A STUDY OF HOME-SCHOOL-COMMUNITY RELATIONSHIPS
IN TEXAS SCHOOLS

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A STUDY OF HOME-SCHOOL-COMMUNITY RELATIONSHIPS
IN TEXAS SCHOOLS

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CHAPTER I

INTRODUCTION

Statement and Purpose of the Problem

The problem of this study is to determine to what apparent extent schools use the recommendations of educators in promoting home-school-community relations. An effort is made to ascertain the status of home-school-community relations, and to evaluate the findings and methods of promoting these relations.

An Explanation of Terms

In order to understand the problem more clearly, it is necessary to know the meaning accorded various terms used in the discussions. The term "home" is interpreted to mean the place of sleep, sustenance, health restoration, the mores, family traditions, morale, the radio, and its many occasions for re-living adaptations, and regeneration.1

The phrase "public school" means an organized institution with the specific purpose to guard, cherish, advance, and make available in the life of the coming generations, the

1William A. Yeager, Home-School-Community Relations, p. 119.
funded and growing wisdom, knowledge, and aspirations of the race.\(^2\)

Olsen defines "community" as

(1) a population aggregate, (2) inhabiting a contiguous territory, (3) integrated through past experiences, (4) possessing a number of basic service institutions, (5) conscious of its unity, and (6) able to act in a corporate capacity in meeting recurring life crises.\(^3\)

A "local community" is the service area of the school -- the village, town, or city, the township, parish, or county.

"Home-school-community relations" may be defined as the development of those rightful relationships which should exist between the home, the school, and the community. It concerns all phases of living where the educational and social welfare of childhood, youth, and adult life are concerned. Home-school-community relations should be a cooperative enterprise.

Scope and Limitation of Study

The problem was limited to a survey of seventy-five teachers who were employed during 1946-1947 in the public school systems of Texas and who attended North Texas State College during the summer of 1947. The elements of the problem are many, but the present study was limited to items

\(^2\)Ibid., p. ix.

\(^3\)Edward G. Olsen, School and Community, pp. 43-44.
contained in the questionnaire. A copy of the questionnaire is found in the Appendix of this study.

Sources of Data

The information used in this evaluation was obtained from two sources, primary and secondary. Primary sources included interviews with seventy-five teachers who attended North Texas State College during the summer of 1947. Secondary sources included books, periodicals, and other educational literature.

Treatment of Data

The data for the study were obtained by interview questionnaire. The writer interviewed seventy-five teachers who were employed in the schools of Texas and who were attending North Texas State College during the summer of 1947. Information obtained from this source was related to the main concept of home-school-community relationships.

The data for this study are organized in five chapters. Chapter I offers the statement and purpose of the problem, an explanation of terms, scope and limitation of the study, sources of the data, and the treatment of the data.

Chapter II contains a review of literature relative to home-school-community relations. Criteria to determine the effectiveness of a program of home-school-community relations based upon the recommendations of various educators are included.
Chapter III deals with the analysis of certain methods and procedures used by schools in promoting home-school-community relations as reported on the questionnaires. The results obtained from the questionnaires and interviews are discussed.

Chapter IV is a comparative study of twenty-four specific recommendations or opinions stated by authorities regarding home-school-community relationships and the findings on the same items which were obtained from interviews with seventy-five teachers in Texas. In other words, Chapter IV is a comparison of data contained in Chapter II and information included in Chapter III of the present study.

Chapter V is a summary of the study. The conclusions reached as a result of the investigation, and some suggestions and recommendations for promoting home-school-community relations are also included.
CHAPTER II

RECOMMENDATIONS OF CERTAIN EDUCATORS RELATIVE TO VARIOUS ASPECTS OF HOME-SCHOOL-COMMUNITY RELATIONSHIPS

Much has been written within the past few years about a modern educational project -- the community school. This program is the product of co-operative home-school-community relationships. It represents the results obtained when the school assumes leadership and integrates its program with the activities of the home and the resources and agencies of the community. The following phases of the program have been investigated in a review of literature and are discussed in the succeeding pages: initiation of the home-school-community relationship concept; principles underlying the program; objectives and desirable outcomes to be expected; predecessors of the modern program; and the role of the home, the school, and the community.

Initiation of the Home-School-Community Concept

The recent World War tended to make America community conscious. 1 A well-defined movement toward making the school

1 Florence C. Bingham, Editor, Community Life in a Democracy, p. vii.
the center of this recently-emphasized community life has been in evidence during the last two decades. During this time, the home was given a great amount of consideration, and the result was the co-operative home-school-community relationships program.

Clapp says that this movement has produced a community school which is a function and not a system. Since it is a joint production emerging from living and learning experiences of both children and adults, it is "shaped and guided by many events, as well as by ideas and purposes, and by the feelings and responses of a large number of people, above all by the desires and needs of the people whose school it is."4

The schools that once were book-centered, then child-centered, and now life-centered are discovering vital curriculum materials in the community's resources and agencies.5 Such procedure coincides with the philosophy of Evelyn Dewey, who says that in order to make the school a real part of the community, curricula must "make use of the environment of the children"6 as the starting point of education.

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3Elsie Ripley Clapp, Community Schools in Action, p. x.

4Ibid., p. 124.


6Evelyn Dewey, New Schools for Old, p. 323.
Kilpatrick emphasized this concept when he wrote:

If our youth are to learn democracy, they must live democracy. That is home and school and club life must be run democratically, must afford such a life of acting on thinking, such shared thinking and co-operative acting, as makes abundant use of democratic attitudes and democratic practices.\(^7\)

In agreement, Carleton Washburne suggests that "children who come into the schoolhouse to learn must leave the schoolhouse to learn -- they must find in the outside world the stuff that makes education real."\(^8\)

If many leading educators' predictions are true, the schools of the future will be built upon desirable home-school-community relationships. The curriculum will be formulated out of realistic problems inherent in everyday experiences and will be designed to meet the needs that are uppermost in present-day American life.

Principles Underlying the Program

General principles underlying the home-school-community relationships program include the following concepts:

1. School children should have opportunities to participate in worth-while community experiences, in order to develop social competence.\(^9\)

\(^7\)William H. Kilpatrick, *Group Education for a Democracy*, p. 106.


2. Parents should continuously and continually co-operate with teachers in understanding the child and formulating an educational program that is effective.\textsuperscript{10}

3. The school should encourage and aid in organizing a parent-teacher association through which home-school-community relations will be strengthened.\textsuperscript{11}

4. The school building should be the hub of community life -- it should be used as the educational, cultural, and recreational center.\textsuperscript{12}

5. The school should be available at all times for adult and youth activities -- after-school hours, vacation periods, Saturdays, and Sundays.\textsuperscript{13}

6. Citizens should be encouraged to use the school library -- "a realistic avenue for interrelationships between the school and its patrons."\textsuperscript{14}

7. School facilities should be operated beyond school hours as community centers.\textsuperscript{15}


\textsuperscript{11}Yesager, \textit{op. cit.}, p. 352.

\textsuperscript{12}National Conference on Prevention and Control of Juvenile Delinquency, \textit{School and Teacher Responsibilities}, pp. 22-23.

\textsuperscript{13}\textit{Ibid.}, p. 23.

\textsuperscript{14}Henry J. Otto, \textit{Elementary School Organization and Administration}, p. 463.

\textsuperscript{15}National Conference on Prevention and Control of Juvenile Delinquency, \textit{Recreation for Youth}, p. 6.
8. Teachers should have responsibilities outside the classroom, through membership in out-of-school organizations.\textsuperscript{16}

9. Each teacher should become a legal resident of the community.\textsuperscript{17}

10. The school should offer adult education opportunities.\textsuperscript{18}

11. Health examinations are to be interpreted as an educative process as well as a means for determining the need for medical care and should be an integral part of every school program.\textsuperscript{19}

12. The local community should be used as community material and activities.\textsuperscript{20}

13. The entire community population should be included in community programs of education, cultural and social life, recreation, health, and other major community interests.\textsuperscript{21}

14. The community survey is an effective means for promoting home-school-community relationships.\textsuperscript{22}

\textsuperscript{16}William H. Kilpatrick, Editor, \textit{The Teacher and Society}, p. 231.

\textsuperscript{17}Olsen, \textit{op. cit.}, p. 395. \textsuperscript{18}Yeager, \textit{op. cit.}, p. 10.

\textsuperscript{19}Otto, \textit{op. cit.}, p. 399.

\textsuperscript{20}William H. Kilpatrick, \textit{The Educational Frontier}, pp. 318-319.


\textsuperscript{22}Otto, \textit{op. cit.}, p. 489.
15. Regular and special neighborhood community nights contribute to home-school-community relationships.\textsuperscript{23}

16. Youth organizations, generally including Boy Scouts, Junior Red Cross, Girl Scouts, Camp Fire Girls, and Girl Reserves, provide opportunity for home-school-community relationships.\textsuperscript{24}

17. A visiting teacher or nurse can be a valuable channel for interpreting the school to parents.\textsuperscript{25}

18. Classroom teachers should visit the pupils' homes in order to understand the children better and to inform the parents about the school.\textsuperscript{26}

19. Parents should visit the school for conferences and for watching the school in action.\textsuperscript{27}

20. The homes should be informed about the child's school work by means of letters, cards, reports, or telephone calls.\textsuperscript{28}

21. All appropriate techniques for effectively relating the school with the community should be utilized -- resource visitors, surveys, service projects, and similar activities.\textsuperscript{29}


\textsuperscript{24}Otto, \textit{op. cit.}, p. 488. \hspace{1cm} \textsuperscript{25}Ibid., p. 477.

\textsuperscript{26}Ibid. \hspace{1cm} \textsuperscript{27}Ibid., p. 478.

\textsuperscript{28}Ibid., p. 488. \hspace{1cm} \textsuperscript{29}Olsen, \textit{op. cit.}, p. viii.
22. The school, lay groups, and commercial recreational groups should co-operate in providing desirable and adequate recreation for children and adults.  

23. Recreation is a positive force in the life of every individual; it is the responsibility of every community to provide facilities and activities for meeting the recreational needs of all youth, regardless of race, creed, or economic status.  

24. Year-round recreational programs should be provided in the community.  

Objectives and Desirable Outcomes

Objectives. -- The home-school-community program is designed to replace a curriculum which has contained too few activities or areas which deal primarily with the really vital problems that offer a present-day challenge. The life-centered program aims to provide for an intellectual type of study and learning, along with activities for doing something about the things that are learned. The objectives may be summed up under three headings: the development of competence, social motivation, and social skills.

\[30\] National Conference on the Prevention and Control of Juvenile Delinquency, Recreation for Youth, p. 28.

\[31\] Ibid., p. 1.

\[32\] Ibid.

\[33\] Ibid., pp. 409-410.
Desirable outcomes to be expected for the pupil. -- The following characteristics are important educational values which are available outcomes for the student in an intelligently planned and competently administered home-school-community relationship program, according to Olsen:

1. Stimulates a realistic understanding of the natural and social environment, of man's struggles in the past, problems of the present, and perplexities of the future.

