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An Investigation into the Extent of Interpretation between Matthew Whaley High School and the Parents with Children of High School Age

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AN INVESTIGATION INTO THE EXTENT OF INTERPRETATION
" BETWEEN MATTHEW WHALEY HIGH SCHOOL AND THE PARENTS
WITH CHILDREN OF HIGH SCHOOL AGE

A Thesis
Presented to
the Faculty of the Department of Education
College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Robert William Ward
June 1951

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CHAPTER I

THE PROBLEM AND ITS SCOPE

I. THE INTRODUCTION

Institutions and programs in the totalitarian state are maintained by high emotionalization of ideals, through control and use of all agencies of propaganda, and through the application of "force majeure"; whereas in a democracy they are perpetuated through public opinion.¹

With this principle of democracy in mind, American educators are continuously striving to increase lay understanding and participation in their schools. In order that this objective may be realized, the schools must be interpreted to the public. It is within this area that the present study is conducted.

II. THE PROBLEM

Statement of the problem. It is the purpose of this investigation (1) to discover the present practices of Matthew Whaley High School in the areas of instruction, promotion, discipline, homogeneous grouping, curriculum, individual differences, marking, and public relations; and (2) to reveal the extent of interpretation of these practices in the high school to parents in the school community who have children of high school age.

¹Arthur B. Moehlman, Social Interpretation (New York, London: D. Appleton Century Company, 1938). p. 38.

Importance of the study. The educational literature previous to the early twenties has little reference to interpretation, but if the attention this problem has received since that time may be taken as a criterion, the subject is rapidly coming to be recognized as one of major importance.²

The principal basis for the justification of this investigation is the growing realization that if public opinion is enlightened, the school will receive the support needed for necessary and continuous improvement.³ If, however, the public is uninformed or misinformed, the improvement essential to educational progress is delayed, and the school may no longer serve the purposes for which it was created. How efficiently the school performs its social function, and how well the public understands and

²W. W. Theisen, "Public Relations" (Walter S. Monroe, editor, Encyclopedia of Educational Research, revised edition, New York: The Macmillan Company, 1950), pp. 901-907.

³See:

- (1) Ibid.
- (2) Moehlman, op. cit.
- (3) Delmas F. Miller, "Appraisal Technique for Programs of Public Relations," (unpublished Doctor's dissertation, The University of Pittsburgh, Pittsburgh, Pennsylvania, 1943).
- (4) J. E. Grinnell, Interpreting the Public Schools (New York: The Macmillan Company, 1937), 360 pp.
- (5) Frederick T. Rope, "Opinion Conflict and School Support," (unpublished Doctor's dissertation, Teachers College, Contributions to Education, No. 838, Teachers College, Columbia University, 1941), 164 pp.

appreciates the work of the school, depend to a large degree upon the extent of interpretation of the school to the public. This study is concerned with the opinions of that part of the public which has much at stake in their schools - the parents. It is hoped that the study will be of value to the teachers, administrators, and supervisors associated with Matthew Whaley High School.

III. DEFINITION OF TERMS

Social interpretation. Throughout the report of this investigation, the term "social interpretation" is to be considered as those processes (1) whereby the school becomes informed of the conditions and needs of the community, and (2) whereby the people are continuously informed of the practices of the educational program of the school.

Practices of Matthew Whaley High School. "Practices of the high school" is interpreted in a limited sense. It refers to those bases for measuring the opinions of parents and teachers in these specific areas:

1. Instruction: Direction or teaching methods, and the types of knowledge, skills and attitudes imparted to pupils in the school.

2. Promotion: Permission for students to move from one grade to the next.

3. Discipline: Maintaining conditions conducive to carrying out the school's function.

4. Homogeneous Grouping: Classification of pupils into similar groups according to intelligence, academic success, or by some other classification.

5. Curriculum: All supervised educational experiences at the school.

6. Individual differences: Provisions for meeting the individual needs and abilities of all students.

7. Marking: Methods for recording and reporting the progress of pupils in school activities.

8. Public Relations: Keeping parents informed of the school's activities and practices.

High school age. The term "high school age" is interpreted to mean the chronological age that a child enters high school until he reaches his eighteenth birthday. The mean age of children entering Matthew Whaley High School is approximately fourteen years.⁴

IV. GENERAL PROCEDURE AND LIMITATIONS

The following is a description of the general procedure followed throughout the remainder of this study. Chapter II describes in detail the methods of collecting data.

The study is limited to the measurement of interpretation for the year 1950.

⁴Mean age for children in the eighth grade at Matthew Whaley High School in 1950 was 13.8.

The part of the community polled is determined by the residence of the parents with children of high school age. This includes: (1) residents within the Williamsburg city limits whose children attend Matthew Whaley Public High School or some private school, and (2) residents outside the city limits but who send their children to Matthew Whaley High School.

The extent to which the parents were informed of the practices in Matthew Whaley High School was measured by a questionnaire survey. Identical questionnaires were sent to the staff at Matthew Whaley High School to discover the teachers' opinions in regard to educational practices selected by the investigator. The criteria to measure the extent that parents were informed of the practices in the high school were derived from the combined opinions of the teaching staff at the high school. The extent of interpretation of these practices to the parents was measured in terms of the collective responses of the parents, and further analyzed and compared on the basis of the parent's relationship to the child, educational attainment, and whether the parents live inside or outside the city limits. Conclusions were drawn in light of the findings, and recommendations for further study were made.

V. RELATED LITERATURE

There appear to be no published studies concerned

with or directly related to the problem of this study; however, a wealth of material has been written on its periphery. Such studies deal with (1) that phase of interpretation emphasizing the means of keeping the public informed, and (2) criteria for evaluating the public relations program. No evidence was found in the literature which was concerned with measuring the extent of interpretation that might exist between a given school and its community.

VI. STATEMENT OF ORGANIZATION

The remaining portion of this investigation will be reported in the following manner:

Chapter II is a description of how a questionnaire was devised to measure the opinions both of the staff at the high school and the parents with children of high school age. The technique for establishing the validity of the questionnaires distributed is described as well as how and why they were administered.

Chapter III is the presentation and analysis of the data.

Chapter IV presents a summary of the findings. The remainder of the chapter is devoted to the conclusions and recommendations for further study in this field.

CHAPTER II

METHOD OF GATHERING DATA

The manner of collecting data was determined by the nature of the problem. Since the problem deals with practices occurring at the high school and the opinions of a segment of the non-school population concerning these practices, the method employed is primarily descriptive. The particular technique used was the normative survey, and the instrument used to gather relevant information was the questionnaire.

Justification of the questionnaire technique. In an effort to secure the data desired, a search was made through available materials to determine whether relevant information could be obtained by a method other than the use of a questionnaire. As Jones states:

It is easy to sit down in the quiet of one's study and make out questions for someone else to answer. But such a method is very wasteful of the time and energy of the one to whom it is sent and is frequently wasteful of the time of the maker, for these questionnaires not infrequently find their way into the waste-paper basket, and many of them should.¹

¹Arthur J. Jones, Chairman, National Committee on Research in Secondary Education, "An Outline of Methods of Research with Suggestions for High School Principals and Teachers," United States Bureau of Education, Department of Interior Bulletin, 1926, (Washington, D.C.: United States Government Printing Office, 1927), p. 31.

However, since alternative methods of collecting data appear to be invalid or impractical to measure the extent of interpretation of the school to the parents, the questionnaire technique was used. Koos concluded that only a negligible proportion of the one hundred forty-three fundamental questionnaire researches which he analyzed could have used any other method of investigation.²

The following is an integration of (1) studies exemplifying the questionnaire technique in general, and (2) studies exemplifying preferred methods of collecting opinions. First, the illustrative questionnaire investigations: Count's study of boards of education presents one of the most complete analyses of the makeup of school boards made to 1930, and it raises a series of fundamental questions concerning the composition of the school board.³ This study also states that "it would have been impractical to have undertaken this study except by questionnaire."⁴

²Leonard V. Koos, The Questionnaire in Education (New York: The Macmillan Company, 1928), p. 64.

³For a discussion of Count's study, see Research Bulletin of N.E.A., Vol. 8, 1930, "Questionnaire To Be or Not to Be," pp. 1-51.

⁴Ibid., p. 12.

Koos,⁵ Briggs,⁶ and many others too numerous to list have used the questionnaire extensively.

Among the studies illustrating methods of collecting opinions, Hickey⁷ found three preferred methods of evaluating public relations programs: (1) opinions of professional employees, (2) opinions of non-teaching employees, and (3) opinions of individuals and groups in the district. In addition, he outlined four methods to determine the weaknesses of a public relations program. These four were: (1) comparison of the program with other districts, (2) opinions of experts, (3) community surveys, and (4) reactions from citizens and organizations. In a comparable study, Rope summarizes research methods. By describing a study in Pittsburgh, he shows how schools may use the technique of opinion polling.⁸

The development of a valid and reliable questionnaire.

In preparing the questionnaire,⁹ an attempt was made to adhere as closely as possible to the following guide:

⁵Leonard V. Koos, "The Junior College," (Research Publications of the University of Minnesota in Education, Vols. I and II, Minneapolis, Minnesota: University of Minnesota Press, 1925.

⁶T. H. Briggs, The Junior High School (Boston: Houghton Mifflin Company, 1920), 350 pp.

⁷J. M. Hickey, "The Direction of Public Relations in Cities of the United States," (unpublished Doctor's dissertation, The University of Pittsburgh, Pittsburgh, 1945).

⁸Frederick T. Rope, op. cit.

⁹Refer to copy of questionnaire, Appendix A, p. 77.

1. Ask only for data which respondents can and will give.
2. Make the instrument as brief as possible.
3. State questions simply and clearly.
4. Answers should require a minimum of writing.
5. Responses should lend themselves to tabulation.
6. Questions should not expect an particular answer.
7. Use proper mechanical form.
8. Organize the material in such a manner that one question does not influence the response of another.
9. See that the questionnaire is adequately sponsored.

A pre-test to discover the validity and reliability of the questionnaire was carried out in the following manner:

(1) critical observation by two classes of graduate students,¹⁰ and (2) planned interviews with a sampling of persons not primarily concerned with the problem. This sample included individuals from the major occupational levels as well as an equal representation of the sexes. The pre-test uncovered some errors of ambiguity which were adjusted for the final draft of the questionnaire.

Administration of the questionnaire. The questionnaires used for collecting data fall into two main categories: (1) questionnaires to the teaching staff at the high school, and (2) questionnaires to parents.

¹⁰Classes in Graduate Education, College of William and Mary, Williamsburg, Virginia, 1950-51.

1. Part of a faculty meeting at Matthew Whaley High School was made available to orient the teaching staff to the problem in general and to the questionnaire in particular. After a general introduction to the problem, the staff was requested to answer the questionnaires individually, and upon completion, to return them to the high school principal's office.

The questionnaire was administered to the entire faculty of Matthew Whaley High School in order to determine what the present practices in the school were. By discovering the present practices, a criteria was established against which parental opinions could be compared.

2. The problem involves the opinions of parents living in the school community who have children of high school age. The school community represents those parents who live both inside and outside the city limits of Williamsburg and whose children attend Matthew Whaley High School. The names and addresses of these parents or guardians were obtained from the following sources:

(a) The 1950 School Census Report for the City of Williamsburg. (For names and addresses of parents inside the city limits whose children attend Matthew Whaley High School or private institutions.)

