

A SURVEY OF OPINIONS HELD
BY PARENTS AND TEACHERS ABOUT
THE P.T.A. AT LINCOLN JUNIOR HIGH
SCHOOL DURING THE SCHOOL YEAR
OF 1970-1971

A Seminar Report
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ABSTRACT

It was the purpose of this study (1) to survey the opinions of parents and teachers concerning Lincoln Junior High PTA's objectives, goals, and activities as it now exists, (2) to determine whether parents and teachers have similar or dissimilar views relating to the PTA at Lincoln Junior High School, (3) to determine if there was a significant difference at the .05 level, and (4) to draw any other conclusion from this study.

A questionnaire was sent to a sampling of two hundred parents and to forty teachers from Lincoln Junior High School. The questionnaire consisted of twenty-eight questions divided into three parts. The first part questioned respondents about biographical data such as sex, residence, age, education and membership in PTA's. The second part consisted of questions based on the Lincoln Junior High School PTA constitution. The third part was composed of questions seeking personal views of the respondents pertaining to the Lincoln Junior High School PTA. A space for writing free responses about the PTA was provided following part three. All data were tabulated and the statistical treatment chi-square (χ^2) was used to find any significant differences at the .05 level.

Parents and teachers held some similar views about the Lincoln Junior High School PTA. Both groups wanted an effective organization where a close relationship could be established for the students' welfare. They did not see the PTA at the present time as being entirely acceptable, but did not want to change to PTO and lose any advantages of the structure of PTA. Parents and teachers wanted to know each other better. Neither parents or teachers desired to have students admitted as members of local PTA units.

However, they disagreed on (1) the relevance of the objectives of the Lincoln Junior High PTA constitution, (2) the best situation for establishing better parent-teacher relationship, and (3) attendance at meetings. A sharp disagreement between parents and teachers revealed that they have different goals. Parents believe PTA beneficial and that it met its goals. Teachers, on the other hand, took the opposite view and felt that PTA was not beneficial, nor did it meet its goals. More involvement by parents, students and teachers is generally needed.

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Chapter I

INTRODUCTION

The La Crosse Public Schools are organized into a system similar to typical school districts throughout Wisconsin. Parent Teacher Association organizations are integral parts of most systems. Each school in the La Crosse Area Public School district had an organization of parents and teachers traditionally known as the Parent Teachers Association (PTA). These local units throughout the state make up the membership of a state branch. In like manner, all state organizations form the national organization. Upon joining a local unit, a membership automatically belonged to the state and national groups. Questions have been raised about the importance of the local units and their relationship to the state and national PTA.

Importance of the Study

A growing feeling of dissatisfaction among parents and teachers has been observed by this writer. It is not uncommon to hear comments, sometimes in jest and sometimes serious, about the merits of the PTA. For example, Mrs. Rich, home and school columnist for the Washington Post and teacher of parent education at the University of Virginia, has received letters from parents which tend to cast doubts upon the value of PTA. The following quotes are illustrative of parent reaction: "PTA's are a joke. Practically any change would be an improvement." "In twenty years experience, I've seen nothing really meaningful achieved by the PTA." "I'd like to see PTA reorganized as a common meeting ground for parents and teachers to discuss problems of a general nature and make plans specifically related to

the individual school."¹ This apparent discontent with the PTA's traditional structure has been taking its toll of members. National and state rolls are reduced. Locally, there was a loss of 805 members in one year. In 1968-1969 the PTA membership within the La Crosse Public School District dropped from 3,977 to 3,172.²

The drop in membership doesn't necessarily mean that parents lose contact with their school for lack of organization. Actually, the local PTA membership decided to break off affiliation with the state and national groups. Thus, new local organizations are formed. These units are known as Parent Teacher Organizations (PTO). They determine their own policy based upon the needs of their local school. At least five schools in the La Crosse area have made this change. These PTO units are being formed throughout the states.³

In order to bring a new spirit into the PTA, proposals have been made to admit students into the PTA as voting members and potential office holders. A new title of Parent Teacher Student Association (PTSA) accompanies this attempt to stimulate new interest.⁴

Based upon the writer's observations, full complements of teachers attended the PTA meetings. Traditionally, this practice has been considered

¹Hendryson, Elizabeth, and others, "The Value of the PTA," Today's Education, May, 1969, p. 31.

²Blum, Grant, "Disenchantment Bringing Big Drop in County PTA Roll," La Crosse Tribune, January 12, 1971.

³ibid.

⁴Summer, William, "Even Students Won't Change PTA Boredom," Wisconsin State Journal, November 12, 1970.

a required activity. It has been apparent at some meetings teachers far outnumber the parents. Many teachers felt that under those conditions it was an imposition to have to attend after a busy day at school. Usually parents enjoyed a night out at school and want to see their children perform. Some teachers object to student performance at meetings because they felt preparation for programs took too much time from classroom teaching. On the other hand, both parents and teachers seemed to feel that PTA lacks initiative in areas of student welfare. This writer had also observed a developing resentment that our units were becoming a fund raising group to supply extra school equipment.

These facts and observations have raised many questions about the adequacy of PTA at Lincoln Junior High School. Therefore, the writer decided to study the PTA at Lincoln Junior High School.

I. The Problem

Statement of the Problem. The purpose of this study was (1) to survey parents and teachers opinions concerning Lincoln Junior High School PTA objectives, goals, and activities, and (2) to determine whether parents and teachers have similar or dissimilar views relating to the PTA at Lincoln Junior High School.

II. Explanations of The Terms Used

Goals: Any objective of ambition or desire

Lincoln Junior High: One of the three Junior High Schools in the La Crosse Public School District located at 9th and Division streets in La Crosse, Wisconsin.

Objectives: Aims dealing with external facts and not with thoughts and feelings that were used in the Lincoln Junior High School PTA constitution.

Opinions: A judgment or belief not as strong as knowledge, expressed by respondents in the questionnaire.

Parents: Mothers and fathers of the registered Lincoln Junior High students.

