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A survey of parental opinion toward the educational practices of the Meridan Street Elementary School of Brazil, Indiana

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A SURVEY OF PARENTAL OPINION TOWARD THE EDUCATIONAL
PRACTICES OF THE MERIDIAN STREET ELEMENTARY
SCHOOL OF BRAZIL, INDIANA

A Thesis

Presented to
the Faculty of the Department of Education
Indiana State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

John Wayne Whittington

January, 1951

The thesis of John Wayne Whittington,
Contribution of the Graduate School, Indiana State
Teachers College, Number 717 under the title _____
A SURVEY OF PARENTAL OPINION TOWARD THE EDUCATIONAL
PRACTICES OF THE MERIDIAN STREET ELEMENTARY SCHOOL
OF BRAZIL, INDIANA

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hours'
credit.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND ITS SIGNIFICANCE	1
The problem	1
Statement of the problem	1
Importance of the study	1
The school	3
The location	3
The school site	3
The building	4
The faculty	4
The enrollment	5
Discipline in the school	5
Six week report	6
Home work	6
School work	7
Limitations	7
Limitations of the study	7
Organization of the remainder of the thesis .	8
II. REVIEW OF THE LITERATURE	9
III. SOURCE OF DATA	14
Questionnaire	14
Parents	15
Parents answering the questionnaire	15
Age of parents	16

CHAPTER	PAGE
Length of residence in the city and county . .	16
Educational qualifications of the parents . .	16
Children represented by parents	17
Three types of returns	17
Group one	17
Group two	18
Group three	18
IV. PRESENTATION AND ANALYSIS OF DATA	20
Response to the questionnaire	20
Tabulation and analysis of data	21
V. SUMMARY AND CONCLUSIONS	56
Summary	56
Conclusions	59
BIBLIOGRAPHY	62
APPENDIX	64

LIST OF TABLES

TABLE	PAGE
I. General Parental Attitudes Toward the School . .	22
II. Parental Reasons for Child Liking School	24
III. Parental Reasons for Child Disliking School . .	25
IV. Parental Attitudes Toward the Teachers	27
V. Parental Estimate of Teachers' Salaries	30
VI. Parental Attitude Toward Discipline	32
VII. Parental Attitude Toward the Six Week Report . .	34
VIII. Parental Suggestions for Improving the Six Week Report	36
IX. Parental Attitude Toward School Work	37
X. Parental Reasons for Child Doing Poor School Work	38
XI. Parental Opinion of Ideal Class Size	40
XII. Parents' Opinion of Time Spent on Home Work . .	43
XIII. Parental Attitude Toward Home Work	44
XIV. Parents' Opinion on Expanding Curriculum	45
XV. Curriculum Expansion Wanted by Parents	46
XVI. School Improvement Suggested by the Parents . .	48
XVII. Evaluation of Subjects by 231 Parents	50
XVIII. What the Parents Liked Best About the School . .	52
XIX. What the Parents Disliked About the School . . .	53
XX. Parental Suggestions for Improving the School .	55

CHAPTER I

THE PROBLEM AND ITS SIGNIFICANCE

The success or failure of a school's practices is dependent on the attitudes held by the parents of the children in that particular school. Educational practices can be successfully used only when the parents understand and are satisfied with them. Their opinions are highly significant to the success of administrators and teachers.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to ascertain the general attitude of the parents toward the Meridian Street Elementary School of Brazil, Indiana; (2) to obtain data to show if parents were satisfied or dissatisfied with the teachers; (3) to determine the parents' attitude toward the discipline in the school, the parents' satisfaction with the six week home report, and the work done in school by their children; (4) to discover if any major or minor educational practices needed to be revised or if more public information was necessary in specific areas; (5) to determine if the parents should be included in school planning and policy making.

Importance of the study. Guess work has no more place

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in education than it has in science. Teachers and administrators have guessed that what they were doing would meet with the satisfaction of the parents and have informed the parents of the educational procedures practiced by the school. To inform the parents is not enough. In this democracy the parents must have their part in the school organization.

All teachers and administrators have problems. Intelligent planning to correct these problems can be done only if accurate and dependable information is collected to determine the size and nature of the problem. To help solve these problems the attitude of the parents should determine the planning of the public relations program. Only if reliable information of the parents' attitudes is at hand can a useful public relations program be planned for the fulfilment of this objective.

School practices must have parental support. Much has been written about the parents' part in the school. However, the only literature of parents' attitudes toward the school that could be found by the writer is presented in Chapter II. In the past, educators have not asked what the parents thought of the educational procedures practiced by the school. Now, with the great need of more school money, if education at its present level is too be maintained, taxpayers will support school taxes only to the degree of their satisfaction with the schools. To care for the increased cost of an expanding

curriculum, higher pay for teachers, higher building costs, and increased enrollment, it is essential that the parents support the educational practices of the school.

The full support of the parents must be obtained, and a survey of their opinions is necessary as a background for adequate planning. The educator, with a knowledge of the parents' opinions, can plan a public relations and parent educational program in those areas of school practices where they are needed.

II. THE SCHOOL

The location. The school is located three blocks from the business district of Brazil, Indiana. The school area is bounded by streets on the east, south, and west. Meridian Street, bounding the east side is the only street carrying heavy traffic.

The school site. The school yard is slightly less than one acre, containing forty thousand square feet. This area includes that space occupied by the building, front lawn, and concrete walks surrounding the building, leaving but half of the area for a playground. The play area slopes slightly toward the west and, because of this slope, gullies with heavy rainfall. The surface is a mixture of hard clay, ashes, rock, and sand. Along the western side of the playground, a five-

foot, two-by-four-inch mesh wire fence has been erected. This fence was erected during the summer of 1949 after the questionnaire was presented to the parents the preceding March.

The building. The original part of the building was built in 1870 and was used as a high school building. In 1885 more rooms were added, which completed the present structure. It is a two story brick building with a full basement. The ground floor is composed of five classrooms, with a cloak hall for each room. The second floor is composed of four classrooms and a large study hall. The girls' restroom is on the first floor and the boys' restroom is located in the basement.

The faculty. The faculty was composed of nine teachers and a principal. Special teachers taught music, art, and physical education two periods a week to each class. The acting principal taught a half day.

Each teacher held a bachelor's degree. One completed her master's degree in June of 1949. Two completed their masters degrees during the summer of 1950.

The experience in years taught was 4, 12, 15, 15, 17, 21, 26, 31, 32, and 34. In the same order as above, the years of teaching in the Brazil schools was 1, 1, 3, 14, 5, 20, 26, 30, 32, and 33. Six of the teachers in Meridian School were single women, two were married women, and two were married men.

The enrollment. In March, 1949, at the time the questionnaire was sent to the parents, the first grade numbered thirty-one, the second grade numbered thirty-seven, the third grade numbered thirty-seven, the fourth grade numbered thirty-one, and Grade Five B numbered twenty-six. In the department on the second floor, Grade Five A numbered forty-one and was divided into two sections. Grade Six B numbered thirty-one. Grade Six A numbered one hundred four and was divided into three sections. The total enrollment for the school was three hundred thirty-six.

The Six A and Six B classes included all the sixth grade pupils in the Brazil city schools. Grade Five A included children from two city districts other than the Meridian district. Grade Five B included children from one city district other than Meridian.

The school enrollment was very stable. During the school year twenty-four new students were enrolled, and nineteen were withdrawn to attend other schools. Of the nineteen students who withdrew, nine were from the group of twenty-four new students who had enrolled during the school year.

