and was soon known in all
sections of the United States. It is now known as the National Congress of Parents and Teachers.\footnote{1}{Martha Sprague Mason, Parents and Teachers, p. 116.}

It soon became evident that a state organization was necessary if the National Congress was to accomplish its purpose. State organizations were provided for and were to be known as the State Congress of Parents and Teachers.\footnote{2}{National Congress of Parents and Teachers, Parent-Teacher Manual, p. 125.} Later it became necessary to organize the states into districts, known as "....(no.) district of ....(state).... Congress of Parents and Teachers."\footnote{3}{Ibid., 124.} A council organization was provided, composed of a city, county, or a community. It is to be known as ".......... County (or city or community) Council of Parent-Teacher Association, of the .......(state)....... Congress of Parents and Teachers, a branch of the National Congress of Parents and Teachers.\footnote{4}{Ibid., p. 88.} A local organization was also provided for and known as ".......... Parent-Teacher Association, a local unit of the .......(state) ....... branch of the National Congress of Parents and Teachers."\footnote{5}{Ibid., p. 38.}

A briefer form frequently used for the National Congress of Parents and Teachers, is The Congress of the National
Congress. As descriptive of the specific field of the National Congress the phrase, "the organisation sponsoring the parent-teacher movement in the United States," is often added after the name.\(^6\)

Purpose of the Study

In some school districts the Parent-Teacher Association is doing a great work, in other districts very little interest is manifested, and still in others, there is an unpleasant feeling among the faculty toward the organization. The aim of this study is to examine the relations of the different channels of the association, the functions of the association, and the work that the thirteenth district of Texas is doing through its different channels. Attention will be directed toward the work of the local units on the various activities and problems from which the selection is made in setting up a worth while program.

Source of Data

The data used in this study will be based largely upon information gathered from the records and reports on file in the home and office of Mrs. T. R. Odell, president of the thirteenth district of the Congress of Parents and Teachers of Texas, in Haskell, Texas, from various writers on the subject, and from presidents of local associations. Data

\(^6\)Ibid., p. 124.
were obtained from the presidents of local associations by means of questionnaires.

There are 138 local associations in the thirteenth district of Texas. Of those questionnaires sent out to the 138 local associations, 90 were returned in time for the data to be included in this study. Other data pertinent to this study were secured from library books and minutes of the conventions of the National Congress of Parents and Teachers National, State, and District.

How the Data Were Treated

The data were organized on the basis of the work and accomplishments by the local associations through the directions of the District, State, and National Congress of Parents and Teachers. Of the ninety-four local associations that I heard from, five are from high school units, thirty-three are from elementary schools, and fifty-five are from elementary and high schools combined.

Scope

This study is confined principally to the work and accomplishments of the thirteenth district of the National Congress of Parents and Teachers Association of Texas, which comprises fourteen counties; namely, Hardeman, Foard, Knox, Wilbarger, Baylor, Throckmorton, Archer, Young, Clay, Jack, Wise, Haskell, and Wichita.
CHAPTER II

ORIGIN AND GROWTH OF THE PARENT-TEACHER
ASSOCIATION

Origin

The Parent-Teacher Association, according to the most
reliable accounts, seems to have had its beginnings in the
United States as early as 1855. Following the development
of the kindergarten, there arose a feeling that mothers and
teachers could better serve the children by working together.
This feeling was first expressed only in informal mother's
meetings, but it soon developed into more formal organiza-
tions such as Parents' Leagues, Mothers' Unions, Pre-School
Circles, and Reading Councils, all of which were part of a
movement which was wholly spontaneous and had no expressed
philosophy. It simply filled a definite need felt by some
parents and educators for a better understanding of the
child in relation to the school and society.¹

During the year 1929 a number of unpublished manuscripts
of the late Elizabeth Harrison, a pioneer kindergartner, were
presented to Child Welfare, the official publication of the
Congress. Among them are accounts of three national conven-

¹Elmer S. Holbeek, Achievements of Parents and Teachers
Associations, p. 3.
tions of mothers held in Chicago under the auspices of the Chicago Kindergarten College of which Miss Harrison was principal. The first convention was held on September 26, 1894, and was so well attended that it was necessary to go from the rooms of the college to a church to accommodate the crowds that came. A second mothers' convention was held, probably the next year, and again under the auspices of the Chicago Kindergarten College. Mothers, teachers, and all who were interested in the study of child nature were invited to the three-day sessions. Miss Harrison, the director of the college, and Mrs. J. H. Crouse had charge of the program. The mothers met again under the auspices of the Chicago Kindergarten College in October, 1896.²

Some startling ideas were advanced at these early conferences. One speaker said that "mothers were just beginning to find that a child's weakness for dabbling in sand, plastic clay, and other precious messes is not a sign of total depravity but is a young child's efforts to express himself." A doctor, who may have had a change of heart, declared that fruit is not good for children, that candy is better, and that in certain case of illness it is wise to give carefully diluted whiskey, gin, and alcohol to babies. This proved to be a debatable point. One speaker disputed the prevalent

idea that children under the age of ten do not receive lasting impressions.\textsuperscript{3}

One of the most enthusiastic women attending these conventions was Mrs. Theodore W. Birney of Washington D. C. Mr. Birney was engaged in the practice of law in Washington D. C. He was very deeply interested in his wife's dream to bring together the mothers of the nation and help in perfecting the plans for the first congress. Their three little daughters offered a great incentive to the work. Mrs. Birney was invited to address a group of mothers at a kindergarten meeting in Chautauqua in the summer of 1895. The cordial reception given Mrs. Birney encouraged her to call a National Congress of Mothers to the national capitol.\textsuperscript{4}

Mrs. Birney first confided her schemes to Miss Emma Morton. Through Miss Morton's efforts, a conference was brought about between Mrs. Birney and Mrs. Phoebe Hearst. Mrs. Hearst warmly espoused Mrs. Birney's plans. It was her timely and generous contributions of skill and money which made possible the beginnings of what is now a great and growing movement for child welfare. The early conferences were held at Mrs. Phoebe Hearst's house in Washington, and the preliminary organization was effected there. It was through Mrs. Hearst's influence that many prominent women in

\textsuperscript{3}Ibid., 23.

\textsuperscript{4}Ibid., p. 22.
Washington, New York, Chicago, and other large cities were in the proposed congress of mothers, which on February 17, 1897, became a reality. In memory of Mrs. Hearst, a tree was planted during the National Convention in 1927, near the beautiful Hearst gymnasium at the University of California, at Berkeley. 5

In 1896 Mrs. Birney sent a number of circular letters to educators and philanthropists seeking their opinion in regard to a national congress devoted to subjects of vital interest to mothers. She also corresponded with mothers in every state of the union and with many in Canada, England, Germany, Brazil, Peru, China, Japan, India, and the Hawaiian Islands. The replies were prompt and enthusiastic.

Plans were made for the calling of the first continental congress to meet in Washington D.C. The publicity was carefully planned and executed. The response was greater than expected. Hotel and hall accommodations were inadequate. One woman came with seven children. No doubt she had problems. According to Mrs. E. C. Mason, the opening address which Mrs. Birney gave is today full of inspiration and replete with ideals not yet realized after thirty-two years of educational progress.

Those attending desired a permanent organization and it was so voted. Hence the National Congress of Mothers

5Ibid., p. 23.
came into being. Mrs. Birney was elected president, and Mrs. Phoebe Hearst was elected vice president. Mrs. Morton became the first treasurer. The great objectives were stated in the charter:

This is to certify that we the undersigned, being persons of full age, citizens of the United States and a majority of whom are residents of the District of Columbia, have associated ourselves as a corporation for benevolent and educational purposes. The title by which said corporation shall be known is the National Congress of Mothers. The term for which it is organized is twenty years from and after the first day of May, 1900.

The object of this organization shall be to promote conference among parents upon questions vital to the welfare of their children, to further develop the manifold interest of the home; to cooperate with the educators and legislators; to secure the best methods of physical, mental, and moral training of the young; to enlighten motherhood upon all conditions of mothers in all walks of life to these ends; and to promote the formation of Mothers' and Home-Makers' Clubs in all states. The number of its directors of managers for the first year shall be eight.