Policies: A course of conduct based on principle which were contained in the Lincoln Junior High School PTA constitution.

PTA: The organization of parents and teachers of the Lincoln Junior High students affiliated with state and national associations.

P.T.O.: Parent Teacher Organization. A local unit with no state or national affiliation.

P.T.S.A.: Parent Teachers Student Association.

Social Activity: Activity with a group specifically for their own pleasure.

Teachers: The faculty members of Lincoln Junior High School.

III. Assumptions

The following assumptions were made by the investigator concerning this study: (1) All respondents will answer truthfully and completely all the questions on the survey. (2) The survey is valid and reliable. (3) Both parents and teachers are equally interested in the success and improvement of PTA. (4) Those respondents who do not fill out and return the questionnaire will not affect the results. (5) That all respondents recognized and identified the writer as being a teacher at Lincoln Junior High. (6) That all participants understood they would not be directly identified in this study.

IV. Limitations

The investigator of this survey places the following limitations on this study: (1) There may be imperfections in the design of the questionnaire not accounted for by the investigator. (2) The sampling of parents and teachers from Lincoln Junior High was too small a portion of the city of La Crosse and was not a generalization of all schools of the area. (3) The literature for this subject as it relates to Lincoln Junior High is rather limited.

V. The Null Hypothesis

There was no significant difference between the opinions of parents and teachers about the objectives, goals and activities of the PTA at Lincoln Junior High School. The null hypothesis was accepted at the .05 level of significance.

Chapter II

REVIEW OF THE LITERATURE

The PTA stands for common aims shared by millions of Americans from all walks of life who are drawn together in an association because of their concern for children. The original PTA started as a mothers' movement in 1897, to help them to become better mothers, and to fill the needs of parents and educators for an improved understanding of the child in relation to school and society. By 1925, men and teachers had joined in such large numbers that it became the National Congress of Parents and Teachers, commonly known as PTA. Today it is an adult education association, even though it is not usually thought of in this way. Many feel it is a type of activity for parents in the school. This it is not.¹

The first records of Lincoln Junior High PTA are dated December 5, 1941, when the unit was called Lincoln Service League.² On February 24, 1954, a committee of three was appointed to revise the constitution; namely Mrs. Frank Sheider, Mrs. C. Evans, and Miss Rossiter. Acceptance of the completed revisions at the March 19, 1957 meeting was presented by Mr. Dippel, chairman of the constitution committee.³ The bylaws were legally adopted and from then to the present time this group was known as the Lincoln Junior High School PTA,

¹Elizabeth Hendryson, and others. "The Value of the PTA", Today's Education, May, 1969, p. 31.

²Ledger of Lincoln Junior High Parent Teacher Association, La Crosse, Wisconsin, p. 1.

³*Ibid.*, p. 119.

a local unit of the Wisconsin Congress of Parents and Teachers, a branch of the National Congress of Parents and Teachers.

The objectives of this group are:

1. To promote the welfare of children and youth in home, school, church and community.
2. To raise the standards of homelife.
3. To secure adequate laws for the care and protection of children and youth.
4. To bring into closer relation the home and school, that parents and teachers may cooperate intelligently in the training of the child.
5. To develop between educators and the general public such united efforts as will secure for every child the highest advantages of physical, mental, social and spiritual education.

The policies of this group are:

1. The program of this association shall be educational and shall be developed through conferences, committees, and projects.
2. This association shall be non-commercial, non-sectarian, and non-partisan. No commercial enterprise and no candidate shall be endorsed by it. The name of the association or the names of its officers in their official capacities shall not be used in any connection with a commercial concern or with any partisan interest or for any purpose other than the regular work of the association.
3. This association shall not seek to direct the administrative activities of the school or to control its policies.
4. This association may cooperate with other organizations and agencies active in child welfare such as on commitments that bind their

member groups.⁴

The ledger of minutes of Lincoln Junior High PTA discloses some interesting facts. Six or seven meetings were held each year. The Annual Lincoln Coffee was the big event of the year which earned a profit of upward to \$500. This event was cancelled in 1962, at which time there were 259 members. Throughout the ledger programs are recorded with films, speakers and many performances by the students in chorus, choirs, plays, dancing, tumbling, and demonstrations. Open house, where parents attend their child's daily program on a 10 minute basis, was inaugurated on February 27, 1943. It has been a popular format ever since. The Lincoln Junior High PTA showed its generosity by donating numerous gifts, such as, band uniforms, audio visual equipment, stage equipment, choir gowns, donations to various groups, and even a sum of \$10 was voted for each teacher to spend as was needed for the classroom.⁵ The Lincoln Junior High PTA continued in an unbroken sequence of meetings to the present time. Three meetings are now held each year, the first traditionally being the open house meeting.

Parents have criticized teachers and teachers have criticized parents. There was nothing more serious for parent-teacher relations than this. PTA's are a mark of home-school activity. A flourishing PTA seems to suggest that the school is doing its job well. PTA could cause ill feelings if teachers feared a build-up of parent power, a combination of behind-the-

⁴Constitution, Lincoln Junior High School PTA, La Crosse, Wisconsin.

⁵Ledger of Lincoln Junior High Parent Teacher Association, La Crosse, Wisconsin, p. 120.

scenes criticism and outright pressure on matters they consider their own responsibility. Mrs. Ruth Jennings, author of the pamphlet reporting on the Leeds parent group attached to the Confederation for the Advancement for State Education says:

We believe that these fears are largely illusory, but here are some of the tensions between parents and teachers which do arise. First, although schools were respected for their expertise and dedication they are also felt to be holding the children as hostages. They may well reject the suggestion that a child could possibly be victimized on account of his parents' actions, but the fact remains that parents believe it could happen.

Second, strong parents' groups did not form easily, as parents at any one school were a floating population whose attachment to the school lasted only as long as their child was there. A school itself may unite them, but of themselves they are unlikely to form a group unless they happen to share a sense of grievance. If the school took the lead in bringing difficulties to the surface, a group of disgruntled parents could not carry the majority with them.