(b) The individual class roles of the teachers at Matthew Whaley High School for grades eight

through twelve. (For names and addresses of parents living outside the city limits whose children attend Matthew Whaley High School.)

The questionnaire was mailed or delivered to parents with a self-addressed stamped envelope enclosed. Included also was a brief letter¹¹ intended to (1) introduce the investigator to the parent, (2) familiarize the parent with the problem, and (3) point out the possible advantages to parents, the school and community at large of understanding the extent of existing interpretation. Two weeks following the mailing date, post cards were sent to those parents whose questionnaires had not been returned. A week later, when forty-eight per cent of the questionnaires were still outstanding, the following steps were taken in an effort to increase the proportion of returns: First, the telephone numbers of a few parents, representing both residents inside and outside the city limits, were listed. These individuals were called in order to determine why the questionnaire had not been returned. It was learned that the delay was due to two main causes - either the parents had not found sufficient time to answer the questionnaire, or it had been misplaced. Other less frequent causes ranged from "I have no comments to make," or "My children go to private school and I therefore do not feel qualified to comment," to "It's already in the

¹¹Refer to copy of letter sent with questionnaire, Appendix B, p. 81.

mail." A second questionnaire was mailed to those who had lost the original copy. The investigator made personal visits to approximately fifty others. The purpose of these visits was to make available a second questionnaire if the first had been lost, and to urge those who still had their original copies to return them at their earliest convenience. After a period of two more weeks had elapsed, sixty per cent of the questionnaires had been returned.

Procedure for presenting the data. Chapter III is devoted to the presentation of the data. This data is presented in the following manner:

1. An account is given of the number of questionnaires sent or delivered to parents and teachers. The number of questionnaires returned, and the usable portion of those returned is presented.

2. The individual statements on the questionnaires sent to the teachers and parents were classified under the type of practices they represented. Seventy bar graphs were then drawn to help describe the comparison of parent responses with those of the teaching staff at Matthew Whaley High School.

3. The parental responses were then classified into the following groups and compared with the responses of the teachers:

Residence:	Parents living inside the city limits. Parents living outside the city limits.
Relationship: ¹²	Mother of the child. Father of the child.
Educational Level:	Elementary. High School. College. Graduate.

To facilitate the presentation of this data, each of the thirty-five statements on the questionnaire was classified and grouped under one of the eight practices it represented. The mean per cents of responses both of the teachers and parents to these classified statements were then compared and analyzed. The choice of the mean as a measure of central tendency was based upon (1) the desire to give all of the respondents equal weight in determining central tendency, and (2) the reliability of the mean as a measure of central tendency.¹³

Since each group of parental and teacher responses is treated collectively and the responses are not weighted according to their positive or negative natures, the generalizations which are drawn from the classified parental responses are limited to comparisons with the teachers' responses and with each other. The mean responses do not and are not meant to reflect any patterns in reference to the practices.

¹²The responses of the eight guardians were distributed according to their sex under father or mother to facilitate this classification.

¹³Henry E. Garrett, Statistics in Psychology and Education, third edition (New York: Longman's, Green and Company, 1947), p. 45.

CHAPTER III

PRESENTATION OF THE DATA

I. INTRODUCTION

According to the findings of the N.E.A.,¹ the mean questionnaire return that can be expected on a normative survey investigation is 60.1 per cent. This figure is based on:

1. The originator of the questionnaire:

College professor or student	:	60.4 per cent
------------------------------	---	---------------
2. Month of issuance:

January	:	59.0 per cent
---------	---	---------------
3. Number of items:

Thirty to forty - (thirty-five):	:	61.0 per cent
----------------------------------	---	---------------

Accounting for the questionnaires. The following presents the number of questionnaires delivered to the parents in the school community and to the teachers from Matthew Whaley High School and the percentages of those questionnaires returned by the parents and teachers:

1. The seventeen questionnaires delivered to the entire teaching staff at the high school were all returned in completed form.
2. A gross total of 255 questionnaires were mailed

¹N.E.A. Research Division, "The Questionnaire," Research Bulletin No. 8, 1930, pp. 1-51.

or delivered to the parents. Forty-nine of those returned were discounted for various reasons (see Table I), leaving a net total of 224 questionnaires distributed to parents. One hundred sixteen of the questionnaires mailed or delivered to parents were returned. The return was sixty per cent of the net total.

TABLE I
DISTRIBUTION AND RETURN OF THE
QUESTIONNAIRE TO PARENTS

Gross total questionnaires mailed or delivered to parents	255
Questionnaires discounted:	
Duplicates	4
Parents who had moved from the school community.	10
Parents who had no children in school.	15
Not valid - parents expressed opinions regarding the private schools their children were attending	2
Parents who returned their questionnaires unanswered, having no comments to make.	18
	49
Net total questionnaires mailed or delivered to parents	224
Total questionnaires answered and returned	116

II. TEACHER AND PARENT RESPONSES TO THE QUESTIONNAIRE

Group I: Grouping Practices

Statement 1: Bright and dull students attend classes together.

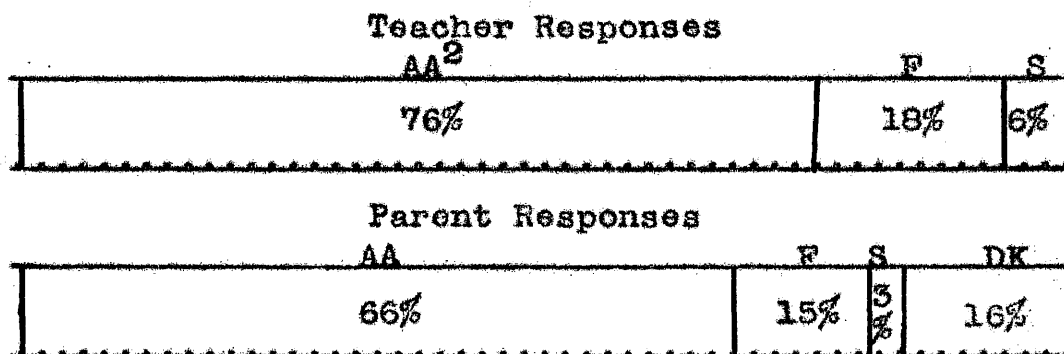


FIGURE 1

Both teacher and parental responses indicated that bright and dull students do attend classes together at Matthew Whaley High School. Ninety-four per cent of the teachers answered in the affirmative,³ with seventy-six per cent indicating that this was the practice in almost all cases. Parental response was affirmative to almost as great a degree, with sixty-six per cent of the opinion that students of varying abilities attended classes together at the high

²Key to Graphs: AA - Almost Always, F - Frequently, S - Seldom, N - Never, DK - Don't Know.

³To facilitate the readability of this chapter, the word "affirmative" is interpreted to mean the response was either "almost always," "frequently," or both.

school. No negative⁴ responses were recorded by the teachers or parents; however, sixteen per cent of the parents were unfamiliar with the practice concerning how the pupils are grouped at the high school, or they had no comment to make. Fifty per cent of the group that indicated "don't know" were parents whose children attend private school. Three and six per cent of parents and teachers respectively expressed the opinion that bright and dull students "seldom" attend classes together at the high school.

Statement 22: Classes are separated into groups of slow and fast learners.

Teacher Responses				
F	S		N	DK
6%	64%		18%	12%

Parent Responses				
AA	F	S	N	DK
10%	13%	36%	21%	20%

FIGURE 2

Sixty-four per cent of the teachers stated that students are "seldom" separated into groups of slow and fast learners, while eighteen per cent indicated that no differentiation in grouping is made between students according

⁴The word "negative" is used as synonymous with "never."

to learning ability. Fewer parents (twenty-eight per cent less) expressed the opinion that this was "seldom" the case; however, twenty-one per cent, or three per cent more parents than teachers, indicated that classes are not separated into groups of slow and fast learners. Expressing affirmative opinions, six per cent of the teachers as compared to twenty-three per cent of the parents indicated that classes were separated into groups of slow and fast learners. Twelve per cent of the teachers registered "don't know," while twenty per cent of the parents recorded a like response. Here again, a large segment of the per cent of "don't know's" were registered by those parents with children attending private schools.

Statement 20: A student is kept with his own age group through his high school days.

Teacher Responses				
AA	F			
59%	41%			

Parent Responses				
AA	F	S	N	DK
39%	30%	8%	6%	17%

FIGURE 3

One hundred per cent of the teachers responded in the affirmative to the statement that "a student is kept with his own age group throughout his high school days." Fifty-nine per cent of the teachers stated that this is "almost

always" true, while forty-one per cent indicated that it was "frequently" the practice in the high school. Parental opinion was similar to the teacher responses, but the parents registered fewer affirmative responses. Seventy-seven per cent (the sum of "almost always," "frequently" and "seldom") of the parents indicated that an effort is made to keep students with their own age group. However, eight per cent of the seventy-seven expressed the opinion that this was "seldom" a practice at the high school. Six per cent of the parent respondents indicated that this was "never" the practice in the high school, while the teachers had no such negative opinion concerning the practice.

Group II: Promotional Practices

Statement 2: Students are promoted at the end of each year regardless of whether their school work is good, bad or indifferent.

Teacher Responses				
AA	F	S		DK
12%	18%	58%		12%

Parent Responses				
AA	F	S	N	DK
10%	16%	33%	22%	19%

FIGURE 4

Fifty-eight per cent of the teachers at the high school indicated that students were "seldom" promoted when

their work was bad or indifferent. However, thirty per cent (sum of "almost always" and "frequently") stated that this practice did occur at the high school. Twelve per cent of this group indicated that in almost every case students were kept with their own age group regardless of their academic success. Parental response was similar to that of the teaching staff except for twenty-two per cent of the parents who were of the opinion that students were "never" promoted at the end of the year if their school work is bad or indifferent.

Statement 8: The student must master the required subjects or repeat the subjects.

Teacher Responses				
AA	F	S	DK	
52%	6%	24%	18%	

Parent Responses				
AA	F	S	N	DK
58%	12%	9%	2%	19%

FIGURE 5

Fifty-two and fifty-eight per cent of the teachers and parents respectively checked this practice as occurring "almost always" in the high school. However, twenty-four per cent of the teachers registered the opinion that if the student did not master the required subjects he was "seldom" required to repeat these subjects. Only nine per cent of the parents responded that this was "seldom" the case, while two

per cent indicated that repetition of the subject was not mandatory. Approximately the same per cents (eighteen and nineteen) of parents and teachers stated that they did not know what the practice at the school was in this area.

Statement 32: An exceptionally bright child may skip a grade if he is ahead of his own age group.

