August 7, 1959

To the Graduate Council:

I am submitting herewith a thesis written by Leroy Gooden entitled "Parental Influence on Walland High School Students." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration and Supervision.

Major Professor

We have read this thesis
and recommend its acceptance:

Helen Powers

John W. Gilliland

Accepted for the Council:

Dean of the Graduate School

PARENTAL INFLUENCE ON WALLAND HIGH SCHOOL STUDENTS

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

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by

Leroy Gooden

August 1959

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33

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CHAPTER I

BACKGROUND OF THE STUDY

Introduction

In recent years there has been a growing recognition of the fact that schools are more likely to succeed in attaining their objectives if the relationships between the school and the community are cordial and wholesome. Many public institutions and large industrial agencies have manifested a great deal of interest in recent years in the problem of public relations. It is generally recognized that the relations between the school administration and the community have an important bearing upon the progress of the school and its activities. Many educators feel that the first step for the school principal in developing cordial school-community relations is for the principal to know what people think about their school. The same applies to a limited extent, of course, to each member of the faculty. During the past decade many methods have been used in an attempt to determine the feelings of people in the community about the public school program.

Statement of the Problem

The problem of this thesis was to evaluate Walland High School with respect to the attitude of the parents toward the physical needs of the school, the methods used in teaching the students, the relationships existing between the students and the teachers, the social and recreational activities of the school and, the relationships existing between the school and the community.

Scope of the Survey

This survey deals in large measure with the following aspects:

First it deals with the opinions of the parents and of the students relative to Walland High School.

Second it deals primarily with problems based on the school activities for the 1958-59 school year.

Importance of the Study

At the outset it might be well to explain that there has been no special climactic occurance at Walland High School either favorable or unfavorable to cause the immediate need

of this study. However, a slow development of many factors over a period of years has brought about a general realization of the need for improvement of understanding between parents, teachers and students. It has been the writer's observation that when everyone understands the needs of the school and the purpose to which all are striving then there will be more complete cooperation between everyone involved.

When any great and critical need has arisen at Walland High School, such as the support of an athletic program or the financing of the yearbook, the general public has been very cooperative. Athletic events were generally well attended and the school extra-curricular needs were amply financed by the community when needed. Sadly but truly it has generally been difficult to get the public's aid in some of the things that were most important--the instruction and guidance of the children in school. The general attitude has been that the school was running smoothly enough. As far as could be ascertained criticism has been fragmentary and of a very unspecific nature. An eminent authority, Harold C. Hand has stated some very pertinent facts about the attitude of parents:

> As has been several times implied, the attitude of parents toward the school is a great concern to teachers.

> It is a truism that the school's effectiveness is enhanced in proportion to the degree that teachers and parents harmoniously work together. Since cooperation is necessarily based on understanding, it follows that teachers get to know as much as possible about the educational attitudes of parents. Even though some are quite mistaken and otherwise unacceptable, and hence need overhauling, these parents' attitudes are principal among the considerations which determine whether the school enterprise is to be regarded as a success or as a failure and whether it is to be strengthened by generous support or weakened by community neglect. Consequently the teachers as well as the head of the school and the members of the board of education need to know what these attitudes actually are.[1]

It is generally conceded that the attitude of the child is largely a reflection of any opinions or ideas held by the parent. This seems to be especially true with most pupils of high school age, and great variations from this pattern are infrequent. For this reason the opinion of the parent is very important in that it influences the thinking and in many cases the opinions of the pupils. If the thinking of the parents can be made more constructive and in more and better accord with the policies and purposes of the school then greater achievements can be made for the development of this community project. Furthermore, the opinion

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[1]Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), pp. 20-21.

of the parent is important for another essential reason. This is because the parent is one of the major parts of the public which supports the school and supplies the child for whom the school is to be operated. As the cost of the operation of public schools increases the problem of support becomes greater and greater. Concerning the opinions of the public, C. R. Van Nice made some very thought-provoking observations:

> The public is the teachers employer, but the teacher cannot meet a mass of humanity face to face and cannot give individual answers to numberless voices. It happens, however, that the public is made up of like-minded groups of individuals whose reaction toward the school falls into a relatively small number of patterns. Observation of these patterns, their causes in affect, the establishing of certain laws by which the teacher can predict the probable reaction of the public to his efforts.[2]

The administrator and his staff need all the assistance which can be possibly obtained from the community. The parents usually expect the principal of the school to be an effective leader. In writing on leadership, George Gallup says: "Leaders who do not know what the public thinks, or the state of the public knowledge on any issue, are likely to

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[2] C. R. Van Nice, Teacher Team-work With a Problem Public (Topeka: School Activities Publishing Company, 1940), p. 42.

be ineffective and unsuccessful leaders."[3]

It was believed that a survey of parent opinion and a thorough appraisal of the results obtained would be of great benefit to the principal and faculty of Walland High School. A survey of parent opinion may awaken a much needed parent interest in education. Odis A. Crosby has the following to say on the value of known opinion: "Known opinion is the foundation in which to build good relations with the public, pupils and the profession alike."[4] It was recognized that it would be extremely difficult to obtain exact opinion, as the human element makes this just about impossible. However, by seeking the actual opinions of both parents and students it was felt that most would answer frankly and honestly.

Related Studies

Practically since the end of World War II, America

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[3]George Gallup, A Guide to Public Opinion Polls (Princeton: Universal Press, 1944), p. 7.

[4]Odis A. Crosby, "The Nation Reaches a Verdict in the Case of the People Vs. Today's Schools," The Nation's Schools, 47:34-7, January 1951.

has been more concerned with its schools in many respects than ever before. As a result several studies and surveys have been conducted in an effort to determine how well our schools are meeting the needs of present-day youth as well as to seek to learn just where the schools are failing and what may be done about this. Since 1944 two nation-wide surveys of opinion about public education have been reported by disinterested agencies. The first, conducted by the National Opinion Research Center of the University of Denver, in 1944, indicated that 57 per cent of the respondents expressed satisfaction of the schools or had no change to suggest.[5] The second survey was made by Elmo Roper in October, 1950. Roper's sampling showed that 33.4 per cent of the respondents were satisfied with their school, 38.2 per cent were fairly satisfied, and 16.8 per cent were not satisfied.[6]

Henderson and Hand gave the results of five studies made in Illinois from 1947 to 1951. These surveys were

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[5]Editorial, "Are the Schools All Right?" The School Executives, 63:23-24, August 1944.

[6]Editorial, "What U. S. Thinks About Its Schools," Life, 29:11-18, October 16, 1950.

made in communities with a population range of 10,000 to 100,000. In these studies from 62 to 83 per cent of the respondents said they were satisfied with their schools.[7]

In 1951 Joyce K. Hamric made a study of parents opinion of the Woodland, Oak Ridge, Tennessee school.[8] One questionnaire was sent to each of 370 parents. Two hundred and one were returned. Hamric found that 40 per cent of the parents were satisfied and that 44.3 per cent were well satisfied with their schools.

In 1953 Darwin W. Womack made a study of parent opinion in the Spring City Elementary School and found that in general the parents were satisfied with their schools.[9] In 1957 Bruce D. Smith made a survey of parent opinion of Spring City High School. He reported that the opinions given of the school were:

Excellent--7½ per cent

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[7]C. Winfield Scott and Clyde M. Hill, Public Education Under Criticism (New York: Prentice-Hall, Inc., 1954), p. 213.

[8]Joyce K. Hamric, "A Survey of Parent Opinion of Woodland School, Oak Ridge, Tennessee" (Unpublished Master's thesis, University of Tennessee, June 1951).

[9]Darwin W. Womack, "A Survey of Parent and Student Opinion of Spring City Elementary School, Spring City, Tennessee" (Unpublished Master's thesis, University of Tennessee, August 1953).

Average--83 per cent

Poor--5.8 per cent

No response--3.7 per cent.

Generally this was considered as a favorably report of parent opinion.[10]

Methods of Procedure

When the writer decided to undertake a study of this nature, he realized that it was a project which would require the cooperation of the faculty, the student body and the parents. In this respect the study was a cooperative project on the part of most of the community. Among the methods which might be used to determine the opinion of parents and students concerning Walland High School, it was decided that the questionnaire method would doubtless be more practicable. The questionnaire method would give all the parents and students a chance to express their feelings and attitudes toward many phases of the school. With the aid of suggestions of the principal and members of the faculty two

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[10]Bruce D. Smith, "A Survey of Parent Opinion of Spring City High School, Spring City, Tennessee" (Unpublished Master's thesis, University of Tennessee, June 1957).

forms of questionnaires were prepared, one for the parents and one for the students. Several students and all members of the faculty showed a great deal of interest in the project and as a result the questionnaires were typed and an adequate number mimeographed and distributed. A copy of each of the questionnaires used in this study is included in the appendix of this thesis.

After careful consideration it was decided to give each student in high school a copy of the questionnaire especially designed for the students; the oldest pupil in high school from a family was asked to take the parent questionnaire home. In some cases the parents were contacted and presented with the copies of the questionnaire in person at parent-teacher association meetings, ball games and other school activities. Since this study was begun early in the school term, it was convenient for the writer to see a considerable number of the parents and talk with them personally.

As before mentioned several of the questionnaires were given to the parents during the fall and early winter months. The ones sent to parents by students and the students questionnaires were given to the pupils for

distribution on February 12, 1959. A total of 105 parent questionnaires were given out. Seventy-three or 69 per cent of these were returned. Two hundred and thirty-five students questionnaires were given out and 167, or 71 per cent, of these were returned. When the last ones were brought back on March 13, the declared deadline, the work of compiling the data from the questionnaires began. Several interested students and faculty members gave their assistance and seemed to enjoy it greatly.

Organization of the Study by Chapters

Chapter I contains a statement of the problem, importance of the study, scope of the study, related studies, methods of procedure and organization of the study by chapters.

A history of Walland High School is included in Chapter II.

An examination of the occupational background of parents is made in Chapter III.

A survey of the educational background of parents is presented in Chapter IV.

Chapter V presents an account of the parents

participation in school activities.

Chapter VI related the school life of the students to their family background.

The conclusion and recommendations of the study are presented in Chapter VII.

CHAPTER II

HISTORY OF WALLAND HIGH SCHOOL

History of Walland Community

In considering the history of Walland Community it is necessary to review some of the history of Blount County. Walland community generally is considered as occupying that section of Blount County commonly known as Miller's Cove which lies close along the base of the Chilhowee Mountain. In a brief way some of the history of Blount County will be related here in order that a broader picture may be presented of the segment which makes up the Walland Community.