Discipline in the school. Discipline was chiefly of the teacher authority type in seeing that rules were obeyed. However, the children were asked to help make the

necessary rules and regulations in their home rooms.

Corporal punishment was used when considered absolutely essential. Parental consent was secured before a paddle was used. Corporal punishment was used only for those children who were repeatedly in trouble and who failed to improve after conference and other means of discipline had been tried.

The parents of any child who refused to obey group rules and school regulations were called in for a conference with the principal and teachers. This practice served to keep the school discipline problems at a minimum.

Six week report. The conventional A, B, C, D, and F marks were used to indicate the standard of work done by the child. In theory these letters had numerical values. In practice, however, the teachers used many other values such as: work habits, daily work done, attitudes toward the work, intelligence of the child, and age of the child before assigning a subject matter grade.

The social habits, work habits, and health habits section of the card were checked only when a child was not doing as he should in these areas. This made the six week report a negative instrument in these sections.

Home work. Home work was not required by the teachers in any grade. It was discouraged but not denied to the

student.

School work. The school was, to a large extent, a traditional school. Yet, a certain amount of progressive procedures were present, found chiefly in pupil planned assignments, active group participation and group cooperation, visual aids, use of community resources, and the partial break-down of subject lines into larger areas.

Many more modern ideas were used in the first four grades than in the fifth and sixth departmental work. The school was traditional with a slow movement toward the use of modern ideas.

III. LIMITATIONS

Limitations of the study. This study was limited to only one of the five elementary schools in the city of Brazil. No attempt was made to make a city wide survey at this time.

The questionnaire did not delve deeply into any specific field but covered only the broader aspects of the various fields. The questionnaire was not detailed enough to furnish complete reasons for the parents' answers. The type of questions used in the questionnaire made it impossible to determine the degree of satisfaction or dissatisfaction of a parent on the various items.

The type of answer required for some of the questions caused a low response to those questions.

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

A review of the literature is given in Chapter II.

Chapter III contains data concerning the parents, discussion of the questionnaire, and a discussion of the three types of answered questionnaires.

Chapter IV contains the presentation and analysis of the data.

Chapter V contains the summary and conclusions.

CHAPTER II

REVIEW OF THE LITERATURE

Educators have written much concerning the parents' place in American education and how to cooperate with them. The writer has been unable to find much material written of actual parental attitudes toward the educational practices.

Prominent educators are recognizing the importance of public opinion. Willard E. Givens¹, executive secretary of the United States National Education Association, told the fourth assembly of the world organization of the teaching profession, that the voice of the people was as important in education as in government. He stated that no function of education was more important than its impact on public opinion and the gaining of support of that great body in getting help to accomplish the task of educating the American children.

McAllister wrote the following in a survey of parental attitude toward home reporting:

Of the total response, 79.70 per cent approved marking on the basis of the progress the child makes in relation to what he is able to do. . . . The group, generally speaking, approved the theory of grading in accordance with ability; but in actual practice, . . . 34.76 per cent expressed that they did not favor the new type report card using S and U to evaluate the child's progress.²

¹ Associated Press dispatch, The Indianapolis News, July 19, 1950.

McAllister's³ study also showed that parents preferred a six week grading interval, as this interval kept the parents well informed of the child's progress and enabled them to give help where the child had encountered difficulties. The group of parents surveyed were much opposed to a conference as a substitute for report cards but felt the use of the new report cards had led to more and better understood conferences, between parent and teacher and between parent and child. However, many of the parents giving approval to conferences with the teachers, insisted the teachers should be less diplomatic in their conferences and furnish the parent with more suggestions of a helpful nature in guiding the child.

The Illini Survey Associates polled the parents in a recent survey of the schools of Springfield, Missouri, and reached the following conclusion:

This chapter supports the conclusion that, though the public is less familiar than teachers with technical educational problems, Springfield citizens endorse the emerging professional philosophy of Education. In general, those citizens who adhere to outmoded and traditional goals for education are those who are least educated themselves and those too old to be immediately concerned with problems of educating the young.

² Anne McAllister, "A Study of Parent Attitude Toward Newer Practices in Pupil Reporting in the Elkhart Elementary Schools," (a 600 paper, a graduate requirement, presented to the faculty of the Department of Education, Indiana State Teachers College, Terre Haute, Indiana, 1950), p. 23.

³ Ibid., pp. 53-61.

In the judgment of the survey staff, the citizens of Springfield exhibit in their opinion a readiness to support good education. Given an opportunity to know what schools are attempting to do and how they are attempting to do it, the Springfield public will undoubtedly continue to respond as they have in the past in behalf of the education of their children and youth.⁴

Arnold⁵ feels that the school survey is an excellent practice when carried on by agencies, unbiased and skilled in survey techniques. Surveys are a device which is too valuable to be neglected. He also felt they have exerted a great influence in changing and developing many educational programs. Surveys should be used if there is a genuine desire of all concerned to undertake a general review of the educational program leading to progressive improvements of the local schools. The goal of all surveys should be improvement in school practices. He felt that parents should be included in some of these surveys, but for many it was not necessary.

An editor of The Elementary School Journal had the following to say of a recent Gallup poll of parental opinion:

Reports of public dissatisfaction with schools are not borne out by a recent Gallup poll. On the contrary, if the poll is an accurate barometer, it is quite probable that parents are much better pleased with school programs and with teaching than are teachers themselves. According to the poll, 87 per

⁴ "A Look at Springfield Schools," A Report of the Survey of the Public Schools of Springfield, Missouri, (Champaign, Illinois: Stipes Publishing Company, 1948), p. 59.

⁵ William E. Arnold, "Are School Surveys Worth While?" The American School Board Journal, 111:28, October, 1945.

cent of the parents are satisfied with the schools attended by their children, and only 8 per cent think the teachers are doing a poor job.

This sounds like a resounding vote of approval, but not many educators are likely to interpret it as an invitation to complacency. Perhaps it will serve to reassure those educators alarmed by the bad public reaction that they have seen arising from so much talk about shortcomings of schools.

. . . It is well to recognize, in the returns of this Gallup poll, a danger signal--a signal that parents need to be aroused from their satisfaction with schools as they exist and led to demand programs of education far better than any we have known. People must not be allowed to remain content with the caliber of many teachers now in our schools nor with the conditions under which teachers work.⁶

Hand⁷ feels there are many components of parental satisfaction and dissatisfaction with the schools. He states definitely that the treatment of children by teachers and other school officials is the most important. The teachers must really know and care for the child. The parent must know that sympathy and understanding are extended to the child.

Discipline, if parents are to be satisfied, must be neither too strict nor too lax, nor can it be a hodgepodge of both.

⁶ "Parents Pleased With the Schools," The Elementary School Journal, 47:65-6, October, 1946.

⁷ Harold C. Hand, What People Think About Their Schools (Yonkers-On-Hudson: World Book Company, 1948), pp. 33-43.

Parents will not be satisfied if they feel their children are not receiving sufficient help with their school work. The school work must have value in the parents' opinion. Neither will the parent be satisfied if the child is getting less from his school work than he should.

Other components that can cause much dissatisfaction are: the amount of homework done by the child, methods of teaching which are not made clear by the school, inadequacy of equipment, and teachers' attitude toward the parents.

CHAPTER III

SOURCE OF DATA

A questionnaire was deemed the only practical way to obtain the true attitudes of the parents toward the educational policies practiced in the Meridian Street Elementary School. All data used in this study came from this source.

I. QUESTIONNAIRE

The questionnaire* was designed to obtain the attitude of the parents toward those various phases of the educational policies of the Meridian Street Elementary School, as stated in the problem.