One disruptive effect of parent groups often noticed by heads was children's resentment at being discussed. They may be disturbed if they suspect that parents and teachers are at loggerheads or ganging-up against them; even too much interest and approval may be oppressive.

Traditional-minded parents might put unwelcome brakes on experiments in teaching. The school may feel it has to limit parental influence in order to conserve the human value of a real education, and at the same time to protect innovations, so that they can be pursued single-mindedly and properly assessed.

In spite of these difficulties regular contact between parents and schools was essential. Schools needed to record contacts, collect information about children's backgrounds, discuss home and school policy and agree to a minimum number of parental contacts each term.⁶

An area for PTA consideration is the following by Firester from the Education Digest of April, 1970:

Two significant trends, if ignored, are on a collision course. On the one hand, parents and students refuse to accept the unchecked authority of the school. On the other hand, teachers

⁶"PTA Can Cause Tension and Ill-Feelings", New York Times Educational Supplement, July 3, 1970, p. 12.

are demanding and gaining increased immunity from review of their actions by parents or administrators. In their desire for autonomy, teachers have largely ignored any serious concern for teachers' responsibility or parental rights. Unless there is strong evidence of violation of rules, parents have no recourse over any action the teachers or the school may take. Parents who exercise their theoretical right to air their grievances learn to consider the possible consequences for their child. If schools are to function effectively they must begin immediately to build fair mechanisms to deal with parent-school conflict.⁷

M. Essex in the Education Digest of January, 1970, says:

The PTA can be truly representative of the whole community, since membership is open to every resident of the school attendance area, with or without children in the school. PTA believes that the way to bring about school improvement is through communication and cooperation. Enhancing the organizations' ability to function effectively in the modern activist world is an interpretation of PTA policy adapted in September, which declares that 'The idea of the democratic school system implies that citizens have the responsibility not only to finance the schools but also to participate in determining educational goals, objectives, curriculum building that will truly meet the needs.'⁸

According to the laws of our land parents and teachers are responsible for children during different portions of the day. Children of school age, being minors, are under school supervision for a prescribed number of hours. During this time teachers are parents in absentium to the children under their care. Instruction from both groups overlaps to fully train and educate children. A need for a close relationship between parents and teachers is therefore indicated. Specific results are expected from the training parents give their children to be a basis for the teachers to build on.

⁷L. Firester. "Wanted - Rx for the Equitable Management of Parent-School Conflict", Education Digest, April, 1970, pp. 5-7.

⁸M. Essex. "Getting Through to the Establishment", Education Digest, January, 1970, pp. 42-44.

Likewise, teachers need to produce specific results as evidence of their teaching for parents to build on. The PTA was intended to be a common meeting ground for parents and teachers to keep in touch, to clear the air, and to develop the best relationship for constantly improving student welfare.

PTA's have recently experienced a sizable drop in membership. According to the Ledger of Lincoln Junior High PTA minutes, an entry on November 15, 1957, disclosed a membership of 295.⁹ The membership for 1962 was 259; for the 1970-71 school year, 160 members.¹⁰ Therefore, a need appeared imminent to seek some reasons for the disenchantment with PTA.

⁹Ledger of Lincoln Junior High Parent Teacher Association, La Crosse, Wisconsin, p. 124.

¹⁰Ibid., p. 153.

Chapter III

THE RESEARCH DESIGN

A search of the literature provided some ideas as indicated in Chapter I about the problem of the PTA today, while conversation and comments pointed out many more. The population in this study consisted of the parents and teachers of students at Lincoln Junior High School.

I. The Instrument

The instrument used to collect data about the opinions of parents and teachers toward the Lincoln Junior High PTA was a thirty-six question questionnaire. (Appendix B) There were three parts to the instrument. Part I consisted of questions describing the respondents by personal data such as sex, residence, level of education, age and attendance at Lincoln Junior High School and other PTA's. Part II consisted of questions taken directly from the Lincoln Junior High PTA constitution. The first five questions were the constitution's stated objectives. Questions six through ten were the constitution's stated policies. The researcher was interested to find whether or not PTA members were aware of the terms of the constitution. Part III consisted of questions directly related to opinions of respondents about PTA. A space to write comments was provided at the end of the questionnaire.

A trial survey was conducted to test the questionnaire. Five parents and five teachers not connected with Lincoln Junior High in this research examined the instrument. Their verbal and written comments were used to clarify the questionnaire.

For the purpose of this study all parents' names of seventh, eighth, and ninth grade students were listed. Duplicate names were eliminated to insure that no family would receive more than one questionnaire. From this list every third name was selected, starting with the second name on the list. The completed list included two hundred names. All of the teachers at Lincoln Junior High except the investigator, were included in the study. A questionnaire, a letter of explanation, and a self addressed envelope were mailed to each parent. A questionnaire and letter were put into each teachers' mail box in the school office. Within two weeks time one hundred and six questionnaires had been returned by parents. Within three days, forty teachers had returned the answered questionnaire. Six of the parents' questionnaires had to be rejected because they were not fully answered. The return from parents was fifty percent and from the teachers one hundred percent.

Thirty percent of the parents' responses contained written comments. Twenty-five percent of the teachers' responses contained written comments.

Appendix A contains a sample of the letter and Appendix B a sample of the questionnaire used in this study.

II. Treatment of the Data

Two procedures were used to analyze the data obtained from the one hundred forty questionnaires used by the researcher. First, the data were tabulated on all questions and prepared in 2x2 contingency tables. (Appendix D) The chi-square test was utilized to determine whether the difference in distribution of responses between the groups differed significantly. Computed chi-square values exceeding the critical value 3.841, were necessary for significance at the .05 level. (Appendix C, Table IV)

Chi-Square was obtained in the following manner:

(1) Record the number of observations falling into each positive and negative category for each group.

(2) Determine expected frequencies by using the marginal tables.