The charter was granted by the District of Columbia, November 20, 1900.6

Thus was perpetuated in an organized way the efforts of the kindergarten to train and help the mothers of the land. Of this founding of the National Congress of Mothers, Elizabcth Harrison wrote: "I now saw before me the dreams of awakened motherhood more than fulfilled and I knew it a reality."7

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6Ibid., p. 24.
7Ibid., p. 24.
Growth

Immediately after the organization was formed, leading members became very active organizing home-making clubs and mothers' clubs to assist the mothers in meeting the many problems arising in their homes. The first state branch was founded during the first year of the organization, 1897, in New York. Other branches were formed the next few years in Pennsylvania, New Jersey, Illinois, and California. Gradually other branches were formed in all the states except Nevada, the District of Columbia, and Hawaii. All these branches represented in 1929 a total membership of approximately 1,400,000 fathers, mothers, teachers, and other citizens.8

You will notice that the fathers and teachers were mentioned. At first the organization was for the mothers only. In order to cooperate fully with the educators, it was necessary to include all parents and teachers. So in 1908 the name was changed to the "National Congress of Mothers and Parent-Teacher Associations." In 1924 it changed its name to the "National Congress of Parents and Teachers."9

According to Mrs. E. O. Mason, some of the experiences of the national leaders were somewhat discouraging. They

8Ibid., p. 24.
9Martha Sprague Mason, Parents and Teachers, p. 116.
found that their ideals, however good, could not always be easily transmitted to scattered local leaders whose zeal was not always matched by their decretion and tact. There was little national literature, and there were no courses of instruction in parent-teacher technique. Moreover, there has been from that day until this some sporadic and detached associations taking the name "parent-teacher" and yet were quite different from those of the Congress. These associations, no doubt, did their share to give some of the educators the idea that the association's main objective was to operate the schools and not to cooperate with them. At the present time, owing to an increasing number of associations which are successfully functioning as cooperative groups and seeking to place the responsibilities of education equally on the home and the school, only the uninformed teachers are hostile to parent-teacher principles and programs. And these will eventually find that the parent-teacher association gives opportunity for real educational leadership to function.

For a number of years, and at the present time in some organizations, the chief activities centered around providing equipment for the schools. All kinds of entertainments were given to raise money for the many different things which the school was supposed to be in need of, such as pictures, pianos, victrolas, playground equipment, drinking fountains, equipment for teachers, screens for the win-
dows, etc. There was probably a sound reason for this. Mothers would leave their well-furnished homes to visit with the teacher and pupils in the poorly equipped school rooms with its barren walls. The anxious, proud mothers were not satisfied with such prevailing conditions and were anxious to improve them. Mrs. E. C. Mason said that monotony, stern right angles, lack of color and beauty were everywhere inside; bareness and bleakness were outside. No wonder there were early campaigns to raise money and enrich the equipment, even though it would have been wiser to arouse the school authorities to make the improvement from public funds.

Soon after the equipment stage, the demonstration stage was put into practice. Money was raised to demonstrate the advantages of certain projects recognized by parent and teachers but was not accepted by the school boards. The school lunches, milk for the undernourished, the dental clinic, tennis courts, playgrounds, the school library, instruction in music, school orchestras, the school nurse, the visiting teacher, have all been inaugurated by the parent-teacher associations and carried on until such time as their value has been proved and they have been taken over and financed by the school program.

The evolution of the so called program of a parent-teacher association gives evidence of real progress. The old idea of a program was a talk or a lecture hastily
planned and probably wholly unrelated to any of the present needs or to any future program. It was probably preceded by some solo, song, or reading, and followed by some social hour which furnished the only illustration of membership participation. It has taken many years to foster the idea that the meeting is only a part of the program and that program planning is the planning of all the activities which contribute to the doing of something valuable and needed in the community where the association is located.

When parents began to become closely related in the work with the teacher and educators through the parents and teachers association, they began to see at once that it was as essential for them to become expert fathers as it was for the teachers to become expert school teachers. They began to see that there was no task which invites so much intelligence as living with children. The things of the home began to go back to the home and the parents began to realize the fact that if they would know the child's nature and needs and if they would qualify to work with the trained teachers, they must prepare themselves for intelligent parenthood by study. This gave the schools a chance to help educate the parent and the public.

Thousands of groups including the National Congress of Parents and Teachers that were interested in the study of the pre-school, grade school, and high school child, home
management, family relationships, school problems and school organization, recreation and many other subjects, joined hands with others similarly interested and formed the National Council of Parent Education. This council meets periodically to discuss problems, measures, experiences, and plans for the future. The constant education which the Congress has given to a constantly changing membership has no doubt made a great impression upon at least two generations of parents of many nationalities.10

There has been an increasing growth in the interest taken by members, educators, and educational institutions in studying the best methods which have been discovered of forming and successfully carrying on various types of parent-teacher associations. For a number of years Congress has been giving courses at summer schools. Courses have been given at Teachers Colleges and Columbia University. In recent years it has been customary to hold classes on various subjects at the state conventions. A few states have provided correspondence courses in parent-teacher technique.11

Foreign Nations

The need, as expressed by Mrs. Birney, of the great

10 Ibid., p. 117.
work to be brought about through the efforts of the National Congress of Parents and Teachers was not confined to the United States. Other nations soon followed the example set by the United States, but their work has not progressed as it has in this country. Various reasons have been listed for the cause of the slow progress in the foreign countries. Among these are:

1. Friction and discord due to the lack of education and interest in pedagogical questions on the part of parents.
2. In England there are already too many societies and as a result schoolmasters are unwilling to accept advice or assistance from the parents.
3. In Norway the Supervising Committee of parents is antagonistic to teachers.
4. In India a wide gulf separates the generations.
5. In South Africa educational authorities are already subject to public control.
6. In France politics, the breach between secondary and primary schools, and the ignorance of teachers as to the merits of school and home cooperation, all serve to militate against such a movement.12

However, Holbeck13 says that he believes that the really important factor which has militated against the successful adoption of the American Parent-Teacher Association plan in foreign countries is probably the fact that the philosophy of the educational system in the United States differs radically from that which is held in foreign countries, and that in the United States it is built about a democratic ideal of

12 Ibid., p. 8.
13 Ibid., p. 8.
education which first had its expression in the conception of the "Little Red School House." The difference in educational theories and social ideals makes it impossible to adopt the American P. T. A. in foreign countries.

Canada, following the example of the United States, initiated Parent-Teacher Associations throughout its provinces. Parent Councils provided by law are found in Germany, Danzig, and Austria. Poland, Paraguay, Holland, Belgium, Bulgaria, and Australia all have official Parent Councils. In 1924, Cuba had 1,373 associations of Parents, Neighbors, and Teachers. In Mexico in 1928 these were formed into a large National Council. The investigation of Geneva in 1927-1928, by the International Bureau of Education, shows in addition a wide spread of private school associations. In England it is the Parent's National Educational Union, and in France it is the National Union of Parents and Teachers.14

According to Mason,15 International Congress meetings were in 1908, 1911, and in 1914. Invitations to the first International Congress on the Welfare of the Child, held in Washington, March 10-17, 1908, were sent from the office of the Secretary of State to forty-eight foreign Governments. Governors of all states in the Union appointed delegates.

14Ibid., p. 7.
15Martha Sprague Mason, Parents and Teachers, p. 287
The second National Congress of Parents and Teachers was held April 25, to May 2, 1911. The general subject for discussion was "The Relation of Home, School, Church, and State to Child Welfare."\(^{16}\)

The third National Congress convened in Washington, April 22-27, 1914. Some of the subjects discussed were: infant morality is preventable; crime is preventable; home and child welfare; education for home making; opportunities for parents to obtain instruction in child nature and home making; the church and the child welfare; the school and the child welfare; the state and the child welfare; education; erring children; defective children; orphans and homeless children; mothers and the state; the nation's protection of home and family.\(^{17}\)

According to Julian Butterworth,\(^{18}\) the growth of the National Congress of Parent-Teacher Association was as is shown in Table 1.

**Colored Parent-Teacher Association.**—In response to requests from numerous groups of colored people urging that a meeting be called for the consideration of the advisability of organizing the colored groups into a National Colored Congress, a call was issued for a meeting to be held in

\(^{16}\)Ibid., p. 287.

\(^{17}\)Ibid., p. 287.

