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A PUBLIC OPINION SURVEY OF OGDEN CITY SCHOOLS

by

Nolan R. Taylor

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1953

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Nolan R. Taylor

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INTRODUCTION

Free men cannot be taught properly by slaves; courageous citizens cannot be properly educated by scared hired men. (1)

In Ogden, Utah, education is big business. With capital assets of approximately \$8,000,000, a current budget of \$3,065,000, a staff of 570 full-time employees, and an enrollment of 12,650 students (5), education ranks high insofar as its effects are felt by the citizenry of the community.

The administrative staff of Ogden schools feel the necessity of keeping informed on current opinions of school patrons concerning their schools. Being employed by the public, they are servants of the public; and the degree of satisfactory service they render depends on the extent to which they are aware of what is expected of them. The taxpayer sometimes feels he is being overcharged for certain items, and good school administration takes responsibility for keeping him informed of the benefits he is deriving from his dollars expended.

Need For The Study

In Ogden there is a need to determine what the public thinks of its school system. In the battery of weapons for democracy, the techniques of opinion study have an important place. More particularly, opinion research can assist education in discharging its profound obligation for the defense and the extension of democracy. Public opinion offers guidance which may not be overlooked by those exercising leadership functions in a liberal-democratic state. Ideally, majority opinion should play a major role in determining which educational policies should be initiated, which

rejected, and which modified, for a basic justification of democracy lies in the faith that can be placed in the popular will.

To insist upon the importance of majority consensus is not to deny that educational changes, broad in scope and far-reaching in influence, cannot be initiated successfully by administrators. Public attitudes may be latent and frequently can be raised to the level of overt approval by the introduction of a bold change in administrative policy. The danger in this type of procedure is twofold. First, policies determined without actual public participation are inherently weak in that they are more difficult to put into effect. Second, ill-advised administrative acts may produce devastating repercussions in a community's educational system. Furthermore, some authorities consider that evidence indicates that "instead of hastily initiating sweeping changes, educators may occasionally lag behind public demands in meeting new needs." (4)

In short, educational leadership can and should play a vigorous part in developing an enlightened public opinion; but leadership cannot, without denying the concept of democracy and endangering the educational program, initiate policies contrary to established custom.

Public opinion comes into being whenever broad, educational policies clash sharply with the policies of individual groups. Through the interplay of educational processes with the life of a community, consequences ensue which bring publics into being. Whenever a policy established by those responsible for education produces an effect contrary to the value system of an organized group, appropriate objections to that educational policy immediately develop. Conversely, a course of action propounded by a community group may be inimical to the established interests of education. Then publics which have a prime concern for the values of

education are called into being and exert their influence in behalf of the educational system.

Moreover, interest groups continually seek opportunity to utilize schools as media through which value systems may be promoted, for education is a channel of communication par excellence. Such pressure procedures may seem deplorable upon first consideration, but to condemn them blindly is to forget that "social action is an emergent of forces which are frequently in opposition." (3) Education is no exception.

If a group believes that its ideological or financial interests are threatened by an educational policy, then probably that group will take action against the policy. Such action may be confined to the organized expression of unfavorable opinion, but it may take the form of political reprisal or the denial of financial support to education. Minority opposition toward school policy is a normal phenomenon; constructive minority criticism is to be welcomed, for it is through maintaining continuous critical appraisal of institutions that minorities in a democracy have their most important functions. A system of education that provokes no opposition may be desirable in a totalitarian state, but not in the United States.

The problem, then, as it presents itself, is to determine--as far as practicable--the general attitude of the public on several phases of the present educational system. This will be attempted in the pages that follow.

Methodology and Procedure

The seemingly adequate history of the problem, involving a discussion of similar studies, brings to light interesting examples of the result of such studies. The fact that other studies have been made does not in any way detract from the importance or need of making the study locally. In

paralleling studies of this sort, one hardly dares hope he will unearth any new or startling discoveries. One who conducts research does not formulate attitudes or opinions; he merely presents them.

To eliminate the possibility of misinterpreting what the public might say in answer to certain pertinent questions, the normative-survey method of obtaining opinion was used. After carefully considering various phases and aspects of the problem involved, a ready-made questionnaire which very nearly covered the areas of concern was discovered. It was decided to distribute this questionnaire to a representative group of parents in Ogden and, from their responses, determine the public opinion toward Ogden schools. Dr. Harold C. Hand (2) had made available this questionnaire form which all concerned people considered adequate for this study.

Each questionnaire packet mailed to members of the sample group contained these items (see Appendix):

1. The Illinois Inventory of Parent Opinion
2. A letter from Dr. T. O. Smith, Superintendent of Ogden schools
3. A letter of explanation from the writer
4. A stamped, self-addressed envelope

The questionnaire packet was mailed to each parent in the sample list, May 5, 1952. That evening in the Ogden Standard-Examiner, Mrs. Sally Johnston's news story of the project informed the citizens of the Ogden area what was being done. This was considered advisable to incite interest and insure a good return of the questionnaires mailed.

Of 625 packets mailed, 31 were returned with the notation "Unknown at Above Address," "Moved--Left No Forwarding Address," "No Such Street Number," or "Unclaimed at This Address." Of the net working sample of 594, 288--or 48.5 percent--returned answered questionnaires.

Follow-up on the original list was done by mailing postal cards. Further work was done by a group of Ogden council P. T. A. workers under the direction of Mrs. Olive MacCarthy, council president, who telephoned the 534 parents who had phones. Usually the follow-up was well received. The percentage of favorable responses to the P. T. A. workers indicated that the questionnaires were well received.

General areas explored, from which deductions were made, included: (1) the amount of parents' satisfaction with the present school program; (2) opinions on planning the school program; and (3) ideas on financing the school program. Specific problems were considered in each area.

Detailed discussion of these problems follows in the body of the thesis. As each table is presented, the 286 questionnaires are accounted for, so that the over-all picture is complete. Direct quotations from responses to questionnaires are given with no additional reference or bibliographical note. Errors of grammar and structure found in the questions are those of the respondents.

Development of Public Opinion Polls

In educational research few attempts have been made to develop general methods for the appraisal of community opinion, although a large number of specialized studies in attitude measurement have gone forward in recent years. Investigators of public schools have extensively studied social attitudes of board members, administrators, teachers, parents, and students. In attacking the problem of opinion measurement, educational research has utilized a number of procedures: interviews, case studies, life histories, questionnaire approaches, counting newspaper lineage, studying election returns, and analyzing library circulation. A neatly-patterned classification of methods in opinion research is difficult to

achieve, for the pervasive nature of public opinion causes an overlapping of techniques.

During the past half century, schools have been evaluated by means of surveys. At first such surveys were done almost entirely by professional persons who had developed techniques especially for survey use. To these practices have been added in recent years the assistance of lay persons and the gathering of lay opinion. This may or may not account for the shift of emphasis in the past quarter century. The attitude or opinion of the public is sought now, whereas formerly the survey was the professional, yet personal, opinion of the trained educator and portrayed his educational philosophy. Most evaluations in recent years have been made by lay personnel, and have been reported in language that lay people can understand.

THE SAMPLE

When a survey is conducted in any area, the problem of whom to question presents itself. Because this is a survey of school conditions, a sampling only of parents of school children was chosen. This was done because the parents are usually associated nearly every day with some aspect of the school by means of their children.

A contact with each parent would be a project beyond reason; so it was decided that one-twentieth--or 5 percent--would be a suitable and fair sample. Accordingly, from the census files of the Ogden City school children, a sample was taken which involved each twentieth child's parents. The name and address of the parent, and the school which the child attended were listed, all of which formed the sampling list for further use. Since the census file listed students of the district in October, and the sample was made in March, it was inevitable that some of the original names would have changed residence. To combat this possibility a random sampling of 24 additional names was added to the original list. This was considered necessary in order to have a net sample of 600 parents, a number chosen to be adequate for the purpose.

As the questionnaire packet was addressed to Mr. and Mrs. John Doe, there was a possibility that either Mr. Doe or his wife would complete the questionnaire and return it. The following table shows which parent filled out the inventory.

Table 1 shows that nearly two-thirds of the questionnaires were completed by mothers in the household. For such studies it is usual to

Table 1. Distribution by relationship of questionnaire respondents

Parent	Number	Percent
Father	86	30.1
Mother	172	63.6
Male guardian or stepfather	1	0.3
Female guardian or stepmother	3	1.1
Not given	14	4.9
Total	286	100.0

find mothers answering by far the majority of questionnaires unless the father has been specifically addressed.

Parents were asked: "In what grade is your oldest child enrolled?" To prevent such a variance of opinion within the questionnaire results as might come if a parent attempted to answer for all his children attending school, he was asked to complete answers for only one child, his oldest.

Table 2. Distribution by grade levels of oldest children of respondents

Grade Level	Number	Percent
K-6	91	32
7-9	75	26
10-12	94	33
Not indicated	26	9
Total	286	100

This table shows a quite even distribution of respondents in the three levels. The observation that the percentages are not proportional to the enrollment at the various levels may be attributed to several factors,

chief among which is that children enrolled in the intermediate or secondary grades may likely have siblings in the lower grades.

The educational background of parents often affects their answers to certain questions. It was therefore thought necessary to include one item asking for the parents' educational status. The question read: "How far did you yourself go in school?" A space was provided for an indication if they had attended vocational, night, or other special school.

Table 3. Distribution by grade levels of the educational training of respondents

Grade Level	Number	Percent
1-6	5	1.7
7-9	44	15.4
10-12	138	48.3
College	89	31.1
Not indicated	10	3.5
Total	286	100.0
Vocational, night, or special school	123	43.0

This table shows that the greatest number of parents have entered and/or completed high school training. A large number have attended college and received from one to seven years' training. Nearly half of the parents needed some training in addition to the formal education they received, and so attended special schools. Only 1.7 percent have received six or fewer years of school training.