Teacher Responses

F	S	DK
24%	35%	41%

Parent Responses

AA	F	S	N	DK
10%	21%	25%	12%	32%

FIGURE 6

Parent and teacher responses to the practice concerning whether or not the exceptionally bright child may skip a grade if he is ahead of his own age group were widely spread. Forty-one per cent of the teachers did not know what the practice of the school was in this area, while thirty-two per cent of the parents indicated "don't know" concerning the practice. The remainder of the teachers indicated that this was the practice in the school. Fifty-three per cent of the teachers indicated that in almost every case where the child was exceptionally bright he is allowed to skip a grade. Thirty-six per cent of the parents, on the other hand, indicated that this was "almost always" the

practice, and a slightly smaller group (thirty per cent) expressed the opinion that the practice occurred "frequently" in the high school. Only eleven per cent of the parents believed that exceptionally bright students were "seldom" allowed to skip a grade which would remove them one or more times from their own age group.

Group III: Discipline Practices

Statement 5: If the student misbehaves, discipline follows immediately.

Teacher Responses			
AA	F	S	
41%	47%	12%	

Parent Responses			
AA	F	S	DK
43%	23%	14%	20%

FIGURE 7

Twenty per cent of the parents did not know what the practice of the high school was concerning children who misbehave, while on the other hand all of the teachers indicated to some degree that discipline did take place immediately after the students misbehaves. Eighty-eight per cent of the teachers responded in the affirmative, while twelve per cent believed that discipline "seldom" followed immediately. A majority of the parents also stated that

discipline followed immediately, with sixty-six per cent recording affirmative answers.

Statement 6: Discipline is harsh at Matthew Whaley High School.

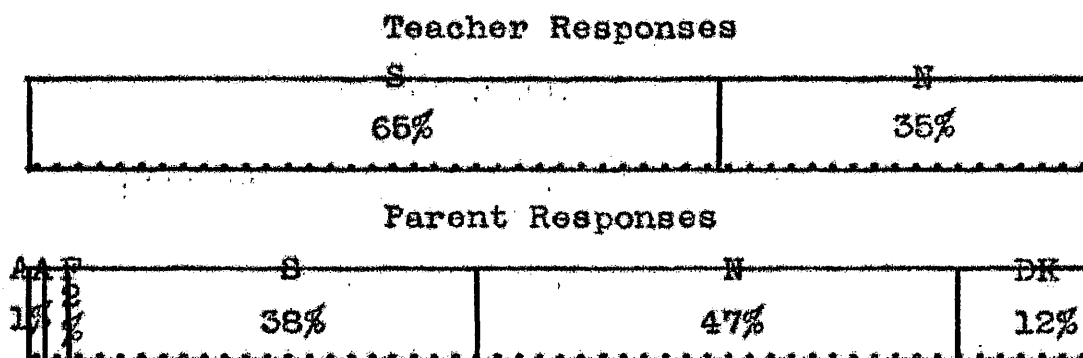


FIGURE 8

Sixty-five per cent of the teachers stated that there was "seldom" harsh discipline at the high school, but fifty-one per cent of these teachers qualified their choice (seldom) by stating that such cases of harsh discipline occurred infrequently, and harsh discipline is not in accord with the philosophy of the school. The remaining portion of the teachers reported that harsh discipline was "never" practiced in the high school. In comparison with the teacher responses, thirty-eight per cent of the parents believed that harsh discipline practices "seldom" occurred, while a majority of the parents were of the opinion that there is "never" harsh discipline in the high school. A negligible number of parents (two per cent) said that harsh discipline was "frequently" practiced, and one per cent indicated that this

was "almost always" the practice. The remainder of the parental group was not familiar with this particular practice or else they made no comment.

Statement 12: Students are allowed to do what they please.

Teacher Responses					
F	S			N	DK
24%	40%			24%	12%

Parent Responses				
AA	F	S	N	DK
9%	33%	23%	14%	21%

FIGURE 9

Twenty-four per cent of the teachers reported that students were "frequently" allowed to do what they please in the high school. Almost twice the per cent of parents (forty-two per cent) said that this was the practice of the high school, while nine per cent of this group expressed the opinion that this was the practice in "almost every case." The majority of teacher responses indicated that this was "seldom" the practice of the high school, while fourteen per cent recorded entirely negative answers to the statement above. Eighteen per cent of the parents did not know what the practice at the high school was, while three per cent more of the teachers did not know the school's policy in this area.

Group IV: Marking Practices

Statement 4: Grades (marks) are given according to the amount of subject matter learned.

Teacher Responses				
AA	F	S	N	DK
52%	18%	12%	12%	6%

Parent Responses				
AA	F	S	N	DK
50%	17%	9%	5%	19%

FIGURE 10

The majority of both the teacher and parent responses indicated that the grades given at the high school are "almost always" a good indication of how much subject matter is learned. A similar group of parents and teachers, seventeen and eighteen per cent respectively, said that the statement is "frequently" true of the marking practice. On the other hand, nineteen per cent of the parents indicated they did not know what the grades represented, while only six per cent of the teaching staff checked "don't know." This six per cent of the teachers commented that they did not feel they could express a valid opinion, since they were new teachers in the school. Twelve per cent of the teachers indicated that grades given at Matthew Whaley High School were "seldom" a good index of how much subject matter had been mastered, while the remaining twelve per cent said that grades were "never" a good indication of how much subject

matter had been learned. A similar proportion of parents agreed with the teachers that marks given at the high school were "seldom" given according to the amount of subject matter learned, and another five per cent stated that grades are "never" given on the basis of the amount of subject matter learned.

Statement 7: The report to parents (of grades) gives a good picture of how well the pupil is doing in school.

Teacher Responses					
AA	F				
71%	29%				
Parent Responses		F	S	N	DK
AA					
60%	16%	10%	5%	9%	

FIGURE 11

The teacher responses were entirely affirmative, with seventy-one per cent of the respondents indicating that in almost every case the report to parents was indicative of the child's progress in school. Seventy-six per cent of the parents agreed that the reports received by them, as the teachers indicated, gave a "good picture" of their children's progress in the high school. However, ten per cent of the parents replied that the reports were "seldom" a valid measurement of their child's progress in school, while another five per cent stated that the reports "never" gave a "good

picture." Approximately one-tenth of the parents did not know whether the reports were a good or poor indication of pupil progress in the high school.

Statement 15: The pupil's progress in school is shown by the grades he gets.

Teacher Responses				
AA	F	S		
41%	41%	18%		

Parent Responses				
AA	F	S	N	DK
58%	21%	7%	2%	12%

FIGURE 12

Eighty-two per cent of the teachers indicated that pupil progress is shown by the grades of the pupil. Almost as many parents expressed the same opinion as that stated by the teachers. However, eighteen per cent of the teachers differentiated between Statement 7 and the one under discussion by commenting that "the grade itself is just one indication of pupil progress," therefore the entire progress of the child is "seldom" shown by the grades he gets. Only seven per cent of the parents registered the opinion that pupil progress was "seldom" shown by the grades of the student. Two per cent said this was "never" true, while twelve per cent did not know whether grades showed pupil progress.

Statement 28: The chief purpose of giving marks (grading) is to create competition among students.

Teacher Responses	
S	N
29%	71%

Parent Responses				
AA	F	S	N	DK
5%	10%	20%	47%	18%

FIGURE 13

Seventy-one per cent of the teaching staff at the high school stated that it was "never" the chief practice of the school to give marks to create competition among students. The remaining teachers (twenty-nine per cent) said that it was "seldom" the chief practice of the school, but qualified their answer by pointing out that some competition is created regardless of the objectives of the marking program. Sixty-seven per cent of the parents were in agreement with the statements made by the teachers; however, fifteen per cent of the parents (sum of "almost always" and "frequently") were of the opinion that the chief purpose of giving grades was to stimulate the students to do better than their classmates. Eighteen per cent of the parents did not know whether this was a practice of the school.

Group V: Individual Differences Practices

Statement 9: The courses offered at the high school are a real challenge to the student's ability.

Teacher Responses				
AA				F
59%				41%

Parent Responses				
AA	F	S	N	DK
39%	30%	10%	5%	16%

FIGURE 14

One hundred per cent of the teachers indicated that it was definitely a practice in the school to challenge students' abilities. Fifteen per cent of the parents were of the opinion that the courses offered were "seldom" a challenge to the student's ability. Sixty-nine per cent, however, agreed with the teachers who indicated that the courses were a "real challenge" to the students. The remaining group of parents (sixteen per cent) checked this statement on the questionnaire "don't know."

Statement 10: Students do what they are interested in doing, and are not forced to study the three R's (reading, writing, and arithmetic).

Teacher Responses				
AA	F	S	N	DK
12%	12%	28%	24%	24%

Parent Responses				
AA	F	S	N	DK
23%	23%	17%	16%	21%

FIGURE 15

Both teacher and parent responses were evenly scattered between and including the two extremes. Twenty-four per cent of the teachers were of the opinion that students are not "forced to study the three R's," but are allowed to do what they are interested in doing. An equal proportion of teachers, however, said that this practice is non-existent in the high school. Sixteen per cent of the parents also indicated "never" in answer to the question. At the other extreme, forty-six per cent of the parents agreed with the teachers that the statement described one of the practices that occurred in the high school. Eleven per cent more teachers than parents reported that the practice is "seldom" found in the school, while an approximately equal number of teachers and parents either did not know what the practice was, or did not express an opinion.

Statement 18: The teachers decide what the children are to learn.

Teacher Responses				
AA	F	S	DK	
30%	58%	6%	6%	

Parent Responses				
AA	F	S	N	DK
32%	29%	13%	5%	21%

FIGURE 16

The majority of the parents were in agreement with the teachers, who indicated that teachers "almost always" or "frequently" decided what to teach the students. Thirteen per cent of the parents indicated that the teachers "seldom" decide what is to be taught, while four per cent responded "never" to the statement. Six per cent of the teachers said that they "seldom" decide what the children are to learn, while another six per cent were not familiar with the practice at the school in this area. Eleven per cent more parents than teachers did not know what the practice of the school was in reference to determining learning experiences for individual students.

Statement 21: Pupils and teachers together plan what the students will study.

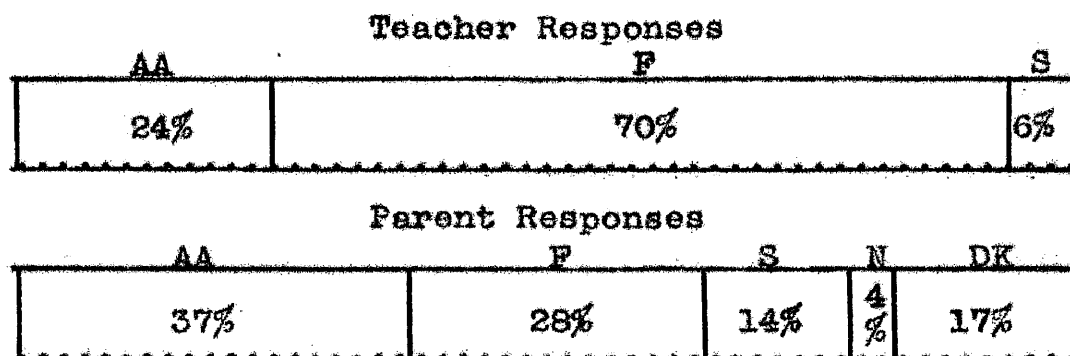


FIGURE 17

Almost the entire teaching staff in the high school responded in the affirmative to the statement, while the remaining six per cent indicated that they and the pupils "seldom" planned the pupil's program together. Thirteen per cent more parents than teachers reported that there was "almost always" cooperation between the student and the teacher in planning programs, while forty-two per cent less parents than teachers said that this practice occurred "frequently." Four per cent of the parents responded negatively to the statement and another seventeen per cent said that they did not know whether the child's program was planned in cooperation with the teacher or whether the program was set up without consulting the student. Seventeen per cent of the parents said they did not know how the student's program was planned.