Blount County, the tenth county to be organized in Tennessee, lies between the Tennessee River and the Great Smoky Mountains, South of Knox County. It has an area of about 584 square miles, with an estimated one-sixth being mountainous land. The principal stream in Blount County is Little River which flows from high in the Smokies, near Walland, then across most of the county into Knoxville where it joins the Tennessee River. The settlement of Blount

County was begin in 1785. There were several early forts and stations, most estimates agreeing that the one established by Robert McTeer was first. Most of the early immigrants to the county came from the valley of Virginia and proved to be very intelligent, worthy and patriotic citizens. Among some of the early settlers were Bogles, McCroskeys, McCullochs, McGaugeys, McMurrays, Boyds, Cunninghams, Moores, Tiptons, Jeffries and Cusicks. The earliest settlers were mainly Scotch Presbyterians.

Blount County was carved out of Knox County by an act of the territorial assembly on July 11, 1795. The county was named in honor of William Blount, who served for a time as governor of the territory south of the Ohio River. Maryville, the county seat, was named in honor of the governor's wife, Mary Grainger Blount.

There was considerable population in the region as the war of the American Revolution ended, but settlement was not actually legal until 1785 when General John Sevier negotiated a treaty with the Cherokee Indians at Dumplin Creek which opened this region to white settlers. The early settlers were attracted to Maryville and its vicinity by good fertile farm land, available water supply, and the rich

growth of timber. There were also many minerals found in this region. Forestry was the principal occupation in the early days of settlement, with agriculture being pursued on a small scale, but industrial activities began to flourish before the beginning of the twentieth century.

The chief industry of the county since 1913 had been the Aluminum Plant at Alcoa. But there had been other industries of considerable importance including the Schlosser Leather Company which operated at Walland from 1902 until 1931. Some of the other industries were: the Little River Lumber Company which ceased operations about 1935 and several flour and roller mills, lumber mills, marble quarries and two textile mills which were still in operation.

Population density of Blount County was seventy per square mile in 1940 and increased to about ninety in 1950. Population almost doubled from 1930 to 1950 and an increase of 22 per cent was anticipated by 1960. The urban population was increasing much faster than the rural farm population but the rural non-farm population was increasing very fast especially near Maryville and Alcoa. The 1950 census showed that about 95 per cent of the population was native

white.

The climate of Blount County is generally mild because it is sheltered from wind and storms by the Great Smoky Mountains to the southeast and the Cumberland Plateau northwest. This favorable climate had contributed considerably as one of the inducements to the location and development of industry within the county.

It was felt that these explanatory remarks would be helpful in establishing the setting and background for this study and in acquainting the reader with the county in which Walland High School is located. Now more specifically the immediate surroundings of Walland will be discussed. Miss Inez B. Burns has written a history of Blount County, Tennessee in which she has very aptly and accurately pointed out the many interesting and important geographical factors and historical occurrences in the several communities of the county.

Miller's Cove is found near the base of the Chilhowee mountain extending for about ten miles from southeast to northwest. Little River flows across the cove and through the gap of the mountain at Walland. The earliest grant of land on record for this area is one issued by the state of

North Carolina to John Rhea in the year 1794 for 940 acres in Green County on both sides of Little River and Murphy's Cove.

The east end of the cove, called Miller's Cove, is drained by Reed's Creek. This creek was named for Alexander Reed who died before 1810. Walden's Creek in Sevier County can be reached from the east end of Miller's Cove by following the three miles stretch of unimproved road. The west end of Miller's Cove which is drained by Hess' Creek, which was named for John Hess, a Swiss emigrant who came from Carter County and died before 1808, is about seven miles long.

Records show that this cove in early days was called Murphy's Cove, but soon after settlement it was consistently called Miller's Cove, probably from Andrew and Alexander Miller who were listed among the 1800 taxpayers. Amerine's Forge which was operated by George Amerine from 1845 to the beginning of the Civil War, was the largest iron works operated in Blount County. It was a two-bloomary forge located on Hess' Creek just below the open fields on the present mountain homes tract in the west end of Miller's Cove. There are huge piles of slag at the site, while

excavation signs are plain on the Chilhowee mountains where the ore was removed.

John Waters built the first grist and saw mill in the east end of the cove and the descendants of Waters and James Walker have populated that section, and their descendants are abundant to the present day. The Post Office, Waters, was operated here from 1884 to 1912. Dr. James H. Gillespie, was quite a land speculator and in his later days settled in Miller's Cove to oversee and dispose of his thousands of acres of mountain land. Miller's Cove became the eighteenth district of Blount County in May 1880. It had previously been a part of the fifteenth district with Tuckaleechee Cove. In October 1900 the Tennessee Lumber Canal Company was organized and chartered for the stated purpose of operating a railroad from Maryville to the fork of Little River in Tuckaleechee Cove. When the right of way was obtained this company for some reason dissolved and the K. and A. which became the Southern railroad took over and the railroad was finished to Walland late in 1901.

In May 1901 Schlosser Leather Company was chartered to tan hides and manufacture leather. According to their charter they were also granted the right to operate flour

mills and build railroads. Five days later Josias Gamble sold a tract of 223 acres on the northeast side of the river to the Schlosser Leather Company and the company began the construction of a tannery in Miller's Cove. The tannery began operations in 1902. Walland was officially born with the establishment of a post office in late 1902. The name Walland was derived from a combination of Walton and England, two of the chief men in the Schlosser Leather Company combination. A. J. Fisher was the superintendent of the tannery from its beginning until 1922. This plant handled about three hundred to four hundred hides per day, and each hide was five months in process. About 250 carloads of tanbark per year were used. Some of this tanbark, especially hemlock, was bought locally. The leather company built a power plant and placed it in operation in 1909.

The entire plant of the Schlosser Leather Company was destroyed by fire in January 1931. On account of an injunction it was decided not to rebuild at Walland and the machinery and materials that had been salvaged were moved to the Unaka tannery at Newport and the Junaluska tannery at Hazelwood, North Carolina. Since 1931 Walland has declined somewhat in population but during the past decade has

maintained a stable economy, most of the people finding employment in the Aluminum plant at Alcoa.[1]

History of Growth of Walland High School

The Schlosser Leather Company began plans to build an elementary school for the children of the growing Walland community in 1904, three years after the tannery began operations. The original school was located on land presently owned by Mr. J. R. Richardson. The left wing was the original structure with a one-room school on the first floor. About 1905 a wing was added and the school had two rooms. Among the early teachers was Blount County's late county Judge George D. Roberts, Mrs. Hattie Burns and Mrs. Maggie Hughes. Reports and pictures handed down from early citizens give a good idea of the conditions found at that time. The girls wore calico, black stockings and ribbons; the boys gingham shirts and knee britches. The school room desks were made in the tannery carpenter shop. The blackboard was painted on the wall. There was a large

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[1]Inez B. Burns, History of Blount County, Tennessee (Nashville: Benson Printing Company, 1957), pp. 273-75.

water pail containing a dipper, and most of the pupils had slates for their sentences and problems, and the recitation bench was still regularly used.

Early in the twentieth century there were four schools located in Miller's Cove. These schools were Water's, in the east end, Caughron in the west end, Walland and another school whose name has not been preserved, just past the present site of Walland. As Walland prospered and the enrollment grew the other schools closed and transported their children to Walland.

A high school was started at Walland in 1922. Walland was one of the first schools to have a nine months school term while other schools in the county and throughout the area were having six months. The Schlosser Leather Company paid for the expense of operating the school the extra three months.

A new school was constructed on the present site in 1925 and it became a four-year high school as well as an elementary school. Mr. Paul Houts was the first principal with Rose McInturff, Anabell Gillispe and Eloise Ross as his assistants. Other principals have been Reverend O. M. Drinned, George Dillingham, B. K. Whitehead, J. H. Davis, Reverend Charles Lemmons, P. G. Rice, Ben A. Cunningham,

W. B. Rich and the present principal, Clyde McMahan. Today there are eleven high school teachers and six elementary teachers in addition to the principal. The gymnasium was moved to the present site in 1926--classrooms and a lunchroom were added later. A separate elementary building was constructed in 1948. This building is removed from the high school buildings by a sizable distance, yet the entire plant may be construed as occupying the same campus.

The latest building at Walland was built in 1955. This is a modern auditorium with an industrial arts department and principal's office included. This auditorium has a seating capacity of 450 and is adequate to take care of the current needs both for the pupils and for any parent activities. During the past fifteen years the parent-teacher association has functioned actively in the Walland High School, supplying much help and encouragement to the teachers.

It was felt that some additional data should be presented concerning the curriculum of Walland High School. Accordingly, Table I is shown on page 23. This table lists the subjects offered, the ones that were required for graduation and ones that were electives. Table II, page 24,

TABLE I

COURSES OFFERED AT WALLAND HIGH SCHOOL 1958-59

Recommended for College*	High School Diploma	Electives
Mathematics	(1) Arithmetic	**Business Education**
	of	
Algebra I, II	Algebra I	Bookkeeping
Plane Geometry	(4) English I, II, III, IV	General Business
Solid Geometry (½ cr.)	(1) American History	Typing I and II
Trigonometry (½ cr.)	(1) Health & Phy. Ed.	Shorthand
Mechanical Drawing (boys)	* one major (3 Units)	**Industrial Arts**
	** two minors (4 Units)	
Language Arts	(2 each)	Mechanical Drawing
		Woodworking I & II
English (4 years)	**Total 16 Units**	
Spanish I, II		**Music**
or		
French I, II		General Music
Physical Sciences		Chorus
General Science		**Home Economics**
Biology		
		Home Ec. I, II, III

* Math--3 Units; English--4 Units; Science--3 Units; Social--Studies--2 Units; Foreign Language--2 Units; 14 Units and 3 Electives.