2. Heightens awareness of human solidarity through identifying man's persistent processes of living as essentially the same throughout history and around the world.

3. Develops sensitivity to the infinite complexity of human affairs, to the interrelation of process and problem, to the growing need for cooperative planning for common welfare.

4. Increases awareness of social lag: of the fact that man's technical knowledge has far outstripped his social progress, and that in this situation, lies constant threat to democracy as an organized way of life.

5. Deepens respect for the essential dignity of human labor, whether that labor be primarily physical or mental in nature.

6. Challenges the civic patriotism of youth, and thereby develops the significant psychological perception that the community needs service from youth as much as youth needs opportunity in the community.

7. Provides means for a gradual, intelligent, transition from the unconcerned immaturity of childhood into the emotional, vocational, parental, and civic maturity of responsible adulthood.

8. Arouses interests and ambitions, and fosters intelligent choice of vocational career, character pattern, and life philosophy.
9. Strengthens democratic behavior by providing constant experience in planning, executing, and evaluating co-operative group projects, with requisite tolerance and appreciation in the process.

10. Develops desirable personal character traits such as those of initiative, courtesy, self-control, leadership, sympathy, tolerance, and social sensitivity.

11. Stimulates development of the scientific, or problem-solving, habit, since there is constant experience in facing a problem, projecting hypothetical solutions, collecting data, weighing evidence, verifying conclusions, and thinking constantly and critically about the whole procedure.

12. Aids attainment of fundamental research skills in the accurate observation, thoughtful interpretation, careful organization, and effective presentation of socially significant data.

13. Makes concepts more accurate by properly generalizing ideas only after considerable direct experience to give those generalizations their realistic personal significance.

14. Reveals wider opportunities for growth, through intimate acquaintance with those educational, vocational, and civic resources which may be utilized as future avenues of personal development and social service.

15. Vitalizes school work by providing genuine satisfaction in rich and varied learning experiences closely related to present personal interests and purposes, and thereby stimulates increased interest in, and respect for, systematic education of demonstrated worth.34

Desirable outcomes to be expected for the teacher. --

The following desirable outcomes for the teacher, in addition to those listed for the student, are attainable in the home-school-community relationship program:

34 Olsen, op. cit., pp. 36-37.
1. Relates the teaching and learning process to significant life activities as they are carried on in the locality, the region, the nation, the world.

2. Improves pupil-teacher relationship as problems of discipline fade away under the enthusiasms of co-operative sharing in challenging community situations.

3. Provides a wealth of stimulating instructional material which is useful in many classes, subject fields, and units of work.

4. Motivates student learning, since youth can perceive definite, present relationship between what they do in school and the persistent processes and problems of life they must face outside of school.

5. Socializes class procedure while minimizing the danger of classroom disorder which frequently accompanies socialization around less significant pupil activities.

6. Provides opportunity for creative experience by all students, since abilities of many kinds are essential to successful, co-operative community-centered education.

7. Allows easy correlation of subject matter, because almost every real-life situation under investigation must properly be approached from the varied perspective of several academic fields.

8. Establishes effective opportunity for guidance along educational, vocational, and civic lines, since community study and participation are both informal and co-operative.

9. Permits school co-operation with community leaders toward the achievement of educational objectives deemed valid by both school and community.

10. Promotes goodwill on the part of the public toward the school as parents and other laymen come to appreciate the realistic and functional nature of this effective education received by their children.

11. Makes teaching a constant adventure rather than a dull routine, since class work remains permanently meaningful, vivid, and realistic.
12. Enriches personality and improves teaching effectiveness, for a deepened appreciation of varied beliefs and customs makes possible the emergence of broader social understanding, deeper human sympathy, and genuine tolerance of human differences.35

Desirable outcomes to be expected for the layman. --

The home-school-community program provides the following desirable outcomes for the co-operative layman:

1. Provides opportunity to co-operate with youth and the school in promoting effective education and improving community life.

2. Permits informal contact with students and teachers as together with laymen they participate in community processes and co-operatively tackle community problems.

3. Makes effective a share in the common community obligation to better relate school education with enduring life needs as they exist in the area.

4. Enlists youthful energies and enthusiasms in constructive activities, rather than allowing them to be dissipated in frivolous pursuits or in delinquent behavior.

5. Produces an adult population which understands its basic community needs, and which has had successful group experience in democratically utilizing available community resources for the more effective meeting of common community problems.36

Examples of specific outcomes in various areas of the curriculum. -- Outcomes to be expected from specific areas of the life-centered school have been described by authorities in the field of home-school-community relationships. An example of the future art curriculum is found in the following "prophecy" by Samuel Everett;

Art in the new education will be primarily aimed at beautifying and making significant modern civilization. In the educational work of all groups, of children and adults alike, the emphasis can be placed upon the appreciation and creation of beauty in writing, drawing, modeling, designing personal adornment, in making beautiful homes, machines, factories, movies, photographs, public buildings, parks, transportation buildings and facilities, indeed in every aspect of personal and community life. The accomplishment of such an art program would of course require that all who undertake it, children and adults as well, work in and through the community to achieve their art objectives.\textsuperscript{37}

Other educational and social advantages made possible in the home-school-community relationship program are cited in the following paragraph related to the social-studies curriculum:

The facilities for community transportation and communication will be examined at first hand by learners. The principle of the locomotive, the trolley, the combustion engine, and the airplane can be studied. Similarly, the telegraph, the telephone, and other means of communication can be explored with the cooperation of local agencies of communication.\textsuperscript{38}

Some desirable outcomes in the area of economics, outside of local data, to be expected in the life-centered curriculum of the home-school-community program are mentioned in the succeeding discussion:

Learners in the new education will study the tremendous productive capacity of our economic system. They will discover that the national economic plant is not run to its capacity, though millions of people are in need of the goods this capacity could produce. It will be found that because of the inequalities of the distribution of income and wealth,
millions of people are living below a minimum decency standard. This basic study will demonstrate that our laissez faire economic institutions have failed. It will make clear any irresponsibility of the ownership of American wealth, as well as the governmental protection which is given to private ownership, to the detriment of the great mass of the people. Such a study will demonstrate the need of social controls over private business which will raise wages, lower hours of labor, prevent profiteering through unnecessary increases in price, outlaw speculative activity, and increase the national production to meet individual and social needs.\textsuperscript{39}

Civic classes may participate in the following types of activities, when home-school-community relationships are functioning satisfactorily, and attain the following outcomes:

Adults, teachers, children, and experts in the field of government will make realistic surveys. The various city departments will be studied -- the police system, the fire department, the buildings and grounds, the municipal utilities, the taxing system. The operation of the courts can be witnessed by learners. Surveys can be made of the agencies of justice, and any favoring of vested interests reported to the community.\textsuperscript{40}

In addition to local political activity, pupils in the life-centered school will have experience in state and national government problems, as shown in the following suggestions:

The new education will also include a realistic study of state and national governmental and political problems. The present basis of representation, and the organization and operation of the legislative, executive, and judicial systems, will be surveyed. It will become clear that much of the old machinery is obsolete. Such a study will bring to

\textsuperscript{39}Ibid., pp. 208-209.  \hspace{1cm} \textsuperscript{40}Ibid., p. 210.
light the influence of vested economic interests upon
government in state and nation. It will show that
public opinion is often controlled to further the in-
terests of the few, to the detriment of the many.
The social inefficiency of existing political ma-
chinery will be demonstrated. The need for politi-
cal changes which favor workers rather than owners,
consumers rather than producers, and the poor rather
than the rich, will become clear.\textsuperscript{41}

It is to be noted that all of the preceding descrip-
tions of desirable outcomes to be expected from a functional
home-school-community-relationship program identify the
child with the adult group through their co-operative at-
ttempt to meet a real need in a real situation. Kilpatrick
substantiates this social concept in the following forward
view:

\begin{quote}
 Apparently there will be, in the coming more
democratic and more fully socialized society, two
kinds of teaching. One will be an important aspect
of the many diverse functions of the community. Good
teaching of this kind will be done in doctors' of-
fices, in museums, newspaper plants, farms, forests,
steamboats, buses, art studies, factories, stores,
government offices, civic concerts, theaters, public
discussions, and in the thousand other enterprises of
living. The community itself, no longer simply a
center of competitive struggle for financial gain,
can become co-operative and educative. All of the
agencies which investigate, invent, produce, dis-
tribute, inform, cure, build, entertain, or govern
will have the additional function of helping every
one directly involved and all of the youth of the
community to understand how their work is done and
why it is done as it is.\textsuperscript{42}
\end{quote}

\textsuperscript{41}Ibid., pp. 210-211.

\textsuperscript{42}Kilpatrick, Editor, \textit{The Teacher and Society}, p. 338.
Predecessors of the Modern Home-School-Community Program

The academic school placed emphasis upon verbalistic learnings, repressive discipline, logical organization of subject matter, and pupil regimentation, with little consideration for individual differences in backgrounds, needs, abilities, or interests. Later, the progressive school, representing a new conception in education, emerged in reaction against traditional pedagogy. This type of education was defined as child-centered and democratic and was characterized by much pupil activity designed for all-around development of the whole child. Although this progressive movement was an advancement in the educational world, many grave defects were inherent in the program, and it is being supplanted rapidly by the community-school, which "represents a positive and logical development of the Progressive School, together with intelligent utilization of certain educational values implicit in the program of the Academic School." 43

This program's emphasis is upon "social reconstruction through co-operative effort democratically organized." 44

The depression, World War II, and the progress of industrialization and urbanization have shown us that the school should offer more than knowledge contained in books -- the three R's are not enough. Children must be divided into groups of

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44 Ibid., p. 19.
mutual interest and effort and provided individually and collectively with direct and valuable contacts with real life, so that not only their intellectual needs, but also their physical, emotional, and social needs may be met.

The following excerpt explains this current educational philosophy:

We plead for an improved and enlarged education in order that there may be brought into existence a society, all of whose operations shall be more genuinely educative, conducive to the development of desire, judgment, and character. The desired education cannot occur within the four walls of a school shut off from life. Education must itself assume an increasing responsibility for participation in projecting ideas of social change and taking part in their execution in order to be educative. The great problem of American education is the discovery of methods and techniques by which this more direct and vital participation may be brought about. ⁴⁵

The educational concepts contained in the preceding quotation emphasize the necessity of using first-hand resources for improving social living. Not only must the community be carried into the classroom but also the classroom must be carried into the community, which is a "living laboratory and textbook of civic and personal life." ⁴⁶

Role of the Home

Parents control many of the basic factors which are involved in general education. If it is true that a "systematic co-operation of an integrated system of home, school,

⁴⁵Kilpatrick, The Educational Frontier, pp. 318-319.
⁴⁶Olsen, op. cit., p. viii.
and community action upon the child, twenty-four hours a day, for three hundred and sixty-five days of the year for all ages should be established,\textsuperscript{47} then the home is the first factor in this trinity that can make the integration successful. Without question, it is the cradle of personality development. The child is generally deeply influenced by his family all of his life, regardless of the socio-economic status. Parents are the key in shaping their children's lives and consequently in the shaping of the community. Only as they establish an understanding relationship with the school will there be continuity in the child's experience.