Table 1
Growth of Associations (1900-1937)

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<thead>
<tr>
<th>Year</th>
<th>Number of States Affiliated</th>
<th>Total Number of Members</th>
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<tbody>
<tr>
<td>1900</td>
<td>7</td>
<td>•</td>
</tr>
<tr>
<td>1905</td>
<td>10</td>
<td>•</td>
</tr>
<tr>
<td>1910</td>
<td>21</td>
<td>51,672</td>
</tr>
<tr>
<td>1915</td>
<td>32</td>
<td>59,652</td>
</tr>
<tr>
<td>1920</td>
<td>36</td>
<td>190,125</td>
</tr>
<tr>
<td>1921</td>
<td>40</td>
<td>278,721</td>
</tr>
<tr>
<td>1922</td>
<td>43</td>
<td>401,618</td>
</tr>
<tr>
<td>1923</td>
<td>46</td>
<td>530,546</td>
</tr>
<tr>
<td>1924</td>
<td>47</td>
<td>651,267</td>
</tr>
<tr>
<td>1925</td>
<td>47</td>
<td>875,240</td>
</tr>
<tr>
<td>1926</td>
<td>47</td>
<td>964,631</td>
</tr>
<tr>
<td>1927</td>
<td>47</td>
<td>1,154,714</td>
</tr>
<tr>
<td>1937</td>
<td>47</td>
<td>2,000,000</td>
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Atlanta, Georgia, May 7, 1926. A joint meeting, presided over by Mrs. A. H. Reeve, President of the National Congress of Parent-Teacher, consisting of representatives from the National Congress and colored delegates from Alabama, Georgia, Florida, and Maryland, was held, and after due discussion and deliberation, it was decided to organize the National Congress of Colored Parents and Teachers. Mrs. H. R. Butler of Atlanta, Georgia was elected president.\(^19\)

Texas

Organisation and Growth in Texas.—According to the by-laws of the National Congress of Parents and Teachers, a

\(^{19}\)National Congress of Parent-Teacher, 1928, Vol. 32.
state must have at least twenty local groups, representing at least five hundred members belonging to the Congress before it is eligible to be organized into a state branch.

In 1908, eleven years after the organization of the National Congress of Mothers, Texas was organized into a state branch of Congress of Parents and Teachers. The organization grew rapidly. In 1936 it had a membership of 100,667. In 1937, the membership was 108,310, a gain of 8,143.

Minutes of the convention held in Beaumont in November, 1937 showed the following:

<table>
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<th>Number of members registered</th>
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<tr>
<td>Number of Parent Education study group</td>
<td>532</td>
</tr>
<tr>
<td>1. City</td>
<td>217</td>
</tr>
<tr>
<td>2. Consolidated schools</td>
<td>106</td>
</tr>
<tr>
<td>3. In rural districts</td>
<td>209</td>
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The State Branch encouraged legislation on:

1. Strengthening drivers license law.

2. Making it possible for Texas to take advantage of the Social Security appropriation for dependent children and the blind.

District

Cause for Organization.—At the State Congress of Parents and Teachers' executive board meeting in Austin, January, 1928, it was decided that some of the districts were over-crowded and consisted of too much for the presi-
dent to cover thoroughly. As a result of investigation, it was decided to have fifteen instead of ten P. T. A. districts in Texas.

The Wichita Falls City Council, largely through the efforts of their president, Mrs. O. H. Karr, was extremely active in bringing about this division. A resolution committee, consisting of Mrs. Claude Woods, Mrs. W. A. McGee, Mrs. Frank B. Creighton, Mrs. R. P. Willis, and Mrs. John M. Fox, was appointed to draw up a petition to be circulated through the schools asking for this division. This petition was later carried to Austin by Mrs. Ira L. Cain, director of State Juvenile Protection of Parent-Teacher Association and a resident of Wichita Falls, and placed before the state board. The petition, signed by a majority of the Wichita Falls Schools, was granted.

**Territory Covered.**—The counties included in the new district comprised a part of the first and eighth districts, including Hardeman, Baylor, Knox, Wilbarger, Throckmorton, Archer, Young, Clay, Jack, Montague, Wise, Haskell, and Wichita counties.

**Organization Conference.**—The organization conference of the new thirteenth district was held in Wichita Falls, May 18, 19, and 20, under the direction of Mrs. Charles H. Woodson of San Antonio, state organization chairman. Mrs. John M. Fox of Wichita Falls was appointed recording secretary for this meeting.
Number of Delegates.—295 delegates registered during the three day session.

Number of Associations.—At this first organization council it was reported that the district comprised 80 Parent-Teacher Associations, three city councils, three county councils, and 3,414 paid up members.
CHAPTER III

RELATION OF THE THIRTEENTH DISTRICT OF CONGRESS OF
PARENTS AND TEACHERS OF TEXAS TO OTHER CHANNELS
OF NATIONAL CONGRESS OF PARENTS AND TEACHERS

All districts have the same relation to the other channels of National Congress of Parents and Teachers. Hence, the thirteenth district of Texas has identically the same relation to the different channels of the National Congress of Parents and Teachers as any other district. Therefore, a study of the relation of the different channels will give the relation of thirteenth district. It will be necessary, however, to give the relation of the State to the National, the relation of the District to the State, and then show the relation of the County Counsel and Local Units to the District.

National Congress

There are scores of local, state, and national associations and agencies which are working to strengthen the educational effectiveness of home, school, community, and religion along specific lines relating to physical and mental health, safety, recreation, child labor, good reading, home efficiency, and character training. But it has been the particular function of the parent-teacher movement not only
to call attention to the value of all organized efforts to protect and educate the child but to coordinate the activities of all and to provide a channel through which specialized information may reach the individual fathers, mothers, teachers, and other citizens who are most in need of help in dealing with children.

The National Congress of Parents and Teachers, organized in the United States to function in this threefold way, stands unique in the field of education.\textsuperscript{1} The purpose of the following discussion will be to describe briefly the evolution of its ideals, the form of organization developed to serve its individual members and hold them to a common purpose, and its educational significance.

In 1896 Mrs. Alice McLellan Birney originated the idea of a congress of mothers in which the care and training of children might be discussed to the end that fuller opportunities for child development might be secured and that parent-hood might be recognized as a profession second to none in importance to humanity.\textsuperscript{2}

As mentioned in Chapter II, Mrs. Birney, with the cooperation and financial assistance of Mrs. Phoebe A. Hearst, called a conference at the national capital which was at-

\textsuperscript{1}Martha Sprague Mason, \textit{Parents and Teachers}, p. 114.

\textsuperscript{2}Elmer S. Holbeck, \textit{Achievements of Parent-Teacher Association}, p. 5.
tended by hundreds of delegates from every section of the United States and was an overwhelming success. So great was the interest in the discussion of childhood and parenthood that in response to a general demand a permanent organization was formed to serve as a bureau of information on child training and welfare. On February 17, 1897, the National Congress of Mothers came into being, with Mrs. Birney as its president. A few years later it was incorporated under the laws of the District of Columbia. So widespread was the appeal of the idea of trained parenthood that within the first year of the existence of the National Congress of Mothers requests came for the organization of state branches, which were subdivided into districts, county councils, local associations and are channels through which the state's policies, methods, information, and inspiration, may be carried to the parent, the teacher, and the citizen, in home, school, church, or community when they come in personal contact with children. 3

The system under which this unique organization holds closely together its membership of more than a million men and women in forty-nine states and territorial branches may be thus briefly summarized.

The Annual Convention.--This is the governing body of

the Congress, and is composed of the board of managers and
a body of voting delegates representing the forty-nine state
and territorial branches.

The Board of Managers.--This board is composed of
national officers and state presidents, together with the
national bureau managers and committee chairmen whom they
elect, and it is authorized to carry on the work of the
Congress between annual conventions.

The Executive Committee.--This committee is the servant
of the board of managers and performs for it such duties as
the board may assign to it, reporting to the board and to the
convention and having no independent authority.

The State Branch.--This is the representative of the
Congress in the state and is pledged to carry out the state
and national objects and policies in its territory.

The County Council.--The council represents the state
branch in the county and carries the work of the Congress to
the individual members in every locality in the county.

The Local Association.--The association unites members
to carry out the plan of the Congress and to promote the
welfare of the children in its own community.

The Individual Member.--Each member belongs directly to
both the state branch and the Congress and is responsible
for the attainment of their objects. 4

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4Martha Sprague Mason, Parents and Teachers, p. 119.
Some of the points mentioned above demand a more detailed explanation, in view of the fact that much confusion often arises in the minds of educators because of experiences with associations assuming the parent-teacher name but operating in entire independence of the principles and regulations of the Congress.\(^5\)

The State Branch

A state congress of parents and teachers is a branch of the National Congress of Parents and Teachers and is usually called a state branch.

It is organized for the purpose of extending parent-teacher influence within its own boundaries and works directly under and in accord with the national organization. According to the national by-laws, the object of a state branch is to promote the objects and interests of the Congress. It is the aim of the state organization to unify and strengthen all interests and forces represented in the individual associations which comprise its membership.

To accomplish its purpose, it is necessary for the state branch to keep in very close touch with its local units. This is done through city, county, and district organization; a central office or headquarters, from which state and national literature is distributed; extension service, through correspondence and personal visits by

\(^5\)Ibid.
officers and field workers; the publication of state bulletin; city, county, and district conferences and state conventions.

In order to be of the best service to its local groups, the state branch keeps in close touch with what the national office, national officers, and chairmen of committees are doing for local associations and acts as a medium of communication between the Congress and its members in the state. It not only carries national and state help to the local members but sends back to the Congress information as to the problems, gains, and important accomplishments of local units.

