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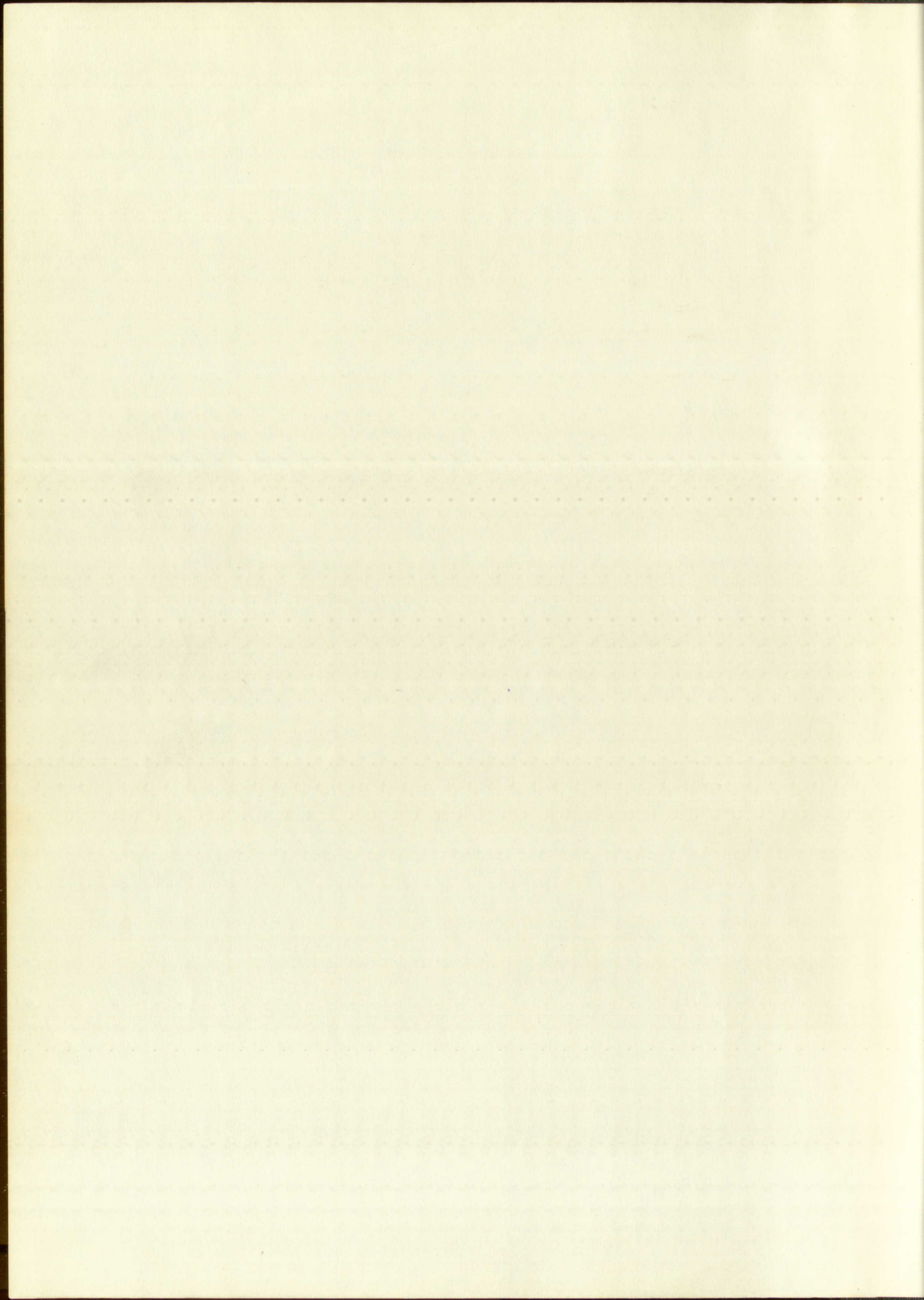


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A STUDY OF PARENTS' ATTITUDES TOWARD PUBLIC EDUCATION
IN A SELECTED COMMUNITY

By

George Richard Fischbeck

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1955

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6/1/1955

A STUDY OF PARENTS' ATTITUDES TOWARD PUBLIC
EDUCATION IN A SELECTED COMMUNITY

By

George Richard Fischbeck

Thesis committee

B. M. Crawford
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MASTER OF ARTS

[Signature]

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the University of New Mexico at Albuquerque, New Mexico, this 11th day of May, 1960.

Geo. W. H. H. H. H. H.

Thesis committee

[Signature]

[Signature]

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The writer wishes to express appreciation to Professor Bonner M. Crawford, Professor E. H. Fixley, Professor Wilson Ivins and Dean S. P. Nanninga for their guidance and criticism of this study.