Statement 25: The students decide what subjects they want to study.

Teacher Responses				
AA	F	S	DK	
47%	41%	6%	6%	

Parent Responses				
AA	F	S	N	DK
39%	33%	12%	2%	14%

FIGURE 18

Eighty-eight per cent of the teachers at the high school stated that students select the subjects that they wish to study. The remaining group was split evenly, with six per cent indicating that students "seldom" select their own subjects for study, and six per cent marking "don't know" due to unfamiliarity with this practice. The parents registering affirmative opinions were in the majority; however, twice as many parents as teachers were of the opinion that the students "seldom" had anything to do with the choice of subjects. Two per cent of the parental group said that pupils "never" choose their own subjects. The remaining six per cent of the parents checked "don't know."

Statement 30: The courses that pupils study at Matthew Whaley High School are too easy.

Teacher Responses				
F	S			N
6%	82%			12%

Parent Responses				
AA	F	S	N	DK
3%	15%	47%	15%	20%

FIGURE 19

Eighty-two per cent of the teachers reported that courses were "seldom" too easy for the students, and twelve per cent said this was "never" the case. The remaining minority registered the belief that courses "frequently" were too easy. The parental opinions were somewhat more evenly distributed; however, the majority of parents, as did the majority of teachers, stated that the courses were "seldom" too easy for the pupils. Eighteen per cent agreed with the statement, with three per cent of this group of the opinion that this is "almost always" the practice in the high school. Fifteen per cent disagreed with the statement entirely. The remaining twenty per cent did not know whether the courses were too easy for the students.

Statement 35: The students decide what they want to study in each subject area.

Teacher Responses				
	F	S	DK	
	53%	35%	12%	

Parent Responses				
AA	F	S	N	DK
13%	35%	18%	6%	28%

FIGURE 20

A slight majority (fifty-three per cent) of the teaching staff stated that the students "frequently" decide what to study in each subject area. A sizable minority reported that the pupils "seldom" decide what the content of their courses will be. The remaining twelve per cent indicated that they did not know what the practice in the school was. The parental responses were similar to those of the teaching staff with the exception of an increased percentage of responses on the two extremes. Thirteen per cent were of the opinion that in almost every case the students decided what they want to study in each subject area. However, twenty-eight per cent of the parents did not know what the practice of the school was in reference to who selects the materials studied in each course.

Group VI: Instructional Practices

Statement 3: The school requires too much homework.

Teacher Responses					
F	S			N	DK
6%	82%			6%	6%

Parent Responses				
AA	F	S	N	DK
4%	20%	48%	19%	9%

FIGURE 21

Eighty-two per cent of the teachers reported that they "seldom" give too much homework. Six per cent stated that this is a frequent practice of the staff, while another six per cent indicated that this was "never" true. One teacher was unfamiliar with the practice and therefore marked "don't know." Parental opinion deviated to some extent, with twenty-four per cent of the opinion that the school requires too much homework of its students. Four per cent of this group stated that this was "almost always" the practice of the staff. However, three times more parents than teachers said that the staff "never" assigned too much homework to the students. A slightly greater per cent of parents than teachers did not know what the practice of the school was in regard to assigning homework.

Statement 11: Students are taught responsibility.

Teacher Responses		
AA	F	S
41%	47%	12%

Parent Responses			
AA	F	S	DK
54%	22%	13%	11%

FIGURE 22

Eighty-eight per cent of the teachers responded affirmatively to this statement, while only twelve per cent reported that students were "seldom" taught responsibility in the high school. Almost as great a per cent of parents as teachers (seventy-six per cent) indicated that the statement represented a true instructional practice of the high school. Parental response was also more emphatic than that of the teachers, since the majority of their answers were as affirmative as the provisions of the questionnaire allowed. The majority of teachers stated that responsibility was taught "frequently." Eleven per cent of the parents said they did not know whether the school taught responsibility, while all of the teachers expressed some opinion.

Statement 16: The amount of drill necessary to master the three R's is sufficient at the high school.

Teacher Responses				
AA	F	S	DK	
40%	24%	18%	18%	

Parent Responses				
AA	F	S	N	DK
28%	16%	20%	8%	28%

FIGURE 23

Forty per cent of the teachers indicated that provisions for mastering the rudiments of education were "almost always" adequate at the high school. However, another large group of teachers (thirty-six per cent) were equally divided. Half of this group said that there was "seldom" enough drill necessary to master the three R's, while the other half did not know whether there was enough drill. The remaining twenty-four per cent of teachers reported that there was "frequently" enough drill to meet these basic needs of the students. Parental returns were also scattered. Fifty-six per cent of the parents divided their responses equally, with twenty-eight per cent of the opinion that the amount of drill was "almost always" sufficient, while the other twenty-eight per cent did not know whether the amount of drill was sufficient. Another sixteen per cent stated that there was "frequently" enough drill,

while twenty per cent said that the amount of drill was "seldom" sufficient. The remaining eight per cent registered a negative reply to the statement.

Statement 26: Students are taught what to think.

Teacher Responses				
AA	F	S	N	DK
6%	24%	52%	12%	6%

Parent Responses				
AA	F	S	N	DK
9%	14%	21%	20%	34%

FIGURE 24

A slight majority of teachers (fifty-two per cent) stated that students are "seldom" taught what to think. The remaining responses were well scattered, with a slightly higher per cent of these responses on the affirmative side. However, twelve per cent of the teachers said that students are "never" taught what to think. Twenty-one per cent of the parents were of the opinion that the school "seldom" teaches their children what to think, while another twenty per cent replied that their children are "never" taught what to think. The remaining responses were scattered in a similar fashion, as were those of the teaching staff, except for a rather large group (thirty-four per cent) which did not know what the practice in the school was in regard to the above statement.

Statement 13: Students are taught what is worth thinking about.

Teacher Responses				
AA	F	DK		
64%	18%	18%		

Parent Responses				
AA	F	S	N	DK
49%	23%	9%	1%	18%

FIGURE 25

Eighty-two per cent of the teachers reported that the students are taught "what is worth thinking about." The majority of parental opinion was in agreement with that of the teachers, with seventy per cent registering affirmative replies to Statement 13. However, nine per cent said that students are "seldom" taught to think in worth-while channels, while a negligible number (one per cent) stated that this was "never" the practice of the high school. Eighteen per cent of the parents and teachers did not know what the practice of the school was in this area.

Statement 14: Students are taught how to think.

Teacher Responses		
AA	F	S
41%	47%	12%

Parent Responses				
AA	F	S	N	DK
45%	25%	12%	6%	12%

FIGURE 26

Eighty-eight and seventy per cent of the teachers and parents respectively stated that students are taught how to think at the high school. Twelve per cent of the parents were in agreement with an identical group of teachers who responded that the children are "seldom" taught any method of objective thinking. Six per cent of the parents were of the opinion that students are "never" taught how to think, while no negative responses were registered by the teaching staff. The remaining twelve per cent of the parents did not know whether Statement 14 was a practice in the school.

Group VII: Curriculum Practices

Statement 17: Students learn to get along socially.

Teacher Responses				
AA		F	S	DK
70%		30%		
Parent Responses				
AA		F	S	DK
75%		16%	1%	8%

FIGURE 27

A high degree of affirmative responses were registered by both the teaching staff at the high school and the parents. One hundred per cent of the teachers stated that students learn to get along socially at the high school. Seventy per cent of this group said that this was true in almost all

instances. Five per cent more parents than teachers stated that this was "almost always" the case; however, one per cent said that students "seldom" learn to get along socially at the high school. The remaining eight per cent of the parents did not know whether students learned how to get along socially. This group of parents have no children attending Matthew Whaley High School.

Statement 19: Students are taught the three R's.

Teacher Responses				
AA	F	S	DK	
53%	35%	5%	5%	

Parent Responses				
AA	F	S	N	DK
44%	16%	19%	4%	17%

FIGURE 28

Eighty-eight per cent of the teachers replied that the school teaches the basic fundamentals, with the remaining twelve per cent split evenly. Six per cent indicated that the three R's are "seldom" taught, while the remainder did not know what the practice of the school was in regard to this practice. The majority of the parents were also of the opinion that the three R's were taught in the high school. Nineteen per cent stated that the three R's were "seldom" taught, and another four per cent answered entirely in the negative. Eleven per cent more parents than teachers reported

that they did not know what the practice of the school was. Forty per cent of this latter group suggested that "the three R's should have been mastered by the students before they had matriculated from the elementary school."

Statement 23: The high school does a good job of preparing for college those children who have the ability.

Teacher Responses				
AA		F	DK	
82%		12%	6%	

Parent Responses				
AA	F	S	N	DK
45%	24%	16%	3%	12%

FIGURE 29

Ninety-four per cent of the teachers responded in the affirmative to this statement, with the remaining six per cent recording "don't know." Parental opinion was registered in the same vein as that of the teaching staff, but their responses were somewhat more scattered. Eighteen per cent of the parents disagreed with the teachers, with sixteen per cent of this group of the opinion that the school "seldom" does a competent job of preparing students who have the ability for college. The other three per cent indicated that capable students were "never" prepared for college. The remaining twelve per cent of the parents did not know whether the school prepared for college those students with the ability.

Statement 27: The school prepares the students for jobs.

Teacher Responses			
AA	F	S	DK
35%	41%	18%	6%

Parent Responses			
AA	F	S	DK
26%	49%	9%	16%

FIGURE 30

About three-fourths of the teachers stated that graduates of the high school were prepared for jobs. Eighteen per cent recorded a less favorable reaction, recording that the school "seldom" prepared its pupils for a vocation. One teacher was unfamiliar with the school curriculum and therefore responded "don't know." One per cent less of the parents than teachers responded affirmatively to the statement. Parental response revealed a smaller proportion of "almost always" opinions than that of the teachers, with more stating that the statement was "frequently" true of the high school. On the negative side, only half the number of parents as teachers responded that the school "seldom" prepared its students for jobs. The remaining sixteen per cent did not know whether the school prepared the students for jobs.

Statement 29: Sex education is taught in all grades in the high school as the need arises.

Teacher Responses					
AA	F			S	DK
29%	47%			12%	12%

Parent Responses				
AA	F	S	N	DK
14%	15%	16%	9%	46%

FIGURE 31

Seventy-six per cent of the teachers responded affirmatively to this statement, while only twenty-nine per cent of the parents agreed that sex education is taught in all grades of the high school as the need arises. A similar percentage of teachers and parents were of the opinion that the statement was "seldom" true of the high school. However, forty-six per cent of the parents replied "don't know" in regard to the teaching of sex education in the high school, while only twelve per cent of the teachers expressed no opinion due to their unfamiliarity with the school's practice in this area.

Statement 31: Students are taught a sufficient amount of organized knowledge.