The age of parents might be estimated with a fair degree of accuracy to range from mid-twenties to late fifties. Below or above those ages, they would not be so likely to have children in public schools.

As might be expected, the chief concentration of age level includes the 30's and the 40's. The cases over 60 include three grandparents and

Table 4. Age distribution of respondents

Age Level	Number
Under 30	15
30-39	133
40-49	105
50-59	26
60 or over	4
Not indicated	3
Total	286

one guardian.

Often the occupation of the parent will have a strong correlation with his attitudes concerning public institutions. Some of these attitudes will be used later in comparing responses with socio-economic status.

Table 5. Occupational distribution of respondents

Occupation	Number	Percent
Professional	28	9.8
Executive	34	11.9
Proprietor	26	9.1
Semi-skilled laborer	126	44.0
Common laborer	45	15.8
Housewife	12	4.2
Not indicated	15	5.2
Total	286	100.0

Among the occupations the sample of parents is normally distributed, with the majority being either in the semi-skilled laborer or the common laborer group. The professional group included doctors, lawyers, dentists,

teachers, and nurses. Executives included bank executives, business executives, and sales managers. Proprietors included the self-employed or business owners. Semi-skilled laborers were local and federal government employees, office workers, and salesmen. Common laborers were those who were unskilled.

From these data an attempt has been made to show that an unbiased and representative group of parents has been used as the sample medium from which the succeeding opinions are reported.

THE PRESENT SCHOOL SYSTEM

Since the entire purpose for this study is to find the degree to which the public seems satisfied with the current operation of the school system, there will follow in the following pages a presentation of the data which influence public thinking. The questions are put in a straightforward manner that requests a straightforward answer. This decreases the necessity for conjecture on the part of the investigator, who can limit his analysis to the facts.

In the body of the questionnaire the first question asked the parents was: "In general, are you satisfied or dissatisfied with the school which your oldest child is attending?" The parents were given choices of degrees of satisfaction or dissatisfaction.

Table 6. Distribution of responses concerning general satisfaction or dissatisfaction with schools

Response	Frequency	Percent
Very well satisfied	75	26
Satisfied	141	49
About half and half	49	17
Dissatisfied	13	5
Very much dissatisfied	3	1
No opinion	5	2
Total	286	100

The outlook is encouraging from these answers. Three-fourths of all answers are included in the first two categories. Only three of the entire group were very much dissatisfied.

A closer examination of these three very-much-dissatisfied parents

reveals that:

All are cases of junior high level.

None of the parents went beyond the 10th grade.

One is a laborer, one is a packer at Clearfield Naval Supply Depot, and one works for the railroad.

Their responses throughout the questionnaire show consistent dissatisfaction.

It is generally accepted educational theory that not only must a teacher know his subject matter, but he must also know his individual students. Understanding their problems both in and out of school helps the teacher mold the course of study to fit the individual needs and cases.

Parents were asked the general question: "How well does the school know your child?" Parents of secondary pupils were asked: "How many of your child's teachers know your child as well as they should?"

Table 7. Responses concerning the number of secondary-school teachers who know the children as well as they should

Number of teachers	Frequency
All or almost all	55
Most	67
About half	30
Few	13
None or almost none	4
No opinion	19
Total	188

These results show that parents are of the opinion that schools are doing a reasonably good job of knowing their pupils. Most parents believe

that the majority of teachers are conscientious in their efforts to know the children.

Elementary school children's parents were asked: "Does your child's teacher know your child as well as she should?"

Table 8. Responses of parents of elementary-school children to the question: "Does your child's teacher know your child as well as she should?"

Response	Frequency
Yes	97
No	22
Uncertain	51
Total	170

The question was directed to elementary-school parents only, yet many more than the 91 elementary parents (see Table 2) responded. Two reasons are apparent: (1) Parents did not take time to read carefully, or (2) parents might have had children in both secondary and elementary grades. Both reasons could have brought this number of responses.

Knowing the child should lead to fair, unbiased treatment of the child by school personnel. Some parents would question this statement because they feel that although school personnel know the children well enough this knowledge does not always lead them to treat the children fairly. The question was worded: "In general, are you satisfied or dissatisfied with the way your child is treated by the teachers and other officials of the school?" The results appear in Table 9.

Very few parents were dissatisfied with the way their children were treated by school personnel. Those who were dissatisfied were urged to air their grievances, which a few did. The grievances varied from single

Table 9. Distribution of responses concerning treatment of children by school personnel

Response	Frequency
Very well satisfied	77
Satisfied	164
Half and half	29
Dissatisfied	9
Very much dissatisfied	2
No opinion	
Total	286

instances of apparent misuse of discipline, to the failure of teachers to explain assignments. As both of these areas will be explored later, no further mention will be made at this time.

It might be noted, however, that the over-all picture here closely resembles that of Table 6, in that generally parents are satisfied with all aspects of the school.

It is a known psychological principle that a student can attain better results if he feels emotionally secure in any social group. It was deemed necessary to find the parents' viewpoints on the feelings of their children toward the school group. The question asked: "Do you think your child feels that he is 'one of the gang' in his school?"

The parents considered that a healthy atmosphere existed in schools. Approximately three-fourths of the students felt they belong, were wanted and counted for something, according to parent responses.

Parents were then asked to respond to the question: "In general, how often do the teachers and other officials in his school treat your child fairly?"

Table 10. Distribution of responses concerning the social feelings of children toward the school group

Response	Frequency
Feels secure	207
Not sure	49
Feels insecure	17
No response	13
Total	286

Table 11. Opinion of the frequency of fair treatment of child by school personnel

Response	Frequency
Always, or almost always	148
Usually	112
About half the time	13
Seldom	2
Never, or almost never	1
No opinion	10
No response	1
Total	286

The parents are of the opinion that at least usually the school treats pupils fairly. If parents thought the school personnel were unfair to children, they were invited to mention specific ways. Some twenty-five parents took advantage of the invitation. Following are a few of the criticisms:

"Child claims that when she is blamed for some minor disturbance,

she is not allowed to give any explanations for actions."

"I don't think they take time to show them how the work is to be done. They tell them what to do, then if they don't understand, that's their own fault."

"At times in marking report cards teachers vary widely in methods of computing marks. They follow a rule rather than fairly marking student--especially at the first semester."

"When the boys are naughty, the whole class is punished, and has to remain indoors during play period, or is deprived of a previously promised pleasure. Too many disappointments."

"Some teachers in High seem to object to students having to work after school."

"Making degrading remarks to child. Criticizing personal matters too openly. Helping fast students and overlooking slow ones. Separating classes into what they think should be smart ones together and next down to the slow ones making the poor students worse."

"When a child is a student body officer and has to be excused from class, he should have a chance to make up tests or lessons."

"We think it unfair to use so much psychology that there is no respect for the teacher or anyone. The child gets the idea he is the only thing that matters and all should cater to him, right or wrong."

These answers, varied as they are, show that many of the everyday occurrences are not condoned by parents. While the quoted suggestions might fit general situations, many of the unquoted ideas were individual cases, rather than general.

The next three questions deal with discipline in the school. First the picture of the individual teacher is portrayed; then discipline among

different teachers; and lastly, general school discipline, with specific suggestions.

It can hardly be expected that all teachers could formulate a system of discipline acceptable to all parents in all cases. Personality differences and conflicts might enter in and cause the best intentions to go awry. Whatever the cause, the results will be noted below.

The first question concerning discipline was this: "In general, are your child's teachers too changeable in their discipline (sometimes too strict, sometimes not strict enough) to suit you?" The results are shown in the following table:

Table 12. Responses to the question, "Are teachers too changeable in their discipline to suit you?"

Response	Frequency
Yes	61
Uncertain	91
No	128
No response	6
Total	286

Parents here indicate that some study is necessary in this problem. Roughly, one-fourth claim discipline is too changeable, one-third is uncertain, and less than half of the entire group considers discipline stable enough.

The second question concerning discipline was: "Do differences in discipline among different teachers (some too strict, others not strict enough) keep your child from getting as much as he could from his school-work?" Note the results.

Table 13. Distribution of responses concerning differences in discipline by different teachers adversely affecting students

Noticeable effect	Frequency
Yes	65
Uncertain	73
No	138
No response	10
Total	286

Parents opine that roughly one-fourth of the students are definitely affected by differences in discipline, one-fourth are uncertain of effects, and less than one-half definitely are unaffected by differences in discipline among different teachers.

The third question concerning discipline concerns itself with the over-all picture of discipline in the school. Specifically, the question asks: "In general, is the discipline in your child's school too strict or not strict enough?" These answers were given:

Table 14. Responses of parents concerning general discipline in the schools

Response	Frequency
Much too strict	4
Too strict	2
About right	197
Not strict enough	6
No opinion	24
No response	5
Total	286

Approximately three-fourths of the parents accept present over-all school discipline as being about right. Nearly one-fifth believe it is not strict enough. Parents of elementary-school children were in the group who thought it too strict, and parents of high school students were the six who thought it not strict enough. Neither of the extreme groups, however, is large enough to cause any great concern.

Parents were invited to express their views of specific examples of discipline measures used which were disliked. In the order of frequency mentioned, these items were: general discipline, handling of the children, class confusion, and school dances. One case seemed to express the general opinion when she said: "Would appreciate a uniformity of standards among teachers."

Parents' opinions concerning the schools' attitude toward children were sought. There were two parts to this question. The parents of secondary-school children were asked: "How many of your child's teachers seem really to care about your child as a person who needs sympathetic understanding and attention?" The various responses follow.

Table 15. Responses concerning secondary teachers who care for the individual child

Number	Frequency
All or almost all	31
Most	80
About half	25
Few	16
None or almost none	13
No opinion	12
Total	177

It is parental opinion that this phase of the school needs examining. Nearly half of the parents believe the secondary teachers are actually concerned with the welfare of the individual child, but one of 12 believes none of the teachers seem to care for their children. Some investigation might be entirely in line.