**When and How Formed.** When a state has at least twenty local groups, representing at least five hundred members belonging to the Congress, it may upon application to the Congress be organized into a state branch. All states except Nevada are now organized.⁶

Hawaii and the District of Columbia have organizations operating the same as state branches.

The organizations of a state branch is usually effected by a national representative, who explains the relationship between the state and the national body, examines the by-laws, presents the aims and purposes of the Congress and its plan of work, makes plain its policies, and in behalf of the

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⁶Martha Sprague Mason, *Parents and Teachers*, p. 137.
national body receives the state into membership. National annual dues in organized states are five cents for each active member.

Many of the state branches, by incorporation under the laws of the state in which they are organized, have effected stable and permanent organizations.

Membership.—The membership of the state branch consists of the members of the local units and such other individual members as may be provided for in the state by-laws. All members of the state branch, whether joining through a local association or as individual members, are also members of the Congress; state or local membership carries with it national membership.

Organisation.—The organization of the state branch is on the same general plan as that of the Congress and has corresponding officers, departments, and standing committees. The state committee chairmen work in connection with and under the direction of the corresponding national chairmen and with them make up the national committees.\(^7\)

The president of the state branch, as soon as elected, becomes a member of the national board of managers, which between annual conventions is the governing board of the Congress. The state is privileged to send its president and

\(^7\)Ibid., p. 136.
three other officers, or their alternates, besides one representative for each thousand members, as delegates to the national convention.

The state branch is entitled to receive and send out the national literature, which is published for free distribution among its members, and to a reasonable amount of service from national field and extension secretaries.

Board of Managers.—The officers, the directors of departments (who, if, the national plan is followed, are vice-presidents), the chairman of standing and special committees, and the district chairmen or county chairmen usually make up the board of managers of the state branch.

The board of managers meets at least once between conventions, and transacts such business as has been referred to it by the convention and such as has been delegated to it by the laws. The filling of vacancies, formulating and carrying out plans of work, and transacting such business of the state branch as may arise between conventions are in general the functions of the board of managers. Some of the smaller states hold board meetings as often as once a month during the school year.  

Executive Committee.—A smaller body, composed of the officers and several members of the board of managers elected by that board, constitute the executive committee, which may

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6Martha Sprague Mason, Parents and Teachers, p. 139.
act for the board of managers between its regular meetings and perform such duties as have been delegated to it by the board; but it cannot rescind the actions of the board managers or of the convention.

**Powers.**—A state branch elects its own officers, adopts its own by-laws, and legislates for its local units, but its constitution, by-laws, governing rules, and policies must harmonize with those of the Congress.

A state branch has the power to determine the amount of state dues and to adopt and execute plans for financing the state work. All individual and local dues for state and national use are sent to the state treasurer, who forwards to the national treasurer the annual dues of five cents for each member of each local organization, ten per cent of the amount received for national life membership.\(^9\)

**State Office.**—Some states have established a central office with a secretary in charge when the general business of the state branch is carried on. From this office the national and state literature and program material, including loan papers, yearbooks, pamphlets, and lists of speakers are sent to the local organization, and in this office all records are kept.\(^10\)

A state office presupposes a permanent, salaried of—

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\(^9\)Ibid., p. 142.

\(^10\)Ibid., p. 142.
office secretary whose knowledge of the work relieves the president, increases efficiency, and erases the break between administrations.

State Bulletin.--Perhaps one of the greatest agencies in developing the state branch is the state bulletin, a publication issued monthly or quarterly during the school year by the state organization and known as the official organ of the state branch. In most states the bulletin carries information of general interest to the members, such as messages from state officers and chairmen, interesting news from local organizations, and associational articles bearing upon child welfare and contributed by authorities on the subjects presented.

A few states finance the bulletin by means of advertisements or by placing the bulletin in the hands of a publishing company, whereas others include the expense in the yearly budget.

Extension Service.--Besides office service some of the states maintain a field secretary, whose duty it is to organize and stimulate local associations; to present the work to interested groups of parents and teachers in colleges, teachers' associations, and schools; and to conduct a general educational campaign throughout the state by means of training classes, institution, and short courses.

Conventions.--The convention is composed of the offi-
cers of the board of managers and voting delegates from local associations, as determined by the state by-laws. In some states life members are allowed to vote at conventions. The meetings are generally open to all members, who are privileged to take part in all discussions pertaining to the work; but only delegates are allowed to vote.

Reports of officers and committees, recommendations and resolutions, elections, and amendments to by-laws must come before the convention for action. With one exception the state convention is held annually. It is held at such time and place as may be decided upon by the convention or by the board of managers. In some states the month is determined by the by-laws.

It is at the convention that the work of the past year is checked, the weak places in the organization or program are formed and strengthened, plans for the succeeding year's work outlined, new personal contacts made, new leaders discovered, and most important of all, a clearer conception and broader vision of aims and purposes gained.

Financing a State Branch.—States having a large membership are supported in the main by membership dues. Other states supplement the fund which comes from membership dues with gifts solicited from interested friends of the

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12Ibid., p. 93.
organization, called benefactors or contributors. Local associations often make special contributions to the state treasury in addition to the annual dues paid by the individual members.

Many states are furnished head-quarters free of charge by city, county, or state departments of education or by state colleges. In a few instances the salary of an executive or field secretary is paid by the extension division of a state college or university.

Cooperating Agencies.—Since the National Congress of Parents and Teachers is primarily interested in the promotion of child welfare in home, school, church, and community and in bringing into closer relation the home and the school, the state branches find it very helpful to form cooperative contacts with other organizations and institutions having similar purpose and programs. Among the most valuable cooperating agencies are the state departments of education, health, agriculture, and labor; the various colleges and universities; and state branches of national organizations concerned in protecting childhood from physical and moral dangers and in building up strong bodies and mentalities.

District Branch

For convenience and for the purpose of making its work

\[13\text{ibid.}, p. 93.\]
more efficient, the state branch may divide itself into districts, each district being organized along the same lines as the state branch and working directly under and in accordance with it. The district holds regular annual conferences made up of its officers, committee chairmen, and delegates from local organizations in the district, at which time reports are made and the general welfare of the district is discussed.

Governig rules for the district are made either by the state convention or by the state board of managers. These must be in conformity to the policies of the National Congress of Parents and Teachers. The chairman, or president, of the district is usually elected by the state convention and may or may not be a state vice president.

The district organization has no jurisdiction over the local groups. It is a body for conference and cooperation only and has no legislative powers.

The district chairmen, or presidents, are members of the state board, and the district board includes as members the leaders of the county councils.

County Councils.--As the membership of the district increases, efficient service frequently demands a subdivision of the district into county councils.15 Perhaps no group

14 Ibid., p. 91.
15 Ibid., p. 85.
in the entire organization has greater opportunities for usefulness than the county council, especially in the largely rural states, where the county is the unit of interest, with its own boards of health, education, and agriculture, its nursing service, and in many cases its traveling library.

The county meetings are more frequent than district meetings, being held three or four times a year, in different sections, so that at least once a year every parent and teacher may attend. Here the local association and study circles (which make up the council) report progress and discuss local problems. One inspirational talk is usually given by an authority on health, education, or some kindred subject. Projects which would be beyond the powers of one local group, such as field days, traveling libraries, health clinics, dental ambulances, new schools, and recreational programs, have been successfully carried through by a group of local units in a county organization.

Local Association

Each of the local associations, or units, is made up of individual parents, teachers, and citizens, who are members of the Congress, obeying the same objections, bound together by the love of childhood which is the soul of the move-

16 Ibid., p. 84.
ment.

All homes and all schools have problems. The logical time to form a local parent-teacher association is when parents and teachers come to realize the need of working together in order to solve the problems which relate to the education of children in the home, the school, and the community. Even if the most normal and satisfactory conditions seem to surround the children of a community, each school needs a parent-teacher association in order that parents and teachers may together study the influence of modern life upon the child, and that they may unitedly go forward toward the next educational goal.

In forming a local association, it is fundamental to success that careful attention be given to the accepted standards of a parent-teacher association (as stated in the national "Handbook"), to by-laws, to the selection of officers and chairmen, and to cooperation with school authorities in planning work.

Leadership.—The duties of a conscientious, far-looking, progressive president are arduous and time-consuming. They should not, as a rule, be assigned to the busy teacher. Parents who have children in school, or citizens without children but with an interest in education, are best qualified to serve as presidents if they possess the essentials of leadership.17

17Ibid., p. 103.
Standing Committees.—The four committees which are needed at once are the ones for building up the membership, planning programs, securing publicity, and attending to the social part of meetings. As interests and activities increase, other committees may be formed.

Executive Committee.—The authority is well distributed if the executive committee consists of the officers of the association, the chairmen of the standing committee, and the principal of the school. The executive committee transacts the business of the association between monthly meetings, thereby preventing long discussions of small items of business at monthly meetings.