The personal information was wanted for tabulation purposes and for an over-all picture of the parent body. This information was not used for tabulating purposes as little difference was found between groups and because of the heavy percentage of satisfied parents.

The questionnaire was sent out under the signature of the superintendent of schools, George R. Pell, who was very interested in this study and offered every means of cooperation available. The superintendent had the stencils made and 300 copies of the questionnaire readied for distribution to

* Copy in the appendix.

the parents.

No advance publicity of any type was used to facilitate returns. It was decided no publicity would be used unless returns were small. The parents were not previously informed of the questionnaire in any way.

On Friday, March 18, 1949, the questionnaires were sent to the homes of the parents by the children. Each child was asked to be postman in carrying the questionnaire home and returning it to school. All questionnaires were returned one week later.

The questionnaire was long. A total of fifty-one separate questions were asked. Of these, three contained follow-up questions such as question number two. There were six questions which required a statement or comment as an answer, such as questions nine, fifty, and fifty-one. A word or a number to supply an answer was required by three questions. Of the questions, forty-two required a check mark to indicate the chosen answer. The last two groups were seldom left blank by the parents and proved much more satisfactory in obtaining answers than those questions requiring written statements or comments.

II. PARENTS

Parents answering the questionnaire. Of the 231 returned questionnaires, 161 or 69.7 per cent were answered by

mothers. Fathers answered 56 or 24.24 per cent, guardians answered 9 or 3.9 per cent, and mothers and fathers, answering together, answered 5 or 2.16 per cent.

Age of parents. The median age was 36 with the highest age being 77 and the youngest parent being 25. Only eight parents were 55 or older, eleven were 50 to 54, twenty-four were 45 to 49, forty-six were 40 to 44, fifty-six were 35 to 39, sixty were 30 to 34, and twenty-six were 25 to 29.

Length of residence in the city and county. The median length of residence in the city was 22 years. Only ten families had resided in Brazil less than 1 year. Thirty-six or 15.58 per cent had lived in Brazil less than 5 years. Due to the infrequent moving of the school families, the student body was very stable through the school year and from year to year. The median number of years lived in this county was 29 years, and only 11.69 per cent of the families had lived in the county less than 5 years.

Educational qualifications of the parents. The third year of high school was the median grade level reached by the parents in educational achievement. There were 7.79 per cent who had a seventh grade education or less. Of the 231 parents, 17.32 per cent had college training of one or more years.

A total of 124 of the parents had attended the Brazil

schools. Of this group, 65 had attended the Meridian Street school. The number of parents who did not attend the city schools but attended schools in the county totaled 31. There were 6 parents who did not answer the question. Those who attended schools outside the county or city numbered 70.

Children represented by parents. Only five of the parents of children in the first four grades failed to return a questionnaire. The smaller return in the fifty and sixth grade may have been due to the fact that many of these children came from other attendance districts. In all, 296 of the 336 students were represented by the returned questionnaires.

Of the 336 students, 11 were colored. These 11 children represented nine colored families.

III. THREE TYPES OF RETURNS

Careful study of the returned questionnaires revealed three different types of parents indicated by the manner in which the questionnaires were answered.

Group one. The first group, which was small, was composed of parents who seemed to be unable to find anything to criticize. In their estimation, everything was ideal. They praised the teachers, the discipline, and the school work. Even the small playground was praised, and no fault was found

with the building, lighting, or equipment. This is ample evidence of a poor knowledge of the school or shallow thinking by this group of parents. Another possibility for the answers might have been fear of reprisal on the children if the parents' identity was revealed.

Group two. The second group, also small, was the direct opposite of the first group. This group of parents was dissatisfied with every phase of the school. In their estimation, nothing was being done properly. Among this group were found the parents who thought their children were not receiving fair treatment from the other children or teachers. The teachers were blamed for the child's poor school work, and the teachers were disliked by both the parents and the children. They made such remarks as: get rid of the teachers, teachers do not grade fairly, change teachers every two years, stop discriminating against the poor children, and the treatment of the children by the teachers. Seemingly, they had a severe grievance with the school. This grievance had caused a prejudice in their attitude toward the school. When asked what they liked best about the school, several had written the word, nothing.

Group three. Parents in the third group seemed to give careful attention and thought to each question. Their criticism was of a constructive nature for the improvement of the

school. They seemed to have no axe to grind, and their motive in answering seemed to be a genuine desire to see the development of a better school. They especially condemned the old building, the playground and its crowded conditions at play periods, the inadequate lighting facilities, crowded classes, and too few teachers.

These three groups deserve consideration by the reader in studying the tabulations and analysis of data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Information resulting from the 231 returned questionnaires will be presented in this chapter. Tabulations of the findings will be included with analysis of the findings.

I. RESPONSE TO THE QUESTIONNAIRE

Of the 265 questionnaires submitted to parents for checking, 231 were returned. This represented a return of 87.17 per cent. It also represented the same percentage of the families of the children in school, as one questionnaire was sent to each family.

An attempt was made by the writer to group the parents according to age for tabulation. The results being nearly the same for each age group, it was decided to use all parents as a total group. Another deciding factor for having but one group, was the high percentage of parents answering the same way on most of the questions. This high percentage gave small chance for answer variation in any other grouping that might have been used for tabulation. To have used more than one group would have reduced the numbers in each group to such a small number that it might have caused the validity of the findings to be questioned.

Percentages on all tables were figured for the total

231 parents answering the questionnaire.

II. TABULATION AND ANALYSIS OF DATA

Table I shows the general parental attitudes toward the school.

Table I shows that 87.45 per cent of the parents were satisfied with the school. The school had 10.39 per cent of dissatisfied parents. Several indicated they were dissatisfied because they questioned the safety of the building.

The children seem to have been satisfied with the school, as 92.64 per cent of the parents answered this question in the affirmative. The question was not answered by three of the parents, and fourteen parents indicated their children were dissatisfied with the school. Of the fourteen dissatisfied parents, nine of them were of the twenty-four parents dissatisfied with the school. This might indicate that dissatisfied children cause the parents to be dissatisfied.

A large per cent, 95.67, of the parents, were satisfied with the other children in the school. Only nine of the parents were dissatisfied with the other children. It could be easily understood if a parent were dissatisfied with a few of the other pupils, but for a parent to be dissatisfied with the other pupils as a group seems unwarranted. Of this group of parents, five belonged to the twenty-four dissatisfied with the school, and all nine belonged to the group of parents whose

TABLE I
GENERAL PARENTAL ATTITUDES TOWARD THE SCHOOL

Attitudes	Yes		No		Unusable or no response		Totals	
	f	%	f	%	f	%	f	%
Parental satisfaction with the school	202	87.45	24	10.39	5	2.16	231	100.00
Parental opinion of child's satisfac- tion with school	214	92.64	14	6.06	3	1.3	231	100.00
Parental satisfaction with other children	221	95.67	9	3.9	1	.43	231	100.00

children were dissatisfied with school.

The high percentage of parents who answered the items of Table I in the affirmative, indicates general satisfaction with the school.

Table II gives the parents' reasons for their children liking school. The question required a written answer and suffered a smaller return, as did all questions of this type. This question was answered by 165 of the 214 parents in Table I, page 22, who were of the opinion their children were satisfied with the school.

As indicated by 49.78 per cent of the 231 parents, the teachers were the main reason for their children liking school. Here, as throughout the questionnaire, the teachers emerged as the chief reason for parental satisfaction. This seems to be a highly significant factor to be remembered.