Parents of elementary-school children were asked: "Does your child's teacher seem really to care about your child?" Note the differences in picture from the previous table.

Table 16. Responses concerning the elementary teachers who care for the child

Response	Frequency
Yes	125
No	6
Uncertain	46
Total	177

It is entirely a coincidence that the same number of responses was given for each level. As was noted following Table 8 (p. 14), more parents answered the elementary section than reported in Table 2 as being respondents for the elementary level. It is parental opinion that in the elementary level more than two-thirds of the teachers felt a concern for the welfare of their students.

The next question deals with the relationship among students in the school. In any social organization as large as the school system, it is to be anticipated there will be cliques, gangs, and other minority groups, and that among the groups some will feel mistreated, others ostracized, and others accepted by the group.

Parents were asked: "In general, how often do the pupils in your child's school treat one another fairly?"

Table 17. Responses to the frequency with which students treat each other fairly and kindly

Responses	Frequency
Always or nearly always	55
Usually	149
About half the time	42
Seldom	14
Never	3
No opinion	20
No response	3
Total	286

The majority of parents feel the students treat each other fairly most of the time. A few--and they are all from the laborer group--feel their children are "picked on."

Along with this explanation should come the parental responses to specific instances in which they feel the school children are unkind or unfair to each other. In order of the frequency mentioned, the list of instances follows: clothes; group gangs or cliques; no respect for others' rights; cheating in school work; general pranks.

It will be noted that clothes appear at the top of the list. Specific mention was made of brand-name clothes, especially Jantzen sweaters and Joyce shoes. One parent suggested, "Are our youth being used to exploit brand names of clothing?" Another parent describes the heartache felt by her young daughter who, upon wearing a new sweater to school, had the

label exposed by a group of girls, and was told, "It's not a sweater if it isn't a Jantzen."

Most of the situations mentioned are co-existent with adolescence. While they seem all-important at the moment, they probably will be out-grown with maturity. School authorities should note with pride that only two cases of stealing were mentioned by parents.

Parents varied somewhat in their attitudes concerning the duties of teachers. Most agreed, however, that a teacher's work was to do all in his power to aid in the learning processes of the children. To aid in drawing conclusions concerning this phase of teacher duty, the question, "How much help do your child's teachers usually give him in his school-work?" was asked.

Table 18. Distribution of responses concerning the amount of help given in schoolwork by teachers

Amount	Frequency
All he needs	74
Most of the help he needs	135
About half	30
Some	15
Very little	15
No opinion	11
No response	1
Total	286

While it was shown the teachers were doing a well-accepted job of helping the students, there was shown a need for greater effort to help approximately one-sixth of the students. When parents suggested areas

in which teachers might give specific kinds of help, these responses were noted in order of their frequency: Better understanding of the work required; greater mental stimulation needed; problems associated with large classes; mental attitude of the student.

Many assignments were given which the child did not fully understand. Parents felt their children could do better in their studies if some sort of motivation were given that would offer mental stimulation to the student. Too many felt the lack of such stimulation hindered the student's progress.

The problems associated with large classes usually resolved into the lack of individual attention which is needed by each student. Parents were cognizant of this fact and realized it was a common fault which could be overcome only when the size of the class was decreased.

A few parents were concerned with the apparent distaste their children were developing for schoolwork. They expressed hope that some miracle could be wrought upon their offspring. Only one such parent had progressed beyond the 10th grade. This would lead one to conclude that the home is an influencing factor in the child's distaste for education, or that the school is less well adapted to this class.

Homework is a topic that brings various reactions from the parents. It is expected that responses will vary widely with the different educational levels and the different schools. Many philosophies are in effect in a system as large as Ogden's, and the variation will cause a widespread difference in responses.

Nearly half of the parents believed the amount of homework required was about right. Over one-fourth think the student was getting too few home assignments. One parent stated that all homework did was to show

Table 19. Distribution of responses concerning the amount of homework required of students

Amount	Frequency
Much too much	9
Too much	19
About the right amount	141
Too little	81
Much too little	13
No opinion	11
No response	12
Total	286

what parents knew of the subject matter. A few parents who had carefully answered each item voiced the opinion that much more could be accomplished if the students were given supervised study from the specific teachers rather than generalized assignments which they did not understand to be done at home.

Following the question of the amount of homework required, parents were asked: "On the average, how much time does your child spend on homework each school day?" Again a wide variation of answers was expected, due to the individual differences of students and the widespread sampling taken.

The elementary school students generally spent very little time on home preparation. The greatest frequency was between one-half and one hour per day. Secondary students on the average spent much more time at home study. The cases of over two hours (120 minutes) were all secondary students, most of them being of parents in professional class. Apparently it had been instilled in them that study is necessary when accomplishment

Table 20. Responses on the average amount of time spent on homework each school day

Amount	Frequency
None	35
Less than 30 minutes	65
30-59 minutes	85
60-89 minutes	47
90-120 minutes	18
Over 120 minutes	20
No opinion	10
No response	6
Total	286

is expected.

One of the newer concepts of modern education coming into use is that schools should offer something beside the three R's. Parents were asked: "Should the school try to give children help with the social problems they face in their everyday life?"

Table 21. Response concerning school help to be given students in their social problems

Should help be given?	Frequency
Yes	255
No	11
Uncertain	17
No response	3
Total	286

These results spoke for themselves. Nearly all the parents saw the need for help from the school in developing social adjustment. Two questions are posed: (1) Is the school's influence being more widely felt? or (2) Is the home shirking some of its responsibility?

Since parents were so favorable toward the school's giving help to the students, it was necessary to find just how much of the needed help is being given. Parents were asked: "How much help does the school usually give your child in solving his social problems?" These responses were given:

Table 22. Responses to help the school is giving in helping students solve their social problems

Amount	Frequency
All or almost all	30
Considerable	102
Little	66
No opinion	75
No response	13
Total	286

This table indicates the need for additional help in solving social problems. Since parents were so largely in favor of the school's aiding in solving individual social problems, it must follow that the schools were not respecting the parental desires in the fullest degree. The fact that over one-fourth had no opinion was indicative that either the parents were unaware of the situation or they were unconcerned.

Specific problems mentioned by parents which the school should try to give more help in solving are given in order of the frequency mentioned:

Learning social graces; making friends; non-school-sponsored clubs; mental hygiene.

One mother stated that she was not concerned with the subject matter her child would learn, but she especially wanted the child to learn the ability of social intercourse with fellow-students.

Specific suggestions were given in these words:

"They need better ideas of life, that there is other things except Joyce shoes, Jantzen sweaters, hot rod cars, sex, etc. It seems that is all they go to school for."

"I admit some children need help in school with their social problems, but if their parents do the job they should, so much of this would not be left to the teachers. I think it really should be taken care of in the home."

"I think the teachers should find out what problems he needs help with, that is why they are teachers, or else they should find jobs elsewhere."

"I think modern children need to be taught to remember that there is a God and we must all strive to be good morally. Public schools can teach morality without infringing on anyone's religion."

From these statements we conclude that social living is a vital part of each child's life, and includes parts of each other phase of living. Not all parents agree on the exact amount the school should do to solve the problems.

Antagonists of the school programs have much to say about the way modern education is carried out. They infer, if not say directly, that the modern youth is not getting as much from his school as he should. To pinpoint this accusation locally, parents were asked the direct question:

"All things considered, how much do you think your child is getting out of his school-work?"

Table 23. Distribution of responses concerning the amount each child gets from his schoolwork

Amount	Frequency
About all he could get	129
Somewhat less than he could get	102
Considerably less than he could get	32
A great deal less than he could get	13
No opinion	8
No response	2
Total	286

Fewer than half the respondents felt the children were getting all they could be getting out of school. Perhaps the aforementioned accusation had some justification. At any rate, the parents were invited to choose as many reasons as they wished from a list of probable reasons the child was not getting as much from his schoolwork as he should. The list and responses follow.

Some parents checked more than one reason; others added reasons not included in the list. These reasons are quoted:

"He doesn't seem to have very capable teachers. Vigorous male teachers such as R. O. T. C. officers command his respect and therefore get his best efforts."

"He is lacking in initiative to undertake special assignments."

"Has lost interest in school because most pleasures have been deprived. There seems to be no love, or understanding, or closeness from

Table 24. Probable reasons children do not get what they should from schoolwork

Reason	Frequency
He doesn't study hard enough	76
The work is too hard	0
He doesn't understand the assignments	40
Teachers do not give enough individual help	69
There are not enough opportunities for rapid learners	19
Teachers do not give enough attention to slow learners	45
He has too much schoolwork to do	14
He does too much work outside school	17
He spends too much time on student activities	17
He isn't interested in schoolwork	18
Total responses	315

teacher to students. She wants her other teacher back."

"There is too much laxity in checking on daily preparation of the students by the teachers. Students are allowed to slide along unprepared."

"Vocational training should be enlarged. Students should be given more to do with their hands."

"She doesn't concentrate."

"The children are allowed to play too much. If they want to talk, they talk--schoolroom or not. They feel so important the teacher doesn't know a thing. If teachers would just turn about face it would be swell."

Parents would have us believe that there are three reasons the child does not achieve. It is (1) his own fault; (2) the teacher's fault; or

(3) the whole school's fault. Not one would admit, however, that the work is too hard for the students.

School administrators and teachers are concerned about the parents' views on phases of school activity. The next question explores that area. Parents were asked: "In general, does your child have to do too much or too little work in order to 'keep up' in his studies?" As might be expected, a single curriculum for all abilities will receive a diversity of responses.

Table 25. Responses concerning the work the student has to do in order to 'keep up' with his class

Amount	Frequency
Much too little	10
Too little	48
About the right amount	180
Too much	23
Much too much	1
No opinion	17
No response	7
Total	286

The usual response for elementary levels was from "too little" to "about right", and from the secondary schools several responses claimed too much work was necessary. For those who had such trouble keeping up, perhaps further exploration of mental ability and interest would shed some light as to the reasons.