Entering the kindergarten should be a natural transition from the child's preschool experience to the larger life of the school community. There should be no sense of a sudden break with home, or a feeling of inadequacy and helplessness.

The whole preschool life of the child should be a preparation for the new adventure of school. Many parents recognize the need for advice and help during these crucial years. Co-operation with the family physician, with the health center, and taking advantage of opportunities for parental education are bases for co-operation with the school. It would

seem that a mutual obligation exists between the parents and the school to survey together the needs of the school, share the information, and co-operate in the steps taken on behalf of the child.

Role of the School

The school has been designated the responsibility for teaching such ideals as democracy, liberty, freedom, tolerance, and other similar concepts in the American way of life. Eminent educators believe that the only way to teach these ideals is for the pupil to see them in action -- and that is the community-school.

Children of a generation or two ago shared in practically all of the elementary experiences of the family. Because of custom and economic pressure, they had personal experience in tilling the soil, taking care of the animals used on the farm, and performing other necessary tasks of the family's life. Through sharing intimately in these basic human experiences, they were motivated by a genuine purpose. Their work was visibly significant to them, and they learned to do by doing at home. The principal role of the school necessarily was that of promoting simple literacy and transmitting some of the social heritage. As a result, the educational program was built upon intensive drill, memorization, and fact-finding.
Today's children, in general, do not have the privilege of maturing emotionally through discharging home responsibilities. They have few work experiences and are separated almost entirely from many other elementary human experiences. As a result, the school must provide what the home fails to offer. Many educators believe that the community school is the most effective medium through which the current educational objectives may be achieved. The school reaches virtually all of the children in the community and can assume a position of leadership in the systematic utilization of all community forces for the development of youth.

Generally speaking, the types of home-school-community relationships that abound in a desirable youth-development program are described in the succeeding delineation of the school's responsibilities: it should plan an adequate school program that fits the needs of all children and results in wholesome growth and development; it should work closely with parents and neighborhood leaders to assist them in better understanding of the individual child and help them remove any factors in the neighborhood inimical to child welfare; it should co-operate with all community agencies and resources in a co-ordinated plan, bringing their combined influence to play on the individual child in such a way that he will receive maximum help when he needs the experiences provided by various agencies and resources.
The school's role in the school-community program is summarized in the following comment:

The school's special obligation is therefore obvious: it is to analyze the minimum educational needs of its students, survey the community to discover to what extent those needs are already being satisfactorily met through non-school educational agencies, provide a curricular program to meet the remaining needs, and lead the community in more effectively co-ordinating its total educative resources for the increased benefit of all its members, adults as well as children. 48

In order to describe more in detail the role of the school in the home-school-community-relationship program, the following factors are considered in succeeding discussions: criteria for school program and utilization of basic educational principles; the teacher; use of the school building for community activities; methods of informing the community regarding the school; recreation; co-operation with community lay groups; and adult education.

Criteria for school programs and utilization of basic educational principles in home-school-community relationships. -- The educational implications inherent in the basic social, educational, and psychological criteria include two basic standards: social realism and psychological validity. This means that the curriculum content must be based upon actual existing experiences, and that teaching methods must help the child to interact constructively with those

48 Olsen, op. cit., p. 370.
experiences.\footnote{Ibid., pp. 27, 31.} Olsen says that any program designed for the adequate education of youth must satisfy two fundamental criteria of value:

(a) As content (what shall we teach?) it must provide for the development of those abilities requisite to successful adjustment of the individual within his changing culture, and

(b) As method (how shall we teach?) it must operate according to known principles of effective learning.\footnote{Ibid., p. 27.}

A comparison of the basic principles of an effective school program and the fundamental principles of the community-centered curriculum is shown in the following excerpt:

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<th>Basic Principles of Successful Teaching at Any Academic Level</th>
<th>How Community-centered Programs Utilize These Principles</th>
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<tbody>
<tr>
<td>Educate the whole child. (1) Integrated learning occurs.</td>
<td></td>
</tr>
<tr>
<td>Keep the program informal, flexible, and democratic. (2) Informality, flexibility, and democracy are essentials of any program.</td>
<td></td>
</tr>
<tr>
<td>Capitalize upon present pupil interests. (3) Every child is interested in his own community.</td>
<td></td>
</tr>
<tr>
<td>Let motivation be intrinsic. (4) The keynote is -- &quot;Let's find out!&quot;</td>
<td></td>
</tr>
<tr>
<td>Make learning experiences vivid and direct. (5) First-hand contact is ultimate realism.</td>
<td></td>
</tr>
<tr>
<td>Stress problem-solving, the basis of functional learning. (6) Real life abounds in problems.</td>
<td></td>
</tr>
<tr>
<td>Provide for the achievement of lasting pupil satisfactions. (7) Possible satisfactions are many and varied.</td>
<td></td>
</tr>
</tbody>
</table>
Let the curriculum mirror the community. The community is used as a living laboratory.51

The teacher's role in home-school-community relationships. -- Much has been written about the teacher's role in the school program, and how he should be a valuable link between the home, the school, and the community. Two main concepts have emerged. First, the teacher should explore the community in order that he may better understand his pupils. On this point, Kilpatrick makes the following comment:

Community analysis must take one beneath the externals. It is not enough to know that there are farm children in the school; one must know the life of the farm. It is not enough to see the stores, factories, churches, and public buildings; the good teacher must understand what these mean for the lives of the people. To the fact that 1,000 people work in a textile mill must be added personal acquaintance with the life struggles of some of those employees. That there are ten churches in a small town is a fact without much significance, but the history of those ten cults, their leaders, achievements, internal dissensions, and competitive activities may reveal pretty clearly the strength and weakness of that community today.52

Second, the teacher should belong to various groups outside of his school friends. In a discussion of the teacher's relationship to lay groups in the community, Kilpatrick and his collaborators make the following suggestions:

It is commonly recognized that the relationship of teachers to their community is important in teaching success. It is urged that teachers have

51Ibid., pp. 32-34.
52Kilpatrick, The Teacher and Society, pp. 239-240.
responsibilities outside of the classroom. They should not go away from the community on every weekend. They should visit homes of pupils. They ought to go to church, and perhaps to teach a Sunday-school class. They should have friends and avocational interests in the community. They must respect the conventions of the community, and they must do what is expected of teachers outside the classroom.53

Use of the school building for community activities. -- The term "building" is interpreted to include the school plant, equipment, and playground, and all of these should be made available for worth-while community activities, because they are community investments.54 Current concepts relative to the availability of the school building for community purposes are summed up in this recommendation:

The school plant in many communities is the hub of community life. It should be designed and used as the educational, cultural, and recreational center of the community. The use of the school plant should not be restricted to 6 hours a day for 180 days a year. The school buildings, grounds, and equipment should be considered as community facilities and made available for after school hours, vacation periods, Saturdays, and even Sunday afternoons for educational and recreational activities of adults and out-of-school youth as well as the regularly enrolled pupils. With competent, but not too restrictive, supervision youth can have more fun in the properly planned school plant than is afforded by alleys, city dumps, country roads, and even commercial entertainment.

Many of the regular school facilities, such as gymnasium, pool, hobby shops, and play areas, are suitable for wholesome out-of-school activities. High-school plants might be provided with additional facilities such as bowling alleys, dance floors, juke boxes, snack and soft-drink bars, shuffleboard

53Ibid., p. 231.  54Dewey, op. cit., p. 102.
courts, ping-pong tables, and boxing rings. The expense of including such facilities in the school plant will be less than to provide them elsewhere.\textsuperscript{55}

Methods of informing the community about the school.-- The following methods have been reported for acquainting the public with the work and problems of the school:

1. An annual report of your individual school is made available to parents and others, showing problems and showing progress made during the year.

2. A visiting teacher is available to represent the school in homes of the students.

3. A visiting nurse is available to represent the school in the homes of the students.

4. It is the policy of the school for classroom teachers to visit homes of the students.

5. Such items as monographs, news letters, etc., are sent periodically to parents.

6. Such items as just mentioned are sent to parents, but not regularly.

7. Such items as just mentioned are published in newspaper.

8. Parents are called to school for individual conferences with members of the school staff.

9. Conferences between parents and the school staff are provided by P. T. A. meetings, etc.

10. Letters are sent to parents by members of the school staff.

11. Club magazines and bulletins print school news.

12. An attendance officer is available to represent the school in the homes of the students.

\textsuperscript{55}National Conference on Prevention and Control of Juvenile Delinquency, School and Teacher Responsibilities, pp. 22-23.
13. Exhibits of students' work are available either in the school or in other places.

14. Speeches or lectures on educational topics are made by the teachers to non-school personnel.

15. Speeches or lectures on educational topics are made by the principal to non-school personnel.

16. Broadcasts are made to the general public by school personnel to acquaint the public with the work of the school.

17. Miscellaneous (A Book Fair is held annually, school paper goes to the home of every child, report cards and parents' handbook are sent to the homes, a nutrition fair is held once a year.)

The school's responsibility in recreation. -- The National Conference on Prevention and Control of Juvenile Delinquency suggests that the mobilization and use of all resources, including human, physical, fiscal, public, private, and commercial, are prerequisites for desirable community recreation. In addition to its academic requirements, the school has the following responsibilities in connection with community recreation: development of skills, attitudes, and appreciations in recreation; extended use of plant, playgrounds, and equipment; co-operation with other agencies; and provision for leadership.

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58 Ibid., p. 28.
The school's contact with community lay groups. -- Types of community organizations which should be contacted by the school in the developmental program for youth include civic, cultural, economic, hobby, political, professional, propaganda, social, and welfare, religious, and women's organizations. 59

Possibilities for the development of home-school-community relationship through certain organized lay groups include the following activities and policies:

1. Teachers maintain friendly interest with civic group.

2. Staff members join discussions of cultural group and project professional personality on a contributing basis to the lay group.

3. Faculty and students build institutional confidence through personal contact with economic group.

4. Administration encourage school building to be used as the center of exhibits by the hobby group.

5. Administration encourage the use of school for meetings of political group.

6. School maintains reasonable relations with propaganda groups.

7. School mails school publications to professional groups.

8. Teachers join social groups for contacts.

9. School gives mutual assistance to welfare groups.

10. Teachers have membership in women's organization; present the school's aims and needs; make school

library available to the group; furnish school reports for program discussion. 60

Adult education. -- Any conventionalized, directed education which is carried on by adults, but which is not a part of the regular school program, is called adult education. The extension of the educational program into adult life is necessary for the attainment and improvement of our social order. Two areas are generally included in the program: first, general civic education and, second, special parental education. 61

Most educators believe that the school should offer a carefully planned program of parent education with opportunity for parents to study child development and family relations. The responsibility for such a program should be placed in the hands of a specialist in parent education, or a person on the school staff who is qualified for such an assignment. Some of the most effective parent education is attained when the school invites fathers and mothers to participate in the planning, development, and evaluation of an adequate school program. Frequent conferences between school staff and parents, as well as the utilization of the special abilities and skills of certain parents in the everyday program, will help combine the home and the school into a single effective force. Encouragement should be given

60Ibid., pp. 358-375. 61Yeager, op. cit., p. vii.
to the development of good home-school relationships. The organization of parent-teacher groups should be encouraged and professional leadership should be provided to guide them. This and other community groups, such as home demonstration work, women's clubs, parent study groups, and other community agencies and organizations interested in parent education should be used to secure parent interest and to supply parents with necessary information about the school.