Teacher Responses		
AA	F	DK
53%	29%	18%

Parent Responses				
AA	F	S	N	DK
36%	30%	11%	1%	22%

FIGURE 32

Eighty-two per cent of the teaching staff reported that students were taught a sufficient amount of organized knowledge, with fifty-three per cent of this group stating that this is "almost always" the practice of the school. The remaining eighteen per cent responded "don't know." Eleven per cent of the parents reported that pupils are "seldom" taught enough organized knowledge. However, a majority of the parents (fifty-nine per cent) expressed an affirmative opinion, as did the majority of the teaching staff. Twenty-two per cent of the parents indicated that they were not informed of the practice of the school in this area, while a scant one per cent stated that the school failed to impart any organized knowledge to the students.

Statement 34: Students are taught something regarding the rights of others.

Teacher Responses			
AA	F	N	
71%	23%	6%	

Parent Responses			
AA	F	N	DK
63%	14%	7%	16%

FIGURE 33

With one exception, the entire teaching staff of the high school responded in the affirmative to this statement. The one teacher, represented by six per cent on the above

graph, stated that as a new teacher he did not feel qualified to comment, although he "felt" that this was a true statement. The majority of parents also agreed with this statement. However, seven per cent indicated that the school "never" teaches anything regarding the rights of others. The remaining group did not know whether the children were taught to respect the rights of others.

Group VIII: Public Relations Practices

Statement 24: The school cooperates with the home.

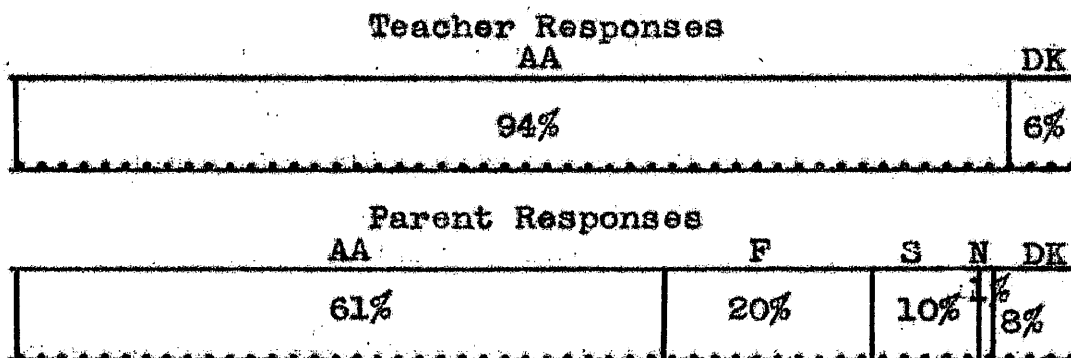


FIGURE 34

Ninety-four per cent of the teachers replied that the school "almost always" cooperates with the home, with the remaining six per cent unfamiliar with the practice in the school in this area. The majority of the parents agreed with the statement that the school did cooperate with them. Twenty per cent of the above group stated that this was "frequently" the case, while the other sixty-one per cent said that there was cooperation in almost every instance.

A few dissenting opinions were stated, with ten per cent responding that the school "seldom" cooperated with the home, and another one per cent of the opinion that the school "never" cooperated with the parents. Parents with children in private school again recorded their answers in the column designated "don't know."

Statement 33: The high school keeps parents informed about what is going on in the school.

Teacher Responses			
AA	F	S	DK
52%	24%	6%	18%

Parent Responses				
AA	F	S	N	DK
50%	23%	14%	4%	9%

FIGURE 35

Seventy-six per cent of the teachers stated that the school "almost always" or "frequently" keeps the parents informed about what is going on in the school. Only four per cent of the parents stated that this was "never" the practice. Nine per cent more of the teachers than parents did not know whether the school keeps the parents informed.

III. CLASSIFIED PARENTAL RESPONSES

Group I. Grouping Practices

The following is a comparison and analysis of the mean⁵ per cents of responses to statements 1, 20, and 22 on the questionnaire, as shown on Table II.

1. Bright and dull students attend classes together.
20. A student is kept with his own age group through his high school days.
22. Classes are separated into groups of slow and fast learners.

TABLE II

MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT RESPONSES TO STATEMENTS ON GROUPING PRACTICES IN MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	45%	22%	23%	6%	4%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	39	22	14	9	16	100
Outside City Limits	38	16	17	10	9	100
RELATIONSHIP TO CHILD						
Mother	40	19	17	9	15	100
Father	32	22	11	10	25	100
EDUCATIONAL LEVEL						
Elementary	38	4	18	9	31	100
High School	42	20	11	13	14	100
College	34	23	19	7	17	100
Graduate	38	22	14	5	21	100

⁵Mean: the arithmetic average of the parent and teacher responses to the statements classified according to the type of practice they represent.

There appears to be a slight difference between the responses of parents living inside the city of Williamsburg and those living outside the city limits. However, eight per cent more of the parents living inside the city limits than those living outside did not know what provisions were made by the school in reference to grouping practices. On the other hand, the responses of parents living inside the city limits were in slightly greater accord with what the teachers said the grouping practices of the school were than those parents who reside outside the limits of Williamsburg.

The responses of mothers with children of high school age were in closer accord with the responses of teachers in regard to grouping practices in the high school than were the fathers' responses. Ten per cent more fathers than mothers did not know what the grouping practices in the high school were.

The responses of parents who had not progressed further than the elementary school level varied to a greater degree with the responses of the teaching staff at the high school than the responses of parents whose educational attainment was the high school level or above. Ten per cent of the parents who had attained the high school level did not know what the practices of the school were in reference to grouping students, but the over-all responses of this group compared more favorably with the responses of the teachers than any of the other parental groups.

Group II. Promotional Practices

The following is a comparison and analysis of the mean per cents of responses to statements 2, 8, and 32 on the questionnaire, as shown on Table III.

2. Students are promoted at the end of each year regardless of whether their school work is good, bad, or indifferent.
8. The student must master the required subjects or repeat the subjects.
32. An exceptionally bright child may skip a grade if he is ahead of his own age group.

TABLE III

MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT RESPONSES TO STATEMENTS ON PROMOTIONAL PRACTICES IN MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	20%	16%	41%	0%	23%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	25	18	24	11	22	100
Outside City Limits	26	15	19	14	26	100
RELATIONSHIP TO CHILD						
Mother	24	17	25	13	21	100
Father	25	18	17	13	27	100
EDUCATIONAL LEVEL						
Elementary	33	9	13	21	24	100
High School	23	18	25	13	21	100
College	22	19	25	10	24	100
Graduate	22	19	22	8	29	100

A slightly closer relationship was found between the responses of parents who live inside the city limits and the responses of the teaching staff than between the teachers and those parents who reside outside of the limits of Williamsburg.

A higher degree of similarity existed between the responses of the mothers and teachers than between the fathers' responses and those of the teaching staff at the high school in this area.

In regard to the educational level of the respondents, those in closest accord with the responses of the teaching staff were that group of parents who had attained the college level. Parents who had attained an elementary school education were at a greater variance with the responses of the teachers than any other group of parents. Twenty-nine per cent of the parents who had attained the graduate level answered that they did not know what the promotional practices of the high school were. This figure exceeds the number of "don't know" responses of the other parental groups by at least five per cent.

Group III: Disciplinary Practices

The following is a comparison and analysis of the mean per cents of responses to statements 5, 6 and 12 on the questionnaire, as shown on Table IV:

5. If the student misbehaves, discipline follows immediately.
6. Discipline is harsh at Matthew Whaley High School.
12. Students are allowed to do what they please.

TABLE IV
MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT
RESPONSES TO STATEMENTS ON DISCIPLINARY PRACTICES IN
MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	14%	24%	36%	20%	3%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	18	19	26	22	15	100
Outside City Limits	18	21	25	20	16	100
RELATIONSHIP TO CHILD						
Mother	15	23	28	18	16	100
Father	16	18	22	21	23	100
EDUCATIONAL LEVEL						
Elementary	25	5	13	35	22	100
High School	17	21	28	16	18	100
College	14	25	29	18	14	100
Graduate	21	16	19	19	25	100

No striking differences were found between the responses of parents living inside the city limits and those who reside outside the city limits to the statements

concerning disciplinary practices in the high school.

There was a wider variance between the responses of the fathers and the teachers' responses than between the mothers' and the teachers' responses in the area of discipline.

The responses of college educated parents were more in accord with those of the teaching staff than any other group of parents in this area. Parents who had attained the graduate level were not as much in agreement with the responses of the teaching staff as other responses, while those parents who had not exceeded an elementary school education were further from agreement with the teaching staff than any other group of parents.

Group IV: Marking Practices

The following is a comparison and analysis of the mean per cents of responses to statements 4, 7, 15, and 28 on the questionnaire, as shown on Table V.

4. Grades (marks) are given according to the amount of subject matter learned.
7. The report to parents (of grades) gives a good picture of how well the pupil is doing in school.
15. The pupil's progress in school is shown by the grades he gets.
28. The chief purpose of giving marks (grading) is to create competition among students.

TABLE V

MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT
RESPONSES TO STATEMENTS ON MARKING PRACTICES IN
MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	41%	22%	15%	21%	1%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	43	15	14	15	13	100
Outside City Limits	43	14	10	16	17	100
RELATIONSHIP TO CHILD						
Mother	45	17	11	15	12	100
Father	40	19	11	7	23	100
EDUCATIONAL LEVEL						
Elementary	60	3	3	10	24	100
High School	50	14	8	16	12	100
College	36	20	17	16	11	100
Graduate	27	18	18	14	23	100

There was negligible difference between the responses of parents living inside and outside the city limits of Williamsburg.

The similarity between the responses of the mothers and the teaching staff was slightly greater in the area of marking practices than the fathers' responses. Eleven per cent more fathers than mothers stated that they did not know what the practices of marking were in the high school.

The responses of parents who had reached the graduate level in school were at a greater variance with the responses

of the teaching staff at the high school than any of the other groups of parents. Responding to the statements concerning marking practices at the high school, parents who had reached the college level were more in accord with the responses of the teachers at the high school than the other groups. A large segment of each of the four groups placed their responses under "don't know" on the questionnaire in regard to marking practices.

Group V: Individual Differences Practices

The following is a comparison and analysis of the mean per cents of responses to statements 9, 10, 18, 21, 25, 30, and 35 on the questionnaire, as shown on Table VI.

9. The courses offered at the high school are a real challenge to the student's ability.
10. Students do what they are interested in doing, and are not forced to study the three R's (reading, writing, arithmetic).
18. The teachers decide what the children are to learn.
21. Pupils and teachers together plan what the students will study.
25. The students decide what subjects they want to study.
30. The courses that pupils study at Matthew Whaley High School are too easy.
35. The students decide what they want to study in each subject area.

TABLE VI

MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT
RESPONSES TO STATEMENTS OF INDIVIDUAL DIFFERENCES PRACTICES
IN MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	24%	40%	23%	4%	9%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	24	34	19	7	16	100
Outside City Limits	28	23	19	9	21	100
RELATIONSHIP TO CHILD						
Mother	29	31	18	5	17	100
Father	22	22	17	11	28	100
EDUCATIONAL LEVEL						
Elementary	30	11	11	15	33	100
High School	30	32	18	7	13	100
College	21	33	25	3	18	100
Graduate	17	26	19	9	29	100

The responses of parents living inside the city limits were more in accord with the responses of the teaching staff at the high school than those of parents living outside the city limits. This difference between the two parent groups was largely due to the twenty-one per cent of parents living outside the city limits who checked "don't know" in response to the statements involving individual differences practices in the high school.