Of special interest to the parents is the curriculum, or more especially, the courses of study offered the students. Great amounts of

planning go into the formulating of curricula in schools, and the public usually wants its voice heard. Parents were asked: "How much of what your child is studying in school do you think will be useful to him in everyday living?" These answers were given:

Table 26. Distribution of answers concerning the amount of curriculum study useful in everyday living

Amount	Frequency
Practically everything	105
Most	118
About half	46
Much less than half	3
Very little	4
No opinion	4
No response	6
Total	286

This table shows a favorable attitude toward the present course of study. Approximately three-fourths of the answers consider the school program of study useful in everyday living. For those who consider part of the present curriculum unsatisfactory, the subjects mentioned in order of their frequency are: geometry, algebra, American history, music, ancient history, art, gym, foreign language, English, Shakespeare, type, band, science, sewing, shop, literature, biology, ROTC.

One mother expressed concern for the fact that her musically-inclined girls are forced to take advanced mathematics.

Parents were asked: "Are there things which your child should be learning right now which are not being taught in his school?"

Table 27. Distribution of opinions concerning the inclusion of new materials in the curriculum

Amount to be included	Frequency
None	138
A few things	76
Many things	3
No opinion	54
No response	15
Total	286

This table shows that nearly half of the respondents would not include anything new in the courses of study. Of those who would include new materials, the following list is given in order of frequency mentioned: social graces, courtesy, spelling, penmanship, current events, job-ability, sewing, home life, science, American history, self-reliance, arithmetic, agriculture, dancing (5th grade), swimming, art, first aid, sports.

A comparison between the two previous lists shows some similarity. It is strange that so many of the regularly-taught subjects should be suggested for inclusion in the students' learning program. Some of the most-mentioned subjects would be, by very nature, difficult to teach by themselves. Such items as social graces and courtesy are considered parts of larger courses. Parents' responses indicate that some teachers need to emphasize these phases of the subject matter more than they are presently doing.

Along with the course of study in regular classroom activity, the extracurricular phase of the school program holds an important place. Parents will be expected to vary their opinions as to the importance of these extracurricular activities. To get a concrete idea of the importance

to the public of these functions, a question was asked: "Does your child take part in as many student activities (clubs, parties, plays, athletics, etc.) at school as you think he should?" These answers were given:

Table 28. Responses to relative number of activities the child participates in

Number	Frequency
More than he should	7
About the right amount	190
Less than he should	64
No opinion	18
No response	7
Total	286

A few students are considered by parents to participate in more school activities than they should. On the other extreme, nearly one-fourth of the respondents said their children did not participate enough in the extracurricular activities. The reasons they gave are: shyness, or feeling of inferiority; cliques; lack of interest; after-school work; athletics; cost of activities; physical size of the student.

These reasons should be considered by school personnel. None really interfere with student activities if a proper sense of balance and true worth of activities is achieved by all students. Be the cause what it may, school officials might well investigate the activities and the students.

Discussion has been made previously of the course of study and the influence of the teacher in the classroom, but as yet no mention has been made of the methods of teaching used by the teacher in the classroom. In

the Ogden school system teachers are nearly free to use the teaching methods they wish. How well these methods are accepted by parents appears below.

Table 29. Distribution of responses concerning teaching methods used in the schools

Response	Frequency
Very well satisfied	56
Satisfied	144
About half and half	59
Dissatisfied	10
Very much dissatisfied	2
No opinion	11
No response	4
Total	286

The previous patterns hold true here for the degree of general satisfaction with the present program. In a few cases parents wrote of special cases they did not agree with, yet they all grouped in the field of discipline rather than teaching methods, and were special cases rather than general. Because they do not present new views or ideas, no further inclusion will be made here.

One phase of school that affects every family to some degree is that of paying for the frequent and incidental activities in school. Some of these requirements include textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, yearbooks, and class rings. Parents were asked: "How do you feel about the amount of money your child needs in order to take part fully in school life?"

Table 30. Responses concerning the money needed for participation in school life

Money needed	Frequency
Altogether too much	31
Far too much	30
About the right amount	182
No opinion	36
No response	7
Total	286

The first two categories were noted by parents of secondary-school children. No cases where too much money was required came from parents of elementary school children. That can be explained in the words of a respondent: "School costs would be very nominal except we have five children in school. Each one makes small demands, and they do count up."

Specific kinds of requests or needs for money that could be eliminated brought this variety of answers: school equipment; extracurricular activities; charity drives; pictures (photographs); special programs and assemblies.

Parents suggested that students be allowed to rent texts and that expensive texts not be changed often. One parent suggested that free texts for high school be included in the school budget.

Some few parents proposed that extracurricular activities be discontinued, or else include all such activities on the student activity card. The general sentiment was that the individual cost of activities was not too high, but the number of activities which the school tries to sponsor is too much a burden.

Several parents suggested that the school relinquish its place as

a charity drive agency.

Someone wrote "Graft!!" after his statement that the school should not promote the individual picture program. A group photograph seemed the reasonable solution to nearly everyone who mentioned the elimination of photos.

A few parents feel that the schools have too many special features for the students.

Parents were then asked: "Does the amount of money required to take part in the school's program and activities make it too hard for students who don't have much money to spend to take part as much as they should in what goes on at school?"

Table 31. Responses to the supposition that financially-handicapped children cannot participate fully in school activities

Response	Frequency
They are handicapped	116
They are not handicapped	100
Uncertain	58
No response	12
Total	286

The responses are not conclusive evidence. The following table gives direction to the group thinking.

Parents checked all the ways they felt children with little money were handicapped. That resulted in the number of total responses. Other miscellaneous responses included clothes, gym equipment, participation in charity drives, joining non-school clubs, and obtaining transportation to school.

Table 32. Responses to the ways in which children with little money are handicapped

Way	Frequency
Getting textbooks and supplies	75
Getting medical help necessary to profit from schoolwork	85
Taking part in athletics	54
Going to parties, dances, and ball games	94
Joining clubs and taking part in other activities	84
Using cafeteria and other lunch facilities	66
Going on trips or excursions sponsored by the school	84
Getting the school yearbook, newspaper, class rings, etc.	102
Total responses	644

The above table could be scanned by school officials to see if some of the mentioned ways are unessential, or if essential, how the situation might best be benefited.

With the partial advent of the school lunch program, it seemed advisable to see what parents thought of the school's efforts.

Table 33. Responses concerning school lunch facilities

Response	Frequency
Satisfied	164
Dissatisfied	71
Uncertain	23
No response	28
Total	286

Of those who were dissatisfied, more than half (44 cases) were due to not having a lunch program. Some disliked the type of food, others the preparation of the food; some thought the lunch hour too short, others thought it too long. A few parents expressed the wish that their children could come home for a warm meal, but the school would not permit it.

To supplement the regular materials needed for an enriched curriculum, the schools need specialized equipment. To carry on a full program the school needs library books, moving-picture equipment, gymnasium and playground equipment, and laboratory supplies and equipment. Parents were asked: "Does your child's school have as much equipment as it needs?"

Table 34. Responses to the problem of necessary school equipment

Response	Frequency
It has everything it needs	58
It has most of what it needs	158
It has very little of what it needs	28
No opinion	34
No response	8
Total responses	286

Specific needs of the school for equipment were cited in the order listed: outdoor playground; gymnasium; classroom furniture; other classroom equipment; visual aids; music--phonograph and records.

While it seemed the opinion of the parents that the present lack of equipment would not cause the school program to petrify, still many parents were prone to believe that more equipment would result in a better-balanced, better-appreciated, more enjoyable school program.

In 1949 the property holders in Ogden were asked to vote concerning

the advisability of increasing the bonded indebtedness of the city that additional school buildings might be erected and older buildings might be rehabilitated. The election results showed the willingness of Ogden taxpayers to have an enlarged building program instituted. The bond issue and the present building program have parents thinking of the crowded condition that exists in nearly every school in the system. Parents were asked: "Do you think that your child's school is overcrowded?"

Table 35. Response to the question of schools being overcrowded

Response	Frequency
Not overcrowded	62
Somewhat overcrowded	126
Seriously overcrowded	62
No opinion	27
No response	9
Total	286

It is noted that exactly the same number of parents are in the "not overcrowded" and the "seriously overcrowded" areas. Parents hope the next few years will provide adequate buildings so no buildings will be overcrowded.

The school buildings are considered by many parents to be community shrines. A corps of maintenance men and custodians is hired for the sole purpose of keeping the buildings and sites in reasonable degree of care. Parents were asked: "Are the rooms, halls, restrooms, playgrounds, and other parts of your child's school kept clean?"

Table 36. Distribution of responses concerning the school's being clean

Response	Frequency
Always clean	119
Usually clean	132
Sometimes dirty	16
Always dirty	3
No opinion	16
No response	0
Total	286

Parents feel that the caretakers and custodians of the school property are keeping the buildings clean. Parents opined that these parts of the school might be kept cleaner: lavatory; halls; dressing rooms; classrooms; playgrounds; lawns and shrubs.

One parent blamed unclean toilets for his son's constipation. Several, not complaining, expressed a desire for more privacy and less odor in the lavatories.

One of the rights to which parents feel entitled is to visit their schools and to observe the procedures practiced. Parents feel that the schools belong to them, and are run for their ultimate benefit. Their visits to school depend on their interest, available time, and treatment at school. The first two of these factors are hard to measure, but the third can be opinionated. Parents replied to the question, "Are you treated as well as you think you ought to be when you visit the school?" in this manner:

Table 37. Responses concerning treatment during school visits

Treatment	Frequency
Satisfactory	239
Undecided	14
Unsatisfactory	1
Have never visited school	29
No response	3
Total	286

Those who were mistreated blamed the teacher in nearly every case. The principal was never mentioned as a basis for the mistreatment, however.