TABLE I (continued)

COURSES OFFERED AT WALLAND HIGH SCHOOL 1958-59

Recommended for College	High School Diploma	Electives
Physical Sciences (cont.)		**Social Studies**
Chemistry		Civics
Physics		Economics
		Sociology ($\frac{1}{2}$ cr.)
Social Studies		Ancient History
		Speech-Public
Geography		Speaking and
World History		Dramatics
American History		

TABLE II

WALLAND HIGH SCHOOL TEACHERS, THE SUBJECTS THEY TAUGHT, AND SUBJECTS IN WHICH THEY WERE CERTIFIED

Name of Teachers	Years College	Subjects Taught	Subjects Certified
Burns, Anabell	4	World History American History Spanish	Social Studies English Spanish
Carpenter, J. D.	4	Mathematics Shop	Mathematics Industrial Arts
Coulter, Nina Bell	4	Chemistry Biology General Science	Chemistry Biology General Science History French
Gooden, Leroy	4	Science Physical Edu.	Science Phys. Edu. Physics
Harless, Neubert	4	Geography Civics	Science Phys. Edu. Social Studies

TABLE II (continued)

WALLAND HIGH SCHOOL TEACHERS, THE SUBJECTS THEY TAUGHT, AND SUBJECTS IN WHICH THEY WERE CERTIFIED

Name of Teachers	Years College	Subjects Taught	Subjects Certified
King, Gladys	4	Mathematics Social Studies	Social Studies
Lane, Jama	4	English	English
McMahan, Clyde	5	Principal Solid Geometry	Mathematics Phys. Ed.
Peters, Joyce	4	Librarian English	English
Reese, Mabel	4	English	English Spanish
Shields, Lena	5	Typing Bookkeeping Shorthand	Commercial
Wallace, Sallie	4	Home Economics	Home Economics French

TABLE II (continued)

WALLAND HIGH SCHOOL TEACHERS, THE SUBJECTS THEY TAUGHT, AND SUBJECTS IN WHICH THEY WERE CERTIFIED

Name of Teachers	Years College	Subjects Taught	Subjects Certified
Wilson, A. J.	5	Geography English	Social Studies Phys. Edu.

lists the names of the thirteen teachers in the high school, along with their years of college training, the subjects each taught, and the subjects each was certified to teach.

CHAPTER III

OPINIONS OF PARENTS BY OCCUPATIONAL BACKGROUND

Opinions of Fathers

The parents questionnaire, when examined, revealed some very interesting facts. For the sake of graphic presentation, the results of the information gathered by these questionnaires is shown in the form of tables. First, the opinions of the father, of the students of Walland High School are shown. The initial presentation of the opinions of the fathers was by the type of work in which each was engaged.

Table III, shows the way the school was rated by fathers of various occupations. These data were gathered in response to the question, "What does the father think of the school?"

It can be seen in Table III that ten types of occupations were represented by the fathers of Walland High School pupils. Seventy responded to the 105 questionnaires sent to the parents. Ten of these rated the school excellent; forty-two rated it good; fourteen rated it fair;

TABLE III

HOW THE SCHOOL WAS RATED BY FATHERS OF VARIOUS OCCUPATIONS IN REPLY TO QUESTION "WHAT DOES THE FATHER THINK OF THE SCHOOL?"

Occupation	Excellent	Good	Fair	Poor	Total Replies
Alcoa Worker	9	27	6	0	42
Unemployed	1	1	1	0	3
Plumber		1	1	1	3
Construction		6	3	0	9
Retired		1	1	1	3
Electrician		2	0	0	2
Poultry Worker		0	1	1	2
Minister		2	0	0	2
Lumber Worker		0	1	1	2
Bus Driver		2	0	0	2
Total	10	42	14	4	70

and four rated it poor. Of the seventy who answered this question, more than half were workers of the Aluminum Plant in Alcoa. This was about the correct proportion of Alcoa workers in the communities represented by Walland High School students. Since the Aluminum Company pays good wages generally the employees were able to maintain a high standard of living. Of the forty-two Alcoa workers, twenty-seven were in the one half who rated the school as good. Nine rated the school as excellent and only six rated it as fair. There were none who rated the school as poor. Generally Alcoa workers rated the school much better than any other occupational classification. It is interesting to note that the only ones to rate the school poor were: one plumber, one poultry worker, one lumber worker, and one who was retired. The only ones to rate the school excellent were nine workmen of the Aluminum Company and one unemployed person. It can be safely deduced from these figures that generally the fathers who enjoyed employment at higher pay thought more favorably of the school.

Table IV concerns how the physical education program was rated by fathers of various occupations in answer to the question, "What does the father think of the Physical Education

TABLE IV

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY FATHERS OF VARIOUS OCCUPATIONS IN ANSWER TO QUESTION "WHAT DOES THE FATHER THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Occupation	Excellent	Good	Fair	Poor	Total Replies
Alcoa Worker	3	36	3	0	42
Unemployed	0	1	1	1	3
Plumber	0	1	1	1	3
Construction	3	6	0	0	9
Retired	0	1	0	1	2
Electrician	1	1	0	0	2
Poultry Worker	0	1	1	1	3
Minister	0	2	0	0	2
Lumber Worker	1	1	1	0	3
Bus Driver	0	2	0	0	2
Total	8	52	7	4	71

Program?" Seventy fathers replied to this question. Of these, eight listed the Physical Education Program as excellent, fifty-two rated it as good, seven rated it fair, and four rated the program as poor. Generally the response may be considered very favorable with ten respondents rating the school as excellent and only eight rating the physical education program excellent. On the other hand, there were fifty-one who rated the physical education program as good while only forty-one rated the school good. There were fourteen who rated the school fair and only seven who rated the physical education program fair. Four rated both the school and the physical education program as poor. However, these were not the same persons. As before mentioned, a plumber, poultry worker, lumber worker, and a retired person rated the school as poor. while an unemployed person, a poultry worker, a plumber and a retired worker rated the physical education program as poor. As was the case with the workers in Table III, those in Table IV who worked at the Aluminum Company in Alcoa showed the most favorable responses. This can be largely expected because these people have learned more about the various programs of the school through school visitation and participation.

Table V shows how the teachers were rated by fathers of various occupations. This was in reply to the question: "How does the father like the teachers in the school?" It is at once obvious that more expressed themselves as thinking the teachers were excellent. There were fewer who rated the teachers good and the same number, fourteen, rated them as rated the school fair. There none who expressed themselves as thinking the teachers were poor. While the expression of the fathers followed the patterns of Table III and Table IV, there was yet enough variation to make the results meaningful. While the teachers seemed to be highly regarded by the fathers of the pupils in high school, there was much room for improvement in parents' attitudes. Much of this could probably be corrected by better understanding between parents and teachers.

Table VI shows the subjects considered most beneficial according to the father's questionnaires. This listing was obtained from answers to the question: "What subjects does the father think benefits the pupils most?" To this question all the seventy-three respondents replied except the bus drivers. It is interesting to observe that English and Mathematics were evaluated most highly, each being listed

TABLE V

HOW THE TEACHERS WERE LIKED BY FATHERS OF VARIOUS OCCUPATIONS IN ANSWER TO QUESTION "HOW DOES THE FATHER RATE THE TEACHERS IN THE SCHOOL?"

Occupation	Excellent	Good	Fair	Poor	Total Replies
Alcoa Worker	18	15	6	0	39
Unemployed	1	1	1	0	3
Plumbers	1	1	1	0	3
Construction	0	7	3	0	9
Retired	0	1	1	0	2
Electrician	1	1	0	0	2
Poultry Worker	0	1	2	0	3
Minister	0	2	0	0	2
Lumber Worker	1	2	0	0	3
Bus Driver	0	2	0	0	2
Total	22	31	14	0	67

TABLE VI

SUBJECTS LISTED AS MOST BENEFICIAL BY FATHERS OF VARIOUS OCCUPATIONS IN ANSWER TO QUESTION "WHAT SUBJECTS DOES THE FATHER THINK BENEFITS THE PUPILS MOST?"*

Occupation	English	Math	Science	Foreign Language	Social Studies	Home Ec.	Phys. Ed.	Typing	Shop	Health	Total
Alcoa Worker	33	36	21	0	12	3	3	0	6	3	117
Unemployed	3	3	3	0	0	0	0	0	0	0	9
Plumber	3	3	0	0	0	0	0	0	0	0	6
Construction	6	9	0	0	0	0	3	0	0	0	18
Retired	3	0	0	0	0	0	0	3	0	0	6
Electrician	3	3	3	0	3	0	0	0	0	0	12
Poultry Worker	0	0	0	0	0	0	3	0	0	3	6
Minister	2	2	1	1	0	0	0	1	0	0	7
Lumber Worker	3	0	0	0	0	0	3	0	0	0	6
Bus Driver	0	0	0	0	0	0	0	0	0	0	0
Total	56	56	28	1	15	3	12	4	6	6	187

* Total listings are more than total number of respondents, since most named several subjects.

by fifty-six fathers. The Aluminum Company workers listed subjects a total of 117 times. English and mathematics were listed sixty-six times as being the most beneficial subjects. This was more than half of the total subjects mentioned in line with the 112 who placed English and mathematics among the most beneficial courses which was more than one-half of the total of 187 replies. A total of twelve rated physical education as among the most beneficial subjects, and six placed health in this classification. It is worthy of attention that physical education and health were rated above Home economics, foreign languages, typing and bookkeeping by the fathers. Generally the pattern of evaluation of courses runs true to the public concern today which is one English, mathematics and science.

Opinions of Mothers

It was felt that all evaluation could be done more fairly by breaking the questionnaire answers down into responses that concerned the fathers and responses that concerned the mothers. When the study was weighed in the light of both parents it was hoped that some worthwhile results might be obtained.

Table VII is entitled "How the Schools were Rated by Mothers of Various Occupations in Answer to the Question 'What Does the Mother Think of the School?'" Seventy-two mothers replied to this question. Of this number, twelve rated the school as excellent, forty-three listed it as good, fourteen appraised it as fair and three as poor. As could be expected, practically all the mothers replying to the question were housewives. Yet there were enough working outside the home to give the occupational background reasonable representation. Of the sixty-three housewives, forty-eight listed the school as excellent and good and fifteen rated it as fair or poor. Teachers and school cafeteria workers consistently rated the school as good. This might be due to the fact that these workers were more closely associated with the school and hence were inclined to be more aware of its shortcomings. Also teachers and school cafeteria workers were somewhat more gainfully employed than were housewives and textile workers, a fact which might give them a different outlook on the school situation. It was interesting to note that the fathers and mothers rated the school almost precisely the same.

TABLE VII

HOW THE SCHOOL WAS RATED BY MOTHERS OF VARIOUS OCCUPATIONS IN ANSWER TO THE QUESTION "WHAT DOES THE MOTHER THINK OF THE SCHOOL?"

Occupation	Excellent	Good	Fair	Poor	Total Replies
Housewife	12	36	12	3	63
Teacher		2	0	0	2
School Cafeteria Worker		2	0	0	2
Textile Worker		2	2	0	4
Hospital Dietician		1	0	0	1
Total	12	43	14	3	72

Table VIII shows how the physical education program was rated by mothers of various occupations, based on the question, "What does the mother think of the physical education program?" It is at once obvious that the physical education program was rated considerably above the school in general. Of the sixty-nine replying to this question only three listed the physical education program as fair and none classed it as poor. The three who seemed somewhat dissatisfied with the physical education program were housewives, and in these cases some of the dissatisfaction might have been due to improper understanding of the program. But altogether the mothers gave a very strong stamp of approval to the physical education program.