A considerable difference was found between the responses of the mothers and fathers. The responses of the mothers showed a close similarity with those of the teachers,

while those of the fathers were comparably less similar. Twenty-eight per cent of the fathers indicated that they did not know what the practices of the school were in reference to individual differences, while a mean of seventeen per cent of the mothers marked "don't know."

The responses of parents of the high school level were in greater accord with the responses of the teachers than parents of other educational levels, while the lowest similarity was found between the teachers and parents who were classified on the elementary level. However, the responses of parents who had attained graduate study were to a considerable extent at variance with the teachers' responses. This group of parents also harbored next to the largest number of "don't know" responses to the statements concerning individual differences.

Group VI: Instructional Practices

The following is a comparison and analysis of the mean per cents of responses to statements 3, 11, 13, 14, 16, and 26 on the questionnaire, as shown on Table VII.

- 3. The school requires too much homework.
- 11. Students are taught responsibility.
- 13. Students are taught what is worth thinking about.
- 14. Students are taught how to think.
- 16. The amount of drill necessary to master the three R's is sufficient at the high school.
- 26. Students are taught what to think.

TABLE VII

MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT
RESPONSES TO STATEMENTS ON INSTRUCTIONAL PRACTICES IN
MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	33%	28%	29%	2%	8%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	30	25	21	7	17	100
Outside City Limits	35	15	20	9	21	100
RELATIONSHIP TO CHILD						
Mother	34	20	22	6	18	100
Father	26	19	22	10	23	100
EDUCATIONAL LEVEL						
Elementary	53	2	9	8	28	100
High School	32	23	20	10	15	100
College	26	21	27	6	19	100
Graduate	12	26	26	6	30	100

A slightly greater similarity was found between the responses of the teachers and those of the parents living inside the city limits than was found between the teachers and parents living outside the city limits of Williamsburg.

A decided difference was found between the responses of the mothers and fathers in reference to instructional practices in the high school. The responses of the mothers were in greater accord with those of the teachers than the responses of the fathers.

The responses of parents whose educational attainment

was of the high school level were in greater accord with the responses of the teachers at the high school in regard to instructional practices than parents of any of the other educational levels. The responses of parents with graduate school training were found to be less in accord with the teachers' responses than the other groups of parents, with thirty per cent of this group indicating "don't know" in the area of instructional practices.

Group VII: Curriculum Practices

The following is a comparison and analysis of the mean per cents of responses to statements 17, 19, 23, 27, 29, 31, and 34 on the questionnaire, as shown on Table VIII.

- 17. Students learn to get along socially.
- 19. Students are taught the three R's.
- 23. The high school does a good job of preparing for college those children who have the ability.
- 27. The school prepares the students for jobs.
- 29. Sex education is taught in all grades in the high school as the need arises.
- 31. Students are taught a sufficient amount of organized knowledge.
- 34. Students are taught something regarding the rights of others.

TABLE VIII

MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT
RESPONSES TO STATEMENTS ON CURRICULUM PRACTICES IN
MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	54%	33%	5%	2%	6%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	40	26	14	3	17	100
Outside City Limits	47	19	9	2	23	100
RELATIONSHIP TO CHILD						
Mother	46	23	11	1	19	100
Father	37	24	10	4	25	100
EDUCATIONAL LEVEL						
Elementary	64	6	1	2	27	100
High School	46	25	12	2	15	100
College	36	27	15	3	19	100
Graduate	30	19	16	4	31	100

Little difference was found between the responses of parents living inside the city limits of Williamsburg and parents living outside the city limits. However, six per cent more of the parents living outside the city limits than those living inside indicated that they did not know what the curriculum practices of the school were. The responses of parents living inside the city limits were in slightly better accord with the teachers' responses than parents living outside the city limits.

Six per cent more fathers than mothers indicated that they did not know what the curriculum practices in the school

were. However, the remaining responses of both the mothers and fathers were comparatively in accord with the responses of the teaching staff in the high school.

Large segments of parents of the elementary and graduate levels indicated that they did not know what the curriculum practices in the school were; however, unlike the remaining responses of parents of the graduate level, the responses of parents with an elementary school education were similar to those of the teachers at the high school. Fewer "don't know" answers were recorded by parents of the high school and college levels, but the remaining responses of these two groups were less in accord with the responses of the teaching staff than the other two groups discussed immediately above.

Group VIII: Public Relations Practices

The following is a comparison and analysis of the mean per cents of responses to statements 24 and 33 on the questionnaire, as shown on Table IX.

24. The school cooperates with the home.
33. The high school keeps parents informed about what is going on in the school.

TABLE IX

MEAN PER CENTS OF TEACHER AND CLASSIFIED PARENT
RESPONSES TO STATEMENTS ON PUBLIC RELATIONS PRACTICES IN
MATTHEW WHALEY HIGH SCHOOL

	Almost Always	Freq.	Seldom	Never	Don't Know	Total
TEACHER RESPONSES	74%	12%	2%	0%	12%	100%
CLASSIFIED PARENT RESPONSES						
RESIDENCE						
Inside City Limits	54	27	11	2	6	100
Outside City Limits	59	16	12	3	10	100
RELATIONSHIP TO CHILD						
Mother	63	21	8	1	7	100
Father	36	23	23	7	11	100
EDUCATIONAL LEVEL						
Elementary	54	8	14	8	16	100
High School	61	27	7	2	3	100
College	53	24	15	1	8	100
Graduate	47	25	14	0	14	100

A slight difference exists between the responses of parents living inside the city limits and those living outside the limits. The parents living inside the city limits responded in a similar fashion as the teachers to the statements regarding public relations practices in the high school, but not to the extent that the parents from within the limits recorded.

Considerable variation was found to exist between the responses of mothers and fathers to statements concerning public relations practices in the high school. The responses

of the mothers were in accord with those of the teaching staff, while those of the fathers were varied to an extent with those of the teachers at the high school when compared with the responses of the mothers.

Both the responses of parents of the elementary and graduate school level differed from the responses of the teachers in reference to public relations practices in the high school. Those responses of parents of the high school and college level were in accord with the responses of the teachers, with a slightly higher accord existing between the responses of parents of the high school level and those of the teachers.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

On the basis of the foregoing data the following summary may be made:

1. A majority of the parents were informed of the grouping practices in the high school. However, a large minority lacked definite assurance of what the practices of the high school were in reference to homogeneous grouping, while others were entirely uninformed.

2. The greatest number of parents appear to be informed of the promotional practices occurring in the school. An absence of interpretation was evident in a few cases. However, the responses of teachers and parents were in general agreement but differed in intensity in regard to the practice of passing students whether their work is good, bad, or indifferent. The teachers indicated that this was "seldom" the practice of the school, while a segment of the parents were of the opinion that the practice "never" occurred in the high school.

3. In respect to disciplinary practices in the high school, interpretation ranged from very good to very poor. Parents were familiar with how the school handles students who are considered to have "misbehaved," but a majority of

the parents were uninformed concerning the amount of freedom allowed children in the high school.

4. The extent to which the marking practices were interpreted to the parents by the school varied according to the stated practice the parent was asked to react to. A high degree of interpretation existed between the school and the parents in reference to (1) the reliability of grades at the high school, and (2) the effectiveness of the report to parents of pupil progress in the school. However, a large segment of parents were not informed of the purpose of giving marks to students in the high school.

5. Adequate information in the area of individual differences failed to reach a relatively large segment of the parents. The particular areas where these inadequacies were most apparent are as follows:

(1) The challenge of courses offered at the high school to the student's ability.

(2) Requirements regarding the mastery of the "three R's." It would appear that any lack of interpretation in this particular area could be partially traced to the lack of uniformity of the teachers' responses.

(3) Who decides what the children are to learn.

(4) Who decides what subjects the student is to take.

In the other areas concerning individual differences, interpretation was generally in evidence.

6. Evidence of both good and poor interpretation was found in the area of curriculum practices in the high school. Parents appeared well informed of the practices of the school in reference to teaching children "how to think," "what is worth thinking about," and something regarding responsibility. Apparent weakness in interpretation was found in practices regarding homework, the amount of sufficient drill in the high school, and particularly the practice of teaching children "what to think."

7. It appears that less information has been made available to the parents in the area of instruction than in any of the other areas investigated. Particularly poor interpretation was found to exist in the area of sex education practices in the school, where the majority of parents were uninformed. Other large segments of parents, though not majorities, were uninformed of the practices of the school in (1) preparing students for jobs, (2) preparing students for college, and (3) teaching the "three R's." A majority of parents were informed of the practice of the school in teaching "a sufficient amount of organized knowledge"; however, evidence of poor interpretation was found among a significant number of parents in this area. The practice of the school in preparing students for social living appears to have been

given considerable attention. Parents were better informed of this practice than any of the other practices that were investigated.

8. Good interpretation appears to exist in the area of public relations, with just one small segment of the parents of the opinion that the school did not keep them informed.

9. Both parents living inside and outside the city limits were found to be equally well informed of the grouping practices in the high school.

The mothers were slightly better informed of the grouping practices in the high school than were the fathers.

Parents who had attained the high school level were better informed than any of the other classified groups of parents, while the poorest interpretation appeared to exist between the school and parents who had not passed beyond the elementary school level.

10. Parents living inside the city limits of Williamsburg were better informed of the promotional practices in the high school than parents who reside outside the city limits.

Mothers were better informed of the promotional practices in the high school than the fathers.

Parents who had attained the college level were better informed of the promotional practices in the high school than any of the other classified groups of parents. The poorest interpretation was found to exist between the school and

parents who had progressed no further than an elementary school education. Parents on the graduate level were little better informed of the promotional practices in the high school than the least informed group of parents.

11. Parents living inside and outside the city limits were equally well informed of the disciplinary practices in the high school.

Fathers were not as well informed of the disciplinary practices in the high school as the mothers.

College educated parents were better informed of the disciplinary practices in the high school than the parents of the other three educational levels. Parents with an elementary education or below were the least informed, while poor interpretation also existed between parents of the graduate school level and the teachers at the high school.

12. Differences in interpretation between parents living inside and outside the city limits and the high school in reference to marking practices were negligible.

Mothers were found to be considerably better informed of the marking practices in the high school than the fathers.

It was found that college educated parents were slightly better informed of the marking practices in the high school, while a large segment of parents who had attained the graduate school level were uninformed of the marking practices in the high school.

13. Parents living inside the city limits were better informed of the practices regarding individual differences in the high school than parents living outside the city limits.

Mothers were found to be much better informed of the practices relating to individual differences than fathers.

Parents who had attained the high school level were considerably better informed of the practices in reference to individual differences than any other group of parents. Interpretation was poorest between parents who had not exceeded the elementary school level and the teachers at the high school, while parents who had attained the graduate level were also poorly informed.

14. Parents living inside the city limits were slightly better informed of the instructional practices in the high school than parents living outside the city limits.

Mothers were decidedly better informed of the instructional practices in the school than were the fathers.