The next question asked parents was: "How many of the teachers welcome your visits to your child's school?"

Table 38. Distribution of responses concerning the number of teachers who welcome visits to the schools

Number	Frequency
All, or nearly all	176
Most	59
About half	8
Few	7
None	1
Have never visited school	27
No response	8
Total	286

Those parents who have never visited school must have some reason.

Some beg off because of employment, others have young children in the home and cannot get away to visit school; but some of the others are seemingly without a sense of responsibility to the school and feel that whatever the school does is all right.

Such an attitude might be permissible under certain conditions, but not in the school system. Teacher and parent should know each other, should air mutual problems concerning the child, and should work co-operatively for the benefit of the child. When parents were asked: "In general, do you know your child's teachers as well as you would like?" these answers were given:

Table 39. Responses concerning acquaintance with child's teachers

Response	Frequency
Know them well enough	92
Would like to know them better	173
Uncertain	14
No response	7
Total	286

Nearly two-thirds of the parents sense the need to know the teachers better. Several suggestions were given as to how the problem might be accomplished. Most of the suggestions concerned visits to school by the parent and to the home by the teacher. The underlying hope was that better mutual understanding could be attained.

Parents are concerned about knowing the teacher and the school in general. When asked, "Do you know as much about your child's school as you would like?" parents replied in this manner:

Table 40. Responses to the question, "Do you know as much about your child's school as you would like?"

Response	Frequency
Yes	100
No	137
Uncertain	39
No response	10
Total	286

Slightly more than one-third of the respondents felt they knew enough about the school. Some requested more knowledge of the subject matter taught and the emergency facilities offered. There were no concrete trends noted.

Those who knew enough about the schools said they had been in closer contact with the schools. In the next question asked the parents: "Do you feel your child's school does a good job or a poor job of telling you about the work of the school?" the following answers were given:

Table 41. Responses concerning the kind of job done by the school in telling about the school

Kind of job	Frequency
Very good	44
Good	134
Fair	62
Poor	18
Very poor	4
No opinion	13
No response	11
Total	286

A lack of consistency is noted between these two tables (40 and 41). Where only 100 respondents felt they knew enough about the school, 178 felt the school did a good or very good job of telling about the school. Where 137 felt they should know more about the school, only 84 felt the school did only a fair, poor, or very poor job of telling about the school. Such discrepancies are difficult to analyze.

Parents had several channels through which they gleaned information about the school. The methods are shown in the following table:

Table 42. Distribution of methods by which 286 parents gain information about the schools

Method	Frequency
Visiting school	181
Going to PTA, Parents' night, etc.	150
Talking with children	240
Talking with other adults	161
Going to school games, plays, etc.	96
Reading the school newspaper, yearbook, etc.	91
Reading the city newspapers	170
Helping pupils with homework	138
Hearing talks about the school at club meetings, on the radio, etc.	53
Circular letters from the school	2
Total responses	1282

There are many channels through which information can be gained. Not one can be discounted. Approximately six out of seven parents get information from children. Each of the methods had a definite value.

Parents were asked to list the one thing they liked best and the one

thing they disliked most about their school. For purposes of comparison these items were placed under general headings and tabulated. The results appear in the following table.

Table 43. A comparative distribution of the things liked best and disliked most about the schools

Item	Frequency liked	Frequency disliked
Building	47	47
Teacher	53	16
Principal	20	3
Students	11	15
Course of study	29	9
Discipline	0	10
Other	23	32
Total responses	183	132

Many respondents expressed an inability to pinpoint any definite like or dislike. The exact frequency of likes and dislikes occur for the buildings. This includes the building itself, the site, the geographical location, and the general atmosphere.

The teachers were considered friendly or snobby, helpful or of a "nasty attitude."

Principals were considered to have fine leadership, or to be "old fogies."

Students were either friendly or snobbish.

The course of study was considered fine and interesting, or of doubtful or no value.

The dislike for discipline varied from being too strict to being

practically non-existent.

Parents were invited to write any suggestions they might have for improving the school. It seemed the floodgates had been lifted and the torrential outpouring began. Less than one-fourth of the respondents answered the question, with the following as representative remarks:

"Good and bad behavior (in private, in public places, and in attitudes directed toward people) should be discussed openly and freely even if it conflicts with some child's home training and might lead to some critical observations. Parents can also learn."

"Need a new, modern school with up-to-date facilities and more teachers. Need better recreational, cafeteria, and classroom equipment." (This government clerk later states that he feels strongly that taxes should be increased, and is inclined to feel that teachers are not paid enough.)

"I suggest recreational activity after school as a means of developing better pupil morale."

"More classrooms. Consultation room for parent-teacher conferences."

"My pet peeve is that each teacher seems to think the subject they are teaching is the only one the child is taking, so each one signs up far too much homework. I definitely feel that part of each class period should be allotted to supervised study, rather than demanding so much home work, where all you get is a sample of the parents' efforts."

"I would like to see a stronger interest in good literature, history, and current events cultivated. I would have courses so arranged that a student couldn't escape these things."

"I think the teaching of proper moral standards has a definite place in our high schools. I think that the tendency for children of high school age to keep steady company should be discouraged in our schools by education along that line. The tendency to dance all evening with one date precludes

the opportunity to make valuable friendships that dancing should afford
...."

"Mind your own business."

"Get good and better teachers regardless of price."

"Pay school teachers an attractive salary and you will attract the best. I believe it is the teachers, much more than the facilities, that make a school good or just average. This factor would also help to create a reserve from which replacements could be recruited to replace the incompetent."

"Eliminate kindergarten entirely. Start school at six years in first grade. Go to school all year until about age 14, then train as specialists or in some trade so as to be better prepared for future life instead of so much play and so much college. It seems to me that social life is paramount in our schools over the country instead of a worthwhile study and experience of something for a future security. I also think teachers should be required to live cleanly as regards to smoking and drinking and also in carousing around as well as being morally clean.

"We should have without exceptions men and women who would be exemplary in all phases of life."

"More adequate teacher education."

"No business handling tobacco or beer should be permitted to operate near school building."

"Building should be enlarged to make it easier for the teachers."

"Everything should be done to make it safe. Right now I hate to think of what would happen if a serious fire should break out in the Central building, or if part should collapse. It is my understanding that it was condemned many years ago."

"Most of the teachers (at Ogden High) seem to feel that teaching

is just a secondary job. When the bell rings they are gone....There is an attitude of nonchalance with most of the teachers I have seen and talked to, especially those of middle age and older."

"Spend more money on teachers and less on supervision."

"Uniforms for girls if they continue to expect a different dress every day of the week. Less stress on the outside and more stress on moral cleanliness. No corsages. No cars brot to school by students. No smoking on school grounds. Less 'nerve' and more good sense. NO CLUBS. More working students--fewer 'play-boys'."

"I should like to see private schools receive financial aid from taxes."

As stated previously, the suggestions were so varied that significant conclusions could not be drawn.

PLANNING AND FINANCING THE SCHOOL

In the previous chapter the main stress has been laid on getting the opinion of the school as it exists at present. The current chapter will be devoted to the planning and financing of the school program.

The taxpayer is called on for financial support of the school program, and often he feels he is paying for a dead horse. The issue is decided, and all the consulting done with him is to ask for more money. A good public relations policy considers this aspect of the problem, and realizes that if Mr. Taxpayer gets a chance to say his piece, he will be more likely to follow suggested propositions. School authorities who keep a finger on the public pulse know the danger symptoms, and are more prone to give the general public more voice when policy is formulated.

With the idea that opinion is necessary, an examination is made on various subjects pertaining to finance or cost.

Is a wider range in education advisable? Should pupils be started younger and provided for past high school? Just how far should the tax-supported public school program expand, or how much should it include?

Parents were requested to respond to the question: "Do you favor or oppose spending tax money to pay for evening schools for young people and adults? Their answers follow.

The opinion is directed toward an expansion of the school program to include evening schools for young people and adults. The opinion is merely indicative of a future possibility.

Table 44. Responses concerning the spending of tax money for evening schools

Response	Frequency
Strongly favor	78
Inclined to favor	97
Not sure	59
Inclined to oppose	27
Strongly oppose	16
No opinion	9
Total	286

Contrast the expansion upward to an expansion downward to include the pre-school children. Parents were asked: "Do you favor or oppose spending tax money for kindergartens and nursery schools for children of pre-school age?" These are their responses:

Table 45. Responses concerning the spending of tax money for schools for children of pre-school age

Response	Frequency
Strongly favor	139
Inclined to favor	89
Not sure	10
Inclined to oppose	27
Strongly oppose	15
No opinion	6
Total	286

The picture is slightly different here. Perhaps the results stem from a previous adoption of the kindergarten system. At any rate, the public

opinion is in favor of tax-supported kindergartens and nursery schools.

It might be of interest to note that the same 27 people do not feel inclined to oppose, nor the same 15 or 16 strongly oppose the suggested expansion.

The subject of taxes always makes some people cringe and feel for their pocketbooks, and murmur, "What next?" Parents were subjected to a slight amount of this when asked: "Some people feel that the only way the schools can keep up the services they are now giving is to increase taxes. If this turns out to be true, should taxes be increased or school services be cut?" Their responses are shown below.

Table 46. Responses to the question: "Should taxes be increased or school services be cut?"

Response	Frequency
Strong feeling favoring increased taxes	92
Inclination toward increased taxes	101
Not sure	58
Inclination toward reducing school services	14
Strong feeling toward reducing school services	2
No opinion	19
Total responses	286

With such a strong feeling that taxes should be increased, little or no opposition is expected by the slight increase in rate for 1952-53 when the legal limit set by the legislature in its recent session is levied on Ogden residents.