Table IX showed how the teachers were rated by mothers of various occupations. The data for this rating came in response to the question: "How does the mother like the teachers in the school?" The results of this part of the survey showed that twenty-seven mothers rated the teachers as excellent, twenty-eight rated them as good and thirteen rated them as fair. There were no mothers who rated them as poor. As was the case in the preceding tables the mothers who rated the teachers as fair were twelve housewives and

TABLE VIII

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY MOTHERS OF VARIOUS OCCUPATIONS IN ANSWER TO QUESTION "WHAT DOES THE MOTHER THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Occupation	Excellent	Good	Fair	Poor	Total Replies
Housewife	18	42	3	0	65
Teacher		2	0	0	2
School Cafeteria Worker		1	0	0	1
Textile Worker		2	0	0	2
Hospital Dietician		1	0	0	1
Total	18	48	3	0	69

TABLE IX

HOW THE TEACHERS WERE LIKED BY MOTHERS OF VARIOUS OCCUPATIONS IN ANSWER TO QUESTION "HOW DOES THE MOTHER RATE THE TEACHERS IN THE SCHOOL?"

Occupation	Excellent	Good	Fair	Poor	Total Replies
Housewife	27	21	12	0	60
Teacher		2	0	0	2
School Cafeteria Worker		2	0	0	2
Textile Worker	2	1	0	3	
Hospital Dietician		1	0	0	1
Total	27	28	13	0	68

one textile worker. It is the writer's opinion that much of this attitude is due to a lack of understanding by those who come in contact with the school very little.

Table X shows the subjects listed as most beneficial by mothers of various occupations. Information from this listing came in reply to the question: "What subjects does the mother think benefits the pupils most?" The order of importance given to the subjects by the mothers coincides very closely with the rating given by the fathers. The mothers rated English, mathematics and science as the most beneficial just as the fathers did in Table VI. Social studies came next with both groups. Following this there was a slight variation as the mothers listed home economics as the next most beneficial subject. While foreign language was given practically no place by the fathers, no mothers mentioned foreign languages as a beneficial subject. Health and physical education had very similar ratings by the fathers and the mothers of the students.

Summary

From these tables it is seen that the occupational background of the parents has a significant part in the

TABLE X

SUBJECTS LISTED AS MOST BENEFICIAL BY MOTHERS OF VARIOUS OCCUPATIONS IN ANSWER TO THE QUESTION "WHAT SUBJECTS DOES THE MOTHER THINK BENEFITS THE PUPILS MOST?"*

Occupation	English	Math	Science	Social Studies	Home Ec.	Phys. Ed.	Typing	Shop	Bookkeeping	Health	Total
Housewife	57	48	21	21	18	9	6	3	3	6	192
Teacher	2	2	2	2	0	0	0	0	0	0	8
School Cafeteria Worker	2	2	2	2	1	1	0	0	0	0	10
Textile Worker	3	2	2	0	1	1	0	0	0	0	9
Hospital Dietician	1	1	0	0	0	0	1	0	0	0	3
Total	65	55	27	25	20	11	7	3	3	6	222

* Total listings are more than total number of respondents, since most named several subjects.

interest and attitude of the fathers and mothers toward the school. Generally the more favorable the employment in terms of remuneration and working conditions, the more favorable the attitude of the parents toward the school. This shows that there is a direct relationship between the occupation of the parents and their attitude and opinion of the school and its program.

CHAPTER IV

OPINIONS OF PARENTS BY EDUCATIONAL BACKGROUND

Opinions of Fathers

It is generally conceded that the attitude taken by the parents toward the school and its activities varies from favorable to unfavorable according to the educational training of each parent. The writer was very interested in finding, from the results of the survey, if this assumption holds true of the parents of Walland High School.

Usually those fatherw with more educational training will visit the school more, as is pointed out in the survey. As a result there will tend to be better understanding between the fathers and teachers. As Hand points out:

> It is a truism that parents cherish their children. Consequently, they typically insist that their youngsters teachers be sympathetic and understanding. They expect teachers to know their children as persons, not just as seat occupants or names on a class roll. Any parents who feel that his child's teachers do not really know or care about him is certain to be a dissatisfied patron of the school.
>
> Parents' negative attitudes in this matter may, of course, be due to misunderstandings on their part. If so, these should be effectively cleared up by the school. And the negative attitudes may in fact mirror

some one or more unhappy situations in the school.[1]

Competent authority is easily found to show the soundness of the parents and teachers working together. In this connection it may be shown that the educational qualifications of the parents do play an important part in the interest the parents take in the school, and that this interest is in turn reflected in the progress made by the pupils. Campbell and Ramseyer have this to say:

> There is further need for citizen participation at the national level. Most congressmen have little time to study educational problems. There seems to be real merit in the proposal to create a major board of education to advise the U. S. Commissioner of Education and the Secretary of Health, Education and Welfare. This board presumably would be made up of distinguished laymen, and would have the obligation of examining the place of education and of giving their judgment to the congress and to the appropriate administrative agencies in the federal government.
>
> In nearly all the states, citizens do participate in education planning as members of the respective state boards of education. Moreover, the legislature in each state is in a real sense the big 'board of education', and since education is a state function its basic direction is determined by the legislature. But this does not seem to be enough.
>
> Under the leadership of the Michigan State superintendent of public instruction, a states citizen committee composed of business leaders, professional men, laborers, editors, farm leaders, housewives, and industrialists was formed. This committee decided to poll the citizens

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[1]Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 34.

of Michigan. As a result nearly a quarter million citizens had their say about education as they know it. The results are summarized below:

(1) The public, given an opportunity to evaluate its schools in privacy, is invariably fair in its judgments and generous in its praise.

(2) Parents and other citizens who are negatively critical is a small, though often times vocal, minority.

(3) The people of the state are much more liberal in their willingness to finance a good school program, including adequate salaries of teachers, than boards of education and school administrators have believed.

(4) When confronted with a list of subjects spanning the curriculum, including some designed to meet changing conditions of life and economy, the men and women of the state have spoken freely and in a realistic manner. They have placed highest value on subjects that will tend to train the individual to earn a living.

(5) The public is not getting the kind of news it most wants about its schools from its local newspaper and the public knows the kind of news it would like to be informed about.[2]

Concerning the opinions of parents, especially as variations may arise from the parents' educational level, various authorities have had something to say. It is found in the writings of Jud that:

> It is often implied and sometimes explicitedly stated in discussions of education that the contents of school courses are determined by teachers. The fact is that teachers are by no means independent of general social influences in determining the contents of courses. Social influences often operate in such a subtle way that the ordinary observer makes the mistake of over-

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[2]Roald F. Campbell and John A. Ramseyer, The Dynamics of School-Community Relationships (New York: Allyn and Bacon, 1955), pp. 172-74.

> looking them. Thus the recent expansion of the high school curriculum is from one point of view to be taught as the work of teachers who develop courses in science, art and technology. From another and more fundamental point of view the new courses are to be recognized as responses to the demands of society. The primary cause of expansion of the high school curriculum is that large numbers of pupils who are utterly uninterested in the traditional courses have been coming into the high schools.[3]

Table XI, page 49, shows how Walland High School was rated by fathers of various educational levels. Responses to the question, "What does the father think of the school?" were given as excellent, good, fair and poor. According to the number of years completed in school by the father, for sake of convenience and practicability seven classifications of educational levels are made throughout this chapter. These are ones finishing the fourth grade, ones finishing the sixth grade, ones finishing the eighth grade, ones finishing the tenth grade, ones finishing high school, ones finishing two years of college and ones with college degrees.

Table XII is entitled "How the Physical Education Program was Rated by Fathers of Various Educational Levels

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[3]Charles H. Judd, Problems of Education in the U. S. (New York: McGraw-Hill Book Co., 1933), p. 68.

TABLE XI

HOW THE SCHOOL WAS RATED BY FATHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "WHAT DOES THE FATHER THINK OF THE SCHOOL?"

Grade Reached in School	Excellent	Good	Fair	Poor	Total Replies
1					
2					
3		2	1	2	5
4			3	2	5
5					
6		5	1	0	6
7	1	6	0	0	7
8		12	9	0	21
9		6	0	0	6
10		5	0	0	5
11					
12	3	3	0	0	6
13					
14	3	0	0	0	3
15					
16	3	3	0	0	6
Total	10	42	14	4	70

TABLE XII

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY FATHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "WHAT DOES THE FATHER THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Grade Reached in School	Excellent	Good	Fair	Poor	Total Replies
1					
2					
3		3	2	2	7
4		3	3	2	8
5					
6		4	0	0	4
7		12	0	0	12
8	2	18	0	0	20
9		2	2	0	4
10		2	0	0	2
11					
12	1	6	0	0	7
13					
14	3				3
15					
16	2	2	0	0	4
Total	8	52	7	4	71

in Response to Question 'What Does the Father Think of the Physical Education Program'", a total of eighteen replied excellent, fifty-two good, and seven fair. Only four rated the physical education program as poor. While the physical education program was generally rated above the school in general, it was found that those rating the program excellent had completed eight years or more in school. Since fifty-two respondents of the seventy-one who answered this question, rated the program as good, it was assumed that there was little difference in the evaluation according to the educational background of the father.

Table XIII showed how the fathers rated the teachers in the school, found a total of sixty-seven fathers replying to the question "How does the father rate the teachers in the school?" Of the fourteen who replied fair all had quit school before entering the ninth grade. There was a fair representation of the grades of school completed who answered good in reply to the question. Surprisingly none of the fathers who had gone to college rated the teachers as excellent which is probably explained by the fact that these fathers were inclined to become more critical of ones engaged in educational activities and realized that teachers

TABLE XIII

HOW THE TEACHERS WERE RATED BY FATHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "HOW DOES THE FATHER LIKE THE TEACHERS IN THE SCHOOL?"

Grade Reached in School	Excellent	Good	Fair	Poor	Total Replies
1					
2					
3	1	1	4	0	6
4		1	2	0	3
5					
6		1	2	0	3
7	6	3	0	0	9
8	4	12	6	0	22
9		4	0	0	4
10	1	3	0	0	4
11					
12	10	0	0	0	10
13					
14		3	0	0	3
15					
16		3	0	0	3
Total	22	31	14	0	67

are far from perfect.

Table XIV shows the subjects listed as most beneficial by the fathers of various educational levels. In reply to the question "What subject does the father think benefits the pupils most", an equal number listed English and mathematics while the next highest number listed science. These answere were fairly well distributed according to the number of years the fathers spent in school. From this information it can be gathered that practically every group in society today considers English, mathematics and science most important and beneficial subjects. It is interesting to note that most of the fathers who listed subjects other than English, mathematics and science as being most beneficial were ones who had not finished more than eight years of school. It was assumed that this table clearly indicated the trend toward English, mathematics and science as the basic subjects to be taught in high school.