The next most popular reasons given by the parents for their children liking school were the pupils, 22.08 per cent, and school work, 18.61 per cent. All other reasons combined had a smaller percentage total than any of the leading three.

Table III, page 25, shows the parental reasons for their children's dissatisfaction with school. All fourteen parents, Table I, page 22, who said their children were dissatisfied with school, answered this question.

The reasons for the children disliking school were: teachers, 1.73 per cent, too far from child's home, .87 per

TABLE II
PARENTAL REASONS FOR CHILD LIKING SCHOOL

Reason	f	Per cent
Teachers	115	49.78
Students	52	22.08
School work	43	18.61
Sports	10	4.33
Departmental work	8	3.46
Has known no other school	7	3.03
Playground	5	2.16
Lives close to school	5	2.16
One of life's musts	2	.87
School isn't too crowded	1	.43
Good location	1	.43
Friendly atmosphere	1	.43
Parental encouragement	1	.43
Is experiencing success	1	.43

TABLE III
PARENTAL REASONS FOR CHILD DISLIKING SCHOOL

Reason	f	Per cent
Teachers	4	1.73
Too far from child's home	2	.87
Poor building	2	.87
Grading system	2	.87
Too large a student-teacher ratio	1	.43
Children make fun of child	1	.43
Just doesn't like it	1	.43
Doesn't like to sit still	1	.43
Poor school ground	1	.43
Likes country schools best	1	.43
Poor lights	1	.43
Too many children from out of town	1	.43

cent, poor building, .87 per cent, and dislikes grading system, .87 per cent. The other reasons have a frequency of one each, and a percentage of .43 per cent.

Only four parents listed the teachers as a reason for their children disliking school. To the writer, it had seemed highly probable that more than 4 of 231 parents in any school would state their children disliked the teachers.

The fact that the parents gave so many and varied reasons for their children's dissatisfaction, indicated no major corrections need be made by the school.

The first three items of Table IV seem to furnish evidence to substantiate the parents' satisfaction with the teachers, as indicated in Table II, page 24. Only 4 parents, 1.73 per cent, felt the teachers were not well trained, while 222 or 96.1 per cent answered this question in the affirmative.

The parents, 93.51 per cent, said the teachers were doing a good job of instructing their children. Only 10 parents, 4.33 per cent, were dissatisfied with the job the teachers were doing. This high percentage of parents satisfied with the teacher's work seems to indicate the teachers were giving the type of education wanted by the parents.

Those parents who were satisfied with the treatment their children received at school totaled 93.07 per cent. Only 9 parents were dissatisfied with the teachers' treatment of their children.

TABLE IV
PARENTAL ATTITUDES TOWARD THE TEACHERS

Attitudes	Yes		No		Unusable or no response		Totals	
	f	%	f	%	f	%	f	%
Teachers well trained	222	96.1	4	1.73	5	2.16	231	99.99
Teachers doing good job	216	93.51	10	4.33	5	2.16	231	100.
Child treatment satis factory	215	93.07	9	3.9	7	3.03	231	100.
Teachers overworked	74	32.03	139	60.17	18	7.79	231	100.
Teachers' salary adequate	92	39.83	94	40.69	45	19.48	231	100.
Married women good teachers	153	66.23	71	30.74	7	3.03	231	100.
Hire more men teachers	131	56.71	88.	38.1	12	5.19	231	100.
Closer parent-teacher relationship	200	86.58	20	8.66	11	4.76	231	100.
P.T.A. member	92	39.83	134	58.01	5	2.16	231	100.
Welcome when visiting school	201	87.01	6	2.6	24	10.39	231	100.
School visit beneficial to child	200	86.58	16	6.93	15	6.49	231	100.
Teacher's home visit beneficial	111	48.05	104	45.02	16	6.93	231	100.

The small number of parents answering in the negative to the first three items of Table IV seems to indicate that the school has very few, if any, problems in its parent-teacher-child relationship. The writer feels that any school will have a group of parents that will always be dissatisfied. That the school should have so few dissatisfied with the teachers is gratifying.

Although the average teaching load in the school was thirty-five plus, only 32.03 per cent of the parents felt the teachers were overworked. Almost twice this percentage, or 60.17 per cent, felt the teachers were not overworked. This seems to indicate a teacher's work is not too difficult when viewed by the parent. The parents, however, reversed the teaching load number in Table XI, page 40, where they indicated twenty-five as a correct number for class size. Also, in Table IX, page 37, 45.45 per cent of the parents felt the classes were too large. This will be discussed in detail later in this chapter.

Of the parents, 66.23 per cent felt married women make good teachers, while 30.74 per cent said they did not, indicating no real problem as only two of the teachers were married, and one of these resigned at the end of the school year. A desire for more men teachers was indicated by 56.71 per cent of the parents. This was answered in the affirmative more frequently by parents who had children in the higher elementary

grades. However, 38.1 per cent indicated that more men teachers were not needed. Several qualified their negative answer by saying that no more were needed in the first three grades. Others answered in the negative, but added that the balance in the department of three women and two men was correct. A clear inclination was indicated for men to be included in the elementary faculty.

Of the parents 86.58 per cent clearly indicated they wanted closer parent-teacher relationship, but only 39.83 per cent belonged to the parent-teacher organization. This indicates more work is needed toward gaining a larger membership in this organization. Seemingly, the parents and teachers will have to find a way to this closer relationship desired by the parents. Having 87.01 per cent of the parents feel welcome when visiting school indicates to some extent the willingness of the teachers for this closer relationship. This seems especially true as 86.58 per cent of the parents indicated the school visit had been beneficial to the child.

Home visitation has been considered a benefit to the educator. The parents, however, divided rather evenly in their opinion of the home visit, as 48.02 per cent did not believe any benefit would be derived.

Table IV seems to leave but little to be desired in the parents' attitude toward the teachers.

Table V shows the parents to believe the teachers re-

TABLE V
PARENTAL ESTIMATE OF TEACHERS' SALARIES

Salary	f	Per cent
\$5000 or over	1	.43
4500 - 4999	0	
4000 - 4499	1	.43
3500 - 3999	5	2.16
3000 - 3499	12	5.19
2500 - 2999	37	16.02
2000 - 2499	41	17.75
1500 - 1999	25	10.82
1000 - 1499	11	4.76
below 1000	3	1.30
Median \$2400		

ceived an average salary of \$2400. The teachers were on the minimum salary scale except for the principal and one teacher who coached the junior high school basketball and the high school baseball teams. The average salary was \$2940.

The adequacy of the teachers' salaries caused the parents to divide equally, Table IV, page 27, as 39.83 per cent said the salary was adequate, while 40.69 per cent felt it was not adequate. Seemingly, salaries for teachers is a controversial issue with this group of parents.

Table VI seems to strengthen the position of the teachers as a reason for parental satisfaction with the school.

The table shows 87.71 per cent of the parents were satisfied with the discipline in the school. Table I, page 22, showed 24 parents dissatisfied with the school. Of these 24 parents, 9 said they were dissatisfied with the discipline in the school, indicating discipline to be a serious reason for their dissatisfaction. This would seem to indicate a close relationship between discipline and parental satisfaction with the school.

