

Mrs. Hughes

The National Congress Program of Cooperation with  
Teacher-Education Institutions

PART 1 - The Objectives of the Program

The National Congress of Parents and Teachers believes that teachers and school administrators should know and understand the parent-teacher organization and its great potentialities for home-school-community cooperation. It believes that the professional training of teachers should include study of parent-teacher relationships and the role of the PTA in strengthening such relationships. For these reasons the National Congress has embarked upon a comprehensive program of cooperation with teacher-education institutions with the following objectives in mind:

- A. To develop the philosophy that the best possible education of the child is contingent upon cooperation between the home and the school.
- B. To provide factual information regarding the organization, purposes, policies, and program of the National Congress of Parents and Teachers, its state branches and its local units.
- C. To show the contribution that the parent-teacher organization has made and will continue to make toward.
  - 1. Effectiveness of teaching and improvement of schools.
  - 2. Child welfare in the home, community, state and nation.
  - 3. Better parenthood and higher standards of home life.
  - 4. Utilization of community forces in the interest of the child.
- D. To point out to parents, teachers, school administrators, and other members of the school staff the professional and personal benefits of active, working membership in a parent-teacher association.
- E. To suggest methods of establishing good working relationships between parent-teacher associations and the schools.



PART 11 - How the Program is Now Being Implemented

The National Congress program of cooperation with teacher-education institutions is now being implemented in the following ways:

- A. By offering teacher-education institutions a comprehensive unit of work on the parent-teacher organization for use in education classes.
- B. By making National Congress publications readily available for classroom use--student packets, special distributions by state congresses, etc.
- C. By providing, at the request of presidents of state congresses, the services of an extension specialist for direct contact work with college presidents, faculty and students.
- D. By making graduate training in parent-teacher leadership available to teacher-education faculty members and other qualified students. A 4-1/2 hour graduate-credit course was offered August 5-24, 1946 at Northwestern University under the direction of the editor of the National Parent-Teacher with the assistance of the extension specialist. Eight full-tuition-and-expense scholarships were awarded by the National Congress to carefully selected college faculty members who were in a position to inaugurate similar courses on their own campuses. (It is anticipated that this course will be offered annually.)
- E. By helping state congresses and teacher-education institutions in their joint planning of workshops, conferences and similar campus meetings designed to provide opportunity for teachers, school administrators and parent-teacher leaders to know each other, to study together the possibilities in their partnership in the



parent-teacher organization and to establish more effective cooperation for the welfare of children.

- F. By sending National Congress representatives to participate in summer workshops and conferences where their presence is requested by state presidents.
- G. By emphasizing the importance of parent-teacher partnership through articles in National Congress publications, especially the National Parent-Teacher.
- H. By encouraging state congresses to strengthen local P.T.A. units in demonstration schools connected with teacher-education institutions, thereby making available to student teachers the opportunity to gain actual experience in a good P.T.A.
- I. By encouraging state congresses to use teachers college faculty members in their district and state meetings and to keep the colleges informed of their state congress activities.

#### PART III - The Work of the Extension Specialist

##### A. Definition of duties

On August 1, 1945, the extension specialist was added to the professional staff of the National Congress. As the Congress program with the teacher-education institutions evolved, the extension specialist was assigned the following duties:

1. To prepare a unit of work on the parent-teacher organization for the use of education classes in teachers colleges and schools of education--this to be done under the direction of the National president and the National chairman of cooperation with colleges.
2. To give the following types of service to state congresses:
  - a. Leadership in discussion with teachers college presidents,



deans and faculty members of the growing importance of preparing teachers to understand and to work more effectively in the parent-teacher organization.

- b. Interpretation to college faculty members and students of the Unit of Work and methods of incorporating it and other National Congress materials into regular teacher-education courses.
- c. Leadership in classroom discussion of National Congress purposes, policies and program and the place of the teacher in the parent-teacher organization.
- d. Assistance in planning workshops, conferences or similar meetings designed to bring teachers, school administrators and parent-teacher leaders together on college campuses to study and discuss the parent-teacher organization and its place in community-school relationships.
- e. Assistance in planning ways of strengthening the working relationships within states between schools and the parent-teacher organization.