Opinions of Mother

In order to determine as far as possible, the difference in the thinking of fathers and mothers by educational level, the study was carried to completion in referring to the

TABLE XIV

SUBJECTS LISTED AS MOST BENEFICIAL BY FATHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "WHAT SUBJECTS DOES THE FATHER THINK BENEFITS THE PUPILS MOST?"

Grade Reached in School	English	Math	Science	Foreign Language	Social Studies	Home Ec.	Phys. Ed.	Typing	Shop	Health	Total Replies
1											
2											
3	6	6	0	0	0	0	0	0	0	0	12
4	0	0	0	0	0	0	0	0	0	0	0
5	3	3	0	0	0	0	0	0	0	0	6
6	6	6	2	0	3	0	3	0	0	3	23
7	3	8	2	0	3	0	0	3	1	0	20
8	20	13	6	0	6	3	8	3	1	3	63
9	3	6	6	0	0	0	0	0	1	0	16
10	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0
12	9	8	6	0	3	0	0	0	0	0	26
13	0	0	0	0	0	0	0	1	0	0	1
14	3	3	3	0	0	0	0	0	0	0	9
15	0	0	0	0	0	0	0	0	0	0	0
16	3	3	3	1	0	0	0	0	0	0	10
Total	56	56	28	1	15	3	11	7	3	6	186

questionnaire and the questions that concerned the fathers and the mothers. From this information the survey hopes to reach a fairly true evaluation of the thinking of each group.

Table XV is entitled, "How the Schools Were Rated by Mothers of Various Educational Levels in Response to Question 'What Does the Mother Think of the School?'" Seventy-two mothers replied to this question in the questionnaire. Of this number, twelve rated the school as excellent, forty-two rated it as good, fourteen considered it fair and three thought it was poor. Of the twelve mothers rating the school excellent, two had two years schooling, eight had been to school eight years and two had been to school for twelve years. The pattern here was a little unusual due perhaps to other influences beside educational background. The same may be said of the wide range of educational level of those rating the school fair. When everything was considered the mothers seemed to be more easily influenced by emotions and personal affairs than did the fathers.

Table XVI shows how the physical educational program was rated by mothers of various educational levels.

TABLE XV

HOW THE SCHOOL WAS RATED BY MOTHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "WHAT DOES THE MOTHER THINK OF THE SCHOOL?"

Grade Reached in School	Excellent	Good	Fair	Poor	Total Replies
1					
2	2	0	0	0	2
3					
4	0	0	3	0	3
5					
6	0	2	0	0	2
7	0	6	0	0	6
8	8	10	3	3	24
9	0	4	3	0	7
10	0	6	0	0	6
11	0	3	0	0	3
12	2	6	2	0	10
13	0	0	3	0	3
14	0	3	0	0	3
15					
16	0	3	0	0	3
Total	12	43	14	3	72

TABLE XVI

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY MOTHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "WHAT DOES THE MOTHER THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Grade Reached in School	Excellent	Good	Fair	Poor	Total Replies
1	0	0	0	0	0
2	0	2	0	0	2
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	1	0	0	0	1
7	2	0	3	0	5
8	3	20	0	0	23
9	3	6	0	0	9
10	0	6	0	0	6
11	0	3	0	0	3
12	4	6	0	0	10
13	0	3	0	0	3
14	5	0	0	0	5
15	0	0	0	0	0
16	0	2	0	0	2
Totals	18	48	3	0	69

In response to the question "What does the mother think of the physical educational program", eighteen replied excellent. Of these eighteen, all had been to school more than five years and one-half of them had been to school more than twelve years. Forty-eight rated the physical education program as good. These were a fair representation of all educational levels reported. Only three reported that they rated the physical education program fair. All three of these had completed seven years in school. Significantly no mother rated the physical education program as poor.

Table XVII shows how the teachers were rated by mothers of various educational levels. Twenty-seven rated the teachers as excellent. These, with few exceptions, had as much as eight years of schooling. Of the twenty-eight who replied good well over half had as much as nine years of school. Practically all who rated the teachers fair had eight years of schooling. Here it can be repeated that both fathers and mothers rated the teachers high.

Table XVIII shows subjects listed as most beneficial by mothers of various educational levels. In response to

TABLE XVII

HOW THE TEACHERS WERE LIKED BY MOTHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "HOW DOES THE MOTHER LIKE THE TEACHERS IN THE SCHOOL?"

Grades Reached in School	Excellent	Good	Fair	Poor	Total Replies
1	0	0	0	0	0
2	1	0	0	0	1
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	2	0	0	2
7	3	6	0	0	9
8	12	2	10	0	24
9	3	4	0	0	7
10	4	2	0	0	6
11	0	2	0	0	2
12	0	4	3	0	7
13	0	0	0	0	0
14	4	0	0	0	4
15	0	0	0	0	0
16	0	6	0	0	6
Total	27	28	13	0	68

TABLE XVIII

SUBJECTS LISTED AS MOST BENEFICIAL BY MOTHERS OF VARIOUS EDUCATIONAL LEVELS IN RESPONSE TO QUESTION "WHAT SUBJECTS DOES THE MOTHER THINK BENEFITS THE PUPILS MOST?"

Grade Reached in School	English	Math	Science	Home Economics	Social Studies	Phys. Ed.	Typing	Shop	Health	Bookkeeping	Total Replies
1	0	0	0	0	0	0	0	0	0	0	0
2	3	2	0	0	0	0	0	0	0	0	5
3	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	3	3	0	0	3	0	9
7	9	6	0	5	3	0	3	1	0	3	30
8	18	18	6	6	9	8	3	1	3	0	72
9	9	6	6	0	3	0	0	1	0	0	25
10	7	4	3	4	0	0	0	0	0	0	18
11	6	3	3	0	2	0	0	0	0	0	14
12	6	9	4	0	2	0	0	0	0	0	19
13	2	3	0	5	0	0	1	0	0	0	11
14	2	2	3	0	2	0	0	0	0	0	9
15	0	0	0	0	0	0	0	0	0	0	0
16	3	2	2	0	3	0	0	0	0	0	10
Total	65	55	27	20	25	11	7	3	6	3	222

the question "What subjects does the mother think benefits the pupils most?", sixty-five listed English, fifty-five specified mathematics, twenty-seven mentioned science. These three accounted for most of the subjects as was the case with the fathers. There was another slight similarity also. The ones who mentioned subjects other than these three had slightly fewer years of education than did the ones who named the basic subjects of English, mathematics and science.

From the tables shown in this chapter it can be seen that the educational background of both the fathers and mothers influences the thinking of the parents toward the school and the problems related to it. As a rule the more years of schooling the parents have the more favorable they looked upon the school and its curriculum.

CHAPTER V

PARTICIPATION OF PARENTS IN SCHOOL ACTIVITIES

Participation of Fathers

The results of the information secured from the questionnaire is shown by different groupings in this chapter. The interests the parents had in school activities as related to the opinions of the parents concerning the school is shown. These activities in which the parents participated included several things, such as attendance at athletic games, school plays, school programs, and attendance at parent-teacher meetings. Concerning parent-teacher association meetings, Hughes has this to say:

> Some specific structural arrangements are established, at least in part, for the purpose of making participation a regular and accepted part of the school's activities. Among the more common of these are parent-teacher associations, teacher councils, various teachers organizations, citizens advisory committees, open school board meetings, and community councils.
>
> Perhaps the most common of the structural arrangements to provide a channel for expanded participation is the parent-teacher association, popularly called the PTA. Of all the structural arrangements perhaps the PTA potentially is best suited to the achievement of

wholesome and effective participation.[1]

Concerning the advisability of parent participation in school activities much has been written and said. It is generally conceded that parent participation to a reasonable degree will favorably affect their attitudes toward the school, and generally results in more harmony between the parents, teachers and pupils. This in turn usually results in a better school. Campbell and Ramseyer have this to say regarding parent participation:

> If public participation in public education is to succeed, if it is to grow from merely listening to genuine interaction looking toward community improvement, there are concepts and skills to be learned. The first would seem to be the concept that both the citizen and professional have roles to play in public education; the citizen deals largely with the 'what', and the professional largely with the 'how'. Inherent in this concept is the need for many school people to be less defensive about schools. Some schools are bad. Most schools can be improved. Just as important is the need for citizens to face up to their task. Some schools are bad because citizens have refused to give time or means to make them better.
>
> There is also need for professional school people and lay citizens alike to improve their schools in group situations. We now know something about the conditions necessary to the success of conferences and groups meetings. Very briefly the major items from this includes the following:
>
> Physical arrangements which permit easy face-to-face

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[1]James Monroe Hughes, Human Relations in Educational Organizations (New York: Harper and Brothers), p. 367.

> relationships, a reduction of threat to the people involved, a sharing of the leadership or willingness to learn from each other, a joint formulation of goals, and a willingness to keep our demanding principles. They mean that no group of professionals imposes a program upon citizens against their will. They also mean that citizens see professionals as people with specialized knowledge and not as hirelings. If these principles be accepted much face-to-face deliberation will be required.[2]

Table XIX divided the fathers responding into four groups. Those who attended school activities often, those who attended some, those who attended little, and those who attended none. Of the fathers who thought the school was excellent, four attended school activities often, three attended little and three never attended. Of the forty-two who rated the school good, nineteen attended school activities some, one attended school activities little, and twenty did not attend any school activities. It is interesting to note that of the fourteen who rated the school fair, three attended activities some, five attended them little, and six never attended school activities. Four rated the school as poor, and these four attended school activities little. Thus it was shown rather

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[2]Roald F. Campbell and John A. Ramseyer, The Dynamics of School-Community Relations (New York: Allyn-Bacon, 1955), p. 184.

TABLE XIX

HOW THE SCHOOL WAS RATED BY FATHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT DOES THE FATHER THINK OF THE SCHOOL?"

Frequency of Attendance	Excellent	Good	Fair	Poor	Total Replies
Often	4	2	0	0	6
Some	0	19	3	0	22
Little	3	1	5	4	13
None	3	20	6	0	29
Total	10	42	14	4	70

conclusively from this table that there is a direct connection between participation in school activities by fathers and their opinion of the school.

Table XX showed how the physical education program was rated by fathers of various participation in school activities. Eight fathers rated the physical education program as excellent. Of these, five attended school activities often, three attended them some. The fifty-two who rated the physical education program good were a representative group from ones who attended often to ones who attended none. However the ones who rated the physical education program as fair, all seven were ones who did not attend any school activities. Of the four who rated the physical education program as poor, three were fathers who never attended school activities and one attended little.