That discipline is used fairly was indicated by 91.34 per cent of the parents. Table IV, page 27, shows that 93.51 per cent of the parents felt the teachers treated the children fairly. These two questions seem to substantiate the validity of their answers. Only 9 parents said the discipline was unfair, whereas 27 said they were dissatisfied. This could

TABLE VI
PARENTAL ATTITUDE TOWARD DISCIPLINE

Attitude	Yes		No		Unusable or no response		Totals	
	f	%	f	%	f	%	f	%
Satisfied with discipline	198	87.71	27	11.69	6	2.6	231	100.00
Child disciplined fairly	211	91.34	9	3.9	11	4.76	231	100.00
Teachers' discipline								
uniform	187	80.95	21	9.09	23	9.96	231	100.00
Teachers understand child	178	77.06	42	18.18	11	4.76	231	100.00
Conference wanted when								
child is having trouble	222	96.1	6	2.6	3	1.3	231	100.00
Corporal punishment used								
as a means of discipline	73	31.6	152	65.8	6	2.6	231	100.00

indicate that part of the 27 consider the discipline too lax rather than too severe or unfair. The fact that 80.95 per cent of the parents felt the teachers were uniform in their discipline and only 9.09 per cent felt they were not uniform in discipline seems to indicate the discipline was uniform throughout the school.

There were 77.06 per cent of the parents who felt that the teachers understood the children needed individual attention. This high percentage of parents who believed that the teachers understood their children as individuals, seems to substantiate their already affirmed belief in the teaching staff. Yet, all parents surely want their children understood as individuals. The parents, 18.18 per cent, said the teachers did not understand their children as individuals. Ten of the 24 parents in Table I, page 22, who said they were dissatisfied with the school were in this group. This shows this item ranked with discipline as a factor of dissatisfaction. Further tabulation of the questionnaire showed each teacher received a negative criticism to understanding the child as an individual. By grades, the negative tabulations were as follows: grade one received 8, grade two received 4, grade three received 7, grade four received 3, grade five received 12, and grade six received 25. As shown, no one teacher seemed to be the cause of the dissatisfaction. Since grades five and six were composed of pupils from all over

the city, dissatisfaction could have been aggravated, to some extent, by their being moved from their immediate neighborhood school.

The parents, 96.1 per cent, certainly were in favor of conferences if the child was having disciplinary trouble at school. This seemed to favor a chance to build up a parent-teacher relationship. It most certainly indicated a willingness on the part of the parents to cooperate.

That corporal punishment should not be used as a form of discipline was indicated by 65.8 per cent of the parents. The percentage of parents who felt corporal punishment should be used totaled 31.6 per cent.

In a seventh point on discipline in the questionnaire which was not included in Table VI, page 32, the writer found that 71.43 per cent of the parents felt the teachers and students should work cooperatively in making rules and sharing the responsibility in seeing that they are obeyed. Only 26.84 per cent of the parents felt the discipline should be teacher authority only.

Table VII seems to indicate rather conclusively that the parents were satisfied with the present six week report. The percentage in favor of all portions of the report was high, but a slight trend was indicated to favor the adequacy of the grading section over the other sections of the report.

TABLE VII
PARENTAL ATTITUDE TOWARD THE SIX WEEK REPORT

Attitude	Yes		No		Unusable or no response		Totals	
	f	%	f	%	f	%	f	%
Grading section adequate	212	91.77	14	6.06	5	2.16	231	99.99
Social habit sec- tion adequate	203	87.88	17	7.36	11	4.76	231	100.
Work habit sec- tion adequate	202	87.45	16	6.93	13	5.63	231	100.01
Health habit sec- tion adequate	202	87.45	16	6.93	13	5.63	231	100.01

Table VIII shows the parental suggestions for improving the six week report. Only 20 parents suggested improvement. They wished to see better use made of the report by the teachers, or for an improved six week report.

In Table IX, page 37, 73.59 per cent of the parents felt their children were progressing as they should in their school work. However, 22.08 per cent of the parents felt their children were not progressing as they should. Of this group, 48 parents gave reasons for this poor progress as shown in Table X, page 38. The blame for the poor progress was placed on the teacher by 16 of the parents. The reasons as stated by the parents were: teachers' fault, methods of conducting classes, and not enough individual attention. A total of 27 parents placed the blame on the child. The reasons as stated by the parents were: does not apply himself to his work, child's lack of interest, child's lack of comprehension in some subjects, and health conditions. Not sufficient time to get his work might be included as the fault of a slow-learning child or the fault of the school. In Table X, page 38, 7 parents indicated the classes were too large, which would suggest fault with neither the teacher or the student.

The second and third items in Table IX also indicate some reasons for the children doing poor work, as 19.05 per cent of the parents felt the children were not receiving

TABLE VIII

PARENTAL SUGGESTIONS FOR IMPROVING THE SIX WEEK REPORT

Suggestion	f	Per cent
Check more of the items listed	4	1.73
A personal remark by each teacher	3	1.3
Data to substantiate the grade	3	1.3
Improve health habits section of the card	2	.87
A new grading system	2	.87
Add class ratings	1	.43
Add a good character report	1	.43
Remove work habit and social habit sections	1	.43
List studies in which child needs more work	1	.43
Report to parents each four weeks	1	.43
Ask parents for conference if work is poor	1	.43

TABLE IX
PARENTAL ATTITUDE TOWARD SCHOOL WORK

Attitude	Yes		No		Unusable or no response		Totals	
	f	%	f	%	f	%	f	%
Child progressing as he should	170	73.59	51	22.08	10	4.33	231	100.
Child receives enough help	165	71.43	44	19.05	22	9.52	231	100.
Classes too large	105	45.45	112	48.48	14	6.06	231	99.99
School day too long	59	25.54	169	76.16	3	1.3	231	100.
School day too short	3	1.3	212	91.77	16	6.93	231	100.
Conference desired when child is doing poor work	215	93.07	14	6.06	2	.87	231	100.
Child should be helped with personal problems	143	61.9	72	31.17	16	6.93	231	100.
Kindergarten should be added	127	54.98	91	39.39	13	5.63	231	100.
Mid-year classes favored	92	39.83	126	54.55	13	5.63	231	100.01
Department favored for grades 5 and 6	184	79.65	36	15.58	11	4.76	231	99.99
Minimum subject matter mastered for promotion	183	79.22	30	12.99	18	7.79	231	100.

TABLE X
PARENTAL REASONS FOR CHILD DOING POOR SCHOOL WORK

Reason	f	Per cent
Does not apply himself to his work	16	6.93
Classes too large	7	3.03
Teacher's fault	7	3.03
Method of conducting classes	6	2.6
Child's lack of interest	5	2.16
Child's lack of comprehension	3	1.3
Insufficient time to get his work	3	1.3
Not enough individual attention	3	1.3
Health conditions	3	1.3

enough individual attention from the teachers. This seems a serious charge against the teachers. The third item in Table IX seems to reduce the seriousness of this criticism, since 45.45 per cent of the parents signified that the classes were too large. More evidence that the parents believed class size was too large is given in Table XI. The median class size desired by the parents was 25. It must be remembered that the 5B class had only 26 students, and the 5A class of 41 was divided into two sections. Since these grades had the desired class size, parents of these children would have answered in the negative to the question of classes being too large.

In Table IV, page 27, the parents indicate that 93.51 per cent of the teachers were doing a good job. Also in Table IV, page 27, 32.03 per cent of the parents indicate the teachers were overworked. These tabulations indicate class size was a rather serious cause for parent dissatisfaction. Therefore, class size seems to remove some blame from the teacher for not giving enough individual attention.

In Table IX, page 37, most of the parents seem satisfied with the length of the school day. However, 25.54 per cent felt the school day was too long.