For those who thought services should be cut, the following were suggested to be cut: pre-school (Kindergarten); night school; athletics;

clubs; music; entertainments; mathematics (for girls); driver training; lunch program; history.

These are what some people call "frills" in education. Some parents, however, would cut them from the present school services rather than raise taxes.

Typical responses follow:

"Taxes are high enough, goodness knows, but I feel nothing should be spared to prevent education, as every boy and girl should have everything possible in the line of education."

"I am not in favor of the classes of the school being cut (he had just indicated that he felt strongly that school services should be cut), but we the citizens today are alway tax poor i say cut down on higher taxes and then put in a low school tax."

"I favor reorganization. Often a system of re-evaluation helps us realize wherein we might improve efficiency at no increase in cost."

In planning the school programs of study it is necessary to adjust to changing conditions. In view of that necessity, parents were asked to note things they would like to see the school do more about. The items and frequencies are shown in Table 47.

The table shows the relative importance parents place on the various phases of the school program. Note the relative slight importance being placed on formal subjects as such. Parents realize that the old days of the "three R's" have been superseded by the modern application of basic learning as it is concerned with everyday living.

In addition to the table list, one parent requests more emphasis be placed on planning for adult life. Another parent suggests students with a definite goal in life be allowed to expand their courses in high school, rather than having to wait until he gets out of school and has to pay for

Table 47. Responses of 286 parents to items which they would like to see the school do more about

Item	Frequency
Teach children to get along with others	180
Give <u>all</u> children a chance to learn sports and recreational activities	138
Sex education	91
Problems of family life	134
Problems of city, state, and national government	133
Methods of propaganda	57
Wise use of money	178
Reading	110
Arithmetic	85
Public and social speaking	128
Study by the teachers of the abilities, aptitudes, and interests of all children as a basis for preparation for later life	191
Art education	31
Music education	53
Religious education	77
Total responses to all items	1587

the training.

Responses were sought on the problem concerning the financially-handicapped children. The statement and problem were thus stated:

Some people feel that not being able to buy such things as eye glasses, hearing aids, and even clothing and nourishing food is as great a handicap as not being able to buy textbooks in getting an education, and that these should be provided at public expense when the child's parents cannot afford them. Other people feel that only the parents or some private agency should be expected to provide whatever is needed in this regard. How do you feel about the extent to which the public should provide tax money

so that every child, regardless of his physical handicaps, race, creed, or the financial condition of his parents, has the opportunity to get an education suited to his abilities and effort?

Table 48. Responses of 286 parents concerning items that should be provided from tax money for children whose parents cannot afford them

Item	Frequency
All necessary textbooks and supplies	232
Medical treatment if necessary	167
Eyeglasses if necessary	160
Hearing aids if necessary	151
Clothing if necessary	119
Hot lunches	161
Tickets to athletic games, dances, etc.	52
Class dues, club dues, initiation fees, etc.	33
Total responses to all items	1075

Parents are willing for tax money to be spent for school supplies, but from there on they become more reserved. Their general opinion, as stated in their responses, is that social agencies, not the schools, should assume responsibility for medical supplies, clothing, etc. An extreme decrease in frequency in the last two items is noted.

Several parents show the Christian spirit of being willing to look after their financially-handicapped neighbors, but many of them feel it is a person's responsibility to care for his own family without aid from social groups.

A typical parent considers helping the underprivileged as an investment in later years.

Another parent says: "I do not think these things should be made

easily obtainable, whereby indifferent and lazy parents can take advantage of it, but I do not like to see innocent children suffer from lack of such necessities."

Still another opinion stated: "Parents should be encouraged to greater effort rather than depend on the dole."

Other responses follow closely this line of reasoning.

The next problem presented to parents was:

Some people feel that the quality of education everywhere in the United States is of concern to each of us. They point out that some areas have more children and less money than other areas. They point out that about one-fourth of the adults of this country live in states other than the one in which they were born--that our fellow workers and neighbors tomorrow may be getting a poor education in another state or community. Thus, they say, if today all of us are to prosper the national government must guarantee minimum standards of education everywhere by paying a portion of the cost. Other people feel that all financial support for the school should come only from local and state sources. How do you feel about national support of education?

Parents responded to this problem in the following manner:

Table 49. Distribution of feelings toward national support of education

Response	Frequency
The government should guarantee a minimum educational standard	182
The government should not pay any part of the cost of education	51
No opinion	35
No response	18
Total respondents	286

The group opinion on this subject favors the support of education by the federal government. This might be termed "Federal Aid to Education." The picture could be greatly changed if those who had no opinion, or gave

no response, had taken a definite stand. Where nearly 20 percent of the number of respondents are uncommitted, definite conclusions cannot be drawn.

One of the movements gaining prominence, especially in the western states, is the state-wide system of junior colleges. The purpose of these is to offer special vocational training for those students not interested in obtaining a full four-year course. In some states the colleges are merely extensions of high school, in which all general operating expenses are paid by the state, with no additional expense--except for supplies--to the student. Parents were asked to voice their opinions in regard to this system of junior colleges which might be maintained at the expense of the taxpayers.

Table 50. Distribution of responses concerning the maintenance of junior colleges from tax funds

Response	Frequency
Strongly favor	80
Inclined to favor	83
Not sure	60
Inclined to oppose	36
Strongly oppose	13
No response	14
Total	286

The general response seems favorable toward the junior college program. As with some of the other phases of the questionnaire, the groundwork has already been laid for this question. In a community where a junior college has been such an educational factor for so many years, any other result

must seem practically impossible. It would be interesting to observe the results of this question in a study made in Logan, Salt Lake City, or Provo, where four-year colleges are located.

The final question to which respondents replied dealt with the subject of salaries for teachers. It is one of the questions to which school personnel would look forward with anticipation. Wondering just how the public feels about salaries paid teachers causes some deep concern on the part of school district administrators. To find what public opinion was on the subject, parents were asked: "Do you feel teachers are paid too much or too little for the work they are expected to do?" These results were obtained:

Table 51. Responses concerning the pay teachers receive for the work they are expected to do

Response	Frequency
Very strong feeling that teachers are paid too much	2
Inclined to feel teachers are paid too much	6
Belief that teachers are paid about right amount	81
Inclined to believe teachers are not paid enough	111
Very strong feeling that teachers are not paid enough	60
No opinion	26
Total	286

The opinion leans toward the view that teachers are not paid enough for the work they are expected to do. Some parents look upon a teacher's position as a very easy job. One referred to it by saying that teachers are not overpaid, but that they do not do anything.

Generally, however, parents are cognizant of the time and effort

required to do a good job of teaching. A few typical responses follow:

"Teachers should be given a living wage and as the cost of living advances, so should their wages."

"Our salaries will not attract the type of teachers we should maintain, and some of them we keep on the payroll are not capable of holding down a truck driver's job or a brick layer's job or they probably would switch for more mon and more fun."

"Caliber of teachers is poor because of pay."

"In spite of all this teacher propaganda I think they are paid about right."

"They are teaching and building the foundation of good government. If they do this, pay them well."

"Some qualified teachers are underpaid and many poor teachers are overpaid."

"If pay is raised, raise the qualification standards and eliminate a lot of the grandmothers of the schoolroom."

"In no other profession does a college graduate work over a long period of time for less."

"For all the work involved how can you get good teachers if they are not paid enough. I know two teachers who hold other jobs besides their schoolwork to keep family together. How can they be good teachers? They're too tired."

"Good teachers are underpaid---poor teachers overpaid."

"Teachers are not paid enough in accordance with other defense work."

"More effort requires more pay."

"I feel grade school teachers are not paid enough for what they have to do. I also feel that high and junior high teachers are paid enough."

"I think teachers should be paid by the merit system and not according

to the amount of schooling, etc."

"If private industry maintained supervisory personnel on the same basis as our school system retains and pays teachers, every business on the street would be bankrupt in five years."

"When our American public and forms of governments--Federal, state, county, and city--can be awakened to the cold facts that our future is determined directly in proportion to the amount and type of education our children receive, then and only then will we have a satisfactory form of democracy.

CONCLUSIONS

The data herein presented lead to these conclusions:

1. That parents are generally satisfied with the present operation of the school.
2. That all phases of the school program are accepted by the public as being generally worthwhile in everyday living.
3. That school personnel are doing the job the public considers they should.
4. That the relationship among students in school is generally wholesome.
5. That parents sense the need for more school buildings, additional equipment for many phases of the school program, and more help from the school in helping students live together and solve everyday problems.
6. That parents like the school lunch program as far as it is planned, but feel it should be planned for all schools.
7. That parents favor an expansion of the school program to include nursery schools and kindergarten for pre-school children, and a system of vocational and night schools--even junior colleges--for post-high school students.
8. That parents stand ready to give additional financial support for an improved school system. This would provide additional buildings, necessary equipment, and better salaries for teachers.
9. That all necessary materials should be supplied the financially-handicapped, though it is the responsibility of social agencies to provide

food, clothing, and medical help for them.

10. That parents want to know more about the school, and they suggest that improvement be made in the school's public relations program.

Those responsible for the planning and administering of the Ogden City Schools should feel very happy that such a generally wholesome attitude has been expressed by their patrons, and that such general satisfaction exists for the entire school system.

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APPENDIX

Ogden, Utah
April 28, 1952

Dear Parent:

It is with our full approval that Mr. Nolan R. Taylor is conducting a survey of parent opinion regarding the Ogden City Schools. It is our considered judgment that the attitude of parents toward their schools should be of concern to those who are responsible for the school program. The results of this survey will be eagerly awaited and used where possible to improve our program.

Your full cooperation in completing the questionnaire is solicited.

Very truly yours,

T. O. Smith
Superintendent

TOS:nj

April 28, 1952

Dear Parent:

From the files of the Ogden City School census cards you were chosen to be a representative of all parents who have children attending Ogden Public Schools.