Table XXI is entitled "How the Teachers were Rated by Fathers of Various Participation in School Activities in Response to Question 'How does the Father Rate the Teachers in the School'", twenty-two replied excellent, thirty-one replied good, fourteen replied fair and none replied poor. Of the twenty-two who rated the teachers as

TABLE XX

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY FATHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT DOES THE FATHER THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Frequency of Attendance	Excellent	Good	Fair	Poor	Total Replies
Often	5	2	0	0	7
Some	3	18	0	0	21
Little	0	5	0	1	6
None	0	27	7	3	37
Total	8	52	7	4	71

TABLE XXI

HOW THE TEACHERS WERE RATED BY FATHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "HOW DOES THE FATHER RATE THE TEACHERS IN THE SCHOOL?"

Frequency of Attendance	Excellent	Good	Fair	Poor	Total Replies
Often	7	4	0	0	11
Some	10	12	2	0	24
Little	0	3	6	0	9
None	5	12	6	0	23
Total	22	31	14	0	67

excellent, ten attended school activities some and seven attended them often. As was the case in the preceding table the ones who listed the teachers as good made up a fair representation of all groups. However, of the fourteen who said they liked the teachers fair, six attended school activities little and six attended them none.

Table XXII is entitled "Subjects Listed as Most Beneficial by Fathers of Various Participation in School Activities in Response to Question 'What Subjects Does the Father Think Benefits the Pupils Most'", fifty-six listed English, fifty-six listed mathematics, twenty-eight listed science. The other subjects were named in this order, social studies fifteen, Physical Education twelve, shop and health six each, typing four, home economics and foreign language one. The twenty fathers who attended school activities often almost unanimously named mathematics, English and science as the most important subjects. The ones who attended some listed English, mathematics and science most frequently but social studies, home economics, physical education and shop were also mentioned. The ones who attended little named other subjects almost as frequently as English, mathematics and science.

TABLE XXII

SUBJECTS LISTED AS MOST BENEFICIAL BY FATHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT SUBJECTS DOES THE FATHER THINK BENEFITS THE PUPILS MOST?"

Frequency of Attendance	English	Math	Science	Foreign Language	Social Studies	Home Ec.	Phys. Ed.	Typing	Shop	Health	Total Replies
Often	6	7	4	0	3	0	0	0	0	0	20
Some	21	15	6	1	3	3	5	0	3	0	57
Little	5	4	6	0	3	0	7	0	0	3	28
None	24	30	12	0	6	0	0	4	3	3	82
Total	56	56	28	1	15	3	12	4	6	6	187

The tables showing the attitudes of the fathers of the pupils of Walland High School showed quite clearly that the ones who attended school activities often had more favorable attitudes toward the school in general. The matter of the attitude toward the school and its curriculum descended in almost direct proportions as the attendance of school activities declined.

Background of Mother

It was expected that mothers of high school pupils attended school activities more frequently than did the fathers. It was also assumed that the mothers' interests would be in activities quite different from those attended by the fathers. Considering these aspects of the problem it is interesting to note the variety of responses that were received from the mothers.

Table XXIII contains responses to the question "What does the mother think of the school?" Seventy-two mothers replied to the question. Of this number twelve rated the school as excellent, forty-three listed it as good, fourteen classed it as fair and three called it poor. In this table the figures failed to run true to form. Of the

TABLE XXIII

HOW THE SCHOOL WAS RATED BY MOTHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT DOES THE MOTHER THINK OF THE SCHOOL?"

Frequency of Attendance	Excellent	Good	Fair	Poor	Total Replies
Often	0	15	0	0	15
Some	4	15	4	0	23
Little	0	3	0	3	6
None	8	10	10	0	28
Total	12	43	14	3	72

mothers who rated the school as excellent, four attended school activities some and eight attended them none. All who attended school activities often rated the school as good, which probably accounts for the table not presenting the pattern that most of the others in the study have followed. The three mothers who listed the school as poor said that they attended school activities little. Of the fourteen who rated the school as fair, ten did not attend school activities.

Table XXIV shows how the physical education program was rated by mothers of various participation in school activities based on the question "What Does the Mother Think of the Physical Education Program?" Eighteen mothers rated the physical education program as excellent. Six of these attended school activities often, ten attended them some. Of the forty-eight who rated the physical education program good, more than one-half attended school activities to some extent. The three mothers who rated this program as fair were ones who did not attend school activities.

Table XXV shows how the teachers were rated by mothers of various participation in school activities.

TABLE XXIV

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY MOTHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT DOES THE MOTHER THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Frequency of Attendance	Excellent	Good	Fair	Poor	Total Replies
Often	11	10	0	0	16
Some	10	12	0	0	22
Little	0	6	0	0	6
None	2	20	3	0	25
Total	18	48	3	0	69

TABLE XXV

HOW THE TEACHERS WERE RATED BY MOTHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "HOW DOES THE MOTHER LIKE THE TEACHERS IN THE SCHOOL?"

Frequency of Attendance	Excellent	Good	Fair	Poor	Total Replies
Often	6	6	0	0	12
Some	12	6	1	0	19
Little	0	2	3	0	5
None	9	14	9	0	32
Total	27	28	13	0	68

This rating came in response to the question "How does the mother rate the teachers in the school?" The results of this part of the survey showed that twenty-seven mothers rated the teachers as excellent, twenty-eight rated them as good and thirteen rated them as fair. There were no mothers who rated the teachers as poor. The mothers' attitudes toward the school were the same as their attitudes toward the teachers. It was found that twenty-seven rated the teachers as excellent. Of these, eighteen or two-thirds attended school activities often or some. Twenty-eight rated the teachers good and this number was made up of an equal representation from all groups. Nine of the thirteen who rated the teachers as fair were ones who did not attend school activities. The response showed that generally the mothers who attended school activities rated the teachers higher than those who did not.

Table XXVI shows the subjects listed as most beneficial by mothers of various participation in school activities. The information came in reply to the question "What subjects does the mother think benefits the pupils most?" The mothers rated English, mathematics and science as the most beneficial with social studies ranking next.

TABLE XXVI

SUBJECTS LISTED AS MOST BENEFICIAL BY MOTHERS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT SUBJECTS DOES THE MOTHER THINK BENEFITS THE PUPILS MOST?"

Frequency of Attendance	English	Math	Science	Home Ec.	Social Studies	Phys. Ed.	Typing	Shop	Bookkeeping	Health	Total Replies
Often	10	10	12	0	9	0	0	0	0	0	41
Some	18	15	3	0	0	7	3	1	3	0	68
Little	7	3	3	0	0	4	0	0	0	4	21
None	30	27	9	11	7	0	4	2	0	2	92
Total	65	55	27	20	25	11	7	3	3	6	222

Less than one-third of the mothers listed home economics as the most beneficial course. It is interesting to observe that the ones who attended school activities, listed only four subjects of major importance. These were science, English, mathematics and social studies in that order. It seemed a tendency of those mothers who attended school activities little or none to list a very wide variety of subjects as being most beneficial to the students. This seemed to be the most conspicious aspect of Table XXVI.

The tables in Chapter V show with almost absolute certainty that both fathers and mothers who attend school activities most regularly rated the school, its teachers, and its curriculum more favorably than those who do not attend school activities with any regularity.

CHAPTER VI

OPINIONS OF STUDENTS REGARDING THE SCHOOL

As pointed out in Chapter I, 235 students received questionnaires. One hundred sixty-seven or 71 per cent of these were returned. The last of these were brought back by March 13, and the compilation of the data began. The writer was very eager to learn the response of the pupils to types of questions similar to those asked of the parents. The students' questionnaires were used to find the relationships existing between student opinions and their grades, class rank, attendance and participation in school activities. The opinions of parents were also compared to those of the students.

From the standpoint of students relationships in school and especially with the teachers Campbell and Ramseyer have this to say:

> The PTA carried out the recommendations made by the AJCPC the previous June and the September and October meetings were devoted to the orientation of the school's program of 'What is a Creative Teacher?' Films, filmstrips, and resource personnel were used, but the group felt they accomplished little. However, they developed several excellent principles, which follow:
> (1) Parents and teachers must have freedom to learn.
> (2) Fear of failure curbs creativity.
> (3) Story problems must be read and at the child's

interest level.

(4) Where there is freedom there is honesty.

(5) Participation by the kids curbs dishonesty.

(6) The child must feel happy if he is to grow.

(7) There should be freedom to grow and not freedom to do as one pleases.

(8) Freedom denotes responsibility. Responsibility merits one's activities so as not to infringe on the rights of others.

(9) Children must be able to plan what they are going to do.

(10) Children learn faster when given opportunities to make mistakes.

(11) Rewards have to be intrinsic.

(12) One of the great enemies of creativity is routine.

(13) A creative teacher must be flexible and have a flexible situation.

(14) One learns best by the involvement of the whole organism.

(15) One learns best by doing.[1]

Table XXVII is entitled "How the School was Rated by Students of Various Grades in Response to Question 'What do You Think of the School?'" Fourteen in the ninth grade rated it excellent, fourteen in the ninth grade rated it good, four rated it fair, and six rated it poor. In the tenth grade sixteen rated the school as excellent, seventeen as good, six as fair and two as poor. In the eleventh grade eighteen rated the school excellent, nineteen rated the school good, seven rated the school fair while none

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[1]Roald F. Campbell and John A. Ramseyer, The Dynamics of School-Community Relationships (New York: Allyn and Bacon, 1955), pp. 132-33.

TABLE XXVII

HOW THE SCHOOL WAS RATED BY STUDENTS OF VARIOUS GRADES IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE SCHOOL?"

Grade	Excellent	Good	Fair	Poor	Total Replies
9	14	14	4	6	38
10	16	17	6	2	41
11	18	19	7	0	44
12	19	18	5	0	42
Total	67	68	22	8	165

rated it poor. In the twelfth grade, nineteen rated the school as excellent, eighteen rated it as good and five rated it as fair. This gives a total of 165 students who replied to this question. Of these, sixty-seven rated the school excellent, sixty-eight rated it good, twenty-two rated it fair and eight rated it poor. One significant observation was that as the students advanced in grades they were inclined to rate the school higher. When compared with the parents rating it was found that more students rated the school excellent and good proportionately than did the parents.

