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AN ABSTRACT OF
PARENT-TEACHER CONFERENCES
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The purpose of the paper "Parent-Teacher Conferences in the Elementary School," was to become familiar with the procedures and techniques used in parent-teacher conferences and to do research in literature concerning parent-teacher conferences to see if they have a valid place in a good school program.

Chapter I and Chapter II were based mainly on research done in literature about parent-teacher conferences. This research was concerned with the purposes of parent-teacher conferences and the two major divisions of conferences; individual and group conferences.

Chapter III was a summary of questionnaires that were sent to six principals. The questions were constructed from some of the major findings in Chapter I and Chapter II. Five questionnaires were returned and their results were presented in Chapter III.

Some of the important findings in Chapter I are that the home and school have joint responsibility for a child's development. Parent-teacher conferences are one of the most effective ways to make plans to carry out this responsibility. Parent-teacher conferences help the child by bringing the two major parts of his life, the home and school, closer together. The teacher is able to bring the story of the child's school progress, his achievements, his interests, his difficulties, his perplexities, and his enjoyments as revealed in his class work and relations

with others, to the parents by parent-teacher conferences. It is rather difficult to inform the parents of these things only by report cards.

The parent informs the teacher of the child's attitude, behavior, and interests at home. This all helps to bring the home and school closer together and working for the child's welfare.

Parent-teacher conferences help the administrator by letting the parent observe the school as a whole institution working for the things that are best for each child.

Parent-teacher conferences have an important meaning for all concerned; child, parent, teacher, and administrator.

Chapter II was divided into two major parts, the group conference and the individual conference. The major purposes of the group conference are to provide an opportunity for teachers and parents to become better acquainted and to provide a common background regarding the school program and aims. The teacher is able to give the parents a broad view of school activities and their practices. Specific individual problems are left to be discussed in individual conferences. A typical group conference might consist of: presentation of some of the activities planned for the children in class and an explanation of their educational purposes; a question period; and time to visit with each other and to examine the materials in the classroom.

The individual conference gives the teacher and the parent the important opportunity to learn as much as they can about the child and to discuss how they can best help the child or guide him. The individual conference must be planned carefully in order to be effective. The teacher should be aware of the skills needed to talk about a child with his parents. The teacher should have samples of the child's work on hand for discussion. The scheduling should be done carefully so that it is convenient for the parents to attend. After the conference the teacher must record the conferences and plan to use the information he has gained to help the child. If further conferences are desired the teacher will have to make the necessary plans for them.

Chapter III summarizes the questionnaires returned by five principals. These showed that schools do practice some of the important findings regarding conferences. However, the sampling was limited and therefore it is impossible to draw any conclusions from these questionnaires. They did suggest that the child, teacher, and parent all benefit by conferences.

From the research done in this paper it can be concluded that parent-teacher conferences are a necessary part of a good school program.