(Appendix D).

$$\chi^2_{(1)} = \sum \frac{(O-E)^2}{E}$$

χ^2 = Chi Square

\sum = Summation

O = Number of observed frequencies

E = Number of expected frequencies

(1) = df, degrees of freedom

The number of ways in which the data are free to vary.

The number of observations minus the number of restrictions placed on the data.

Second, percentage tables were also prepared to compare opinions of respondents. (Appendix C, Tables I, II and III).

Chapter IV

PRESENTATION AND ANALYSIS OF DATA

The major concern of this study was to observe the differences in opinions between parents and teachers concerning specific questions about PTA. This writer was interested in discovering whether differences in opinions were significant. The statistical treatment chi-square (χ^2) was used to find significant differences. The null hypothesis was accepted or rejected at the .05 level of significance. Critical value of $\chi^2 = 3.841$, based on the distribution of χ^2 Table. All findings of the study were taken from the tabulation of responses on the questionnaire (Appendix D). A complete list of yes and no answers from parents and teachers were tabulated on 2x2 contingency tables.

In this survey Part I probed the biographical data of the respondent regarding sex, residence, age, education, and membership in PTA's. A comparison of percentages relevant to personal information can be found in Table I of Appendix C.

Part II of the questionnaire dealt with general information from the Lincoln Junior High School PTA constitution. This writer desired to determine if members understand the goals of their PTA. Questions one, two, three, four and five were the stated objectives of the constitution (Article II). Questions six, seven, eight, nine and ten were restated inquiries about the policies of the constitution (Article III). A comparison of percentages dealing with these specific questions about the constitution can be found in Table II of Appendix C.

Part III of the questionnaire utilized questions numbered eleven through twenty-eight. These specific questions probed such areas as membership activities, student participation, parent teacher relationship, PTO, PTSA, and the merits of PTA. The classification of these questions are as follows:

	<u>Question Number</u>
1. Membership Activities	11, 12, 13, 14
	15, 16, 23
2. Student Participation	24, 25, 26
3. Parent Teacher Relationship	17, 18
4. PTO	20, 21, 22
5. PTSA	19
6. Merits of PTA	27, 28

Following are the null hypothesis that were tested.

Part I - PERSONAL INFORMATION

There was no significant difference in parent and teacher respondents pertaining to their sex. The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following observed data:

<u>Group</u>	<u>Male</u>	<u>Female</u>
Parents	29	71
Teachers	17	23
$\chi^2 = 1.7880$	$P = 3.841$	$df = 1$

There was no significant difference in response because of residence. The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Rural</u>	<u>City</u>
Parents	27	73
Teachers	13	27
$\chi^2 = 0.1968$	$P = 3.841$	$df=1$

There was no significant difference between parents and teachers who are dues paying PTA members. The null hypothesis was rejected. The basis for rejecting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	63	37
Teachers	16	24
$\chi^2 = 5.2474$	$P = 3.841$	$df=1$

There was no significant difference between parents and teachers who did attend other PTA's. The null hypothesis was rejected. Based on the following date the null hypothesis was rejected:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	52	48
Teachers	10	30
$\chi^2 = 7.3828$	$P = 3.841$	$df=1$

There was no significant difference in educational levels between parents and teachers. The null hypothesis was rejected. The data for rejecting the null hypothesis were the following:

<u>Group</u>	<u>Elementary</u>	<u>High School.</u>	<u>College</u>
Parents	1	47	52
Teachers	0	0	40

$\chi^2 = 29.2173$ $P = 5.991$ $df=2$

There was no significant difference in the age groups represented by the parents and teachers. The null hypothesis was rejected. Data from the following tabulations were the basis for rejecting the null hypothesis:

<u>Group</u>	<u>20-30</u>	<u>30-40</u>	<u>40-50</u>	<u>50-60</u>	<u>60-70</u>
Parents	0	45	49	6	0
Teachers	15	6	7	9	3

$\chi^2 = 66.4063$ $P = 9.488$ $df = 4$

Part II - GENERAL INFORMATION

There was no significant difference in response to question one objective, stating, "PTA promotes welfare of youth in homes, church, and community." The null hypothesis was accepted on the basis of the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	56	44
Teachers	17	23

$\chi^2 = 1.5807$ $P = 3.841$ $df=1$

There was no significant difference in responses to question two objective, stating, "PTA raises the standards of homelife." The null hypothesis was accepted as indicated by the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	34	66
Teachers	9	31
$\chi^2 = 1.2763$	$P = 3.841$	$df=1$

There was no significant difference in the responses to question three objective, stating, "PTA secures adequate laws for the care and protection of youth." The null hypothesis was rejected. The data used for rejecting the null hypothesis were the following:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	52	48
Teachers	11	29
$\chi^2 = 5.9747$	$P = 3.841$	$df=1$

There was no significant differences in the responses to question four objective, stating "PTA brings into closer relations the home and school so parents and teachers can cooperate." The null hypothesis was accepted on the basis of the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	80	20
Teachers	28	12
$\chi^2 = 1.1028$	$P = 3.841$	$df=1$

There was no significant difference in the responses to question five objective, stating "PTA helps to develop between educators and the general public a united effort to give every child the best education." The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	67	33
Teachers	24	16
$\chi^2 = 0.3461$	$P = 3.841$	$df=1$

There was no significant difference in the responses to question six, "Do you feel our PTA programs are educational?" The null hypothesis was accepted. The following data were the basis for accepting the null hypothesis:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	82	18
Teachers	34	6
$\chi^2 = 0.0314$	$P = 3.841$	$df=1$

There was no significant difference in the responses to "Do you agree that PTA should be non-commercial?" The null hypothesis was accepted. The data used for accepting the null hypothesis were as follows:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	88	12
Teachers	37	3
$\chi^2 = 0.2258$	$P = 3.841$	$df=1$

There was no significant difference in the responses to "Do you agree that PTA should be non-sectarian?" The null hypothesis was accepted. The following data revealed the basis for accepting the null hypothesis:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	97	3
Teachers	38	2
$\chi^2 = 0.0051$	$P = 3.841$	$df=1$

There was no significant difference in the responses to question nine, "Do you agree that the PTA should be non-partisan?" The null hypothesis was accepted. Data tabulated from the questionnaire were the basis for accepting the null hypothesis:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	83	17
Teachers	33	7
$\chi^2 = 0.0314$	$P = 3.841$	$df=1$

There was no significant difference in the responses to question ten, "Do you agree that PTA should be cooperative with other groups active in child welfare?" The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	92	8
Teachers	38	2
$\chi^2 = 0.0673$	$P = 3.841$	$df=1$

Part III - SPECIFIC INFORMATION about Lincoln Junior High PTA.