Role of the Total Community

Definition. -- Community areas are local, regional, national, and international. In our complex society each person generally is a part of all these areas, because no one area is self-sufficient. Even large cities are dependent upon other cities and countries for various products and services. However, for the purpose of the present study, the term "community" is interpreted as the service area of the school under consideration, whether it is the village, town, city, or rural neighborhood.

Objectives of a desirable community. -- In an analysis of home-school-community relationships, Morgan names the ten following objectives of a desirable community:

1. The development of neighborliness, with mutual good will, helpfulness, tolerance, and personal acquaintance.
2. A budget of community interests, consisting of matters on which the community has substantial unity, so that it can act effectively; development of the broadest possible base of unified social purpose; a policy of common effort to common ends.

3. Suitable and effective relationships with larger units, such as region, state, and nation; common, united representation in outside relationships and issues which affect the community as a whole.

4. A policy of free, open-minded, critical inquiry, with the habit of striving for unity through sincere, patient, tolerant inquiry, rather than through compulsion or arbitrary authority.

5. The largest possible agreement on ethical principles, with conscious development of common ethical standards; no interference with pioneer standards, sincere and tolerable divergencies of individuals.

6. Common community programs of education, cultural and social life, recreation, health, and other major community interests, with inclusion of the entire community population in those programs to the full extent of individual capacity and interest.

7. Recognition of community interest in land and improvements, both public and private, through programs of zoning, etc.

8. The development of co-operative community effort for supplying basic economic needs where the general welfare can be advanced thereby; community consideration of such possibilities as community-owned and operated utilities, co-operatives, credit unions, etc.

9. The habit of regularly meeting together as a community without division into social and economic classes, for the discussion of general and specific community problems, and for general community recreation and acquaintance; the attitude of working together as a community of people who have cast their lot together and who will stand or fall together in working out common problems.
10. Respect for individuality and for individual
tastes and interests -- the maintenance of a
wholesome balance between community life in
which the entire community acts together, and
individual or smaller group life where diver-
sity of individuality is recognized and re-
spected.62

Community processes and problems adaptable to home-
school-community relationships. -- The following processes
and problems are adaptable to school activities, and can be
utilized to the development of co-operative home-school-
community relationships, according to Olsen:

<table>
<thead>
<tr>
<th>Community Processes</th>
<th>Community Problems</th>
</tr>
</thead>
</table>
| Utilizing natural environ-
  ment                      | Faulty use of land                     |
| Appreciating the past      | Waste of natural resources             |
| Adjusting to people        | Ancestor worship, cultural            |
| Exchanging ideas           | imperialism                            |
| Making a living            | Social instability                      |
| Sharing in citizenship     | Personal conflicts                     |
|                            | Racial, national, class                |
|                            | hostility                               |
|                            | Stereotyped thinking and               |
|                            | action                                 |
|                            | Physical unfitness                     |
|                            | Mental unfitness                       |
|                            | Slums                                  |
|                            |                                        |
|                            | Maintaining health and                 |
|                            | safety                                 |
|                            | Improving family living                |
|                            | Securing education                     |
|                            | Meeting religious needs                |
|                            | Enjoying beauty                        |
|                            | Engaging in recreation                 |
|                            |                                        |
|                            | Evil propaganda                        |
|                            | Unemployment                           |
|                            | Poverty and insecurity                 |
|                            | Exploitation of labor                  |
|                            | Capital-labor conflict                 |
|                            | Inadequate production                  |
|                            | Public indifference                    |
|                            | Political corruption and               |
|                            | graft                                  |
|                            | Crime, vice, delinquency               |
|                            | Superstition                           |
|                            | Bigotry and intolerance                |

Community ugliness

Marital discord and divorce
Neglected children
Consumer exploitation
Illiteracy
Waste of intellectual resources

Community situations suitable for home-school-community relationships. -- Types of situations in which the preceding processes and problems may be utilized include the following three classifications:

(1) mass education, including parent-teacher or home and school associations, preschool associations, parents' associations, fathers' clubs, institutes, and child welfare conferences; (2) group education, including study circles in parent-teacher associations, child study groups, nutrition classes, mothers' classes in kindergartens, parent training classes in churches, and parent education courses in colleges and universities; (3) individual service, including visiting teachers, school counsellors, grade supervisors and advisers, deans of girls, child guidance clinics, and correspondence courses.

Community agencies and organizations available for home-school-community relationships. -- Types of community agencies and organizations which may successfully participate in home-school-community relationships include the following three broad categories:

1. Government: agencies created by law, regulated by law or official pronouncement, and supported through taxation. Examples: the legislature, post office, police force, rationing board, public school, public library, Bureau of Standards.

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63Olsen, op. cit., pp. 350-351.


3. Private non-commercial: agencies organized voluntarily by private groups to serve specific purposes, controlled by their own members, and financed by subscriptions, membership fees, gifts, and bequests. Samples: political party, medical association, service club, church, planned parenthood center, community co-ordinating council.65

Channels of information for home, school, and community. -- Ten means by which the community agencies and organizations may be informed about the school's existing status, and through which the school may better understand the community, include the following activities and materials: work experiences, service projects, camping, extended field trips, interviews, resource visitors, audio-visual aids, and documentary materials. Through the use of these media, home, school, and community can effectively co-operate in the following activities: public safety, civic beauty, community health, agricultural and industrial development, civic arts, local history, surveys, inventories, and protection of resources. Through these ten media such misunderstandings, misinterpretations, and misconceptions as these described by Samuel Everett may be avoided:

Boys and girls learn in school that through universal suffrage the people control the government. Through adult conversation, through newspapers, and perhaps through personal experiences, they learn that actually the power of government is too largely

65Olsen, op. cit., p. 67.
in the hands of politicians and of the moneyed interests which control politicians. Children learn in school that in America the courts protect the weak and helpless. Outside the school, they learn that the courts best protect those who can hire clever lawyers. Within the school, children learn that "America is the home of the free." But they hear little of this freedom from fathers or older brothers who have joined the great army of the unemployed or who, as wage earners, must live below the minimum standard of decency.66

Recommendations regarding community responsibility. -- Since effective citizen planning and participation, both by the individual and the group, is the essence of a desirable community, the following recommendations appear to be a fitting summary for the preceding discussions related to the role of the community in home-school-community relationships:

I. To citizens:
   1. That every citizen and organization assume as an individual responsibility and take as the special object of his concern in these times, the well-being of each young person in the community.
   2. That each citizen seek to widen and multiply his individual contacts with young people.
   3. That each citizen offer his services to some program in his community to serve youth.

II. To youth-serving and other community agencies:
   1. That agencies provide the widest possible opportunity to citizens to work in the community's program for the control and prevention of juvenile delinquency.

2. That this participation include not only work in planning and administration, but also direct services in carrying out the program and in taking social action.

3. That -- whether the work is done as a project in a membership organization, or by a volunteer worker in a community agency -- certain principles should operate to insure satisfactory results; the job should be analyzed and described; the interests and skills of the volunteer worker or of the group should be known, and the assignment of the job should be on a selective basis. Necessary information regarding the program and training for the specific job should be provided. Supervision and direction should likewise be provided.

III. To community planning groups:

1. That planning include the appraisal of local needs and the agreement on specific acceptance of responsibility by agencies.

2. That citizens share fully in the study and joint planning for community action.67

Summary

In the present chapter the following phases of home-school-community relationships were investigated through a review of literature: the initiation of the home-school-community relationship program; principles underlying the program; objectives; desirable outcomes expected for the pupil, the teacher, and the layman; predecessors of the modern program; the role of the home; the role of the school; and the role of the community. The conclusion drawn from

the analyses was that the more extensive the co-operation between the school and the outside forces, the more effective may be services of both agencies.
CHAPTER III

AN ANALYSIS OF CERTAIN METHODS USED BY SCHOOLS IN
PROMOTING HOME-SCHOOL-COMMUNITY RELATIONS
AS REPORTED ON THE QUESTIONNAIRE

In the summer of 1947, seventy-five Texas teachers on
the campus of North Texas State College, Denton, Texas,
were interviewed relative to methods and procedures used to
promote desirable home-school-community relationships in
their respective school communities during 1946-1947. The
information obtained from the interviews was recorded on a
questionnaire, a copy of which is included in the Appendix
of this study.

The respondents represented thirty-two schools in the
Northwest section of Texas, eleven in the Southwest, eighteen
in the Northeast, seven in the Southeast, and seven in the
central part of the state. This distribution appeared to
be a fair representation of school areas in the state;
therefore, the prevailing conditions, as reported in the in-
terviews, were interpreted as representing the average ex-
isting status of home-school-community relationships in
Texas.

Information sought from the interviews concerned the
following factors: young people's organizations, adults'
service clubs, social and recreational activities, adults' educational groups, health agencies, channels for informing the community about the school, use of the school building for community activities, parents' visitation of the school, teachers' visitation of the home, teachers' responsibilities outside of school, adult education, community projects in which school children participated, and the parent-teacher associations. Data on these items included such factors as size of membership, regularity of meetings, place of meetings, community activities engaged in, and the teachers' evaluation of the organization, as pertaining to the promotion of co-operative home-school-community relationships.

Young People's Organizations

Many young people are members of adult-sponsored organizations which are recognized as being contributory to desirable development. Young people want satisfying participation in their youth groups, their home, school, church, and other community organizations. Programs in their organizations are designed to provide opportunities for creative self-expression, critical and independent thinking, personal and group responsibility, and community co-operation. They should, therefore, be used to promote desirable home-school-community relations.
Table 1 contains information on youth organizations in seventy-five school-communities considered in the present study. Special notice is given to their status relative to home-school-community relationships.

Data in Table 1 show that the following number of youth organizations, arranged in order of frequency mentioned, functioned in some or all of the seventy-five school-communities under consideration: Boy Scouts, 59; Girls' 4-H Clubs, 46; Boys' 4-H Clubs, 46; Girl Scouts, 37; Future Farmers of America organizations, 27; Future Homemakers of America groups, 26; Camp Fire Girls, 16; Bluebird organizations, 12; Rainbow Girls, 9; Girl Reserves, 8; Hi-Y groups, 6; DeMoley, 4; and Theda Rho chapters, 1. When data on the size of membership were analyzed, the following results were tabulated: 112 organizations reported their membership to be in the 25-44 group; 66 reported 45-64; 53 reported 10-24; 40 reported 65-100; 21 reported over 100; and 5 made no report.

Regular meetings were held by 288 groups, while nine organizations met irregularly. The schoolhouse was used for meetings by 207 organizations, but 90 met in other places.