Parents of the high school level were better informed of the instructional practices in the school than parents of the elementary, college, or graduate levels. Parents with graduate training were found to be the poorest informed in reference to this group of practices.

15. Differences in interpretation between parents living inside and those living outside the city limits and the school in regard to curriculum practices were negligible.

Mothers were slightly better informed of the curriculum practices in the high school than were the fathers.

College and high school trained parents were almost equally well informed of the curriculum practices in the high school. Parents who had attained only the elementary school level were the least informed of the four groups, with a large segment of parents of the graduate level almost as poorly informed.

16. Parents living inside the city limits were slightly better informed of the public relations practices than parents living outside the city limits of Williamsburg.

Mothers were considerably better informed of the public relations practices in the high school than were the fathers.

Parents who had attained the high school level were slightly better informed of the public relations practices in the high school than parents of the college level. Poorest interpretation existed between the school and parents of both the elementary and graduate levels in regard to public relations practices.

II. CONCLUSIONS

1. In general, it would appear that the school keeps the majority of parents informed of the practices in the

high school. However, some weaknesses in interpretation were found to exist in the areas of instructional, marking, and disciplinary practices.

2. The opinions of parents whose children attend private schools tended to make interpretation appear weaker in all areas.

3. Parents living inside the city limits of Williamsburg were better informed of the practices in Matthew Whaley High School in the areas investigated than parents living outside the city limits.

4. Mothers with children of high school age were without exception better informed of the practices in the high school than were fathers with children of high school age.

5. High school trained parents were usually better informed of the practices in the school than the parents of the other three educational levels, with parents who had attained the college level almost as well informed.

6. Poorest interpretation was found to exist among parents who had attained the elementary level and those parents of the graduate level.

III. RECOMMENDATIONS FOR FURTHER STUDY

It is the opinion of the investigator that further research in the following areas would be of value to (1) the teachers, administrators of Matthew Whaley High School,

(2) the citizens of Williamsburg, Virginia, and
(3) educators interested in improving the relationship
between the school and community:

1. An inquiry into the extent of agreement or
disagreement of the community with the philosophy of
Matthew Whaley High School.

2. An evaluation of the Public Relations Program
at Matthew Whaley High School.

3. An investigation into the extent of interpre-
tation of the elementary school in Williamsburg to the
school community.

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APPENDIX A - QUESTIONNAIRE SUBMITTED TO THE
TEACHING STAFF OF MATTHEW WHALEY
HIGH SCHOOL AND PARENTS IN THE
SCHOOL COMMUNITY WITH CHILDREN
OF HIGH SCHOOL AGE

reactions:

Please read each of the following statements carefully. After each statement check that word which most nearly gives your opinion of what you believe is true of Matthew Whaley High School. For example, Statement No. 1 (below) if you believe that bright and dull students most always attend classes together at Matthew Whaley High school, place an "X" next to the words "almost always." There is also a space provided below each statement headed "COMMENTS" where you might wish to explain the choice you have made.

Bright and dull students attend classes together.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

Students are promoted at the end of each year regardless of whether their schoolwork is good, bad, or indifferent.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

The school requires too much homework.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

Grades (marks) are given according to the amount of subject matter learned.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

If the student misbehaves, discipline follows immediately.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

Discipline is harsh at Matthew Whaley High School.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

The report to parents (of grades) gives a good picture of how well the pupil is doing in school.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

The student must master the required subjects or repeat the subjects.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

The courses offered at the High School are a real challenge to the student's ability.

Almost always___ Frequently___ Seldom___ Never___ Don't know___
COMMENTS:

- . Students do what they are interested in doing, and are not forced to study the three R's (reading, writing, arithmetic).
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- . Students are taught responsibility.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- . Students are allowed to do what they please.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- . Students are taught what is worth thinking about.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- . Students are taught how to think.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- . The pupil's progress in school is shown by the grades he gets.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- . The amount of drill necessary to master the three R's is sufficient at the high school.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- . Students learn to get along socially.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- 3. The teachers decide what the children are to learn.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- 9. Students are taught the three R's.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

- 0. A student is kept with his own age group through his high school days.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

1. Pupils and teachers together plan what the students will study.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

2. Classes are separated into groups of slow and fast learners.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

3. The high school does a good job of preparing for college those children who have the ability.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

4. The school cooperates with the home.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

5. The students decide what subjects they want to study.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

6. Students are taught what to think.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

7. The school prepares the students for jobs.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

8. The chief purpose of giving marks (grading) is to create competition among students.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

9. Sex education is taught in all grades in the high school as the need arises.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

10. The courses that pupils study at Matthew Whaley High School are too easy.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

11. Students are taught a sufficient amount of organized knowledge.
Almost always__ Frequently__ Seldom__ Never__ Don't know__
COMMENTS:

3. An exceptionally bright child may skip a grade if he is ahead of his own age group.
 Almost always ___ Frequently ___ Seldom ___ Never ___ Don't know ___
 COMMENTS:

3. The high school keeps parents informed about what is going on in the school.
 Almost always ___ Frequently ___ Seldom ___ Never ___ Don't know ___
 COMMENTS:

4. Students are taught something regarding the rights of others.
 Almost always ___ Frequently ___ Seldom ___ Never ___ Don't know ___
 COMMENTS:

5. The students decide what they want to study in each subject area.
 Almost always ___ Frequently ___ Seldom ___ Never ___ Don't know ___
 COMMENTS:

* * * * *

It would help a lot in our understanding of your thinking if you'll just take a second more to jot down a word or two about yourself:

Male ___ Female ___

Occupation (what you do for a living) _____

Where do you live? Inside the city limits ___
Outside the city limits ___

What was the highest grade you attained in school: (circle the number)

Elementary	High School	College	Graduate Work
1 2 3 4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19

What high school does your child go?
 Matthew Whaley ___ Walsingham Academy ___ Other private school ___
 Not in school ___

What grade is your child enrolled in at the present time: (circle the Number)

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

What is your relation to the child?
 Mother ___ Father ___ Other ___

**APPENDIX B - LETTER SUBMITTED WITH QUESTIONNAIRE
TO PARENTS IN THE SCHOOL COMMUNITY
WITH CHILDREN OF HIGH SCHOOL AGE**

**APPENDIX C - TABLES PRESENTING TOTAL AND
CLASSIFIED RESPONSES OF PARENTS
AND TEACHERS TO THE QUESTIONNAIRE**

To Parents with Children of High School Age:

Enclosed you will find a questionnaire concerning Matthew Whaley High School. I am a graduate student at the College of William and Mary, and have developed this questionnaire in an effort to discover what you believe are the practices at Matthew Whaley High School. Educational leaders in both the community and the college have expressed a real interest in this study.

The few minutes you take to complete the enclosed questionnaire could very easily contribute to a closer relationship between you and your school, which of course is desired by both the parents and school personnel.

As this investigation is concerned only with the combined opinions of all parents with children of high school age, your name is not requested, nor will it be used in connection with any part of this study.

The questions are about the high school only. Please put the completed questionnaire in the enclosed addressed and stamped envelope and return it at your earliest convenience. Your cooperation in returning this questionnaire promptly is earnestly requested, as the time spent by me in personally calling for those not returned would be great.

Sincerely,

Robert W. Ward

TABLE X

TOTAL RESPONSES OF THE MATTHEW WHALEY
HIGH SCHOOL TEACHING STAFF TO THE QUESTIONNAIRE
BY NUMBER AND PER CENT

Question Number	Almost Always		Freq.		Seldom		Never		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	13	76.4	3	17.6	1	5.8	0	0	0	0
2	2	11.7	3	17.6	10	58.8	0	0	0	0
3	0	0	1	5.8	14	82.3	1	5.8	1	5.8
4	9	52.9	3	17.6	2	11.7	2	11.7	1	5.8
5	7	41.2	8	47.1	2	11.7	0	0	0	0
6	0	0	0	0	11	64.7	6	35.3	0	0
7	12	70.5	5	29.4	0	0	0	0	0	0
8	9	52.9	1	5.8	4	23.5	0	0	3	17.6
9	10	58.8	7	41.2	0	0	0	0	0	0
10	2	11.7	2	11.7	5	29.4	4	23.5	4	23.5
11	7	41.2	8	47.1	2	11.7	0	0	0	0
12	0	0	4	23.5	7	41.2	4	23.5	2	11.7
13	11	64.7	3	17.6	0	0	0	0	3	17.6
14	7	41.2	8	47.1	2	11.7	0	0	0	0
15	7	41.2	7	41.2	3	17.6	0	0	0	0
16	7	41.2	4	23.5	3	17.6	0	0	0	0
17	12	70.5	5	29.4	0	0	0	0	0	0
18	5	29.4	10	58.8	1	5.8	0	0	0	0
19	9	52.9	6	35.3	1	5.8	0	0	1	5.8
20	10	58.8	7	41.2	0	0	0	0	0	0
21	4	23.5	12	70.5	1	5.8	0	0	0	0
22	0	0	1	5.8	11	64.7	3	17.6	2	11.7
23	14	82.3	2	11.7	0	0	0	0	1	5.8
24	16	94.1	0	0	0	0	0	0	1	5.8
25	8	47.1	7	41.2	1	5.8	0	0	1	5.8
26	1	5.8	4	23.5	9	52.9	2	11.7	1	5.8
27	6	35.3	7	41.2	3	17.6	1	5.8	0	0
28	0	0	0	0	5	29.4	12	70.5	0	0
29	5	29.4	8	47.1	2	11.7	0	0	2	11.7
30	0	0	1	5.8	14	82.3	0	0	2	11.7
31	9	52.9	5	29.4	0	0	0	0	3	17.6
32	0	0	4	23.5	6	35.3	0	0	7	41.2
33	9	52.9	4	23.5	1	5.8	0	0	3	17.6
34	12	70.5	4	23.5	0	0	1	5.8	0	0
35	0	0	9	52.9	6	35.3	0	0	2	11.7

NOTE: The total teacher response was 17.