There was no significant difference in the responses to question eleven, "Are you an active PTA supporter?" The null hypothesis was accepted.

The data used for accepting the null hypothesis were the following:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	59	41
Teachers	25	15
$\chi^2 = 0.0364$	$P = 3.841$	$df=1$

There was no significant difference in the opinions of parents and teachers on question twelve, "Do you enjoy our PTA meetings?" The null hypothesis was rejected. The following data reveal the basis for rejecting the null hypothesis:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	67	33
Teachers	18	22
$\chi^2 = 4.9119$	$P = 3.841$	$df=1$

There was no significant difference in the opinions in question thirteen, "Are you bored with our PTA meetings?" The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	33	67
Teachers	19	21
$\chi^2 = 1.9894$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question fourteen, "Do you support our PTA as a fund raising group to purchase extras for the school?" The null hypothesis was accepted on the basis of the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	77	23
Teachers	28	12
$\chi^2 = 0.4200$	$P = 3.841$	$df=1$

There was no significant difference in the opinions in question fifteen, "Do you think of PTA as a social group associated with the schools?" The null hypothesis was accepted. Data from the following tabulations were the basis for accepting the null hypothesis:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	36	64
Teachers	7	33
$\chi^2 = 3.7668$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question sixteen, "Do you think of PTA as an adult education association?" The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	44	56
Teachers	21	19
$\chi^2 = 0.5233$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question seventeen, "Do you feel our parents and teachers have a close relationship regarding student welfare?" The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following observed data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	50	50
Teachers	15	25

$\chi^2 = 1.3274$ $P = 3.841$ $df=1$

There was no significant difference in opinions in question eighteen, "Do you feel that our PTA is the appropriate organization to establish a close relationship between parents and teachers?" The null hypothesis was rejected. The data used for rejecting the null hypothesis were the following:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	71	29
Teachers	15	25

$\chi^2 = 12.1557$ $P = 3.841$ $df=1$

There was no significant difference in opinions in question nineteen, "Do you favor admitting students into the PTA as voting members and potential office holders?" The null hypothesis was accepted. Based on the following data the null hypothesis was accepted:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	24	76
Teachers	8	32

$\chi^2 = 0.0820$ $P = 3.841$ $df= 1$

There was no significant difference in opinions in question twenty, "Do you favor a shift to the P.T.0?" The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	50	50
Teachers	15	25
$\chi^2 = 1.3274$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question twenty-one, "Do you feel there are more advantages within the structure of the PTA as compared with the P.T.0?" The null hypothesis was rejected. Data from the following tabulations were the basis for accepting the null hypothesis:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	42	58
Teachers	9	31
$\chi^2 = 3.8870$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question twenty-two, "Do you feel that parent-teacher groups should make public recommendations on local issues of school related events?" The null hypothesis was accepted on the basis of the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	84	16
Teachers	34	6
$\chi^2 = 0.0121$	$P = 3.941$	$df=1$

There was no significant difference in opinions in question twenty-three, "Should teachers be required to attend PTA meetings?" The null hypothesis was rejected. The basis for rejecting the null hypothesis was taken from the following observed data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	61	39
Teachers	6	34
$\chi^2 = 22.4190$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question twenty-four, "Do you feel that student participation in PTA programs is a legitimate use of their talents?" The null hypothesis was accepted. Based on the following data the null hypothesis was accepted:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	85	15
Teachers	33	7
$\chi^2 = 0.0121$	$P = 3.841$	$df=1$

There was no significant difference in question twenty-five, "Is student participation in PTA programs a prime motivator for you to come to the meetings?" The null hypothesis was rejected. The data used for rejecting the hypothesis was as follows:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	50	50
Teachers	10	30
$\chi^2 = 6.3065$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question twenty-six, "Do you think that the preparation of PTA programs by students detracts too much from their formal classwork?" The null hypothesis was accepted. The basis for accepting the null hypothesis was taken from the following data:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	11	89
Teachers	3	37
$\chi^2 = 0.0972$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question twenty-seven, "Do you feel our PTA, as it now exists, is beneficial?" The null hypothesis was rejected. Data from the following tabulations were the basis of rejecting the null hypothesis:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	69	31
Teachers	12	28
$\chi^2 = 16.2593$	$P = 3.841$	$df=1$

There was no significant difference in opinions in question twenty-eight, "Does our PTA meet its goals as you understand them?" The null hypothesis was rejected. The data used for rejecting the null hypothesis were as follows:

<u>Group</u>	<u>Yes</u>	<u>No</u>
Parents	58	42
Teachers	10	30
$\chi^2 = 11.1698$	$P = 3.841$	$df=1$

Chapter V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This study was undertaken to determine the differences in opinions between parents and teachers concerning the PTA at Lincoln Junior High. The researcher was interested in discovering whether the differences were significant. A questionnaire was the instrument used for data gathering from a sampling of the parent and teacher population at Lincoln Junior High. A letter of transmittal (Appendix A) and the questionnaire (Appendix B) were sent to each one selected. Complete tabulations can be found in Appendix C and D. The data treatment of chi-square was employed to find statistical differences. The null hypothesis was accepted or rejected at the .05 level of significance.