Programs.—If vital, timely, and interesting programs are not supplied, the attendance at the meeting will diminish and membership will fall off. Not only must each program be planned with definite ends in view, but the programs of a year must be so tied together that they lead toward an object to which all the efforts of all the members are being directed. It is something definitely accomplished during the year which develops the enthusiasm necessary to undertake the next pressing piece of work.

Speakers.—If speakers are secure for each meeting, their lectures are useless unless they apply to needs of individual children or to a real and a recognized need of the school community, and unless they are used as the basis for
a definite piece of child-welfare work.

**Activities.**—The "Handbook" gives the following "Guide Posts" in planning activities of the local association:

1. Survey local needs.
2. Consult with school authorities when considering an activity which affects the school.
3. Concentrate on a definite goal—one or two main projects for the year.
4. Provide school essentials through public funds.
5. Improve school atmosphere and comfort.
7. Meet emergencies until school funds can be provided.
8. Cooperate (with other organizations) in community improvement.
9. Develop an informed public opinion regarding all that affects the education and welfare of children.

The following types of activities are promoted through local associations:

- Boys and girls organization
- Committee projects
- Community improvement
- Course in parent education
- Curriculum and extra-curriculum activities
- Entertainment (educational or social value)
- Headquarters for the association
- Hospitality to teachers
- Libraries, exhibits, clinics, etc.
- Parent-teacher bookshelves
- Radio programs
- Safety surveys
- School improvement
- School visiting
- School of instruction
- Social gatherings which promotes good fellowship
- Standard association
- Standard school
- Student aid
- Summer round-up
- Vacation projects

**The Social Hour.**—The social hour tends to break down the barriers of reticence and makes it easy for parents.

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**18 National Congress of Parents and Teachers, *A New Force in Education*, p. 37.**
teachers, and school officials to discuss informally their common problems. During this hour there is an opportunity also for members to go over the school building, inspect school exhibits, and become familiar with the environment surrounding the children during school hours. Used to the best advantages this social hour has an indisputable value in developing a pleasant, friendly relationship which is the first step in the accomplishment of a really successful child-welfare program.

Cooperation with School Authorities.--Members should grasp the distinction between operating the schools and cooperating with the schools. An association which is well informed about the objects of the national parent-teacher movement will not make the mistake of interfering with the school curriculum. Construction and not destruction is the watchword of a parent-teacher association.

Dues.--Each local association decides the dues which its members shall pay to the local associations. The amount should be small enough to permit one or more memberships in each family in the school community. It must be large enough to include the per-capita dues required for state and national membership.

Summary

The parent-teacher movement, as organized by the National Congress of Parent and Teachers is a great school for parents and for teachers, with one major object—to know the child.

It is a social experiment in cooperative education, carried on according to a single standard in home, school, and community.

It is a demonstration that not only government but mental, moral, and physical reform must be conducted "by the people for the people," and that prevention by the parents will in time do away with the necessity for cure or correction by the state.

It is an agency through whose means local conditions may be investigated and improved, the value of education and its tools and its skilled administration may be made clear to the public, and the findings of experts in hygiene and child development may be brought within reach of the people who most need the scientific knowledge in their profession of parenthood.

It is a great democracy in which all points of difference, social, racial, religious, and economic, are lost to sight in the united effort to reach a common goal, the welfare of all the children of every state in the union.

The state branch serves the purpose of forming a connecting link between the local units and the Congress; of
spreading the parent-teacher idea throughout the state, even to the smallest and remote communities; of strengthening the local groups and of binding them together for greater service.

This purpose is accomplished by means of a state office, from which is sent out much valuable material; a monthly bulletin which carries the message of the state branch and the Congress to every local club; field service, which provides the personal touch of the work, makes possible the trained leadership, and secures the cooperation of educators; annual state conventions and district, county, and city conferences.
CHAPTER IV

OBJECTIVES AND FUNCTIONS OF THE CONGRESS OF
PARENTS AND TEACHERS

Objectives

I. Child welfare: to promote child welfare in
home, school, church, and community.

II. Home: to raise the standards of home life.

III. Laws: to secure more adequate laws for the
care and protection of women and children.

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

V. Public opinion: to develop between educators
and the general public such united efforts as will
secure for every child the highest advantages in
physical, mental, moral, and spiritual education.¹

Child Welfare

The present form of Congress organization, as briefly
outlined, is the outgrowth of a constantly deepening desire
on the part of its members to put into workable form the
child welfare ideals of that first Congress of Mothers in
1897. It represents the thought and action of thousands
who, during the intervening years, have given themselves
to the task of opening to childhood every available help
for successful living. It is an expression of the interest
of more than a million Congress members in the deep signifi-
cance of the cooperative method in present-day education.

¹National Congress of Parents and Teachers, Parent-
Teacher Manual, p. 4.
The National Congress of Parents and Teachers is organized for one purpose only, to promote the interests of children, individual and collectively. It seeks to discover the methods and principles which will enable parents, teachers, and all other citizens to work together continuously for the improvement of all conditions which affect child life. It is demonstrating that in the field of human activity, cooperation is the keynote of progress.²

The arousing of the public consciousness to the relationship of the three chief sections of the educational unit—the home, the school, and the community. For many years the National Congress of Parents and Teachers has called attention to the importance of an organized effort on the part of these sections to work together with understanding and singleness of purpose for the all-round development of the child.

The relation of the local parent-teacher association to the state and National Congress is not clear to a great many people. The local associations are the National. They are associated in a solid unit with one objective—the welfare of the child—and only as the local associations function and carry out this objective of the National can the National function effectively.

Anyone from the highest to the lowest, who is interested in the child and child welfare, is eligible to membership.

²Martha Sprague Mason, Parents and Teachers, p. 125.
in the parent-teacher association. It is not organized for entertainment nor social advancement. All meet upon a common ground and have a common interest. The child is the pivot upon which all parent-teacher activities swing and all interests converge.

The parent-teacher association touches upon practically all the subjects stressed by various clubs but only in their relation to the child. Unlike the majority of clubs, the parent-teacher association has no elaborate culture program. It first considers the practicalities of life, and aesthetics fall naturally in their proper place. The parent-teacher association is an advocate of beauty, good books, good music, and good pictures. But all these things are considered in their relation to the child as a good or bad influence. The parent-teacher association is a mental primer for uninformed parents on all subjects relating to the child. It is bringing from the home busy mothers who have had no time for clubs, and is awakening in them a sense of the importance of parenthood and the necessity of giving the child things other than mere food, shelter, and clothing.

The parent-teacher association teaches all types of people in a community. It reaches in a way particularly its own, the part of the population, numerically the greatest, which must be inspired with a desire to lift itself before democracy can triumph. Dealing with a group in which reading habits are at a minimum, the rural association becomes
an agency for carrying information, for helping build up standards, for kindling a desire for a richer, fuller life and better material things. The parent-teacher association makes a tremendous contribution in preparing the way for the more intensive work of adult education.

Home

It elevates parenthood to the dignity of a real profession requiring study and preparation. The child study circles within the local parent-teacher association have programs planned to meet every need of the inquiring parent. They are learning to psychoanalyze themselves as parents in an effort to discover the hidden cause of some fault or habit in their children.

The parent-teacher association aspires to educate the parents while the child is young enough to derive the benefit. When the public, which after all is largely made up of fathers and mothers and potential fathers and mothers, manifests the same intelligent interest in the human race that is being lavished on livestock and chickens, then we may realize our ambition—one hundred per cent children.

Education today chiefly concerns itself with the welfare of the child. This embraces a program that will give to every child an opportunity for physical, mental, social, and spiritual growth, and such a program must deal with the whole child

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3National Congress of Parents and Teachers, A New Force in Education, p. 32.
from birth to maturity. The responsibility for this program is upon the home, the school, and the community.

Such is the program of the National Congress, sent out through the channel of national, state, district, and council organizations to the local parent-teacher association which, in the final analysis, is the active agent in carrying forward this great parent-teacher movement; training for the profession of parenthood and the standardizing of education in its three phases of home, school, and community, a program which embraces better homes and schools, better parents and teachers, better children and citizens. Through the channel of national, state, district, and council organization, the local parent-teacher association is kept in touch with the knowledge, the experience, and the service of specialists and other agencies in the field of child welfare.

Laws

The parent-teacher association is non-political. Its members may be politicians, but no political discussion is permitted at its meetings. It does not support individuals, but principles. Its objectives are better homes, efficient parenthood, finer children, and good citizenship. Though non-political, it takes an intelligent interest in laws and law enforcement and supports any law that will be to the

4Ibid., p. 33.
child's advantage.  