We are asking you to fill out this questionnaire because the public schools of this city belong to you and are run for your ultimate benefit. In their attempt to teach all the children of all the people all they need to know, in order to live wholesomely and usefully as good citizens, your schools strive to do their part in making Ogden a better place to live and make a living. In this way, the citizens of Ogden are the ultimate customers served by the schools.

We want to find out how well satisfied these "customers" are. The only sure way is to go to the customers and ask them. That is what this questionnaire does. You are asked to fill out this questionnaire as soon as you conveniently can, put it unsigned into the enclosed return envelope, and drop it in the mail. Do not put either your name or address on this envelope.

Your cooperation is very important and is earnestly requested. It will take you but a short time to fill out and mail the questionnaire. This is an act of good citizenship which we are sure you will perform, and for which we thank you in advance.

A representative from the P.F.A. will call you in a few days to urge you to return your completed questionnaire.

Faithfully yours,

Nolan R. Taylor
Survey Director

U S. A C
Department of Education
Approved Research Study

ILLINOIS INVENTORY OF PARENT OPINION

By HAROLD C. HAND

Professor of Education, University of Illinois

GILBERT C. FINLAY

Assistant Professor of Education, University of Illinois

and ARDWIN J. DOLIO

Assistant Professor of Education, University of Delaware

DIRECTIONS

How do you feel about the school which your oldest child attends? That is what we are asking you to tell us by filling out this inventory.

It is easy to do: It does not take very much time. You can answer it nearly as fast as you can read it. In most cases, you merely check the answer that tells how you feel.

If you have two or more children in the local schools, answer the questions in terms of the ONE who is the OLDEST. Answer ONLY for this ONE OLDEST CHILD.

DO NOT PUT YOUR NAME ON THIS PAPER. By making it impossible to know who says what, most people are more likely to say what they really think.

Use either a pencil or a pen in marking your answers.

Answer every question.

Fill out this inventory now if you possibly can.

Please mail the completed inventory as soon as possible.

A stamped return envelope is enclosed.

PERSONAL FACTS

(This information is needed in order to report the main body of the survey findings intelligently.)

A. Which parent filled out this inventory? (Check one.)

- 1) The father.
 2) The mother.
 3) The male guardian or stepfather.
 4) The female guardian or stepmother.

B. In what grade in school is your oldest child now enrolled? (See the third paragraph under Directions above, and check one answer below.)

K 1 2 3 4 5 6 7 8 9 10 11 12 ~~13~~ ~~14~~
 or Fresh. or Soph. or Jr. or Sr. Junior College
 in HS in HS in HS in HS

C. How far did you yourself go in school? (Check one.)

1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4
 or Fresh. or Soph. or Jr. or Sr. College
 in HS in HS in HS in HS

Put a check here if you have attended vocational, night, or other special school.

D. In what age group do you belong? (Check one.)

- 1) I am under 30 years of age.
 2) I am in my 30's.
 3) I am in my 40's.
 4) I am in my 50's.
 5) I am 60 years of age or older.

E. What is your occupation or that of your husband if you are a housewife? _____

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PART I

1. In general, are you satisfied or dissatisfied with the school which your oldest child is attending? (Check one.)

- ___1) Very well satisfied.
- ___2) Satisfied.
- ___3) About half and half.
- ___4) Dissatisfied.
- ___5) Very much dissatisfied.
- ___6) I have no opinion.

2. How well does the school know your child? (Parents of secondary-school pupils answer part a only. Parents of elementary-school children answer part b only.)

a. How many of your child's teachers know your child as well as they should? (Check one.)

- ___1) All or almost all.
- ___2) Most.
- ___3) About half.
- ___4) Few.
- ___5) None or almost none.
- ___6) I have no opinion.

b. Does your child's teacher know your child as well as she should? (Check one.)

- ___1) Yes.
- ___2) No.
- ___3) Uncertain.

3. a. In general, are you satisfied or dissatisfied with the way your child is treated by the teachers and other officials in his school? (Check one.)

- ___1) Very well satisfied.
- ___2) Satisfied.
- ___3) About half and half.
- ___4) Dissatisfied.
- ___5) Very much dissatisfied.
- ___6) I have no opinion.

b. If you are dissatisfied with the way your child is treated, tell what things are done that you don't like. _____

4. Do you think your child feels that he is "one of the gang" in his school? (Check one.)

- ___1) Yes, I think he feels that he "belongs," that he "counts" for something, and that he is "wanted."
- ___2) I am not sure.
- ___3) No, I think he feels that he is more or less of a "nobody" or an "outsider."

5. a. In general, how often do the teachers and other officials in his school treat your child fairly? (Check one.)

- ___1) Always or almost always.
- ___2) Usually.
- ___3) About half the time.
- ___4) Seldom.
- ___5) Never or almost never.
- ___6) I have no opinion.

b. If there are ways in which the teachers and other school officials are unfair to your child, tell them here. _____

6. In general, are your child's teachers too changeable in their discipline (sometimes too strict, sometimes not strict enough) to suit you? (Check one.)

- ___1) Yes.
- ___2) Uncertain.
- ___3) No.

7. Do differences in discipline among the different teachers (some too strict, others not strict enough) keep your child from getting as much as he could from his schoolwork? (Check one.)

- ___1) Yes.
- ___2) Uncertain.
- ___3) No.

8. a. In general, is the discipline in your child's school too strict or not strict enough? (Check one.)

- ___1) It is much too strict.
- ___2) It is too strict.
- ___3) It is about right.
- ___4) It is not strict enough.
- ___5) It is nowhere near strict enough.
- ___6) I have no opinion.

b. If there are things about the discipline in your child's school you don't like, what are they? _____

9. Does the school seem really to care about your child? (Parents of secondary-school pupils answer part *a* only. Parents of elementary-school children answer part *b* only.)

a. How many of your child's teachers seem really to care about your child as a person who needs sympathetic understanding and attention? (Check one.)

- 1) All or almost all.
- 2) Most.
- 3) About half.
- 4) Few.
- 5) None or almost none.
- 6) I have no opinion.

b. Does your child's teacher seem really to care about your child?

- 1) Yes.
- 2) No.
- 3) Uncertain.

10. *a.* In general, how often do the pupils in your child's school treat one another fairly and kindly? (Check one.)

- 1) Always or nearly always.
- 2) Usually.
- 3) About half the time.
- 4) Seldom.
- 5) Almost never.
- 6) I have no opinion.

b. If the pupils in your child's school are unfair or unkind to one another, tell what they do that you don't like.

11. *a.* How much help do your child's teachers usually give him in his schoolwork? (Check one.)

- 1) All the help he needs.
- 2) Most of the help he needs.
- 3) About half the help he needs.
- 4) Some of the help he needs.
- 5) Very little of the help he needs.
- 6) I have no opinion.

b. If you think your child needs more help with his schoolwork, what kind of help does he need that he is not getting?

12. On the average, does your child spend too much or too little time on homework each school day? (Check one.)

- 1) Much too much.
- 2) Too much.
- 3) About the right amount.
- 4) Too little.
- 5) Much too little.
- 6) I have no opinion.

13. On the average, how much time does your child spend on homework each school day? (Check one.)

- 1) None.
- 2) Less than $\frac{1}{2}$ hour.
- 3) Between $\frac{1}{2}$ and 1 hour.
- 4) Between 1 and $1\frac{1}{2}$ hours.
- 5) Between $1\frac{1}{2}$ and 2 hours.
- 6) More than 2 hours.
- 7) I have no opinion.

14. Should the school try to give children help with the social problems they face in their everyday life? (Check one.)

- 1) Yes.
- 2) No.
- 3) Uncertain.

15. *a.* How much help does the school usually give your child in solving his social problems? (Check one.)

- 1) All or almost all of the help needed.
- 2) Considerable amount of the help needed.
- 3) Little of the help needed.
- 4) I have no opinion.

b. If you think that your child should be given more help in solving his social problems, tell what problems he needs help with.

16. *a.* All things considered, how much do you think your child is getting out of his schoolwork? (Check one.)

- 1) About all that he could get.
- 2) Somewhat less than he could get.
- 3) Considerably less than he could get.
- 4) A great deal less than he could get.
- 5) I have no opinion.

(Go right on to the next page.)

b. If you feel that your child isn't getting as much out of his schoolwork as he could get, what do you think the reasons are? (Check *all* that tell why.)

- ___ 1) He doesn't study hard enough.
- ___ 2) The work is too hard.
- ___ 3) He doesn't understand the assignments.
- ___ 4) Teachers do not give enough individual help.
- ___ 5) Teachers do not give enough attention to slow learners.
- ___ 6) There are not enough opportunities for rapid learners.
- ___ 7) He has too much schoolwork to do (assignments too large, or too many subjects).
- ___ 8) He does too much work outside school.
- ___ 9) He spends too much time on student activities (parties, clubs, athletics, etc.).
- ___ 10) He isn't interested in schoolwork.
- ___ 11) Other reasons. (Tell what.) _____

17. In general, does your child have to do too much or too little work in order to "keep up" in his studies? (Check one.)

- ___ 1) Much too little.
- ___ 2) Too little.
- ___ 3) About the right amount.
- ___ 4) Too much.
- ___ 5) Much too much.
- ___ 6) I have no opinion.

18. a. How much of what your child is studying in school do you think will be useful to him in everyday living? (Check one.)

- ___ 1) Practically everything he is studying.
- ___ 2) Most of what he is studying.
- ___ 3) About half of what he is studying.
- ___ 4) Considerably less than half of what he is studying.
- ___ 5) Very little of what he is studying.
- ___ 6) I have no opinion.

b. If you think that some of these things your child is studying will not be useful in everyday living, what are these things? _____

19. a. Does your child take part in as many student activities (clubs, parties, plays, athletics, etc.) at school as you think he should? (Check one.)

- ___ 1) He takes part in more than I think he should.
- ___ 2) He takes part in as many as I think he should.
- ___ 3) He doesn't take part in as many as I think he should.
- ___ 4) I have no opinion.

b. If your child is not taking part in as many student activities as you think he should, what is the reason?