Participation in the following community activities was reported by the specified number: exhibitions, 64; community welfare, 50; civic projects, 49; home projects, 48; and canning projects, 6. There were 80 groups with
### Table 1

**Youth Organizations in Seventy-Five School Communities**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girl Scouts</td>
</tr>
<tr>
<td>Membership:</td>
<td></td>
</tr>
<tr>
<td>10-24</td>
<td>4</td>
</tr>
<tr>
<td>25-44</td>
<td>10</td>
</tr>
<tr>
<td>45-64</td>
<td>7</td>
</tr>
<tr>
<td>65-100</td>
<td>8</td>
</tr>
<tr>
<td>Over 100</td>
<td>8</td>
</tr>
<tr>
<td>Membership unknown...</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
</tr>
<tr>
<td>Regular meetings:</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Meet at school:</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Boys' 4-H</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>17</td>
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<td>2</td>
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<td>40</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
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<tr>
<td>Item</td>
<td>Number of Schools Reporting</td>
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<tr>
<td>-----------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>Girl Scouts</td>
</tr>
<tr>
<td>Community activities:</td>
<td></td>
</tr>
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<td>Home projects.......</td>
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<tr>
<td>Exhibitions ........</td>
<td>...</td>
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<tr>
<td>Canning projects......</td>
<td>...</td>
</tr>
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<td>Community welfare ....</td>
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<td>Civic projects.......</td>
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<tr>
<td>No com. activities...</td>
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<tr>
<td>Evaluation of organizations:</td>
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<td>Very satisfactory......</td>
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<tr>
<td>Fairly satisfactory.......</td>
<td>27</td>
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<tr>
<td>Boys' 4-H</td>
<td>Girls' 4-H</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
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<td>15</td>
<td>14</td>
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<td>3</td>
<td>7</td>
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<tr>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>
no participation in community activities, according to the reports.

When evaluations were analyzed, it was found that 168 organizations were fairly satisfactory. It was also found that 109 were very satisfactory, whereas 20 were unsatisfactory.

Further analysis of data in Table 1 shows the following general findings: (a) over two thirds of the reported youth organizations had memberships under 65; (b) almost all of the groups met regularly; (c) over two thirds of the clubs used the school house for their meetings; (d) over two thirds of the organizations participated in various community activities, with the largest participation in exhibitions, civic projects, community welfare, and home projects, respectively; (e) over nine tenths of the groups were evaluated as being either very satisfactory or fairly satisfactory.

The following conclusions were drawn from the preceding data: (a) the type of youth organization, reported to have functioned during 1946-1947 in the school communities of seventy-five respondents, represented thirteen organizations generally recommended to be desirable for young people; (b) a majority of the memberships were under 65; (c) a large majority of the groups met regularly; (d) the school house was utilized to a large extent as a meeting place;
(e) a large majority of the organizations participated in several worthwhile community activities; (f) almost all of the clubs functioned satisfactorily; (g) the youth organizations appeared to contribute fairly effectively to the development and maintenance of desirable home-school-community relationships in the following areas: type and number of organizations reported, regularity of meeting, use of the school building, and community status, as reported by the respondents; and (h) many of the clubs appeared to participate in too few community activities.

Adults' Service Organizations

The opportunities of adults' service organizations are especially rich in the broad program of home-school-community relationships. In instances in which the organizations are national in scope, there is hardly a case where time, money, and thoughtful consideration have not been given to the development of youth.

Table 2 contains information on the status of the adults' service organizations in the seventy-five school communities under consideration. Special emphasis is placed on their apparent contribution to desirable home-school-community relationships.

Data in Table 2 show that the following number of adults' service organizations, listed in the order of the frequency in which they were mentioned, functioned in some
### TABLE 2
ADULTS’ SERVICE ORGANIZATIONS IN SEVENTY-FIVE SCHOOL COMMUNITIES

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools Reporting</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lions</td>
<td>Kiwanis</td>
</tr>
<tr>
<td>Membership:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-24</td>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>25-44</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>45-64</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>65-100</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Over 100</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Membership unknown</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>14</td>
</tr>
</tbody>
</table>

| Regular meetings:                  |       |         |        |                    |       |
| Yes                                 | 34    | 14      | 24     | 38                  | 110   |
| No                                  | ...   | ...     | ...    | ...                 | 0     |

| Meet at school:                    |       |         |        |                    |       |
| Yes                                 | 1     | ...     | 1      | 1                   | 3     |
| No                                  | 33    | 14      | 23     | 37                  | 107   |
TABLE 2 -- Continued

<table>
<thead>
<tr>
<th>Item</th>
<th>Lions</th>
<th>Kiwanis</th>
<th>Rotary</th>
<th>Chamber of Commerce</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools Reporting</td>
<td></td>
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</tr>
<tr>
<td>Home projects....</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>0</td>
</tr>
<tr>
<td>Exhibitions....</td>
<td>...</td>
<td>...</td>
<td>...</td>
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<tr>
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<td>30</td>
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<td>36</td>
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<td>...</td>
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</tbody>
</table>

or in all of the seventy-five school communities under consideration: Chamber of Commerce, 38; Lions Club, 34; Rotary Club, 24; and Kiwanis Club, 14. When the size of membership was analyzed, the following findings were noted: fifty-four clubs were reported in the over-100 group; 19
in the 65 to 100; 18 in the 25 to 44; 15 in the 45 to 64; and 4 in the 10 to 24.

Regular meetings were held by all of the clubs. The schoolhouse was used as a meeting place by three groups, while the remaining 110 met in other places.

All of the clubs participated in community activities, but their participation was limited to two areas. Fifty-eight groups engaged in welfare work and fifty-two participated in civic projects.

The respondents' evaluation of the adults' service groups ranked seventy-four organizations very satisfactory. The remaining thirty-six were classified as fairly satisfactory.

The following general findings resulted from an analysis of data, related to the adults' service groups, as presented in Table 2: (a) the type of clubs represented four organizations which are national in scope; (b) half of the memberships were over 100; (c) all of the clubs met regularly; (d) almost one hundred per cent of the groups met outside the schoolhouse; (d) one hundred per cent of the clubs participated in community activities -- approximately half of them engaged in welfare work, while the other half reported participation in civic projects; and (e) approximately two thirds of the clubs were evaluated as being very satisfactory, while the remaining third was fairly satisfactory.

The following conclusions may be drawn from the
foregoing analyses: (a) the type of adults' service clubs which functioned in the communities considered in the present investigation appeared to be representative of desirable service organizations; (b) many clubs had large memberships; (c) all of the organizations met regularly, but very few of them utilized the school building as a meeting place; (d) all of the groups participated in community activities, but their participation was restricted to welfare activities and civic projects; (e) all of the clubs functioned satisfactorily; and (f) all of them appeared to contribute to the establishment of co-operative home-school-community relationships to a fair extent, at least, in the following ways or areas: type and number of clubs functioning; regularity of meeting; and community status, according to the respondents; (g) most groups appeared not to utilize the school facilities and not to participate in a wide range of community activities; and (h) distribution of membership indicated that only the larger communities sponsored service clubs to any degree.

Recreational Organizations

Within recent years recreation has been considered a vital and significant aspect or segment of living for both children and adults. It is the responsibility of the community and should be provided adequately to meet the needs of all citizens, young and old.
Table 3 contains information on the recreational organizations reported by seventy-five respondents as being functional in their respective school communities during 1946-1947. Notice is given to the factors that appear to affect home-school-community relationships.

### TABLE 3

**RECREATIONAL ORGANIZATIONS IN SEVENTY-FIVE SCHOOL COMMUNITIES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Sewing Club</th>
<th>Bridge</th>
<th>Forty-two</th>
<th>Musical Activities</th>
<th>Band Club</th>
<th>Total</th>
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<tr>
<td><strong>Membership:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10-24</td>
<td>7</td>
<td>12</td>
<td>13</td>
<td>2</td>
<td>...</td>
<td>34</td>
</tr>
<tr>
<td>25-44</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>45-64</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>65-100</td>
<td>...</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>...</td>
<td>8</td>
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<tr>
<td>Over 100</td>
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<td>2</td>
<td>...</td>
<td>2</td>
<td>3</td>
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<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total...</strong></td>
<td>11</td>
<td>31</td>
<td>26</td>
<td>17</td>
<td>13</td>
<td>98</td>
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<td><strong>Regular meeting:</strong></td>
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<td></td>
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TABLE 3 -- Continued

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<th>Item</th>
<th>Sewing Club</th>
<th>Bridge</th>
<th>Forty-two</th>
<th>Musical Activities</th>
<th>Band Club</th>
<th>Total</th>
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</thead>
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</tr>
<tr>
<td>Home projects........</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Exhibitions........</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
</tr>
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<td>...</td>
<td>...</td>
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<td>1</td>
<td>8</td>
<td>6</td>
<td>19</td>
</tr>
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<td>26</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>55</td>
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<td>Evaluation of organizations:</td>
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<td></td>
</tr>
<tr>
<td>Very satisfactory.</td>
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<td>...</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Fairly satisfactory..............</td>
<td>7</td>
<td>21</td>
<td>16</td>
<td>13</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>Unsatisfactory........</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>...</td>
<td>...</td>
<td>18</td>
</tr>
</tbody>
</table>

Data in Table 3 show that five types of recreational organizations, listed in the order of frequency mentioned, functioned in the school communities under consideration:
bridge clubs, 31; forty-two clubs, 26; musical activities, 17; band club, 13; and sewing club, 11.

The membership of 34 organizations fell in the 10-34 group; 31 fell in the 25-44 group; 18 in the 45-64 group; 8 in the 65-100 group; and 7 in the over-100 group. Ninety-three organizations met regularly, whereas five met irregularly. Twenty-five utilized the schoolhouse for meeting places, and 73 met somewhere else.

The following community activities were participated in by the specified number of organizations: community welfare, 22; civic projects, 19; home projects, 1; and exhibitions, 1. No community activities were reported by 55 organizations. Sixteen groups were evaluated as being satisfactory; 60, fairly satisfactory; and 18, unsatisfactory.

The following general findings resulted from an examination of data related to the recreational organizations in the seventy-five school communities under consideration: (a) approximately two thirds of the organizations were for bridge, forty-two, and sewing, indicating recreation for pastime and mutual benefits rather than for the promotion of desirable home-school-community relationships; (b) approximately one third of the memberships were from 10 to 24, and the remaining third was forty-five and over (only seven groups reported over 100); (c) almost one hundred percent of the clubs met regularly; (d) two thirds of the organizations did not use the school building as a meeting
place; (e) over half of the organizations reported participation in no community activities -- community welfare and civic projects were reported by a majority of those which did participate; and (f) about two thirds of the organizations were evaluated as being fairly satisfactory; an equal number of the remaining ones were very satisfactory and unsatisfactory, respectively, from the standpoint of home-school-community relationships.

The following conclusions were drawn from the preceding data: (a) the adult recreational organizations in the seventy-five school communities considered in this study required little physical exertion and were for pastime and mutual benefits rather than for the promotion of home-school-community relationships; (b) the schoolhouse was not utilized by many of the organizations as a meeting place; (c) a majority of the groups did not participate in any community activity -- those which did report participation indicated welfare activities and civic projects; (d) most of the organizations were only fairly satisfactory in their functioning; and (e) the recreational groups did not appear to contribute to home-school-community relationships in a maximum way, especially in the areas of utilizing the school plant and participating extensively in a wide range of community activities.
Educational Organizations

The varied programs of many educational organizations can be effective channels for securing widespread citizen participation in community welfare. Table 4 contains data on the status of certain educational organizations functioning in seventy-five Texas communities during 1947.