Cooperation

The parent-teacher association also establishes that home and school partnership and the medium necessary for establishing a unity in educational standards. It develops cooperation among the patrons and gives them a better understanding of the school system and its needs. It brings to the teacher the viewpoint of the home and the sympathetic appreciation of parents. It broadens the vision and presents a challenge for trained parenthood. It enables parents, teachers, and others interested in youth to declare their interdependence and to unite their forces in intelligent effort.

The National Handbook summarizes the functions of the local parent-teacher association as follows:

1. To form a partnership of home and school.
2. To establish cooperation among parents.
3. To promote an understanding of school standards and activities.
4. To understand, interpret, and support the school system.
5. To develop programs and study courses on child welfare.
6. To train for the profession of parenthood.
7. To develop activities: constructive, preventive, protective.
8. To prevent mistakes and misunderstandings.
10. To secure cooperation with other organizations.
11. To develop informed members and efficient leaders.

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To build a united community, state, and nation.\textsuperscript{6}

When the child goes to school there are many problems which home and school together must adjust if there is to be educational unity in his life.

**Parental Education.** An important element in effective cooperation is parental education, in order that fathers and mothers in the home may work intelligently with those trained for teaching in the school, as well as with other experts dealing with children along the lines of health, recreation, safety and thrift, art, and religion.\textsuperscript{7} Therefore the Congress program is directed toward securing the following ends:

In every home in America, intelligent, trained parents alive to their responsibilities.

Organized facilities for the education of parents, and such a recognition of the profession of parenthood as shall influence men and women to fit themselves by study and training for this most important field of public service, the development of the coming generations.

Such an awakening of the nation to a realization of the fundamental value of home care and training—mental, moral, and physical—as will make an ignorant parent as

\textsuperscript{6}National Congress of Parents and Teachers, *A New Force in Education*, p. 34.

\textsuperscript{7}National Congress of Parents and Teachers, *Parent-Teacher Manual*, p. 21.
discreditable to his or her profession as an ignorant doctor, lawyer, or teacher.

Public Opinion

Cooperation in Physical Education.--If physical education in the schools is to be efficient, it must be based upon and supplemented by physical training in the home. Otherwise no school health program, however complete in its self, can produce results commensurate with the same time, money, and effort involved. It is often impossible for the school to repair the damage wrought by years of neglect and mismanagement at home, and to erect a permanent structure of good health upon an unsound foundation.

The physically handicapped child increases the cost of the school to the whole community. The pupil who comes to school undernourished, with faulty vision or hearing, with defective teeth, or with other physical ills which unfit him for school work, brings with him a bill of expense to the taxpayers which would probably never have been incurred had his parents been educated to know and to apply the scientific principles underlying the care and feeding of children from birth. 8

The system of physical education which is coming generally into use in the public schools is a good one, founded both on sound medical knowledge and on an understanding of

8 Martha Sprague Mason, Parents and Teachers, p. 127.
child psychology. All that is needed is to drive it back into the home, connect it with the excellent system of infant hygiene already in widespread operation, and keep home and school in close contact throughout the school life of the child. "Prevention rather than cure" is a slogan which should appeal to any parent worthy of the name.

In the parent-teacher association, with its supplementary pre-school associations and study circles, is found the only effective means of securing an all-the-year-round health schedule by which permanent health habits may be established through the recognition by parents, teachers, and children that the health standards of home and school should be the same.

Cooperation in Mental Education.—In training the mind of the child the home again is first in the field and is a valuable co-worker when the school age is reached. Primary teachers agree that the pre-school acquirements of observation and attention, a good vocabulary, and a trained hand and memory would immeasurably lighten their burden in the first trying months of each school year. Yet under the present conditions those four precious, golden "memory years" are largely wasted, for, as Dr. Arnold Gesell says, the most neglected child of today is the child between two and six.

Here, too, the parent-teacher association has its part.

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to play. The parents who, left to their own initiative, would doubt their ability or their leisure to undertake the duty of home teaching, will be encouraged by the magic of "together" and will carry from the pre-school association or study circle the inspiration to attempt what had seemed the impossible.

As a child proceeds in school through the grades and the high school there is no less need of cooperation if the best mental growth is to be assured. It becomes the business of the home to know the school program and to give it every opportunity to function successfully. There is an appalling discrepancy between the home and the school life of the average boy and girl.

Cooperation in Character Education.—Character education, which begins in the school, begins six years too late. It must go back even beyond the child in the home. It must begin with the parents.\textsuperscript{10} If the home-teachers differ radically from the school-teachers as to what constitutes honor, truth, justice and civic righteousness, what sort of ideals may we look for in the child who is trained under such a double standard? Children come to the school with a preliminary equipment of character built up by home training in the more impressionable years, and with this character, modified by possibly ten years of so-called "education", they go out into

\textsuperscript{10}ibid., p. 7.
the community, eventually to found homes in their turn and to carry into them whatever in their learning has related itself to life as they must live it.\textsuperscript{11}

\textbf{The Community.--}Children are educated not by the home alone, nor by the school alone, nor by both combined. For five hours of five days of a week, for at most nine months of the year, the department of public instruction directs their education. As a liberal allowance, twelve or fourteen hours a day of the child's life may be set aside as belonging to the home. Even during the school year this leaves five hours a day, exclusive of holidays, in which the great school of the street is in operation. Here the child, of what-\textsuperscript{ever} age, meets the wider social forces--public opinion as represented by playmates or by the gang; sports, organized or unorganized; the motion picture; the news stand; and later the dance hall and the automobile. The teacher in home or in school who fails to reckon with these forces fails utterly in the understanding of his duty and opportunity.

The child develops through home membership and school membership into citizenship, and the community is vitally concerned in the quality of citizen that is produced for its service. It is therefore the responsibility of the community to offer the right kind of education and environment. Sanitary housing, law observance, recreation, entertainment, re-

\textsuperscript{11}Martha Sprague Mason, \textit{Parents and Teachers}, p. 131.
ligion, civic duty, are matters in which, through the force of example, every citizen is a teacher, and in which he requires the assistance of all the constructive elements of the social organization in city or country.

Only by means of the close association and agreement of parents, teachers, and citizens can the ideal community be created and maintained. Without a clear recognition of the need of a systematic combination of these three factors in education there is little reason to hope for the improvement in the present situation. The results obtained where this combination has been effected through a well organized and wisely conducted parent-teacher association have given promise of a future wherein education may be carried on as a unit in home, school, community, and wherein the child may develop as a physical, mental, and moral entity.
CHAPTER V

ACHIEVEMENTS OF THE PARENT-TEACHERS ASSOCIATION
IN THE THIRTEENTH DISTRICT CONGRESS OF PARENTS
AND TEACHERS IN TEXAS

National and state committees have been set up in various fields of parent-teacher interest. These committees offer assistance to parent-teacher associations in enriching their program of work. Suggested activities and projects are presented to local associations, from which a selection of activities and projects may be made, a program planned, or a committee or study group formed. These suggestions may stimulate interest in the subject and lead to the initiation of activities especially adapted to each community.

During the year 1937-1938 the national and state committees suggested twenty-four activities and projects as an aid to the local associations in arranging a program of work that was best adapted to each community. Since the local associations organized committees and worked on a program from the suggested list, I shall discuss the work done by the thirteenth district on each project.

There are at present 138 local associations in the thirteenth district. From a recent survey I have received reports from ninety-four of the local associations. The
work done by the district on the different activities and projects will be determined from these reports.

We have at the head of the district a president, seven vice presidents, a recording secretary, corresponding secretary, and publicity secretary, and a chairman at the head of each project whose duty it is to advise with the committees of the local associations on the projects over which she has charge. Through this plan the work on the projects which I shall discuss in this chapter is carried on.

Art

The chairman of the art division encourages the local associations to make art as vital as possible by making it practical. This may be done by cooperating with the art department in the school; by sponsoring exhibits in poster designs for membership drives, etc., by stimulating pride in a school garden and in good pictures for the class rooms, by helping improve streets, parks, and civic buildings, by eradicating billboards and in their place develop roadside beauty, by having a series of talks on art in the home and school, emphasizing especially beauty in everyday life, color, dress problems, interior decorations, and landscape gardening. Also by sponsoring classes in education in art for adult leisure. Include classes on design painting from the figure, dress design, interiors, making mantains and draperies, hooked rugs, quilts, wood working, metal working,
weaving, and pottery. Principles of art may be demonstrated in the management of notices on bulletin board, arrangement of speakers' table, color and form in flower grouping. ¹

Last year twenty-five of the ninety-four local associations that reported to me worked on some of the different phases of art. Six associations out of the twenty-five organized committees to supervise and help do the work.