20. a. Are you satisfied or dissatisfied with the teaching methods used in your child's school? (Check one.)

- ___ 1) Very well satisfied.
- ___ 2) Satisfied.
- ___ 3) About half and half.
- ___ 4) Dissatisfied.
- ___ 5) Very much dissatisfied.
- ___ 6) I have no opinion.

b. If the school uses teaching methods that you don't like, tell what they are. _____

21. a. Are there things that your child should be learning right now which are not being taught in his school? (Check one.)

- ___ 1) No, none.
- ___ 2) Yes, a few things.
- ___ 3) Yes, many things.
- ___ 4) I have no opinion.

b. If there are things that you think your child should be learning which are not being taught in his school, tell what these things are. _____

22. a. How do you feel about the amount of money your child needs in order to take part fully in school life? (Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, year-books, class rings, sweaters, etc.) (Check one.)

- ___ 1) It takes altogether too much money.
- ___ 2) It takes far too much money.
- ___ 3) It takes about the right amount of money.
- ___ 4) I have no opinion.

b. Tell any kinds of requests or needs for money in the school which should be eliminated. _____

23. a. Does the amount of money required to take part in the school's program and activities make it too hard for students who don't have much money to spend to take part as much as they should in what goes on at school? (Check one.)

- ____ 1) Yes.
- ____ 2) No.
- ____ 3) Uncertain.

b. If you feel that children with little money to spend are handicapped, tell how. (Check *all* in which children with little money are handicapped.)

- ____ 1) Getting textbooks and supplies.
- ____ 2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.
- ____ 3) Taking part in athletics.
- ____ 4) Going to parties, dances, and ball games.
- ____ 5) Joining clubs and taking part in other activities.
- ____ 6) Using cafeteria or other lunch facilities.
- ____ 7) Going on trips or excursions sponsored by the school.
- ____ 8) Getting the school yearbook, newspaper, class rings, etc.
- ____ 9) Other. (Tell what.) _____

24. a. Are you satisfied with the lunch arrangements (costs, hours, cafeteria facilities, and rules regarding lunch time) in your child's school? (Check one.)

- ____ 1) Yes.
- ____ 2) No.
- ____ 3) Uncertain.

b. If you are not satisfied, tell what you don't like. _____

25. a. Does your child's school have as much equipment (library books, moving-picture equipment, gymnasium and playground equipment, laboratory equipment, etc.) as it needs? (Check one.)

- ____ 1) It has everything it needs.
- ____ 2) It has most of what it needs.
- ____ 3) It has very little of what it needs.
- ____ 4) I have no opinion.

b. If you think the school needs more equipment, tell what it needs. _____

26. Do you think that your child's school is overcrowded? (Check one.)

- ____ 1) No, it is not overcrowded.
- ____ 2) Yes, it is somewhat overcrowded.
- ____ 3) Yes, it is seriously overcrowded.
- ____ 4) I have no opinion.

27. a. Are the rooms, halls, rest rooms, playgrounds, and other parts of your child's school kept clean? (Check one.)

- ____ 1) Yes, always clean.
- ____ 2) Yes, usually clean.
- ____ 3) No, sometimes dirty.
- ____ 4) No, always dirty.
- ____ 5) I have no opinion.

b. If some parts of the school are not kept as clean as you would like, tell what is not kept clean. _____

28. a. Are you treated as well as you think you ought to be treated when you visit the school? (Check one.)

- ____ 1) Yes.
- ____ 2) Sometimes yes, sometimes no.
- ____ 3) No.
- ____ 4) I have never visited the school.

b. If you don't like the way you are treated when you visit the school, tell what you don't like. _____

29. How many of the teachers welcome your visits to your child's school? (Check one.)
- 1) All or almost all.
 - 2) Most.
 - 3) About half.
 - 4) Few.
 - 5) None or almost none.
 - 6) I have never visited my child's school.

30. a. In general, do you know your child's teachers as well as you would like? (Check one.)
- 1) Yes.
 - 2) No.
 - 3) Uncertain.

b. If you don't know your child's teachers as well as you would like, what suggestions do you have for getting better acquainted? _____

31. a. Do you know as much about your child's school as you would like? (Check one.)
- 1) Yes.
 - 2) No.
 - 3) Uncertain.

b. If there are things you would like to know about your child's school, tell what they are. _____

32. Do you feel that your child's school does a good job or a poor job of telling you about the work of the school? (Check one.)
- 1) Very good.
 - 2) Good.
 - 3) Fair.
 - 4) Poor.
 - 5) Very poor.
 - 6) I have no opinion.

33. How do you get information about your child's school? (Check *all* that tell how you get information about the school.)
- 1) Visiting school.
 - 2) Going to P.T.A., parents' night, etc.
 - 3) Talking with children.
 - 4) Talking with other adults.
 - 5) Going to school games, plays, etc.
 - 6) Reading the school newspaper, yearbook, etc.
 - 7) Reading the city newspapers.
 - 8) Helping pupils with homework.
 - 9) Hearing talks about the school at club meetings on the radio, etc.
 - 10) Other. (Tell what.) _____

34. What is the *one* thing you *like most* about your child's school? _____

35. What is the *one* thing you *most dislike* about your child's school? _____

36. If you have any suggestions to offer concerning things you think should be done to improve your child's school, write them here. _____

PART II

1. Do you favor or oppose spending tax money to pay for evening schools for young people and adults? (Check one.)

- ___ 1) I strongly favor.
- ___ 2) I am inclined to favor.
- ___ 3) I am not sure.
- ___ 4) I am inclined to oppose.
- ___ 5) I strongly oppose.

2. Do you favor or oppose spending tax money for kindergartens and nursery schools for children of pre-school age? (Check one.)

- ___ 1) I strongly favor.
- ___ 2) I am inclined to favor.
- ___ 3) I am not sure.
- ___ 4) I am inclined to oppose.
- ___ 5) I strongly oppose.

3. a. Some people feel that the only way the schools can keep up the services they are now giving is to increase taxes. *If this turns out to be true*, should taxes be increased or school services be cut? (Check one.)

- ___ 1) I strongly feel that taxes should be increased.
- ___ 2) I am inclined to feel that taxes should be increased.
- ___ 3) I am not sure.
- ___ 4) I am inclined to feel that school services should be cut.
- ___ 5) I strongly feel that school services should be cut.

b. If, in this case, you think that school services should be cut, what things do you think should be cut out?

4. Which, if any, of the following things would you like to see the school do more about? (Check *all* that you would like to see more done about.)

- ___ 1) More emphasis on teaching children to get along with others.
- ___ 2) More chances for *all* children to learn sports and recreational activities.
- ___ 3) More attention to sex education.
- ___ 4) More attention to the problems of family life.
- ___ 5) More attention to the problems of city, state, and national government.
- ___ 6) More study of the methods of propaganda.
- ___ 7) More study of how to use money wisely.
- ___ 8) More attention to reading.
- ___ 9) More attention to arithmetic.
- ___ 10) More attention to public and social speaking.

___ 11) More study by the teachers of the abilities, aptitudes, and interests of all children as a basis for helping them choose and prepare for their life-work.

- ___ 12) More art education.
- ___ 13) More music education.
- ___ 14) More religious education.
- ___ 15) Other. (Tell what.) _____

5. Some people feel that not being able to buy such things as eyeglasses, hearing aids, and even clothing and nourishing food is as great a handicap as not being able to buy textbooks in getting an education, and that these should be provided at public expense when the child's parents cannot afford them. Other people feel that only the parents or some private agency should be expected to provide whatever is needed in this regard. How do you feel about the extent to which the public should provide tax money so that every child, regardless of his physical handicaps, race, creed, or the financial condition of his parents, has the opportunity to get an education suited to his abilities and effort? (Check *all* the things that you think should be provided by public tax money, when the child's parents cannot afford them.)

- ___ 1) All necessary textbooks and supplies.
- ___ 2) Medical treatment if necessary.
- ___ 3) Eyeglasses if necessary.
- ___ 4) Hearing aids if necessary.
- ___ 5) Clothing if necessary.
- ___ 6) Hot lunches.
- ___ 7) Tickets to athletic games, dances, parties, etc.
- ___ 8) Class dues, club dues, and initiation fees.
- ___ 9) Other. (Tell what.) _____

6. Some people feel that the quality of education everywhere in the United States is of concern to each of us. They point out that some areas have more children and less money than other areas. They point out that about one

(Go right on to the next page.)

fourth of the adults in this country live in states other than the one in which they were born — that our fellow workers and neighbors tomorrow may be getting a poor education in another state or community. Thus, they say, if today all of us are to prosper the national government must guarantee minimum standards of education everywhere by paying a portion of the cost. Other people feel that all financial support for the school should come only from local and state sources. How do you feel about national support of education? (Check one.)

- ___1) I believe that the national government should pay enough of the cost of education to guarantee every boy and girl a good education.
- ___2) I believe that the national government should not pay any part of the cost of education.
- ___3) I have no opinion.

7. Do you favor or oppose spending tax money for a state-wide system of local junior colleges (two years beyond high school) to make college and special vocational train-

ing available to students who can't afford, or don't need, or don't want a regular four-year college course? (Check one.)

- ___1) I strongly favor.
- ___2) I am inclined to favor.
- ___3) I am not sure.
- ___4) I am inclined to oppose.
- ___5) I strongly oppose.

8. Do you feel that teachers are paid too much or too little for the work they are expected to do? (Check one.)

- ___1) I feel very strongly that teachers are paid too much.
- ___2) I am inclined to feel that teachers are paid too much.
- ___3) Teachers are paid about the right amount.
- ___4) I am inclined to feel that teachers are not paid enough.
- ___5) I feel very strongly that teachers are not paid enough.
- ___6) I have no opinion.