Table XXVIII, entitled, "How the Physical Education Program was Rated by Pupils of Various Grades in Response to Question 'What do you Think of the Physical Education Program?'" Of these in the ninth grade, sixteen rated the program excellent, eighteen rated it as good, two rated it as fair and one as poor. Of those in the tenth grade, nineteen rated the physical education program as excellent, seventeen as good, four as fair and none rated it as poor. In the eleventh grade seventeen rated the physical education program as excellent, twenty rated it as good, six rated it as fair and none rated it poor. In the twelfth grade,

TABLE XXVIII

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY STUDENTS OF VARIOUS GRADES IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Grade	Excellent	Good	Fair	Poor	Total Replies
9	16	18	2	1	37
10	19	17	4	0	40
11	17	20	6	0	43
12	20	17	4	0	41
Total	72	72	16	1	161

twenty rated the physical education program as excellent, seventeen rated it as good, four rated it as fair and none rated it poor. Of the 161 pupils answering this question, seventy-two rated the physical education program excellent, twelve rated it as good, sixteen rated it as fair and only one rated it poor. Virtually the same trend applied to Table XXVIII as to Table XXVII. That is those in the higher grades rated the program generally better than did those in the lower high school classification. The students were somewhat more favorable in their rating of the physical education program than were the parents.

Table XXIX shows responses to the question, "How do you Rate the Teachers in the School?" Of the students in the ninth grade, eighteen replied that they considered the teachers excellent, twelve rated them as good, eight fair and none poor. In the tenth grade, twenty rated the teachers as excellent, nineteen as good, two as fair. In the eleventh grade, twenty-one considered the teachers excellent, eighteen classed them as good, four listed them as fair, while none rated the teachers as poor. In the twelfth grade, twenty-two rated the teachers excellent, seventeen called them good, two rated them as fair and

TABLE XXIX

HOW THE TEACHERS WERE RATED BY STUDENTS OF VARIOUS GRADES IN RESPONSE TO QUESTION "HOW DO YOU RATE THE TEACHERS IN THE SCHOOL?"

Grade	Excellent	Good	Fair	Poor	Total Replies
9	18	12	8	0	38
10	20	19	2	0	41
11	21	18	4	0	43
12	22	17	2	0	41
Total	81	66	16	0	163

none rated them poor. Of the total of 163 students who answered this question, eighty-one or practically 50 per cent rated the teachers excellent, sixty-six rated them as good while only sixteen or about 10 per cent, classed them as fair. No one rated the teachers as poor. The students rated the teachers considerably higher than did the parents as forty-nine or about 33 per cent of the parents, classed the teachers as excellent while 20 per cent of the parents rated the teachers as fair. Thus the trend continued in which students responded as being more favorably impressed with the teachers as were the parents.

Table XXX, lists the subjects rated best by students of various grades. It was considered important to compare the subjects listed by the students with the courses the parents considered as most beneficial. For that reason Table XXX, is of unusual significance. A few comparisons are worthy of special attention. The students rated mathematics as the subject liked best with science a close second and English a close third. These evaluations were very similar to the ratings given by the parents. The parents rated English as most important, mathematics came second, with science third.

TABLE XXX

SUBJECTS LISTED AS RATED BEST BY STUDENTS OF VARIOUS GRADES IN RESPONSE TO QUESTION "WHAT COURSE DO YOU RATE BEST?"

Grade	English	Math	Science	Foreign Language	Social Studies	Home Ec.	Phys. Ed.	Typing	Shop	Health	Bookkeeping	Total Replies
9	26	35	30	0	10	0	5	0	0	15	0	121
10	28	34	32	0	12	4	6	0	2	14	0	132
11	30	35	35	6	10	5	0	8	0	0	0	129
12	35	30	29	4	9	8	8	10	0	12	0	145
Total	119	134	126	10	41	17	19	18	2	41	0	527

By Class Rank

In this chapter section the questionnaire replies of students are examined in relation to the academic rank of the respondents. All students who replied to the questionnaire were ranked in quartiles according to their class grades.

Table XXXI shows how the school was rated by students of various class rank. Of the sixty-seven students who rated the school excellent, thirty were in the top fourth of the class and thirty were in the second fourth of the class. Of the sixty-eight who rated the school good, nineteen were in the top fourth of the class, thirty-two were in the second fourth and seventeen were in the third fourth. Of the twenty-two who rated the school fair, twelve were in the lower fourth of the class; and of the eight who rated the school poor, four were in the lower fourth of the class.

Table XXXII shows how the physical education program was rated by the students. Of the seventy-two who rated it excellent, thirty-four were top fourth of the class, twenty were in the second fourth and eighteen were in the third fourth. Of the seventy-two who rated it as good,

TABLE XXXI

HOW THE SCHOOL WAS RATED BY STUDENTS OF VARIOUS CLASS RANK IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE SCHOOL?"

Quartile	Excellent	Good	Fair	Poor	Total Replies
1	30	19	0	0	49
2	30	32	4	1	67
3	7	17	6	3	33
4	0	0	12	4	16
Total	67	68	22	8	165

TABLE XXXII

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY STUDENTS OF VARIOUS CLASS RANK IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Quartile	Excellent	Good	Fair	Poor	Total Replies
1	34	30	0	0	64
2	20	20	6	0	46
3	18	22	4	1	45
4	0	0	6	0	6
Total	72	72	16	1	161

thirty were in the top fourth, twenty were in the second fourth and twenty-two were in the third fourth. Of the sixteen who rated the physical education program fair, six were in the second fourth of their class, four were in the third fourth, and six were at the bottom of their class. Only one student rated the physical education program as poor and this student was in the third fourth of the class.

Table XXXIII shows how the teachers were rated by students of various class rank. Of the eighty-one students who rated the teachers excellent, thirty-eight were in the top fourth of their class, thirty-three were in the second fourth and ten were in the third fourth. Of those who rated the teachers good, nineteen were in the top fourth of the class, twenty-five were in the second fourth, twelve were in the third fourth, and ten were in the last fourth. There were only sixteen who rated the teachers fair. Of these, four were in the second fourth of their class, six were in the third fourth and six were in the bottom fourth. There were no students who rated the teachers poor.

Table XXXIV shows the subjects rated best by students

TABLE XXXIII

HOW THE TEACHERS WERE RATED BY STUDENTS OF VARIOUS CLASS RANK IN RESPONSE TO QUESTION "HOW DO YOU RATE THE TEACHERS IN THE SCHOOL?"

Quartile	Excellent	Good	Fair	Poor	Total Replies
1	38	19	0	0	57
2	33	25	4	0	62
3	10	12	6	0	28
4	0	10	6	0	16
Total	81	66	16	0	163

TABLE XXXIV

SUBJECTS LISTED AS RATED BEST BY STUDENTS OF VARIOUS CLASS RANK IN RESPONSE TO QUESTION "WHAT COURSE DO YOU RATE BEST?"

Quartile	English	Math	Science	Foreign Language	Social Studies	Home Economics	Phys. Ed.	Typing	Shop	Health	Total Replies
1	45	52	47	6	10	3	6	4	0	9	182
2	40	40	38	4	6	4	0	0	0	14	146
3	20	30	25	0	17	4	5	8	0	8	117
4	14	12	16	0	8	6	8	6	2	10	82
Total	119	134	126	10	41	17	19	18	2	41	527

of various class rank. A large majority of the top fourth of the class rated English, mathematics and science as the subjects liked best.

By Attendance

There is a close correlation between attendance and the general interest and progress that pupils make in school. On the subject of why pupils refused to study in high school Clark has this to say:

> Why do pupils refuse to study in high school? Because, as one educator put it, 'We are offering them a slingshot education and a hydrogen bomb age'. The average high school still doles out virtually the same courses that it did 70 years ago---one with emphasis on preparation for college. Then, only 70,000 persons reached secondary schools each year, most of whom were on their way to universities and professional careers. Today, with six million crowding our high schools, only one out of four expects to go to college. By adhering to an outdated curriculum most schools are force-feeding boys and girls information they will never need, denying them training for the kinds of jobs they will have, they're driving them from their desk through sheer boredom.[2]

Tables are shown in this section of the chapter to illustrate the effect that regular attendance has on pupils'

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[1]Blake Clark, "Denver Schools Connect Learning With Life," Readers Digest, 66:89, February 1951.

attitudes toward the school, the physical education program, the teachers and the curriculum in general.

Table XXXV shows how the school was rated by students of various attendance records. Of the sixty-seven students who rated the school as excellent, none had missed more than six days. Of the sixty-eight who listed the school as good, none had missed more than ten days. Of the twenty-two who listed the school as fair, only eight had missed no days, and of the eight who listed the school as poor, only one had a perfect attendance record.

Table XXXVI shows how the physical education program was rated by students of various attendance records. Seventy-two students rated the physical education program as excellent. Of these there were forty-two, or more than one-half, who had missed no days. Of the seventy-two who rated the program as good, sixty-two had not been absent more than three days. Sixteen students rated the physical education program as fair. Twelve of these had been absent more than six days. Only one rated the program as poor. This student had been absent six days.

Table XXXVII shows how the teachers were liked by the students of various attendance records. These answers

TABLE XXXV

HOW THE SCHOOL WAS RATED BY STUDENTS OF VARIOUS ATTENDANCE IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE SCHOOL?"

Students Days Absent	Excellent	Good	Fair	Poor	Total Replies
None	32	25	8	1	66
1-3	26	35	0	2	63
4-6	9	0	11	2	22
7-10	0	8	0	0	8
11-15	0	0	2	2	4
More than 15	0	0	1	1	2
Total	67	68	22	8	165

TABLE XXXVI

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY STUDENTS OF VARIOUS ATTENDANCE RECORDS IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Students Days Absent	Excellent	Good	Fair	Poor	Total Replies
None	42	30	4	0	76
1-3	20	32	0	0	52
4-6	8	0	0	1	9
7-10	2	6	5	0	13
11-15	0	4	0	0	4
More than 15	0	0	7	0	7
Total	72	72	16	1	161

TABLE XXXVII

HOW THE TEACHERS WERE RATED BY STUDENTS OF VARIOUS ATTENDANCE RECORDS IN RESPONSE TO QUESTION "HOW DO YOU LIKE THE TEACHERS IN THE SCHOOL?"

Students Days Absent	Excellent	Good	Fair	Poor	Total Replies
None	43	10	4	0	57
1-3	20	30	3	0	53
4-6	10	5	3	0	18
7-10	8	6	0	0	14
11-15	0	7	4	0	11
More than 15	0	8	2	0	10
Total	81	66	16	0	163

came in reply to the question, "How do you rate the teachers in the school". Eighty-one students replied excellent. Of these, forty-three had missed no days, twenty had missed no more than three, and only ten more had missed as much as six days. Sixty-six gave their reply as good. About half of these had missed no more than three days. More than one-half of those who rated the teachers fair had missed more than four days. There were no students who rated their teachers poor.

Table XXXVIII shows the subjects rated by the students according to attendance record. It was found from this table that there was very little variation by students who had not missed any days and students who had missed as much as fifteen days. Health was rated highest forty-one times by students who were perfect in attendance and who had not missed more than three days. This leads to the hypothesis that there is a direct relationship between personal health and school attendance.