**Character Education**

Under the direction of the district chairman on character education, the local association is urged to work on this particular subject. Instruction is given to first study the community to ascertain the agencies that are positive or helpful, negative or hurtful. Present the results of this study to the association at some future meeting. Study all committee and department activities of the parent-teacher association and note if the program is built on the actual needs of the community and whether the plans of the committees are in harmony with the community agencies. Second, promote active interest in the character building agencies of the community, as school, church, playground, library, boy and girl organizations. Third, secure active cooperation in one suggested project and carry it to a definite point this year. Fourth, cultivate heartiest coopera-

tion of all agencies which are developing the character
tastes for your community.²

Of the ninety-four reports from the local association,
forty-eight worked on the character education. One commit-
tee was organized by the local units.

Child Hygiene

The local units are asked to encourage education on
parental and infant care and cooperate in community efforts
to secure adequate medical and nursing service for all pros-
spective mothers during pregnancy, and at delivery with pro-
visions by the community for those unable to pay. Second,
to cooperate in the Summer Round-Up campaign and organize
group study on the health of the preschool child. Third, to
promote immunization through group study and through coopera-
tion with medical and public health efforts in the community.
Fourth, ascertain whether community is adequately protected
by trained public health workers to insure sanitation, safe
milk and water supply, food inspection, and contagious
disease control. Where weakness in public regulations or
personnel are found, work to secure proper organization and
public support. Fifth, determine whether the school safe-
guards the health of children through (a) clean and safe
buildings and grounds, (b) medical and dental examinations,

²Ibid., p. 7.
(c) nursing service, (d) requirements of medical examinations for entrance into competitive games and other activities involving strain. Follow up with efforts to fill needs discovered. Sixth, promote tuberculin testing of children particularly in the adolescent years. See that such testing is followed by X-rays of reactors, and proper referral for care.3

Of the ninety-four reports from local associations, fifty-two units took active part in the work of Child Hygiene. Ten of the fifty-two units organized committees on the study of Child Hygiene.

The Exceptional Child

The local associations are asked to render all possible service to that special group of children classified as follows:

a. The gifted

b. The physically handicapped
   (1) Blind and partially seeing
   (2) Deaf and the hard of hearing
   (3) Crippled
   (4) Speech defectives

c. The mentally handicapped

d. The socially maladjusted or behavior problem case

3Ibid., p. 8.
Second, aim toward the objectives of the committee: prevention of handicaps, physical restoration, special education, and vocational guidance. Third, work cooperatively with other congress committees. The committees on legislation, school education, parent education, summer round-up, student aid, and program are specially indicated.  

Of the ninety-four local associations that sent a report, only seventeen were interested in making a study of the exceptional child. Only one unit organized a committee to study the exceptional child.

**Founders' Day**

The celebration of Founders' Day February 17, begun in 1910, offers an opportunity to every local unit to: stress the purpose of the parent-teacher work and emphasize the ideals and inspiration of the founders through the study of the movement; to create an interest in the parent-teacher membership; to present the achievement of the organization; to emphasize the nationwide responsibility of every individual to every child; and to share in the extension of the parent-teacher work in the state, nation, and the world.

Seventy-three of the ninety-four local associations arranged for a Founders' Day program. Twenty of the seventy-three organized committees for the program.

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4Ibid., p. 9.
Home Education

Home education is realized by few. It is the total experiences of a whole family, including the reading of books. The local association should arrange a library containing books of interest for children and adults. Projects should be arranged for the home such as story telling, nature walks, trips to interesting places, etc.\(^5\)

Forty-four of the ninety-four local units worked on home education. Seven of the forty-four organized committees to work on home education.

Homemaking

The local associations are encouraged to work for family solidarity (a) encouraging family recreation at minimum cost; (b) by sponsoring member participation in home responsibilities; (c) assisting to create wholesome attitudes of older children toward younger members of the family and vice versa, and of all children toward aged people and household employees. Interest parents in vocational possibilities. Increase home interest in (a) well balanced lunches, making school lunches function as a guide to pupils in proper selection and service of food; (b) value in home gardening in providing foods; (c) healthful and attractive houses; (d) provision for adequate rest and recreation. In-

\(^5\)Ibid., p. 11.
crease interest in simple, healthful clothing.

Twenty-nine of the ninety-four local associations worked the various phases of homemaking. One of the twenty-five organized a committee to encourage homemaking.

**Humane Education**

The purpose of the humane education is to discourage cruelty to dumb animals such as rodeos, dog fights, trained animal shows, and similar objectionable exhibitions that may affect the standards of the community.

Only eight of the ninety-four took active steps in the encouragement of humane education. One of the five organized a committee to aid in the humane education.

**Legislation**

The purpose of legislation in the program is to find out the needs of the school and its program that require legislation and urge the legislature to enact the laws.

Fourteen of the ninety-four encouraged some form of legislation. Nine of the thirteen local units organized committees to investigate and aid in the encouragement of some form of legislation. In 1937 the Congress of Texas encouraged legislation on strengthening drivers licenses.⁶ They also encouraged legislation making it possible for Texas to take

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advantage of the social security appropriations for dependent children and the blind.

Library Service

If the community has a public library it is the duty of the local association to find the needs of the library and encourage the community to make the best possible use of the library facilities. If there is no public library the local association may secure the help of the state Congress chairman of library service.\(^7\)

Thirty-five of the ninety-four local units that made reports aided their community in library service. Sixteen of the thirty local units organized committees to aid in the enrichment of the library.

Mental Hygiene

Twenty of the ninety-four local districts worked on the subject of mental health of both children and adults. Four of the twenty-organized committees for the purpose of studying and aiding in the work of mental hygiene.

Motion Pictures

The motion picture in the school is to aid in visual education for the pupils and also the adults.\(^8\)

\(^7\)National Congress of Parents and Teachers, Parent-Teacher Manual, p. 17.

\(^8\)Ibid., p. 19.
Twenty-seven of the units that reported worked on the promotion of motion pictures. Nine of the twenty-seven local units organized committees to take charge of and aid in the promotion of the motion pictures.

Music

The object of music in the program is to promote good music interest in the home through family participation. The practice and study of music should be included in the school curriculum. Assembly singing, rhythmic response from little children, and local music clubs should be encouraged.

Of the ninety-four local associations that made reports forty-nine worked on and encouraged music in the school and community. Fifteen of the forty-eight local units organized committees for the purpose of enriching the music in the school and community.

Parent Education

Parent education is reached through study groups, summer round-up, using school lunch rooms, parents' bookshelf, community lectures on aspects of parent education and child development, and the exhibits of good housing in relation to child development; toys, games and occupations for children, etc.

Fifty-three of the ninety-four local associations that made reports worked on parent education. Twenty-six of the
fifty-three local units organized committees for the purpose of promoting parent education.

Radio Education

In order to build up interest in radio education, the local associations are encouraged to special programs on the subject of radio for children and for the Parent-Teacher meetings, interest local educational leaders on the value of radio programs in the schools, encourage local authorities to supply the school with radio equipment.

Of the ninety-four reports from local associations, thirty-seven local units worked on radio education. Of the thirty-seven local units twenty-six organized committees to encourage and work on radio education.

Recreation

Make opportunities for interesting recreation activities for all ages all year around. Select a local committee of either three or five members, either official or private, to sponsor and develop such a program. Conduct meetings on the importance of recreation in childhood, youth, and adult life.

Forty-eight of the ninety-four local associations that sent in reports worked on the problem of recreation. Of the forty-eight, twenty of the local units organized committees to promote recreation in their community.
Safety

The elementary school associations should (a) sponsor school safety organizations (junior safety councils, standard school boy patrols), (b) secure proper markings for streets approaching schools, (c) arrange discussions of home safety during October.

The school associations should (a) encourage strict observance of the laws governing the age at which young people may drive motor cars, (b) secure proper markings for streets approaching schools, (c) arrange discussions of home safety during October.10

Fifty-five of the ninety-four local associations that sent in a report took active steps in working on the problem of safety. Of the fifty-five local units, eleven organized committees for promoting safety.

School Education

Local associations should (a) study public schools and inform citizens on the history, administration, and support of the schools, (b) plan a study on sources of school revenue and the extent of state school support, (c) learn the need of legislation for the school, (d) conduct a "Know Your School" campaign, (e) promote programs for physical and health education, (f) aid in the protection of teachers

10Ibid., p. 24.
through sound retirement and tenure laws, (g) sponsor a fellowship dinner for parent and teachers.\textsuperscript{11}

Thirty-one of the ninety-four local associations that made a report participated in school education. Of the thirty-one local units, six organized committees for the purpose of promoting school education.

\textbf{Social Hygiene}

The local association should aid in getting good social hygiene books—secure their purchase by the library or have friends give one or more to the library. Stimulate interest in providing youth with sound reading material on love, courtships, marriage, and where feasible, foster lecture and discussion groups on these topics. Encourage home-school guidance of boy-girl conduct problems.\textsuperscript{12}

Twenty-six of the ninety-four local associations that sent in a report worked on social education. Of the twenty-six, six organized committees for the purpose of promoting social hygiene.