Data in Table 4 show that the following number of educational organizations, listed in the order of the frequency mentioned, functioned in some or all of the seventy-five school communities considered in the present study: parent-teacher association, 59; county home demonstration club, 43; federated club, 36; garden club, 24; book club, 19; mothers' club, 12; and teachers' club, 12.

When data on the size of memberships were analyzed, the following findings resulted: 50 clubs had membership in the 25-44 group; 49 in the 10-24; 38 in the over-100; 35 in the 65-100; and 31 in the 45-64 group. Meetings were held regularly by 202 organizations, whereas three groups met irregularly. The schoolhouse was used as a meeting place by 89 groups, but 116 organizations met in other places.

Participation in each specified community activity was reported for the following numbers: community welfare, 82; civic projects, 54; canning projects, 17; home projects, 15; and exhibitions, 6. No community activity was reported for 31 organizations.
### Table 4

**Educational Organizations in Seventy-Five School Communities**

<table>
<thead>
<tr>
<th>Item</th>
<th>Book Club</th>
<th>Federated Club</th>
<th>Garden Club</th>
<th>County Demonstration Club</th>
<th>Mothers' Club</th>
<th>Teachers' Club</th>
<th>Parent-teacher Association</th>
<th>Total</th>
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<tr>
<td>Membership:</td>
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</tr>
<tr>
<td>10-24</td>
<td>3</td>
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<td>21</td>
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<td>5</td>
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<td>49</td>
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<td>25-44</td>
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<td>4</td>
<td>15</td>
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<td>11</td>
<td>50</td>
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<tr>
<td>45-64</td>
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<td>6</td>
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<td>9</td>
<td>31</td>
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<td>65-100</td>
<td>3</td>
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<td>6</td>
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<td>1</td>
<td>11</td>
<td>35</td>
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<tr>
<td>Over 100</td>
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<td>1</td>
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<td>1</td>
<td>26</td>
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<td>...</td>
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<td>...</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
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<td>9</td>
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<td>24</td>
<td>36</td>
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<td>2</td>
<td>116</td>
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<tr>
<td>Item</td>
<td>Book Club</td>
<td>Federated Club</td>
<td>Garden Club</td>
<td>County Home Demonstration Club</td>
<td>Mothers' Club</td>
<td>Teachers' Club</td>
<td>Parent-Teacher Association</td>
<td>Total</td>
</tr>
<tr>
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<td></td>
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<td></td>
</tr>
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<td>Home projects</td>
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<td>1</td>
<td>11</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>15</td>
</tr>
<tr>
<td>Exhibitions</td>
<td>1</td>
<td>...</td>
<td>1</td>
<td>4</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>6</td>
</tr>
<tr>
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<td>...</td>
<td>17</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>17</td>
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<td>1</td>
<td>9</td>
<td>2</td>
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<td>Civic projects</td>
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<td>20</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Very satisfactory</td>
<td>5</td>
<td>20</td>
<td>10</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>23</td>
<td>86</td>
</tr>
<tr>
<td>Fairly satisfactory</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>20</td>
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<td>9</td>
<td>25</td>
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<td>5</td>
<td>...</td>
<td>1</td>
<td>11</td>
<td>20</td>
</tr>
</tbody>
</table>
When the evaluations of the educational organizations were considered, it was found that 86 were rated as very satisfactory. Among the remaining groups, 99 were evaluated as being fairly satisfactory, and 20 were rated as unsatisfactory.

Further analysis of data in Table 4 shows the following general findings: (a) almost half of the educational organizations had memberships under 25, whereas a little over half of the groups reported over 65 members; (b) almost all of the clubs met regularly; (c) a little less than half of the groups used the schoolhouse as a meeting place, while a little over half of them used other places; (d) over two thirds of the clubs participated in community activities, with a majority emphasizing community welfare and civic projects; and (e) practically all of the groups were evaluated as being either very satisfactory or fairly satisfactory.

The following conclusions were drawn after a careful examination of the preceding data contained in Table 4:
(a) the types of educational organizations reported in the interviews represented seven lay groups which are generally considered to be potential contributors to desirable community development; (b) about the same number of groups appeared in each of the three membership classifications, small, medium, and large; (c) practically all of the groups
met regularly; (d) the school was used as a meeting place by a small number of groups, excluding the parent-teacher associations; (e) a large majority of the organizations participated in community activities, with the most extensive participation being in community welfare and civic projects; (f) almost all of the clubs were described as functioning either very satisfactorily or fairly satisfactorily; (g) the educational organizations appeared to contribute fairly adequately to desirable home-school-community relationships in the following areas: types and number functioning, regularity of meetings, participation in community welfare activities and civic projects, and in community status, according to the respondents; and (h) many of the organizations appeared not to use the school building to a desirable extent and seemed not to participate extensively in a wide range of community activities.

Health Agencies

Interviews with seventy-five teachers relative to the status of health agencies, health education, and physical education and examination of children in the school communities under consideration, resulted in the following summarized information:

1. The Red Cross organization was represented in 64 communities; it was not represented in 11 communities.

2. County health units served 28 communities; 47
communities did not have this service available.

3. Tuberculosis associations functioned in 28 communities; 47 communities did not sponsor this organization.

4. Cancer organizations, prenatal study groups, and day nurseries were each reported for one community out of the 75.

5. Health nurses served 46 schools; 29 schools did not have this service; 1 nurse visited the school four times a week; 3, twice a week; 7, once a week; 6, monthly; 1, six times a year; 1, five times a year; 4, four times a year; 6, three times a year; 4, two times a year; and 13, once a year.

6. Physical examination of pupils was made in 35 schools; physical examinations were not made in 40 schools; 31 schools had physical examinations once a year; 3 had them twice a year; and 1 had them three times a year.

7. Health surveys were made in 11 of the 75 communities; they were not made in 64 communities.

8. A follow-up program was administered by 5 of the 11 communities which had surveys; in 2 communities, the parent-teacher association and civic clubs had children's deficiencies corrected and sponsored a clean-up drive; in 1 community the parent-teacher association and the county health nurse had children fitted with glasses; in 1 community, the health unit doctor supervised a clean-up and
checked the sewage disposal; and in 1 community the Chamber of Commerce provided medical care for children who needed it.

From the preceding data on health agencies and activities the following general findings were summarized:

1. The Red Cross was the only health agency represented in most of the communities.

2. Over one third of the schools had no health nurse.

3. Two thirds of the schools which had health nurses were visited only from six times a year to once a year.

4. Physical examination of children was made in less than half of the schools.

5. Health surveys were made in approximately one seventh of the communities.

6. Less than half of the few communities that had a health survey carried out a follow-up program.

The following conclusions resulted from a consideration of the preceding findings:

1. Health agencies did not contribute effectively to desirable home-school-community relationships.

2. Health activities were not maximum in number or effect and did not contribute very much to the development of home-school-community relationships.

Informing the Public

Most educators and school officials, as well as many
laymen, recommend that the public should be advised regarding the school's condition and its need through every possible medium. From interviews with seventy-five teachers, representing seventy-five communities in Texas, the following information on informing the public was obtained.

1. The public was informed about school-bond or public elections which were held in 61 of the 75 communities in the following way: by children, 29; by radio, 3; by newspapers, 52; by school paper, 12; by letters, 17; by telephone, 6; and by public meeting, 1.

2. The public was informed about the children's physical examinations which were given in 35 out of the 75 schools in the following ways: by letter, 17; by telephone and letter, 1; by personal contact, 9; and by letter and personal contact, 8.

3. The public was informed about the school through teachers' home visits in 62 communities; all pupils were visited by 7 teachers; part of them by 55; and none of them by 13.

4. A visiting teacher, who informed parents about the school, was employed in 6 of the 75 schools; 69 schools had no visiting teacher.

5. The public was informed about the school through parents visiting the school in all 75 of the communities; in 61 schools they visited on special occasions; in 12 schools
they had special visiting days; and in 56 schools they visited at any time.

6. The public was informed about the school through school newspapers in 33 of the 75 communities; the paper went to every child's home in 8 of the 33 schools which published a paper.

An analysis of the preceding data on informing the public results in the following general findings:

1. The newspaper was the main channel used by a majority of communities for informing the public about the school-bond or public elections; other media for informing were utilized by a very few.

2. Letters were the main instruments used for informing the parents about the children's physical examinations at school.

3. Teacher visitation into all homes as a means of informing the home about the school was utilized by less than one tenth of the schools.

4. Visiting teachers, employed to develop desirable home-school-community relationships, were reported in less than one tenth of the schools.

5. Parents' visitation in the school, as a means of informing them about the school, was reported by all of the respondents, although only about one sixth of the schools had regular and systematic visitation days.
6. The school newspaper was used as a means of informing the public about the school in less than half of the communities; less than one fourth of the schools which published a paper sent it into all homes represented in the school.

The following conclusions related to informing the public about the school were the result of an examination of the preceding findings:

1. The newspaper was the only medium used to any large extent for informing the public about the school.

2. Personal contact, including teacher visitation, was not utilized for developing home-school-community relationships; parents' visitation to the school was not regular and systematic and therefore probably was not highly effective.

Parent-teacher Associations

Information furnished by seventy-five respondents showed that 59 parent-teacher associations functioned in the communities under consideration in this investigation. Attendance was good in 22 organizations; fair in 27 groups; and poor in the remaining 10. Yearbooks were published by 51 of the 59 associations.

Since four fifths of the communities had parent-teacher associations, and since attendance was fair or good in practically all of them, and since a large majority published yearbooks, it was concluded that the parent-teacher
association could be effective in promoting home-school-community relationships.

Recreation

The status of recreation in the seventy-five school communities under consideration is explained in the following information furnished by respondents during interviews:

1. Youth centers were open in 15 of the 75 communities; 3 were open only during the summer; 4 were open only during the school term; and 8 were open all the year. Six of these centers were located in the school building, and 9 at other places.

2. Play night for children was sponsored in 17 of the 75 communities; 58 did not have this activity; and in 16 of the 17 communities, the play period was held at school.

3. Play night for adults was sponsored in 11 of the 75 communities; 64 did not have this activity; in 10 of the 11 communities, the school facilities were used.

Since youth centers and play nights for both children and adults were the only two types of recreation reported in the communities, and since a small number of communities sponsored each of the three activities, it was concluded that recreational agencies and activities did not contribute in a maximum way to the development of co-operative home-school-community relationships.
Community Activities

Data obtained in interviews showed that school children in the following number of communities participated in the specified community projects: Red Cross drives, 66; March of Dimes, 67; tuberculosis associations' activities, 47; Junior Red Cross, 58; welfare, 38; and others, 11.

Adult education classes were conducted in 25 of the 75 communities; 23 of these classes met at the school. The following types of classes were conducted in the specified number of communities: veterans', 17; child welfare, 2; safety, 1; homemaking, 3; parent-teacher association, 1; and psychology, 1.