B. Report of the Activities of the Extension Specialist, August, 1945-December 1946\*

During August, September and October of 1945 the extension specialist was engaged in orientation activities planned by the national president to acquaint her with the policies, publications, office routine and program of the National Congress.

\* Detailed field service reports have been prepared by the extension specialist after her service in each state. This summary report will not duplicate these individual reports.



Several trips were taken into Illinois, Indiana and Wisconsin to attend District PTA conferences and local unit meetings.

Active field work was begun in November, 1945, since that time service has been given to eleven states as follows:

<u>STATE</u>	<u>DATES</u>	<u>NO. OF DAYS</u>
California	Oct. 11 - Nov. 17, 1946	38
Indiana	Jan. 21-30, 1946	10
	Feb. 26-27, 1946	2
	July 24-27, 1946	4
Michigan	June 2-3, 1946	2
Montana	July 17-19, 1946	3
Nebraska	June 9-28, 1946	20
	Nov. 22-23, 1946	2
Nevada	Nov. 18-19, 1946	2
New Mexico	Nov. 1-22, 1945	22
Texas	March 10-31, 1946	22
Utah	Nov. 26-27, 1945	2
	Sept. 2, 1946	1
	July 7-15, 1946	9
Wisconsin	April 8-12, 1946	5
	" 23-May 4, 1946	12
Wyoming	Sept. 30 - Oct. 1, 1946	2
	Nov. 20-21, 1946	2

The purpose of the service, the day-by-day schedule, observations regarding and results of each college or university contact, conclusions and recommendations by the extension specialist regarding the program of cooperation with teacher-education institutions in each state are all included in the detailed reports filed by the extension specialist after each assignment. Following is a summary tabulation of the nature of service rendered in eleven states since November, 1945:

\* Number of days includes travel time to, within, and out of each state.







NATURE OF SERVICE

	CALIF.	IND.	MICH.	MONT.	NEBR.	NEV.	NEW) MEX.)	TEXAS	UTAH	WISC.	WYO
8. Assistance in planning and organizing a workshop or conference on a college campus.		X			X				X		X
9. Participation in a campus workshop or conference on community-school cooperation.		X		X	X				X		
10. Assistance in preparing findings of a workshop for publication.									X		
11. Participation in State Congress Board meeting.	X	X					X			X	
12. Participation in State Congress convention.										X	
13. Participation in District P.T.A. conference.	X						X				
14. Participation in radio broadcast.					X		X				
15. Special conferences with superintendents of schools or school principals.	X				X	X				X	



In addition to the above-mentioned field service, the extension specialist has fulfilled the following assignment:

1. Under the direction of the National president and the National chairman of cooperation with colleges, and with the assistance of the national office staff, prepared a unit of work for the use of education classes in teachers colleges and schools of education. This publication entitled, The Parent-Teacher Organization--A Unit for Education Classes, came off the press in June, 1946.
2. Assisted the editor of the National Parent-Teacher in coordinating the graduate course in parent-teacher leadership held at Northwestern University, August 5-24, 1946.
3. Attended the National Board Meeting in Kansas City, Dec, 1945, and the National Convention in Denver, May, 1946, fulfilling various staff assignments at the sessions and conferring with state presidents regarding field work in their states.
4. Carried out whatever other National office assignments as have been made.



The extension specialist has enjoyed her 16 months service with the National Congress of Parents and Teachers. Her relations with college and university faculties and students, with state and national parent-teacher leaders, with the members of the National office staff, and with other educational leaders have been professionally stimulating and exceedingly cordial. In her opinion, teachers and school administrators in the states visited are moving steadily toward closer working relationships with their parent-teacher organizations, and she has been happy to participate to a small extent in this significant trend.

Respectfully submitted,



Mildred M. Wharton  
Extension Specialist

December 2, 1946