FINDINGS

The findings of this study were taken from the tabulation of responses on the questionnaire. (Appendix C and D). The findings are as follows:

1. There was a statistical difference between parent and teacher views on only one question which dealt with the constitution objectives. Parents indicated a higher percentage of yes responses to the inquiry about PTA securing adequate laws for the care and protection of youth.(3). Teachers reacted negatively with a majority of no responses.

2. In the remaining four questions from the constitution objectives, parents and teachers percentage-wise showed some agreement of opinions. They

agreed negatively about PTA raising the standards of homelife. (2) They agreed positively that PTA brings home and school closer to help parents and teachers cooperate. (4) Another positive agreement showed that they shared the same opinions about PTA being a help to educators and the general public in unifying to give every child the best education. (5) Opposite opinions were displayed when parents' responses revealed that they agreed PTA promotes the welfare of youth in the community. Teachers generally did not agree. (1)

3. Both parents and teachers were in positive agreement on all five statements on policies of the constitution with a majority of yes responses.

4. Agreement of the opinions of parents and teachers pertaining to membership activities occurred in four questions. The respondents felt, by a slight percentage majority, that they were active PTA members. (11) They supported PTA as a fund raising group, by a large percentage majority. (14) PTA meetings were not found boring by either group, (13) nor did they believe that PTA should be a social group in the schools. (15) The opinions were divided on one question (16) by only a slight variance of percentage. Parents viewed the PTA as an adult education association, while teachers did not. In this group there was a significant difference in two questions. Parents enjoyed PTA by a 2:1 margin. Teachers reacted negatively with a slight majority. (12) Parents answered positively by a high percentage that teachers should attend meetings, while teachers responded negatively by a vast majority of 5:1. (23)

5. Student participation in PTA programs was another area where parents and teachers shared opinions. Both responded positively about using students as a part of PTA programs, (24) and that the time spent in preparation would not detract too much from classwork. (26) Parents and teachers

viewed from a different vantage point the question about student participation in PTA programs being a prime motivator for attendance at meetings. (25) The parents responded positively while the teachers responded negatively. There was a significant difference at the .05 level.

6. Parent responses were divided fifty-fifty percent yes and no answers, while teachers revealed a 2:1 no response about their sharing a close relationship regarding student welfare. (17) A significant difference was apparent through the 3:1 percent yes responses of parents and the 2:1 percent no responses from teachers about PTA being the appropriate organization to establish close relationships between parents and teachers. (18)

7. A fifty-fifty percent response from parents about changing from PTA to PTO differed from the 2:1 percent response against the change from the teachers. (20) There was a significant difference in the opinions of parents and teachers about the advantages found within the PTA structure. (21) Percentage-wise, a high response of yes answers came from both parents and teachers about PTA being able to make public recommendations on local issues of school related events. (22)

8. Both parents and teachers agreed that students should not be admitted as members of PTA. (PTSA) (19)

9. Significant differences were revealed in two questions about the merits of PTA. By a relatively high percentage, parents believed the Lincoln Junior High PTA was beneficial (27), and met its goals. (28) Teachers, by an even larger percentage, believe PTA was not beneficial, nor did it meet its goals.

The chi-square as revealed in Table IV showed statistical significance on eight of the twenty-eight items. (3, 12, 18, 21, 23, 25, 27, 28)

The free responses contributed by the parents and teachers provided these suggestions:

I. Parents

- A. "Survey students to determine their needs."
- B. "Prevent repetitious programs among the local units. Parent avoid meetings where the programs are being repeated."
- C. "PTA should be run by parents."
- D. "Only dues paying members should vote at meetings."
- E. "More meetings similar to open house whereby parents can meet teachers and parents of their childrens' classmates."
- F. "Smaller meeting groups such as parent-faculty meetings for improved relationships."
- G. "PTA instigate repairs in school buildings."
- H. "More disbursements of PTA dues to local units. PTO keeps full dollar dues in local unit."
- I. "Improve public relations to build PTA into a vital group."

II. Teachers

- A. "More parents attend meetings."
- B. "Create one city-wide organization to replace local units. (Citizens Interested in Education)"
- C. "Parents run PTA."
- D. "Investigate the possibility of becoming a PTO unit."

The findings on Table I revealed the following biographical data:

1. Among both parents and teachers, a higher percentage female answered the questionnaire than male.
2. Most respondents were city residents.
3. A larger number of parents were members of Lincoln Junior High PTA than teachers, but considering attendance at other PTA's, a high percentage of both maintained membership in some unit.
4. One hundred percent and fifty-two percent of teachers and parents respectively, had reached college degrees in their education.
5. The span of age groups for teachers was 20-70; parents 30-60.

CONCLUSIONS

The findings reveal that as groups parents and teachers hold similar views about Lincoln Junior High PTA. Both groups favor an effective organization whether it is PTA, PTO, or some other group, where a close relationship between parents and teachers could be established for the welfare of students. Presently they see PTA as not entirely acceptable, but do not wish to change to PTO and lose any advantages of the structure of PTA.

In review of the state and national PTA's approval to allow students to become members in the local units, it will be necessary to convince the local membership that this action can be beneficial. The findings in this study revealed that both parents and teachers rejected the idea of students as PTA members. (PTSA)

However, they disagree on (1) the relevance of the objectives of the PTA constitution, (2) the best situation for establishing better parent-teacher relationships, and (3) attendance at meetings. A significantly sharp disagreement between parents and teachers revealed that they have

different goals. Based on responses to questions twenty-seven and twenty-eight, parents definitely valued the PTA and believed that it met its goals. On the other hand, teachers staunchly believed PTA was not beneficial, nor did it meet its goals. More involvement by parents, students and teachers is generally needed.

RECOMMENDATIONS

The writer, upon the findings of this study, recommends the following:

1. The Lincoln Junior High PTA explore their constitution and make needed revisions.
2. All teachers at Lincoln Junior High join a PTA.
3. More parents join PTA and attend.
4. PTA program chairman involve more students in the programs.
5. Parents and teachers work through the PTA for a closer relationship.
6. A study of some elementary and senior high schools' PTA to investigate how the organization thrives in a situation other than junior high.