When a child was having trouble with his school work, 93.07 per cent of the parents indicated a desire for conference with the teachers. This seemed to express a

TABLE XI
PARENTAL OPINION OF IDEAL CLASS SIZE

Class size	f	Per cent
40-43	4	1.73
37-39	3	1.3
34-36	14	6.06
31-33	8	3.46
38-30	32	13.85
25-27	42	18.18
22-24	13	5.63
19-21	24	10.39
16-18	12	5.19
13-15	6	2.6
10-12	6	2.6
7-9	1	.43
4-6	1	.43
Median	25	

willingness on the part of the parents to cooperate with the teachers.

Of the parents, 61.9 per cent wanted the teachers to help the children with personal problems, but 31.17 per cent did not want this help. This item carried comments such as: "some problems belong in the home," "not all personal problems," and "some kinds of personal problems."

The addition of a kindergarten was favored by 54.98 per cent of the parents, but was not wanted by 39.39 per cent. No reason was indicated for such a large percentage holding kindergarten in disfavor.

Mid-year classes were favored by 39.83 per cent of the parents, but we find 54.44 per cent did not favor mid-year classes. This seemed to slightly favor the policy the school system adopted in 1947, refusing entry of first year students at mid-term.

The parents were strongly in favor of departmental work for the fifth and sixth grades, with a percentage of 79.65 answering in the affirmative. Only 15.58 per cent of the parents were dissatisfied with the departmental type of instruction.

The parents, 79.65 per cent, insisted that subject matter be mastered before a child is promoted to a higher grade. Only 12.99 per cent answered in the negative to this question. The mastery of subject matter, from the parents'

viewpoint, was the chief item to be taken into consideration when a child was retained or promoted. Perhaps had a series of items to be considered for promotion or retention been included in the question, a somewhat different answer would have been given.

Table XII shows the amount of time spent on home work by the pupils. Only 5.19 per cent of the parents did not answer this question. There was quite a difference in the amount of home work done by the students.

Although the following statement cannot be used as basic evidence, it does seem to have a place in this analysis. The writer asked the children of Grade Five and Grade Six if they really spent two or three hours studying at home. Most of them said their parents had counted all the time the children spent with their books, even if they had been reading a novel or listening to the radio instead of studying. The writer felt the children brought forth a rightful criticism of the parents' idea of the time spent on home work.

Table XIII shows the parental attitude toward home work. The parents, 77.49 per cent, indicated their children did work on school assignments at home. Seemingly, very little dissatisfaction was indicated, as 88.74 per cent felt the children should be allowed to do work on school assignments at home. It certainly indicated a strong feeling toward home work as a child's privilege, and a privilege

TABLE XII

PARENTS' OPINION OF TIME SPENT ON HOME WORK

Opinion	f	Per cent
None	46	19.91
Very little	29	12.55
15 minutes	6	2.6
30 minutes	38	16.45
45 minutes	13	5.63
1 hour	54	23.38
1½ hours	13	5.63
2 hours	13	5.63
2½ hours	3	1.3
3 hours	4	1.73
Median 30 minutes		

not to be taken away by the school.

TABLE XIII
PARENTAL ATTITUDE TOWARD HOME WORK

Attitude	Yes		No		Unusable or no response		Totals	
	f	%	f	%	f	%	f	%
School work prepared at home by child	179	77.49	49	21.21	3	1.3	231	100.
Child should be allowed to do home work	205	88.74	22	9.52	4	1.73	231	99.99

Table XIV shows 24.68 per cent of the parents would have liked to see the curriculum expanded, while 54.55 per cent of the parents believed nothing more should be taught. There was a total of 20.78 per cent who did not answer this question.

TABLE XIV

PARENTS' OPINION ON EXPANDING CURRICULUM

Opinion	Yes		No		Unusable or no response	
	f	%	f	%	f	%
Curriculum should be expanded	57	24.68	126	54.55	48	20.78

Although Table XIV indicates that additions to the curriculum would be necessary, Table XV shows that, of the 57 parents wanting the curriculum expanded, 23 wanted Bible study added to the school curriculum. Classes in sex instruction were wanted by 6 parents, classes in manners were wanted by 6 parents, and more practical knowledge was wanted by 3 parents. The other items are of very small frequency and did not indicate a mandatory vote by the parents for curriculum expansion. Many of the items such as manners, hygiene, fair play, phonetics, and alcohol were taught either as a class or when the occasion arose for this teaching.

The writer does not believe these items as shown in Table XV are of sufficient urgency for the addition of new subjects in the curriculum. However, the parents should be informed that most of those items are already included in the present classes. More Bible study might bring other and larger problems.

TABLE XV
CURRICULUM EXPANSION WANTED BY PARENTS

Area of expansion	f	%
Bible study	23	9.96
Sex classes	6	2.6
Manners	6	2.6
More practical knowledge	3	1.3
Modesty	2	.87
Hygiene	2	.87
Children's home life	2	.87
Emphasis on posture in physical education	1	.43
More art	1	.43
Anti-discrimination	1	.43
Teach better the subjects they are taking	1	.43
Fair play	1	.43
Phonetics	1	.43
Dangers and evils of alcohol	1	.43

Table XVI shows the parents' suggested improvements for the school. Of the 231 parents, 75.76 per cent did not comment on ways of improving the child's school work. Of the 24.24 per cent who did answer, improvement in individual attention and class size led the list of suggested improvements that should be made. In the analysis of Table IX, page 37, the writer has discussed these items at some length. The writer feels strongly that class size had much to do with the concern of individual attention. The writer also feels the parents have given two excellent suggestions for improvement.

Of the parents, 4.76 per cent suggested that improving or changing the methods of instruction would improve the child's learning situation. The writer feels the teachers are better informed about methods of instruction than the parents, and as long as proven and worthy methods are in use, they should not be changed. Rather, improvement should be made by the school in parent information.

The suggested improvement, having more discipline, strengthened the observation made by the writer that the parents had indicated discipline was too lax. This was discussed in the analysis of Table VI, page 32.

Several of the items showed the impossibility of satisfying all the parents, as they suggested changing teachers every two years, segregation of the sexes, and

TABLE XVI
SCHOOL IMPROVEMENT SUGGESTED BY THE PARENTS

Suggestion	f	Per cent
Give more individual attention	17	7.36
Have smaller classes	12	5.19
Improve or change the methods and instruction	11	4.76
Make better assignments	6	2.6
Have more discipline	4	1.73
Inform parents of subjects needing special attention	4	1.73
Have a better building and facilities	3	1.3
Have fewer study periods and more classes	2	.87
Show no favoritism	2	.87
Use more visual education	2	.87
Add Bible study	2	.87
Have more study periods	1	.43
Change teachers every two years	1	.43
Segregate the sexes	1	.43
Have the very best teachers	1	.43
Increase the salary of the teachers	1	.43
Shorten the school day	1	.43
Have "Open House" and display the childrens' work	1	.43

showing no favoritism. This type of parent is always present and will undoubtedly do much talking about the school. Most of the items, however, indicated a thoughtful answer and an honest attempt to be helpful.

That 75.76 per cent of the parents did not answer seemed to indicate their satisfaction with the present school work.

Table XVII shows the parents' opinions of the subjects taught in the school. Arithmetic, health, writing, spelling, reading, social studies, and English were considered the most valuable to the student. They were also marked less frequently as the subjects considered of little value, and as subjects which should not be taught.

Art, music, and physical education have smaller percentages in the most useful subject column. They also appear more frequently in the other two columns.

Although many of the parents did not consider art, music, and physical education as of much value to their children, very few of them said these subjects should not be taught. This seems reasonable as many children are not capable of doing good work in these subjects. The parents seemed to feel these subjects should not be denied those children who have some talent, even though they be of little benefit to other children.