An analysis of the preceding data shows that less than one third of the communities sponsored adult education classes. Therefore it was concluded that this phase of the school program did not contribute very largely to the development of home-school-community relationships.

Use of the School Building for Community Activities

Data from seventy-five respondents show that the school building was available for public use in all communities. It was available all the time in 19 communities; during school hours in 11 communities; and at special times, in 56 communities.

The library of the school was available to the public at all times in 20 communities; during school hours in 12
communities; and at no time in 44 communities. These data indicate that the availability of the school building and of the school library was not conducive to the development of desirable home-school-community relationships.

Teachers' Community Contacts

From interviews, it was found that 62 of the 75 respondents lived in their teaching communities during 1946-1947; 13 lived elsewhere. Among the total number of 2,079 teachers employed in the 75 communities investigated, 1,705 lived in the community in which they taught; 374 lived in other communities.

Eleven of the 75 respondents held no membership in community organizations. The remaining 64 were members of some group. The following numbers held membership in the following organizations: parent-teacher association, 52; church, 34; lodge, 5; teachers' club, 7; federated club, 9; service club, 6; youth group, 1; Red Cross, 6; study club, 8; forty-two club, 2; mothers' club, 2; sewing club, 2; home demonstration club, 3; and music club, 2.

The preceding data were analyzed and the following findings resulted:

1. Four fifths of the respondents and other teachers employed in the schools under consideration lived in their teaching community.

2. About one seventh of the 75 teachers interviewed
held membership in lay organizations in the community.

From the preceding findings, it was concluded that the
teachers' outside contacts were not conducive to the de velopment of co-operative home-school-community relationships.

Summary of Findings

An examination of data contained in responses from
seventy-five teachers in Texas relative to methods used by
their schools for promoting home-school-community relations ships resulted in the following summation of findings:

1. The youth groups represented thirteen organizations
generally recommended to be desirable for young people.

2. Youth organizations participated in several worth-while community activities.

3. Youth organizations used the school building ex-
tensively for meetings.

4. Few service organizations utilized the school building.

5. Each service organization participated in only two community activities -- community welfare and civic projects.

6. Recreational agencies and activities did not appear to promote home-school-community relationships.

7. Recreational agencies did not use the school building to any appreciable degree.

8. Recreational agencies did not participate widely in community activities.
9. Most of the recreational agencies were for mutual benefit rather than for promotion of home-school-community relationships.

10. Educational groups used the schoolhouse.

11. Educational groups participated fairly adequately in community activities, especially in community welfare and civic projects.

12. Educational groups represented lay groups which are generally considered to be potential contributors to home-school-community relationships.

13. The service clubs appeared to be representative of desirable service organizations.

14. The recreational agencies were few in types, restricted in activities, and sedentary in characteristics in many instances.

15. Health agencies were few in number and inadequate in service.

16. Health surveys were made in eleven of the seventy-five schools.

17. In two communities, the parent-teacher associations and the civic clubs had the children's physical deficiencies corrected and sponsored clean-up campaigns. In one community, the parent-teacher association and the county health nurse had children fitted with glasses. In one community the county health doctor supervised a clean-up campaign and
checked the sewage disposal. In one community, the Chamber of Commerce provided medical care for children who needed it.

18. The public was informed about the school's bond or public elections in sixty-one of the seventy-five communities in the following ways: by children, 29; by radio, 3; by newspapers, 52; by school paper, 12; by letters, 17; by telephone, 6; and by public meeting, 1.

19. Seven teachers among the 75 visited in the homes of all of their pupils; 55 visited in some of the homes; and 13 did not visit any homes.

20. A visiting teacher was employed in 6 of the 75 schools.

21. Parents visited 61 of the 75 schools on special occasions; 12 visited on regular visiting days; and 56 visited whenever they desired.

22. The newspaper was the only means used by a large number of schools for informing the public about the school.

23. Parent-teacher associations functioned in 59 of the 75 schools; attendance was good in 22 organizations, fair in 27 groups, and poor in the remaining 10.

24. Youth centers were open in 15 of the 75 communities; 3 were open only during summers; 4, only during school sessions; and 8 were open all the year.

25. Six community centers were located in school buildings.
26. Play nights for children were sponsored in 17 of the 75 communities; 16 of the play nights were held at the school building.

27. Play nights for adults were held in 11 of the 75 communities; 10 were held at the school.

28. Children, in the following number of communities among the 75 considered, participated in the specified community projects: Red Cross drives, 66; March of Dimes, 67; tuberculosis association, 47; Junior Red Cross, 58; welfare, 38; and others, 11.

29. Adult education classes were conducted in 25 of the 75 communities.

30. The school building was available for community activities at all times in 19 of the 75 communities; during school hours, in 11; and at special times, in 56.

31. The school library was open to the public at all times in 20 of the 75 communities; during school hours, in 12; and at no time, in 43.

32. Sixty-two of the 75 respondents lived in their teaching community; one fifth of all teachers who taught in the 75 schools lived outside of their teaching community.

33. Eleven of the 75 respondents held no membership in out-of-school organizations.
CHAPTER IV

A COMPARATIVE STUDY OF CERTAIN EDUCATORS' RECOMMENDATIONS AND THE FINDINGS FROM THE QUESTIONNAIRES

A Comparison of Recommendations and Findings

As stated in the introductory chapter, the problem of the present study was to compare twenty-four recommendations of authorities related to home-school-community relationships and the findings on the same items compiled from personal interviews with seventy-five public school teachers of Texas. The recommendations were obtained from a review of literature and appear in Chapter II. The findings were summarized in Chapter III. The present chapter contains a comparison of data in the two preceding chapters, as presented in Table 5.

TABLE 5
A COMPARISON OF AUTHORITIES' RECOMMENDATIONS WITH STATEMENTS OF SEVENTY-FIVE RESPONDENTS

<table>
<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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</thead>
<tbody>
<tr>
<td>1. School children should have opportunities to participate in worth-while community</td>
<td>1. Youth organizations participated in several worth-while community activities.</td>
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</table>


<table>
<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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<tbody>
<tr>
<td>experiences in order to develop social competence.¹</td>
<td>Children in the following number of communities among the 75 considered participated in the specified community projects: Red Cross drives, 66; March of Dimes, 67; tuberculosis associations, 47; Junior Red Cross, 58; welfare, 38; and others, 11.</td>
</tr>
</tbody>
</table>

2. The school should encourage and aid in organizing a parent-teacher association through which home-school-community relations will be strengthened.²

2. Parent-teacher associations functioned in 59 of the 75 schools; attendance was good in 22 organizations, fair in 27 groups, and poor in the remaining 10.

3. Parents should continuously co-operate with teachers in understanding the child and formulating an educational program that is effective.³

3. Co-operative planning was indicated through year-books being used by 51 parent-teacher associations among the 59 functioning groups.

4. The school building should be the hub of community life. It should be used as the educational, cultural, and recreational center.⁴

4. Youth organizations used the school building extensively for meetings.

Recreational agencies did not use the school building to any appreciable degree.

¹Olsen, op. cit., pp. 409-412.
²Yeager, op. cit., p. 352.
³White House Conference, op. cit., p. 114.
Table 5 -- Continued

<table>
<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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<tbody>
<tr>
<td>Educational groups used the schoolhouse.</td>
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<tr>
<td>Sixteen play nights for children were conducted in school buildings and on playgrounds.</td>
<td></td>
</tr>
<tr>
<td>Ten play nights for adults were conducted in school buildings and on playgrounds.</td>
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5. The school should be available at all times for adult and youth activities -- after school hours, vacation periods, Saturdays, and Sundays.  

6. Citizens should be encouraged to use the school library -- "a realistic avenue for interrelationships between the school and its patron."  

7. School facilities should be operated beyond school hours as community centers.  

8. Teachers should have responsibilities outside the classroom, through membership in out-of-school organizations.  

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5Ibid., p. 23.  
6Otto, Elementary School Organization and Administration, p. 483.  
7National Conference, Recreation for Youth, p. 6.  
8Kilpatrick, The Teacher and Society, p. 231.
TABLE 5 -- Continued

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<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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<tbody>
<tr>
<td>9. Each teacher should become a legal resident of the community.</td>
<td>9. Sixty-two of the 75 respondents lived in their teaching community during 1946-1947; 13 lived elsewhere. Among the total number of 2,079 teachers employed in the 75 communities investigated, 1,705 lived in the community where they taught; 374 lived in other communities.</td>
</tr>
<tr>
<td>10. The school should offer adult education opportunities.</td>
<td>10. Adult education classes were conducted in 25 of the 75 communities.</td>
</tr>
<tr>
<td>11. Health examinations are to be interpreted as an educative process as well as a means for determining the need for medical care and should be an integral part of every school program.</td>
<td>11. Physical examination of pupils was made in 35 schools; physical examinations were not made in 40 schools; 31 schools had physical examinations once a year; 3 had them twice a year; and 1 had them three times a year.</td>
</tr>
<tr>
<td>12. The local community should be used as curriculum material and activities.</td>
<td>12. Health surveys were made in 11 of the 75 schools (the only reference made to utilizing community resources).</td>
</tr>
</tbody>
</table>

9Olsen, op. cit., p. 395.  
10Yeager, op. cit., p. 10.  
11Otto, Elementary School Organization and Administration, p. 399.  
12Kilpatrick, The Educational Frontier, pp. 318-319.
### TABLE 5 -- Continued

<table>
<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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<tbody>
<tr>
<td>13. The entire community population should be included in community programs of education, cultural and social life, recreation, health, and other major community interests.</td>
<td>13. One community meeting was held for the purpose of informing the public about an anticipated school-bond election. This was the only mention made about the community population meeting together.</td>
</tr>
<tr>
<td>14. The community survey is an effective means for promoting home-school-community relationships.</td>
<td>14. No community surveys were reported except health surveys, which numbered 11.</td>
</tr>
<tr>
<td>15. Regular and special neighborhood community nights contribute to home-school-community relationships.</td>
<td>15. Play night for children was sponsored in 17 of the 75 communities; 16 of the play nights were held at the school. Play night for adults was held in 11 of the 75 communities; 10 were held at school.</td>
</tr>
<tr>
<td>16. Youth organizations, generally including Boy Scouts, Junior Red Cross, Girl Scouts, Camp Fire Girls, and Girl Reserves, provide opportunity for home-school-community relationships.</td>
<td>16. The youth groups represented 13 organizations generally recommended to be desirable for young people, namely: Girl Scouts, Boy Scouts, Girl Reserves, Camp Fire Girls, DeMolay, Boys' 4-H, Girls' 4-H, Hi-Y, Rainbow, Theda Kho, Bluebird, Future Homemakers of America, Future Farmers of America.</td>
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14 Otto, Elementary School Organization and Administration, p. 489.