APPENDIX

APPENDIX A
LETTER OF TRANSMITTAL

Dear Parents and Teachers:

Your name has been selected in a random sampling from the Lincoln Junior High roster of parents and teachers to participate in a survey I am conducting. I am seeking to find the opinions of parents and teachers concerning the importance of the PTA here at Lincoln Junior High School. Individual responses will remain anonymous.

Your cooperation in completing this questionnaire will be greatly appreciated. Please return it immediately in the enclosed self-addressed envelope. I am anticipating tabulating the results in March - 1971.

Thank you for your time and help.

Sincerely,

Vera Johnston

APPENDIX B
QUESTIONNAIRE

SURVEY

Part I - PERSONAL INFORMATION

- | | | <u>Circle One</u> | | | | |
|---|--|-------------------|---------|--|--|--|
| 1. Position | | parent | teacher | | | |
| 2. Sex | | male | female | | | |
| 3. Age | 20-30 30-40 40-50 | 50-60 | 60-70 | | | |
| 4. Resident | | rural | city | | | |
| 5. Highest degree of education | | elementary | | | | |
| | | high school | | | | |
| | | college degree | | | | |
| 6. Number of children | 1 2 3 4 5 6 7 8 9 10 | | | | | |
| 7. Are you a dues paying member of Lincoln PTA? | | Yes | No | | | |
| 8. Do you attend PTA at other schools? | | Yes | No | | | |

Part II - GENERAL INFORMATION

The following objectives, stated in the constitution of the Lincoln PTA are listed for your consideration. Please read the question once and check your immediate response.

1. PTA promotes welfare of youth in home, church, and community. Yes No
2. PTA raises the standards of homelife. Yes No
3. PTA secures adequate laws for the care and protection of youth. Yes No
4. PTA brings into closer relations the home and school so parents and teachers can cooperate. Yes No

5. PTA helps to develop between educators and the general public a united effort to give every child the best education. Yes No

Part II - GENERAL INFORMATION (Con't)

The following are related to policies governing Lincoln PTA functions.

6. Do you feel our PTA programs are educational? Yes No
7. Do you agree that PTA should be non-commercial? (No commercial enterprise or candidate shall be endorsed by PTA). Yes No
8. Do you agree that PTA should be non-sectarian? Yes No
9. Do you agree that PTA should be non-partisan? (the association or its members cannot be used in any political interest). Yes No
10. Do you agree that PTA should be cooperative with other groups active in child welfare? Yes No

Part III - SPECIFIC INFORMATION about Lincoln Junior High PTA

11. Are you an active PTA supporter? Yes No
12. Do you enjoy our PTA meetings? Yes No
13. Are you bored with our PTA meetings? Yes No
14. Do you support our PTA as a fund raising group to purchase extras for the school? Yes No
15. Do you think of PTA as a social group associated with the schools?
 Yes No
16. Do you think of PTA as an adult education association? Yes No
17. Do you feel our parents and teachers have a close relationship regarding student welfare? Yes No
18. Do you feel that our PTA is the appropriate organization to establish a close relationship between parents and teachers? Yes No
19. Do you favor admitting students into the PTA as voting members and potential office holders? Yes No
20. Do you favor a shift to the P.T.O? (a locally controlled organization of parents and teachers in any individual school - not affiliated with the State or National Association of PTA). Yes No

21. Do you feel there are more advantages within the structure of the PTA as compared to the P.T.O? Yes No
22. Do you feel that parent-teacher groups should make public recommendations on local issues of school related events? Yes No
23. Should teachers be required to attend PTA meetings? Yes No
24. Do you feel that student participation in PTA programs is a legitimate use of their talent? Yes No
25. Is student participation in PTA programs a prime motivator for you to come to the meetings? Yes No
26. Do you think that the preparation of PTA programs by students detracts too much from their formal classwork? Yes No
27. Do you feel our PTA, as it now exists, is beneficial? Yes No
28. Does our PTA meet its goals as you understand them? Yes No

Please write any further comments you wish to make:

APPENDIX C

TABLE I

RESPONSES IN PERCENTAGE

QUESTIONNAIRE

Part I - PERSONAL INFORMATION

	<u>Parents</u>		<u>Teachers</u>	
Respondents	100		40	
Sex	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
	29%	71%	42.5%	57.5%
Residence	<u>Rural</u>	<u>City</u>	<u>Rural</u>	<u>City</u>
	27%	73%	32.5%	67.5%
Member of PTA	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
	63%	37%	40%	60%
Attendance at other PTA's	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
	52%	48%	25%	75%
Level of Education				
	Elementary	1%	--	
	High School	47%	--	
	College	52%	100%	
Age Groups				
	<u>Years</u> -- 20-30	0%	37.5%	
	30-40	45%	15%	
	40-50	49%	17.5%	
	50-60	6%	22.5%	
	60-70	0%	7.5%	

APPENDIX C

TABLE II

RESPONSES IN PERCENTAGES

QUESTIONNAIRE

Part II - GENERAL INFORMATIONConstitution Objectives

<u>Question Number</u>	<u>Parents</u>		<u>Teachers</u>	
	Yes	No	Yes	No
1.	56%	44%	42.5%	57.5%
2.	34%	66%	22.5%	77.5%
3.	52%	48%	27.5%	72.5%
4.	80%	20%	70%	30%
5.	67%	33%	60%	40%

Constitution Policies

6.	82%	18%	85%	15%
7.	88%	12%	92.5%	7.5%
8.	97%	3%	95%	5%
9.	83%	17%	82.5%	17.5%
10.	92%	8%	95%	5%