TABLE XI

TOTAL RESPONSES OF PARENTS TO THE QUESTIONNAIRE
BY NUMBER AND PER CENT

Statement Number	Almost Always		Freq.		Seldom		Never		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	77	66.3	17	14.6	4	3.4	0	0	18	15.5
2	12	10.3	19	16.3	38	32.7	26	22.4	23	19.8
3	4	3.4	23	19.8	56	48.2	22	18.9	11	9.4
4	57	49.5	20	17.2	11	9.4	6	5.1	22	18.9
5	50	43.1	27	32.2	16	13.7	0	0	23	19.8
6	1	0.86	2	1.7	44	37.8	55	47.4	14	12.1
7	70	60.3	19	16.3	11	9.4	6	5.1	10	8.6
8	68	58.6	14	12.1	10	8.6	2	1.7	22	18.9
9	46	39.6	35	30.1	10	8.6	6	5.1	19	16.3
10	27	23.2	26	22.4	20	17.2	19	16.3	24	20.6
11	62	53.4	25	21.5	16	13.7	0	0	13	11.2
12	11	9.4	38	32.7	27	23.2	16	13.7	24	20.6
13	57	49.1	27	23.2	10	8.6	1	0.86	21	18.1
14	54	46.5	29	25.0	16	13.7	1	0.86	16	13.7
15	67	57.7	24	20.6	9	7.7	2	1.7	14	12.1
16	33	28.4	18	15.5	23	19.8	9	7.7	33	28.4
17	87	75.0	18	15.5	1	0.86	0	0	10	8.6
18	57	31.8	34	29.3	15	12.9	6	5.1	24	20.6
19	51	43.9	18	15.5	22	18.9	5	4.3	20	17.2
20	45	38.7	35	30.1	9	7.7	7	6.03	20	17.2
21	43	37.06	32	27.5	16	13.7	5	4.3	20	17.2
22	12	10.3	15	12.9	42	36.2	24	20.6	23	19.8
23	52	44.8	28	24.1	19	16.3	3	2.5	14	12.1
24	71	61.2	23	19.8	12	10.3	1	0.86	9	7.7
25	46	39.6	38	32.7	14	12.1	2	1.7	16	13.7
26	11	9.4	16	13.7	26	22.4	24	20.6	39	33.6
27	30	26.5	57	49.1	10	8.6	0	0	19	16.3
28	6	5.1	12	10.3	22	18.9	55	47.4	21	18.1
29	16	13.7	18	15.5	19	16.3	10	8.6	53	45.6
30	4	3.4	18	15.5	53	45.6	18	15.5	23	19.8
31	42	36.2	35	30.1	13	11.2	1	0.86	25	21.5
32	11	9.4	24	20.6	29	25.0	14	12.1	38	32.7
33	58	50.0	27	23.2	16	13.7	5	4.3	10	8.6
34	73	62.9	16	13.7	8	6.8	0	0	19	16.3
35	15	12.9	41	35.4	21	18.1	7	6.03	32	27.5

NOTE: The total parent response was 116.

TABLE XII

CLASSIFIED RESPONSES OF PARENTS TO THE QUESTIONNAIRE
ACCORDING TO RESIDENCE

Statement Number	Parents Living Inside City Limits					Parents Living Outside City Limits				
	AA	F	S	N	DK	AA	F	S	N	DK
1	37	11	3	0	10	40	6	1	0	8
2	5	10	19	14	13	5	9	19	12	10
3	0	12	28	13	8	4	10	27	7	7
4	29	15	7	1	9	28	5	4	5	13
5	36	15	7	0	3	24	12	9	0	10
6	0	2	21	31	7	1	0	23	24	7
7	37	10	6	2	6	33	9	5	4	4
8	32	9	8	1	11	36	5	2	1	11
9	19	27	4	3	8	22	16	6	3	8
10	13	19	10	9	10	14	9	10	10	12
11	30	19	7	0	5	32	6	9	0	8
12	6	16	16	8	15	5	22	11	9	8
13	28	17	6	1	9	29	10	4	0	12
14	27	17	8	1	8	28	12	8	0	7
15	34	15	5	1	6	32	10	4	1	7
16	17	15	13	1	15	16	4	10	8	17
17	44	11	1	0	5	44	6	0	0	5
18	19	17	10	2	13	18	17	5	4	11
19	27	9	15	3	7	26	7	7	2	13
20	28	23	2	2	6	17	12	7	5	14
21	23	18	13	1	6	20	14	3	4	14
22	6	8	21	14	12	6	7	22	10	10
23	25	17	10	3	6	27	11	9	0	8
24	36	15	6	1	3	35	8	6	0	6
25	21	25	8	1	6	25	13	6	1	10
26	6	10	17	10	18	5	6	10	14	20
27	10	34	6	0	11	20	23	4	0	8
28	4	6	13	29	9	2	6	9	26	12
29	7	9	14	4	27	9	9	5	6	26
30	3	15	24	10	9	1	3	30	8	13
31	20	21	7	1	12	22	14	6	0	13
32	9	14	18	4	16	2	10	11	10	22
33	29	17	8	2	5	29	10	8	3	5
34	39	10	6	0	6	34	7	2	0	12
35	6	25	11	3	15	9	16	10	4	16

NOTE: The total response was 116.
Sixty-one of the total responses (52%) were made by parents living inside the city limits; fifty-five of the responses (48%) were made by parents living outside the city limits.

TABLE XIII

CLASSIFIED RESPONSES OF PARENTS TO THE QUESTIONNAIRE
ACCORDING TO THEIR RELATIONSHIP TO CHILD

Statement Number	MOTHER					FATHER				
	AA	F	S	N	DK	AA	F	S	N	DK
1	53	11	2	0	12	19	6	2	0	6
2	4	12	30	21	11	6	4	7	8	8
3	4	16	43	11	5	0	7	14	7	5
4	39	12	7	6	14	16	6	4	0	7
5	37	17	9	0	15	10	10	5	0	8
6	1	1	37	31	8	0	1	10	16	6
7	52	11	7	3	5	16	6	4	3	4
8	49	11	6	0	12	17	2	4	1	9
9	34	26	6	1	11	12	9	2	2	8
10	19	19	14	11	15	7	7	5	5	9
11	44	19	8	0	7	14	6	8	0	5
12	6	32	19	9	12	5	6	7	5	10
13	40	18	5	0	15	13	8	5	1	6
14	39	19	10	0	10	14	6	6	1	6
15	48	14	7	1	8	16	7	2	1	6
16	25	12	15	4	22	8	6	6	2	11
17	59	11	1	0	7	22	8	0	0	3
18	26	24	11	3	14	11	8	2	2	11
19	35	10	17	2	14	15	6	5	1	6
20	34	23	6	6	9	11	10	3	1	8
21	34	24	8	1	11	6	7	8	4	8
22	10	9	33	13	13	2	6	7	8	10
23	42	18	12	0	6	10	10	4	3	8
24	56	13	4	0	5	11	9	7	1	5
25	34	27	9	0	8	11	9	5	0	8
26	6	11	21	17	23	3	4	5	7	14
27	22	38	6	0	12	6	16	4	0	7
28	3	6	15	41	13	3	5	5	13	7
29	10	14	15	3	36	4	2	4	6	17
30	1	13	40	10	14	3	4	10	8	8
31	29	24	9	0	16	12	9	3	0	9
32	4	16	22	8	28	7	5	7	3	11
33	42	21	8	1	6	13	6	8	3	2
34	56	9	3	0	10	16	5	5	0	7
35	13	32	13	2	18	2	8	6	4	13

NOTE: The total response was 111.
Five questionnaires were not used as they were answered by both the mother and father. Seventy-eight of the total responses (70%) were made by mothers; thirty-three of the responses (30%) were made by fathers.

TABLE XIV

CLASSIFIED RESPONSES OF PARENTS TO THE QUESTIONNAIRE
ACCORDING TO THEIR EDUCATIONAL LEVEL

Statement Number	ELEMENTARY					HIGH SCHOOL				
	AA	F	S	N	DK	AA	F	S	N	DK
1	12	0	1	0	2	33	6	0	0	5
2	3	1	2	6	3	1	5	22	10	6
3	1	0	7	4	3	1	9	22	8	4
4	10	0	0	0	5	24	5	3	3	9
5	10	1	0	0	4	17	11	5	0	11
6	0	1	1	11	2	0	0	22	16	6
7	12	1	1	0	1	29	6	3	3	2
8	10	0	0	0	5	28	7	2	1	6
9	9	1	0	1	4	18	16	2	1	7
10	3	0	3	4	5	12	10	4	10	8
11	11	1	1	0	2	23	12	6	0	3
12	1	0	5	5	4	5	16	10	5	8
13	11	0	0	0	4	24	10	3	0	7
14	11	1	0	0	3	20	11	6	0	7
15	12	1	0	0	2	31	6	2	1	4
16	8	0	0	0	7	14	8	8	5	9
17	12	1	0	0	2	36	5	1	0	3
18	4	1	1	1	8	17	14	6	2	5
19	11	0	0	0	4	19	7	9	3	6
20	4	0	3	2	6	16	15	5	3	5
21	7	1	0	2	5	19	15	3	0	7
22	1	2	4	2	6	6	6	9	15	9
23	12	0	0	0	3	21	12	8	0	3
24	8	1	3	0	3	28	13	2	0	1
25	7	3	1	1	3	18	17	6	1	2
26	6	0	0	3	6	1	10	10	12	11
27	8	4	1	0	2	15	21	3	0	3
28	2	0	1	6	6	4	8	6	21	5
29	4	0	0	2	9	4	11	9	3	17
30	0	1	5	5	4	1	7	26	5	5
31	10	1	0	0	4	17	16	4	0	7
32	2	3	4	3	3	2	12	8	7	15
33	8	1	2	2	2	25	11	4	2	2
34	10	0	0	0	5	30	6	2	0	6
35	20	4	1	2	6	8	20	8	2	6

NOTE: The total response was 107. Five questionnaires were answered jointly and were therefore not valid. four parents failed to indicate their educational level.

TABLE XIV Continued

CLASSIFIED RESPONSES OF PARENTS TO THE QUESTIONNAIRE
ACCORDING TO THEIR EDUCATIONAL LEVEL

Statement Number	COLLEGE					GRADUATE				
	AA	F	S	N	DK	AA	F	S	N	DK
1	19	7	3	0	5	10	3	0	0	1
2	3	9	9	7	6	3	3	1	3	4
3	1	7	20	4	2	0	6	5	2	1
4	4	10	5	2	3	3	4	2	1	4
5	12	10	7	0	5	5	3	3	0	4
6	0	1	16	15	2	1	0	3	8	2
7	19	5	5	2	3	7	2	3	1	1
8	16	4	7	0	7	2	3	4	0	4
9	11	13	5	1	4	1	5	3	1	4
10	6	13	10	2	3	3	3	2	0	6
11	17	6	6	0	5	2	5	3	0	4
12	2	15	7	3	7	3	4	2	0	5
13	13	11	5	0	5	3	3	1	1	6
14	12	8	6	0	8	2	4	4	1	3
15	17	9	4	0	4	5	3	2	1	3
16	8	7	7	5	9	2	2	4	1	5
17	23	8	0	0	3	6	4	0	0	4
18	5	16	6	0	7	4	3	1	2	4
19	12	8	9	1	4	4	1	4	0	5
20	14	11	1	2	6	5	5	1	0	3
21	9	12	7	1	5	4	2	3	2	3
22	2	6	15	5	6	1	1	5	2	5
23	15	7	7	1	4	4	2	2	2	4
24	20	8	2	1	3	8	2	2	0	2
25	14	10	4	0	6	1	6	3	0	4
26	1	4	12	4	13	1	2	4	0	7
27	6	18	6	0	4	1	7	1	0	5
28	0	3	7	19	5	0	1	3	5	5
29	2	5	5	3	19	3	0	3	2	6
30	0	5	19	3	7	3	2	3	2	4
31	9	11	5	1	8	4	2	4	0	4
32	3	6	10	3	12	4	1	4	0	5
33	16	7	8	0	3	5	5	2	0	2
34	19	7	3	0	5	7	2	2	0	3
35	3	10	9	1	11	0	5	3	2	4

Fifteen responses (14%) were made by parents of the elementary level; forty-four responses (42%) were made by parents of the high school level; thirty-four responses (31%) were made by parents of the college level; fourteen responses (13%) were made by parents on the graduate level.