The parents expressed satisfaction with the subjects

TABLE XVII
EVALUATION OF SUBJECTS BY 231 PARENTS

	Subjects con- sidered most useful to the child		Subjects con- sidered of little value to the child		Subjects which should not be taught	
	f	%	f	%	f	%
Arithmetic	223	96.54	1	.43	0	.0
Health	190	82.25	9	3.9	1	.43
Writing	201	87.01	9	3.9	1	.43
Spelling	218	94.37	1	.43	0	.0
Reading	217	93.94	1	.43	0	.0
Phy. Ed.	139	60.17	44	19.05	12	5.19
Soc. Studies	174	75.32	25	10.82	8	3.46
English	219	94.81	3	1.3	0	0.0
Art	74	32.03	60	25.95	27	11.69
Music	126	54.55	59	25.54	13	5.63

taught in the school. Seemingly, the problem is to educate the parents to the value of art, music, and physical education.

Table XVIII shows the teachers leading any other item by a vast majority, as the best liked factor about the school. Other tables, Table II, page 24, Table IV, page 27, and Table VI, page 32, substantiate this point. Seemingly, the teachers made the school liked to the high degree indicated by the parents.

Most of the items were too few in number for analysis, but were an indication of what the parents considered good points about the school.

Of the 231 parents, 44.16 per cent did not answer this question. No reason was indicated. However, all questions requiring a written answer received a smaller percentage of returns than those questions which required only a check mark answer.

Although 48.92 per cent of the parents did not list a disliked item, the items listed in Table XIX, page 53, by those who answered the questionnaire shows the sources of the parents dissatisfaction with the school. A large percentage of the parents were dissatisfied with the physical aspects of the school. The building, poor playground, poor lights, and unsanitary conditions accounted for 40.26 per cent of the parents' dissatisfaction. Crowded classrooms

TABLE XVIII

WHAT THE PARENTS LIKED BEST ABOUT THE SCHOOL

Aspect	f	Per cent
Methods, attitudes, and cooperation of teachers	91	39.39
School location	13	5.63
Parent-teachers organization	6	2.6
Departmental work for grades 5 and 6	6	2.6
The children	5	2.16
High academic standards	5	2.16
The playground	4	1.73
General management	4	1.73
Discipline	3	1.3
The grading system	2	.87
The janitorial service	2	.87
The school hours	1	.43
The large classrooms	1	.43
Arithmetic	1	.43

TABLE XIX

WHAT THE PARENTS DISLIKED ABOUT THE SCHOOL

Aspect	f	%
The old building	58	25.11
The poor playground	18	7.79
The poor lights	13	5.63
The teachers	10	4.33
Too far from home	8	3.46
Crowded classrooms	7	3.03
Poor playground supervision	6	2.6
Discipline	5	2.16
Unsanitary conditions	4	1.73
Children made to stay outdoors on bad days	4	1.73
Children not allowed to bring lunch	2	.87
School hours too long	2	.87
School term too long	1	.43
Partiality shown certain children	1	.43
Unfair children	1	.43
Social studies	1	.43
No religious training	1	.43
Colored and white together	1	.43
Mid-year classes	1	.43
Books change too often	1	.43
Going to other buildings for physical education	1	.43
Too many subjects	1	.43
Too much homework	1	.43
Tolerance of headlice	1	.43
Grading system	1	.43

and poor location added 6.49 per cent to the dissatisfaction and the teachers, lack of playground supervision, and discipline accounted for 9.09 per cent.

A building levy was included in the 1949 school budget to replace the Meridian Street School. A new building will remove the major portion of the disliked items.

Table XX, page 55, shows the parents wanted the building, playground, lighting system, and school equipment improved. There is a close relationship between the items in Table XIX and Table XX. What the parents disliked, they desired improved.

TABLE XX

PARENTAL SUGGESTIONS FOR IMPROVING THE SCHOOL

Suggestion	f	%
Remodel or rebuild	63	27.27
Improve the school equipment	11	4.76
Improve the lighting system	10	4.33
Improve the playground	10	4.33
Add more teachers	10	4.33
Shorten the school day	7	3.03
Improve grading and report system	7	3.03
Improve teaching	7	3.03
Serve hot lunches	5	2.16
Improve discipline	5	2.16
Get new teachers	5	2.16
Rent text books	4	1.73
Stop the discrimination of poor children	3	1.3
Keep the 5th and 6th grades in their own neighborhoods	3	1.3
Have a school doctor, nurse, and permanent health records	3	1.3
Have Bible study	2	.87
More encouragement for the P.T.A.	2	.87
Let children remain inside on bad days	2	.87
Teach more safety in crossing streets	2	.87
Supervise the playground	2	.87
Keep the school clean	1	.43
Do away with mid-week activities	1	.43
Insist on health officer doing his duty	1	.43
Art and music only for those with ability	1	.43

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

This study was conducted in order to obtain the parental attitudes toward the school. Ample data have been compiled and analyzed to answer the various divisions given in the statement of the problem. In the following items, a summary of the percentages of satisfaction and, in some cases, the percentages of dissatisfaction of the parents will be given.

1. In general, 87.45 per cent of the parents were satisfied with the school, while 92.64 per cent said their children were satisfied. The parents, 95.67 per cent, were satisfied with the other children. The outstanding reason for the child liking school, as stated by the parents, was the teachers.

2. The parents, 96.1 per cent, were satisfied with the training of the teachers, 93.51 per cent were satisfied with the teacher's work, and 93.07 per cent were satisfied with the teachers' treatment of the child.

3. The parents, 86.58 per cent, wanted a closer parent-teacher relationship; however, only 39.83 per cent had membership in the parent-teacher organization of the school.

4. The parents, 87.01 per cent, were satisfied with the welcome they had received when visiting school. A school visit was considered beneficial to the child by 86.58 per cent. Only 48.05 per cent of the parents felt a teacher's visit to the child's home would be beneficial.

5. The discipline was considered satisfactory by 87.71 per cent of the parents, and 91.34 per cent thought the discipline was administered fairly. There were 9.09 per cent of the parents who felt the teachers were not uniform in disciplinary matters, while 80.95 per cent said the teachers were uniform in the discipline used. A large percentage, 96.1 per cent, of the parents wanted a conference with the teachers if their children were becoming disciplinary problems at school. Only 31.6 per cent of the parents thought corporal punishment should be used as a means of discipline. The parents, 71.53 per cent, wanted a type of discipline in which the teachers and pupils worked cooperatively in making the rules and sharing the responsibility in seeing the rules were obeyed.

6. The six week report was considered adequate in all sections by a percentage that varied from a high of 91.77 to 87.45 as the lowest percentage of satisfaction. Only twenty parents suggested an improvement in the six week report.

7. There were 51, or 22.08 per cent, of the parents

dissatisfied with the progress their children were making , with their school work. Of these, only 16 placed the blame for poor progress on the teacher. Twenty-seven said the poor progress was due to the child's lack of interest or the health condition of the child.

8. Class size was considered too large by 45.45 per cent of the parents and was the prime reason for 19.05 per cent of the parents feeling their child did not receive enough individual attention.

9. A conference was desired by 93.07 per cent of the parents if the child were having trouble with his school work.

10. Only 54.98 per cent of the parents felt kindergarten should be added to the school.

11. Departmental work for the fifth and sixth grades was favored by 79.65 per cent of the parents.

12. The parents, 79.22 per cent, felt children should master certain minimum subject matter requirements before being promoted.

13. Home work was considered a privilege of the child, and 88.74 per cent of the parents felt home work should not be denied by the school.

14. There were only 24.68 per cent of the parents that felt the curriculum should be expanded. Bible study was most in demand as a new subject to be included in the

curriculum.