16 Otto, Elementary School Organization and Administration, p. 488.
### TABLE 5 -- Continued

<table>
<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
</tr>
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<tbody>
<tr>
<td>17. A visiting teacher or nurse can be a valuable channel for interpreting the school to parents.(^{17})</td>
<td>17. A visiting teacher was employed in 6 of the 75 schools.</td>
</tr>
<tr>
<td></td>
<td>Health nurses served 46 schools; 29 schools did not have this service; 1 nurse visited the school four times a week; 3, twice a week; 7, once a week; 6, monthly; 1, six times a year; 1, five times a year; four, four times a year; 6, three times a year; 4, twice a year; and 13, once a year.</td>
</tr>
<tr>
<td>18. Classroom teachers should visit the pupil's home in order to understand the child better and to inform the parents about the school.(^{18})</td>
<td>18. Seven teachers among the 75 visited in the homes of all their pupils; 55 visited in some homes; and 13 did not visit any homes.</td>
</tr>
<tr>
<td>19. Parents should visit the school for conferences and for watching the school in action.(^{19})</td>
<td>19. Parents visited 61 of the 75 schools on special occasions; 12 visited on regular visiting days; and 56 visited whenever they desired.</td>
</tr>
<tr>
<td>20. The homes should be informed about the child's school work by means of letters, cards, reports, or telephone calls.(^{20})</td>
<td>20. The only ones in the child's school program which was reported to have been explained to the parents was the results of the physical</td>
</tr>
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</table>

\(^{17}\)Ibid., p. 477.  
\(^{18}\)Ibid.  
\(^{19}\)Ibid., p. 478.  
\(^{20}\)Ibid., p. 488.
### TABLE 5 -- Continued

<table>
<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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<tbody>
<tr>
<td>21. All appropriate techniques for effectively relating the school with the community should be utilized -- resource visitors, surveys, service projects, and similar activities. 21</td>
<td>examinations given in 35 out of the 75 schools. The information was sent by the following: by letter, 17; by telephone and letter, 1; by personal contact, 9; and by letter and personal contact, 8.</td>
</tr>
</tbody>
</table>

21. The Red Cross organization was represented in 64 communities; it was not represented in 11 communities.

- Tuberculosis associations functioned in 28 communities; 47 communities did not sponsor this organization.
- Cancer organizations, prenatal study groups, and day nurseries were reported for one community each out of the 75.
- Each service organization participated in only two community activities -- community welfare and civic projects.
- Recreational agencies did not participate widely in community activities.
- Educational groups participated fairly adequately in community activities, especially in community welfare and civic projects.

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21Olsen, op. cit., p. viii.
TABLE 5 -- Continued

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<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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22. The public should be informed about the school by all effective means.

22. The public was informed about the school's bond or public election in 61 of the 75 communities in the following ways: by children, 29; by radio, 3; by newspapers, 52; by school paper, 12; by letter, 17; by telephone, 6; and by public meeting, 1.

The public was informed about the school through the teachers' home visits in 62 communities; all pupils were visited by 7 teachers; part of them by 55; and none of them by 13.

A visiting teacher, who informed parents about the school, was employed in 6 of the 75 schools; 69 schools had no visiting teacher.

The public was informed about the school through parents' visiting the school in all 75 of the communities; in 61 schools they visited on special occasions; in 12 schools they had special visiting days; and in 56 schools they visited at any time.
TABLE 5 -- Continued

<table>
<thead>
<tr>
<th>Recommendations of Authorities</th>
<th>Statements of Respondents</th>
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<tbody>
<tr>
<td>23. The school, lay groups, and commercial recreational groups should cooperate in providing desirable and adequate recreation for children and adults.</td>
<td>The public was informed about the school through school newspapers in 33 of the 75 communities; the paper went to every child's home in 8 of the 33 schools which published a paper.</td>
</tr>
<tr>
<td>Recreation is a positive force in the life of every individual; it is the responsibility of every community to provide facilities and activities for meeting the recreational needs of all youth, regardless of race, creed, or economic status.</td>
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<tr>
<td>24. Year-round recreational programs should be provided in the community.</td>
<td>23. The recreational agencies were few in types, restricted in activities, and sedentary in characteristics in many instances.</td>
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<td></td>
<td>Most of the recreational agencies were for mutual benefit rather than for promotion of home-school-community relationships.</td>
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<td></td>
<td>24. Youth centers were open in 15 of the 75 communities; 3 were open during summer; 4, only during the school session; and 8 were open all the year.</td>
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An examination of the comparative data in Table 5 indicates that the recommendations or opinions of authorities

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22 National Conference . . . , Recreation for Youth, p. 28.
23 Ibid., p. 1.
24 Ibid.
in the field of home-school-community relationships were not paralleled to a satisfactory degree by the findings obtained from interviews. In other words, the 1946-1947 home-school-community relationships programs in the seventy-five school communities under consideration did not measure up to what authorities recommend as being desirable.

The nearest approach to meeting the recommended criteria was in the area of youth organizations, which provided opportunities for children to participate in worthwhile community activities. In addition, the youth organizations, service clubs, educational groups, parent-teacher organizations, parents' visitation of the school, and the newspaper were other media which, to some degree, appeared to be means utilized for relating the school to the homes and other institutions in the community.

Data in Table 5 indicate that home-school-community relationships could be initiated or strengthened by the addition of certain major activities. Reports from the teachers showed the need for these activities. The community resources should be utilized as curriculum material or activities. Teachers' responsibilities outside the classroom should be more extensive and provide for a wider range of social contacts. The school building should be used to a maximum degree for community activities and available at all times. More visiting teachers and an adequate number of
health nurses need to be employed for informing the home about the children's school work. Classroom teachers visited only a portion of homes represented by their pupils. Parents visited in a majority of the schools, but very few instances of planned, regular, or systematic visitation were reported. Recreational agencies and activities should be increased in number, widened in type, and made more active in many instances. Youth centers should be utilized extensively, and an adequate year-round recreational program for youth and adults, including play nights, be provided. Community surveys should not be restricted to health, but used more widely for a variety of purposes. Health examinations should be made a part of the school program in all communities, and when made a part of the school program, follow-up procedures should be engaged in by all the schools. Schools should sponsor adult education classes to a satisfactory degree. The community population should be included in community planning. The public should be more sufficiently informed about the school program -- the newspaper was the only widely used medium revealed by this study.

Summary

The present chapter has developed a comparison of recommendations or opinions of authorities in the area of home-school-community relationships and the findings on the
same items obtained from seventy-five respondents. An analysis of data led to the conclusion that home-school-community relationships in the seventy-five areas under consideration were not initiated, strengthened, or promoted by many of the existing conditions and activities reported by the respondents. In other words, the home-school-community relationships did not measure up in many instances to the criteria set up by the authorities.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The present study represents an attempt to determine whether the homes, schools, and communities in seventy-five areas of Texas appeared to co-operate to the extent and in the ways recommended by authorities in the field of home-school-community relationships. An effort was made to summarize the recommendations from a review of literature. From personal interviews with seventy-five teachers, who were attending North Texas State College in the summer of 1947, data were obtained on items related to the existing home-school-community relationships in various areas of the state. A comparison of the recommendations and the findings indicated the status of home-school-community relationships in representative sections of Texas.

Conclusions

A comparison of recommendations of authorities related to desirable home-school-community relationships and the findings on the same items obtained from seventy-five respondents led to the following general conclusions:

1. The youth organizations in the school communities
appeared to be fairly adequate in type, number, and activities and appeared to contribute effectively to the development of co-operative home-school-community relationships.

2. Adult service organizations appeared to be adequate in type but inadequate in number. They appeared to contribute to the development of home-school-community relationships only in the area of participation in welfare and civic projects.

3. Recreational agencies and activities were limited in number, scope, and type of activities and did not appear to contribute very largely to the development of home-school-community relationships.

4. Educational organizations appeared to be adequate in type, number, and activities and appeared to contribute fairly adequately to the development of desirable home-school-community relationships.

5. Health agencies and activities appeared to be inadequate in number and in scope. They did not appear to contribute largely to the development of home-school-community relationships.

6. Channels used for informing the public about the school were very limited and did not contribute in a maximum way to the development of home-school-community relationships. Only the newspaper was widely used.

7. Parent-teacher associations appeared to be fairly adequate in size and in activities. They appeared to
contribute effectively to the development of home-school-community relationships.

8. The school building was not available for community activities to the degree that it was an instrument for the development of home-school-community relationships.

9. Teachers' community contacts were few in number and limited in scope to the degree that they appeared not to be channels for developing maximum co-operative home-school-community relationships.

10. Among the nine agencies investigated in relation to their contribution to desirable home-school-community relationships, only the following four appeared to be adequate or fairly adequate in their functioning: youth organizations, adult service clubs, educational organizations, and the parent-teacher associations.

11. School-community relationships in general were not of the type or extent recommended by authorities.

Recommendations

In view of the preceding conclusions, the following two general but specific recommendations are made:

1. Teachers and interested laymen should investigate the recommendations of authorities relative to the establishment of desirable home-school-community relationships, and inform the public concerning these recommendations.
2. Frequent investigation should be made of the status of home-sCHOOL-community relationships in each community and improvements be undertaken.
**APPENDIX**

**QUESTIONNAIRE**

Community ___________________________ Population ___________________________

Rural____, Small Town____, Large Town____, City____

|----------------|-------------|-----------------|-----------------|---------------------------------|------------|

\[ X = \text{yes} \]

\[ 0 = \text{no, or none} \]

Young people's organizations:

*Girl Scouts*
*Boy Scouts*
*Girl Reserves*
*Camp Fire*
*DeMoley*
*Boys' 4-H*
*Girls' 4-H*
*Hi-Y*
*Rainbow*
*Theda Rho*
*Bluebird*
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<td>Service organizations:</td>
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<td>Lions Club</td>
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<td>Rotary</td>
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<td>Chamber of Commerce</td>
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<td>Social and recreational organizations</td>
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<td>Sewing Club</td>
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What health agencies are represented in your community? Red Cross____, County Health Unit____, Tuberculosis Association____, others __________________________

How often did the health nurse visit your school? Are the children given a physical examination? If so, how often? Are the parents given information as to the outcome of this examination? By letter? Telephone? Personal contact? Was a health survey made of the community? Was a follow-up program carried on after the
survey? If so, how was it done?

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Have you had a school bond or other election the past year?  How was the public informed -- by the children?  Radio?  Newspaper?  School newspaper?  Letter?  Telephone?

Is your school library available to the public all the time?  At a regular time?  No time?  Is the school building available to the public all the time?  At a regular time?  For special occasions?  No time?

Did parents visit your school on special occasions?  A regular visiting day?  Any time?

During the school term, do you live in the community where you teach?  How many teachers in your school?  How many live in the community?

What community organizations are you a member of?

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Did your school publish a newspaper?  Did your school newspaper go to the home of every child?

Were adult education classes conducted in your community?  What type?

Where held?


Other activities:

Does your school sponsor a youth center?  Where?  During the school term?  Summer?  All year?
Is a Play Night for children sponsored by the school? _____ For adults? _____ Where? ____________________________

______________________________

Did you make home visits to all your pupils last year? _____ Part of them? _____ None of them? _____ Does your school have a visiting teacher? _____
BIBLIOGRAPHY

Books


**Bulletin**


**Reports**