\textbf{Student Aid}

The local associations are asked to make a study of the different types of aid—loan, scholarship or any other aid. Help keep pupils in school by assisting them in locating

\textsuperscript{11}Ibid., p. 25.

\textsuperscript{12}Ibid., p. 26.
money or part time work. Keep up with the pupil that is being helped to see if he is doing good work.

Nineteen of the ninety-four local associations that sent in a report worked on student aid. Of the seventeen local units, twelve organized committees for promoting student aid.

Safety of the Use and Effect of Alcohol and Narcotics

Obtain publications on this subject. Promote study and discussion. Be informed about legislation on the subject—local, state, and national. Know the laws in your state concerning teaching this subject in the public schools. Aid community organizations on the subject if desirable. 13

Twenty of the ninety local associations worked on the subject. Of the twenty, one local unit organized a committee to aid in promoting the subject.

Summer Round-Up

Make a survey to ascertain what health agencies and organizations are at work in the community, and what is being done by each with a view to secure their interest and cooperation. Arrange an exhibit of books and pamphlets on various phases of health education. Include National Parent-Teacher Magazine. Encourage formation of study

13 Ibid., p. 28.
groups among parents during Round-Up. Participate in May Day observance.\textsuperscript{14}

Forty-one of the ninety-four local associations participated in the summer round-up. Of the forty-one, twenty-six units organized committees to promote the Round-Up.

\textbf{THE TEXAS CONGRESS OF PARENTS AND TEACHERS}\textsuperscript{15}

\textit{Austin, Texas}

\textbf{District No. 13}

\begin{tabular}{l}
Number of Counties \hfill 14 \\
Number of Congress Units \hfill 138 \hfill Gain \hfill 5 \\
Membership as of April 1, 1937 \hfill 6096 \hfill Gain \hfill 528 \\
Life Memberships for 1937 \hfill 3 \\
Endowment Fund for 1937 \hfill $76.66 \\
State Birthday Gifts for 1937 \hfill $78.00 \\
Founders' Day Gifts for 1937 \hfill $73.50 \\
Number of City Councils \hfill 3 \hfill Gain \hfill 1 \\
Number of County Councils \hfill 10 \hfill Gain \hfill 1 \\
\end{tabular}

\textsuperscript{14}\textit{Ibid.}, p. 29.
TABLE 2
PERCENTAGE OF ASSOCIATIONS THAT ORGANIZED
COMMITTEES AND WORKED ON THE ACTIVITIES
AND PROJECTS

<table>
<thead>
<tr>
<th>Activities and Projects</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 20 30 40 50 60 70 80 90 100</td>
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<tr>
<td>Alcohol and Narcotics study of use and effects of</td>
<td>a</td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Character education</td>
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<tr>
<td>Child hygiene</td>
<td></td>
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<tr>
<td>Exceptional child</td>
<td></td>
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<tr>
<td>Founders' Day</td>
<td></td>
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<tr>
<td>Home education</td>
<td></td>
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<tr>
<td>Homemaking</td>
<td></td>
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<tr>
<td>Humane education</td>
<td></td>
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<tr>
<td>International relations</td>
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<td>Juvenile protection</td>
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<td>Legislation</td>
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<tr>
<td>Library service</td>
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<tr>
<td>Mental Hygiene</td>
<td></td>
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<tr>
<td>Motion pictures and visual education</td>
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<tr>
<td>Music</td>
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<tr>
<td>Parent education</td>
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<tr>
<td>Radio</td>
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<tr>
<td>Recreation</td>
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<td>Safety</td>
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<tr>
<td>School education</td>
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<tr>
<td>School hygiene</td>
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<tr>
<td>Student aid</td>
<td></td>
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<tr>
<td>Summer Round-Up</td>
<td></td>
</tr>
</tbody>
</table>

The graph line in red shows the per cent of local associations in district thirteen of Texas that organized committees on the activity or project.

The graph line in black shows the per cent of local associations in district thirteen that worked on the activity or project.
### TABLE 3
NUMBER OF SCHOOL UNITS AND NUMBER OF LOCAL ASSOCIATIONS

<table>
<thead>
<tr>
<th>Counties</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clay</td>
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<td>Young</td>
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<td>Jack</td>
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<td>Montague</td>
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<td>Wilbarger</td>
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<tr>
<td>Wichita</td>
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<tr>
<td>Archer</td>
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<tr>
<td>Baylor</td>
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<td>Throckmorton</td>
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<tr>
<td>Knox</td>
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<tr>
<td>Wise</td>
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<td></td>
</tr>
<tr>
<td>Haskell</td>
<td></td>
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</tr>
</tbody>
</table>

- The graph line in red represents the number of local Parent-Teacher Associations in the county.
- The graph line in black represents the number of local school units in the county.

16 Reports from district supervisor, county, and city superintendents. Taken from reports of Mrs. T. R. Odell, President of thirteenth district of Congress of Parents and Teachers of Texas.
CHAPTER VI

SUMMARY AND CONCLUSIONS

The Thirteenth District of the Congress of Parents and Teachers of Texas, being a branch of the Texas Congress which in turn is a branch of the National Congress of Parents and Teachers Association, is subject to the by laws of the National Association. It, therefore, depends upon the State and National Associations for instructions and suggestions. All have the same purpose in view—to carry out the same functions and objectives.

The national and state committees have set up a list of suggested activities and projects from which local associations make selections in arranging their program of work. This keeps a systematic arrangement of work for all the local associations in the United States. The work of the local associations will vary because the needs of the different communities are not the same.

A study of the thirteenth district of Parents and Teachers of Texas shows that no one school worked on all of the suggested activities and projects, but each association worked on the ones that were needed most by its community. All the work done last year, according to reports made to Mrs. T. R. Odell, were selected from the list set out by the national and state committees. This data were taken from
### Table 4

**Work of the Thirteenth District on the Activities and Projects**

<table>
<thead>
<tr>
<th>Activities and Projects</th>
<th>Worked By Local Associations</th>
<th>Units Organized Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Alcohol and Narcotics, Study of Use and Effects</td>
<td>20</td>
<td>21.3</td>
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<tr>
<td>Art</td>
<td>25</td>
<td>25.6</td>
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<tr>
<td>Character Education</td>
<td>48</td>
<td>51.1</td>
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<tr>
<td>Child Hygiene</td>
<td>52</td>
<td>55.3</td>
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<td>17</td>
<td>18.2</td>
</tr>
<tr>
<td>Founders Day</td>
<td>75</td>
<td>77.7</td>
</tr>
<tr>
<td>Home Education</td>
<td>44</td>
<td>46.8</td>
</tr>
<tr>
<td>Home Making</td>
<td>29</td>
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<td>8</td>
<td>8.5</td>
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<td>International Relations</td>
<td>9</td>
<td>9.5</td>
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<td>Juvenile Protection</td>
<td>23</td>
<td>24.5</td>
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<td>Legislation</td>
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<td>14.6</td>
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<td>51.9</td>
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<td>21.3</td>
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<td>Motion Pictures and Visual Education</td>
<td>27</td>
<td>28.7</td>
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<tr>
<td>Music</td>
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<td>52.1</td>
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<td>56.4</td>
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<td>39.4</td>
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<td>27.7</td>
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<tr>
<td>Student Aid</td>
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<td>20.2</td>
</tr>
<tr>
<td>Summer Round-Up</td>
<td>41</td>
<td>43.6</td>
</tr>
</tbody>
</table>

Reports made by ninety-four local associations in the thirteenth district of Congress of Parents and Teachers of Texas. This list consists of twenty-four different activities and projects.

Table 4 shows the extent of work of the thirteenth dis-
trict on the activities and projects by the local associations.

The work above is not high in percentage in the number of local associations that took active part in any one activity or project; but, since there were so many activities and projects to select a program from and all of the activities and projects show to have been selected by some school, the table above shows a splendid piece of work for the school year 1937-38 by the thirteenth district of Congress of Parents and Teachers of Texas.

Of the reports from ninety-four local associations, five were to aid high schools, thirty-three were to aid elementary schools, and fifty-six were to aid the combined elementary and high schools. Seventy-two of the local associations had a member or members who took some phase of parent-teacher training.

According to reports from county superintendents, city superintendents, and our district supervisor, Mr. Warner J. Rasco, there are three hundred eighty-seven school units in the twelve counties of the thirteenth district of Congress of Parents and Teachers of Texas. According to data received from Mrs. T. R. Odell, president of the thirteenth district of the Congress of Parents and Teachers of Texas, there are one hundred twenty-six local associations in the twelve counties, which shows that thirty-two and six tenths per cent of the school units of the thirteenth district have a parent-
teacher association organized.
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