APPENDIX C
TABLE III
RESPONSES IN PERCENTAGE

QUESTIONNAIRE

Part III - SPECIFIC INFORMATION

<u>Question Number</u>	<u>Parents</u>		<u>Teachers</u>	
	Yes	No	Yes	No
11.	59%	41%	62.5%	37.5%
12.	67%	33%	45%	55%
13.	33%	67%	47.5%	52.5%
14.	77%	23%	70%	30%
15.	36%	64%	17.5%	82.5%
16.	44%	56%	52.5%	47.5%
17.	50%	50%	37.5%	62.5%
18.	71%	29%	37.5%	62.5%
19.	24%	76%	20%	80%
20.	50%	50%	37.5%	62.5%
21.	42%	58%	22.5%	77.5%
22.	84%	16%	85%	15%
23.	61%	39%	15%	85%
24.	85%	15%	82.5%	17.5%
25.	50%	50%	25%	75%
26.	11%	89%	7.5%	92.5%
27.	69%	42%	30%	70%
28.	58%	42%	25%	75%

APPENDIX C

TABLE IV

DISTRIBUTION OF CHI-SQUARE

The use of chi-square to determine whether distribution of responses between parents and teachers differ significantly on items numbered 1 to 28.

<u>Question Number</u>	<u>Chi-Square Value</u>	<u>Question Number</u>	<u>Chi-Square Value</u>
1.	1.5807	15.	3.7668
2.	1.2763	16.	0.5233
3.	*5.9747	17.	1.3274
4.	1.1028	18.	*12.1557
5.	0.3461	19.	0.0820
6.	0.0314	20.	1.3274
7.	0.2258	21.	*3.8870
8.	0.0051	22.	0.0121
9.	0.0314	23.	*22.4190
10.	0.0675	24.	0.0121
11.	0.0364	25.	*6.3065
12.	*4.9119	26.	0.0972
13.	1.9894	27.	*16.2593
14.	0.4200	28.	*11.1698

*--Statistically significant at the 0.05 level

Critical value of chi-square (χ^2) = 3.841

APPENDIX D
TABULATION OF RESPONSES

Part I - PERSONAL INFORMATION

	<u>Sex</u>		Total
	Male	Female	
Parents	29	71	100
Teachers	17	23	40
Total	46	94	140

	<u>Age Groups</u>					Total
	20-30	30-40	40-50	50-60	60-70	
Parents	0	45	49	6	0	100
Teachers	15	6	7	9	3	40
Total	15	51	56	15	3	140

	<u>Resident</u>		Total
	Rural	City	
Parents	27	73	100
Teachers	13	27	40
Total	40	100	140

Education

	Elementary	High School	College	Total
Parents	1	47	52	100
Teachers	0	0	40	40
Total	1	47	92	140

PTA Members

	Yes	No	Total
Parents	63	37	100
Teachers	16	24	40
Total	79	61	140

Attendance at other PTA's

	Yes	No	Total
Parents	52	48	100
Teachers	10	30	40
Total	62	78	140

APPENDIX D
TABULATION OF RESPONSES

Part II - GENERAL INFORMATION

1.	Yes	No	Total
Parents	56	44	100
Teachers	17	23	40
Total	73	67	140

2.	Yes	No	Total
Parents	34	66	100
Teachers	9	31	40
Total	43	97	140

3.	Yes	No	Total
Parents	52	48	100
Teachers	11	29	40
Total	63	77	140

4.	Yes	No	Total
Parents	80	20	100
Teachers	28	12	40
Total	108	32	140

5.	Yes	No	Total
Parents	67	33	100
Teachers	24	16	40
Total	91	49	140

6.	Yes	No	Total
Parents	82	18	100
Teachers	34	6	40
Total	116	24	140

7.	Yes	No	Total
Parents	88	12	100
Teachers	37	3	40
Total	125	15	140

8.	Yes	No	Total
Parents	97	3	100
Teachers	38	2	40
Total	135	5	140

9.	Yes	No	Total
Parents	83	17	100
Teachers	33	7	40
Total	116	24	140

10.	Yes	No	Total
Parents	67	33	100
Teachers	18	22	40
Total	85	55	140

APPENDIX D
TABLUATION OF RESPONSES

Part III - SPECIFIC INFORMATION

11.	Yes	No	Total
Parents	59	41	100
Teachers	25	15	40
Total	84	56	140

12.	Yes	No	Total
Parents	67	33	100
Teachers	18	22	40
Total	85	55	140

13.	Yes	No	Total
Parents	33	67	100
Teachers	19	21	40
Total	52	88	140

14.	Yes	No	Total
Parents	77	23	100
Teachers	28	12	40
Total	105	35	140

15.	Yes	No	Total
Parents	36	64	100
Teachers	7	33	40
Total	43	97	140

16.	Yes	No	Total
Parents	44	56	100
Teachers	21	19	40
Total	65	75	140

17.	Yes	No	Total
Parents	50	50	100
Teachers	15	25	40
Total	65	75	140

18.	Yes	No	Total
Parents	71	29	100
Teachers	15	25	40
Total	86	54	140

19.	Yes	No	Total
Parents	24	76	100
Teachers	8	32	40
Total	32	108	140

20.	Yes	No	Total
Parents	50	50	100
Teachers	15	25	40
Total	65	75	140

21.	Yes	No	Total
Parents	42	58	100
Teachers	9	31	40
Total	51	89	140

22.	Yes	No	Total
Parents	84	16	100
Teachers	34	6	40
Total	118	22	140

23.	Yes	No	Total
Parents	61	39	100
Teachers	6	34	40
Total	67	73	140

24.	Yes	No	Total
Parents	85	15	100
Teachers	33	7	40
Total	118	22	140

25.	Yes	No	Total
Parents	50	50	100
Teachers	10	30	40
Total	60	80	140

26.	Yes	No	Total
Parents	11	89	100
Teachers	3	37	40
Total	14	126	140

27.	Yes	No	Total
Parents	69	31	100
Teachers	12	28	40
Total	81	59	140

28.	Yes	No	Total
Parents	58	42	100
Teachers	10	30	40
Total	68	72	140

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