15. The parents suggested the children's work would be improved if more individual attention was given; if class size was reduced; if methods were improved. However, 75.76 per cent of the parents did not make suggestions for improvement.

16. The poor physical properties of the building and playground were suggested as the most disliked things about the school. The outstanding improvements wanted by the parents were improvements of the physical properties.

II. CONCLUSIONS

These conclusions were based directly upon the findings, as indicated by the parents.

1. In general, the parents were satisfied with the school.

2. The teachers emerged as the outstanding contributing factor for the high percentage of satisfaction with the school, as expressed by the parents.

3. The parents were very satisfied with the type of discipline used in the school. They suggested the pupils be given more responsibility in the making of school rules and in seeing that these rules are obeyed.

4. The parents conclusively stated their satisfaction with the six-week home report.

5. The parents were satisfied with the progress of their children in school. The children were receiving the type of education desired by the parents.

6. Class size should be reduced by the addition of more teachers.

7. A kindergarten should be added to the school as soon as possible.

8. The departmental work for the fifth and sixth grades should be continued at the present time.

9. Mastery of certain minimum subject matter requirements should be a prime factor determining promotion but not the only factor considered.

10. The children should have the privilege of doing home work.

11. No curriculum expansion is necessary at this time.

12. A new building should be erected on a suitable site to furnish the needed play area.

13. The problem of individual attention must be studied to verify or disprove the contention of many parents that the child is not receiving enough individual attention.

14. The fifth and sixth grades should be maintained in the two elementary schools that have adequate room for them.

15. The school has no major or minor educational

practice that needs revising. However, correct information should be given in those areas where misunderstanding was apparent.

16. The parents, with the interest and cooperation signified, should be included in the school planning and policy making.

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APPENDIX

For too many years the school has not known what you, the parents, thinks of the school your child attends. Each parent is asked to cooperate in giving this needed information by filling out the attached questionnaire.

Please do not write your name. The school does not want to know who filled out each individual questionnaire. It is believed you may be more sincere in your answers if your identity is unknown. Your answers will be taken seriously; therefore, put down what you honestly think or feel.

Your child will place the filled out questionnaire in a box in the principal's office. The box will not be opened until all questionnaires have been returned.

Please answer every question. Use pen or pencil.

The facts compiled from the answered questionnaires will be presented to the school board for consideration.

Thank you for your interest.

George R. Pell, Superintendent of Schools.

We need this personal information to properly use the findings of this questionnaire.

1. Who filled out this questionnaire?

a. Mother ____ b. Father ____ c. Guardian ____

2. What is your age? ____

3. How long have you lived in this city? ____

4. In Clay County? ____

4. How far did you go in school? Encircle the grade.

Elementary	Junior High	High School	College
1 2 3 4 5 6	7 8 9	10 11 12	1 2 3 4

5. Did you attend the Brazil Schools? yes ____ no ____

6. If your answer to question five is yes, name the elementary school you attended. ____

7. In what grade (or grades) is your child (or children)?

Encircle the grade or grades . 1 2 3 4 5 6

General Information

1. In general, are you satisfied with your child's school? yes ____ no ____

2. In general, does your child like his school? yes ____
no ____ If he does like his school, why does he? ____

If he does not like his school, why doesn't he? & ____

3. In general, are you satisfied with the way the other children treat your child? yes ____ no ____

Teachers

4. Do you believe your child's teachers to be well trained for the teaching of your child? Yes ____ No ____
5. Do you believe your child's teachers are doing a good job of teaching? yes ____ no ____
6. Are you satisfied with the way your child is treated by his teachers? yes ____ no ____
7. Do you feel your child's teacher is overworked?
yes ____ No ____
8. What do you think is the average annual salary paid your child's teachers? _____
9. Do you believe your child's teachers receive an adequate salary? yes ____ no ____
10. Do you think married women make good teachers?
yes ____ no ____
11. Do you feel the school should have more men teachers?
yes ____ no ____
12. Should there be a closer parent-teacher relationship?
yes ____ no ____
13. Do you belong to the P.T.A.? yes ____ no ____
14. Do the teachers make you feel welcome when you visit your child's school? yes ____ no ____

15. Do you feel it is beneficial to your child for you to visit his schools? yes ____ no ____
16. Do you feel a teacher's visit to your home would be beneficial to your child? yes ____ no ____

Discipline

17. Are you satisfied with the discipline in your child's school? yes ____ no ____
18. Do you think your child is treated fairly in disciplinary matters? yes ____ no ____
19. In general, are the teachers uniform in the discipline of your child? yes ____ no ____
20. Do you feel the teachers understand your child as a person who needs individual understanding?
yes ____ no ____
21. When your child is having trouble at school, would you like to be invited to school for a conference with his teachers? yes ____ no ____
22. Do you think corporal punishment (use of the paddle) should be used as a means of discipline?
yes ____ no ____
23. Should the teacher makes the rules and enforce them or should the students have a part in the making of the rules and have responsibility in seeing that everyone

in the group obeys them? Teacher authority _____
Teacher and student control _____

Six Week Report

24. Do you feel the school's grading system on the six week report is adequate? yes _____ no _____
25. Do you feel the social habit section of the school's six week report is adequate? yes _____ no _____
26. Do you feel the work habit section of the school's six week report is adequate? yes _____ no _____
27. Do you feel the health habits section of the school's six week report is adequate? yes _____ no _____
28. If anything is needed, what should the school add to the six week report? _____

School Work

29. Do you think your child is getting what he should from his school work? yes _____ no _____ If not, why isn't he ? _____

30. Do the teachers give your child enough help with his school work? yes _____ no _____
31. Does your child prepare any of his lessons at home? yes _____ no _____

32. On the average, how much time does your child spend on home work each day? _____
33. Do you think your child should be allowed to work on school assignments at home? yes ____ no ____
34. Do you feel your child's classes are too crowded? yes ____ no ____
35. For the greatest advantage to your child in his school work, what number of children should there be in his classes? _____
36. Do you think your child's school day is too long? yes ____ no ____
37. Do you think your child's school day is too short? yes ____ no ____
38. When your child is having trouble with his school work would you like to be invited to school for a conference with his teachers? yes ____ no ____
39. Do you think the school should help your child with personal problems? yes ____ no ____
40. Do you think there are things the school should teach which at present it is not teaching? yes ____ no ____
If any, what are they? _____

41. In what way do you feel the school can improve your child's school work? _____

42. Check the subjects you think are the most useful to your child.

Arithmetic	_____	Spelling	_____	English	_____
Health	_____	Reading	_____	Art	_____
Writing	_____	Physical Education	_____	Music	_____
Social studies (Geography and History)		_____			

43. Check the subjects you think are of very little value to your child.

Arithmetic	_____	Spelling	_____	English	_____
Health	_____	Reading	_____	Art	_____
Writing	_____	Physical Education	_____	Music	_____
Social studies (Geography and History)		_____			

44. Which of the above subjects do you think should not be taught? _____
45. Do you think a kindergarten should be added to your child's school? yes _____ no _____
46. Are you in favor of mid-year classes (children entering the first grade the second semester)? yes _____ no _____
47. Do you believe the fifth and sixth grades should have a different teacher for each major subject, as it has now? yes _____ no _____
48. Do you believe children should attain certain minimum subject matter requirements before being promoted?
yes _____ no _____
49. What do you like best about your child's school? _____

50. What do you dislike most about your child's school?

51. What do you think we can do to improve your child's school?

Use the back of this page for any further explanation.

Thank you.

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