By Participation in School Activities

It is generally believed that participation by pupils in school activities will help to improve interest

TABLE XXXVIII

SUBJECTS LISTED AS RATED BEST BY STUDENTS OF VARIOUS ATTENDANCE RECORDS IN RESPONSE TO QUESTION "WHAT COURSE DO YOU LIKE BEST?"

Students' Days Absent	English	Math	Science	Foreign Language	Social Studies	Home Ec.	Phys. Ed.	Typ-ing	Shop	Health	Total Replies
None	42	49	48	0	5	6	8	0	0	35	193
1-3	35	50	48	5	15	6	8	9	0	6	182
4-6	20	29	20	0	6	0	0	0	0	0	75
7-10	18	0	0	0	8	5	0	6	1	0	38
11-15	0	4	10	4	5	0	0	0	0	0	23
More than 15	4	2	0	1	2	0	3	3	1	0	16
Total	119	134	126	10	41	17	19	18	2	41	527

in school work. Hand has the following to say about student participation in school activities:

> The well satisfied parent will, among other things, feel that his child is taking part in what he regards as a desirable number of student activities. Parents who believe that their youngsters are participating either in too few or too many activities are, in this respect, dissatisfied parents.[3]

Hand also has this to say about pupil participation in extracurricular activities:

> Use of class activities, when properly conceived and supervised, yield many valuable learning experiences for pupils. Boys and girls may not be cognizant of their inherent educational worth, but they are quite fully aware that these activities yield dividends in satisfaction and pleasure.[4]

Table XXXIX shows how the school was rated by students of various degrees of participation in school activities. Participation was listed as much, some, little and none.

According to this table, sixty-seven students rated the school excellent. Fifty of these participated in school activities much and seventeen some. By way of contrast the eighth who rated the school as poor participated in school activities little or none.

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[3]Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 39.

[4]Ibid., p. 49.

TABLE XXXIX

HOW THE SCHOOL WAS RATED BY STUDENTS BY PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE SCHOOL?"

Student Participation	Excellent	Good	Fair	Poor	Total Replies
Much	50	30	0	0	80
Some	17	20	12	0	49
Little	0	11	10	2	23
None	0	7	0	6	13
Total	67	68	22	8	165

Table XL shows how the physical education program was rated by students by participation in school activities. Seventy-two pupils rated the physical education program as excellent, fifty-four of these participated in school activities much and twelve participated some. Seventy-two rated the program as good. Practically all of these participated in school activities orten or regularly or some. Of the ones who rated the physical education program as fair or poor most participated in school activities little or none.

Table XLI shows how the teachers were rated by students by participation in school activities. This table shows that eighty-one students rated their teachers excellent. All of these participated in school activities orten or regularly or some. There were no students who rated the teachers poor. The number who rated teachers fair were students who did not participate in school activities as much as those who rated the teachers excellent and good.

Table XLII shows the subjects rated by students by participation in school activities. The ones who participated often or regularly listed English, mathematics and science as the subjects they liked best, but a great number also listed health.

TABLE XL

HOW THE PHYSICAL EDUCATION PROGRAM WAS RATED BY STUDENTS BY PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT DO YOU THINK OF THE PHYSICAL EDUCATION PROGRAM?"

Student Participation	Excellent	Good	Fair	Poor	Total Replies
Much	54	40	0	0	94
Some	12	20	9	0	41
Little	6	7	7	0	20
None	0	5	0	1	6
Total	72	72	16	1	161

TABLE XLI

HOW THE TEACHERS WERE RATED BY STUDENTS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "HOW DO YOU LIKE THE TEACHERS IN THE SCHOOL?"

Student Participation	Excellent	Good	Fair	Poor	Total Replies
Much	55	35	0	0	90
Some	26	6	8	0	40
Little	0	10	2	0	12
None	0	15	6	0	21
Total	81	66	16	0	163

TABLE XLII

SUBJECTS LISTED AS RATED BEST BY STUDENTS OF VARIOUS PARTICIPATION IN SCHOOL ACTIVITIES IN RESPONSE TO QUESTION "WHAT COURSE DO YOU LIKE BEST?"

Student Participation	English	Math	Science	Foreign Language	Social Studies	Home Ec.	Phys. Ed.	Typing	Shop	Health	Total Replies
Much	50	59	46	5	16	10	9	11	0	30	236
Some	40	41	49	0	20	2	10	0	2	6	170
Little	19	20	22	0	5	0	0	7	0	5	78
None	10	14	19	5	0	5	0	0	0	0	43
Total	119	134	126	10	41	17	19	18	2	41	527

Chapter Summary

Chapter VI has shown the relationship between parents' and students' opinions as reflected in the questionnaire. Generally the students' replies were more favorable in all categories but the parents were largely the same. The students with the best academic standing who attended most regularly and who participated in school activities most frequently rated the school, the physical education program, the teachers and the curriculum more highly than did the other students.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

In this study it has been pointed out that the community of Walland lies along the base of Chilhowee Mountain in Millers Cove which is formed by Little River and Hess' Creek. This community grew into prominence when the Schlosser Leather Company operated a tannery during the early years of the present century. The educational system of the people in both ends of Millers Cove began to concentrate in Walland and by 1922 a high school was located there. This school continued to expand with the growth of population and with the need that people came to feel for education. In 1959 there were more than 300 pupils enrolled and a school plant that was modern in many respects was in operation.

In an effort to obtain the opinions of parents and students of many phases of the school's program, a survey was conducted. Questionnaires were prepared and delivered to both parents and students in which they were asked to give their opinion of the school, of the teachers, of the

physical education program and of the curriculum offered by the high school. The results were generally satisfactory as 69 per cent of the parents and 71 per cent of the students replied to the questionnaires.

It was found that most of the fathers of the high school students worked at Alcoa for the Aluminum Company of America. Working conditions there were described as very good and the pay scale was generally high. It was expected that a favorable standard of living was maintained by these families. The results of the questions showed that the employees of the Aluminum Company generally rated the school, the physical education program, the teachers and the curriculum in a favorable manner.

It was found that parents of higher educational levels responded more favorably to the questionnaire than did parents with less education. Generally they rated the points in question higher than did others. This was true of both the fathers and mothers of students in Walland High School. There definitely was a relationship between the educational background of the parents and their attitudes toward the school.

It was found from the questionnaire that both the

fathers and the mothers ranked the three subjects of English, mathematics and science as the most beneficial for the students. Many other subjects were listed as beneficial but when all ratings were considered it was found that English, mathematics and science were more important.

There was a very close relationship between the parents' participation in school activities and the types of answers they gave on the questionnaire. Invariably the parents who took part in the activities of the school most frequently were ones who rated the school in its different phases most favorably. This was true with both fathers and mothers in the answers stated on the questionnaire. Almost without exception the parents who rated any part of the school and its activities as fair or poor were ones who seldom or never attended school activities.

A chapter was devoted to the students questionnaires. The information obtained from this questionnaire was used in much the same fashion as that obtained from the parent questionnaire. There was also a relationship established between the responses given by the students and by the parents. It was surprising to note the similarity of the answers of the parents and students. In every case, however, the

students rated the school, its program and teachers higher than did the parents.

It was shown how the students in various class levels evaluated the school. Very little difference was found here although the evaluation was more favorable among the upper grades. This was expected since those whose attitudes were more unfavorable to the school do, in many cases, drop out of school before their junior or senior years.

The students were also classified according to their rank in class. Here it was found that those in the upper one-fourth of their class almost always regarded the school very favorably. Ones in the lower segments of their class usually regarded the school, in its various aspects, quite unfavorably.

The students were also listed by their record of attendance. Here it was found that those who missed the fewest days, as a rule, were ones who had the most favorable attitudes toward the school.

Students who participated in school activities regularly gave answers showing that they were most favorably impressed with practically every phase of the school program. In contrast those who did not participate in school activities

usually viewed the school and its work less favorably. There were very few variations in this category.

Recommendations

In view of the findings in this study these recommendations are offered:

(1) A program should be inaugurated to encourage the parents to participate in the school's extracurricular activities.

(2) A program should be promoted to encourage the parents to visit the school during every phase of its operation more often.

(3) Both teachers and parents should be encouraged to come together in informal gatherings to discuss common school problems.

(4) Planning committees of educators and parents should seek constantly to improve the school's curriculum.

(5) Every available means should be used to seek to improve instruction in the school especially in the fields of English, mathematics and science.

(6) Students should be encouraged to attend school regularly by the teachers and parents using worthy incentives.

(7) Students should be encouraged, by every worthy incentive, to take part in a wide number of school activities including athletics, dramatics, exhibits, public appearances, and musical programs.

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APPENDIX

PARENT OPINION QUESTIONNAIRE OF WALLAND HIGH SCHOOL

1. Name of Parents. (Fathers Name) _____

(Mother's Name) _____

2. Farthest grade reached by father. _____

3. Farthest grade reached by mother. _____

4. High School attended by father. _____

5. High school attended by mother. _____

6. Father's occupation. _____

7. Mother's occupation. _____

8. Approximate rank of father in class. _____

9. Approximate rank of mother in class. _____

10. Does the father attend PTA meetings regularly? _____

How often? _____

11. Does the mother attend PTA meetings regularly? _____

How often? _____

12. Does the father attend other school activities regularly?

_____ What activities? _____ How often? _____

13. Does the mother attend other school activities regularly?

_____ What activities? _____ How often? _____

14. What does the father think of the school? (Underscore correct remark)

Excellent Good Fair Poor

15. What does the mother think of the school? (Underscore correct remark)

Excellent Good Fair Poor

16. What does the father think of the Physical Education Program?

Excellent Good Fair Poor

17. What does the mother think of the Physical Education Program?

Excellent Good Fair Poor

18. How does the father rate the teachers in the school?

Excellent Good Fair Poor

19. How does the mother rate the teachers in the school?

Excellent Good Fair Poor

20. What subjects does the father think benefits the pupils the most?_____

21. What subjects does the mother think benefits the pupils the most?_____

PUPIL OPINION QUESTIONNAIRE OF WALLAND HIGH SCHOOL

1. Name of pupil._____

2. Grade of pupil._____

3. Approximate rank in class._____

4. What courses do you rate best. (list in order preferred)

_____

5. Attendance record for 1958-59. (days missed)_____

6. Do you attend school activities regularly?_____

What activities?_____ How often?_____

7. What do you expect to do when you finish high school?

_____

8. What do you think of the school? (underscore correct remark)

Excellent Good Fair Poor

9. What do you think of the Physical Education Program?

Excellent Good Fair Poor

10. How do you rate the teachers in the school? (underscore correct remark) Excellent Good Fair Poor

11. Do you take Physical Education?_____

If not, why exempt?_____