The writer is also indebted to Mr. John Milne, and Mr. G. W. Borland for their help in obtaining information pertinent to this study.

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The following is a list of the names of the persons who have been
admitted to the membership of the Society since the last meeting.
The names are given in alphabetical order of the surnames.
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CHAPTER I

THE PROBLEM

"Be not many of you teachers, my brethren, knowing that we shall receive heavier judgment. For in many things we all stumble. For if any stumbleth not in word, the same is a perfect man, able to bridle the whole body also." ¹

Criticism of the method and content of education has long been directed against those who are, or seem to be, determining these factors in the public schools. These criticisms vary from the disapproval shown in the cases of authors Bestor ² and Lynd ³ to approbation as displayed by various "Life" magazine features on U. S. education which suggests general acceptance of the comprehensive secondary school. In general one might say that often there has been a vague lack of understanding or information concerning school affairs. At certain times in the past criticism sometimes has seemed to verge upon outright attacks. Very recently criticism of the schools, especially adverse, has seemed

¹ St. James 3:1-2, The Holy Bible (New York: Thomas Nelson and Sons, 1952), p. 258.

² Arthur E. Bestor, Educational Wastelands (Urbana, Illinois: University of Illinois Press, 1953), 226 pages.

³ Albert Lynd, "Quackery in the Public Schools," The Atlantic Monthly, 85: 33-38, March 1950.

to have been increased greatly.

Criticism can be a contributor to the health of educational institutions and processes. Even when adverse, it may be desirable and useful in improving the existing situation. Self-reflection may reveal an unpleasant or undesirable condition which may be allowed to continue unimproved until a stimulus is provided.

Statement of the problem. The purpose of this study is to present a summary and analysis of the chief categories of adverse criticism of the public schools which appeared during the last ten years in various publications in the United States; (2) and to discover whether parent opinions of pupils in a selected junior high school tend to confirm or deny the chief categories of adverse criticism concerning specific trends, practices and methods of education.

Delimitation of the problem. This study is confined to the responses obtained from parents of pupils in a single junior high school in Albuquerque, New Mexico and concerns attitudes toward selected aspects of public school education frequently criticized. These responses are presented without establishing reasons or validity of the opinions.

The importance of the problem. A study in which the investigator makes actual contact with the parents of the pupils is of especial importance to the selected school. The administrator

feels the need of knowing parent reaction to current events and long range proposals for the school. The parents feel a closer tie to a school that secures, considers and respects their opinions. School and community relationship is strengthened.

If criticism is advanced and found to be warranted, something should be done to improve the schools. If the criticisms are investigated and proved to be without foundation, it confirms the strength of the schools, but reveals a need for better interpretation of them.

Criticism has been both local and nationwide in scope. Before 1900 the influence of the chief means of communication -- newspapers, magazines and word of mouth -- was limited by distribution problems and distance nullified the effect of local problems upon the entire American public. Generally, a comparison of local and national problems is beneficial. It furnishes a constant check on public reaction, trends in thinking, desires and demands. The basic concept of our republic is one of citizens electing representatives to manage their public affairs for them. Unless an administration is in harmony with the desires of its local citizenry it runs the risk of being unseated. Local evaluation is the keystone of American education and this study proports to measure the attitudes of parents of pupils toward education in a selected local school as one form of evaluation.

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Perhaps most important of all, are the implications for generalizations concerning the criticisms of the public schools. Adverse comments most frequently noticed, may be the expressions of a few critics who profess to be spokesmen for large masses of parents. Whether the parents agree with these critics or not, as well as the extent to which the adverse publicity has penetrated into a community, may be ascertained from such a study as the present one.

II. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study is divided into four chapters. Chapter two is concerned with the history and background of the criticism of the public schools, methods of conducting the present study are described in Chapter three. Chapter four contains an analysis of the data. Conclusions and recommendations are presented in Chapter five.

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generalizations concerning the existence of the
Adverse comments were frequently noticed, and it is
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extent to which the adverse publicity has been a
may be separated from such a study in the future.

II. ORGANIZATION OF THE REPORT

The remainder of the study is divided into four chapters.
Chapter two is concerned with the history and development of
children of the public schools, and the various factors
which are described in Chapter three. The data
analysis of the data. Conclusions and recommendations are presented
in Chapter four.

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CHAPTER II

HISTORY AND BACKGROUND OF PUBLIC SCHOOL CRITICISM

There has been much adverse criticism of the public schools during the last ten years in publications of every type. An attempt to analyze and screen such published opinions was made in a doctoral dissertation by Bortner,⁴ and a review was published. He chose representative magazines and compared the articles on education over a ten year period. He felt it was impossible to present all criticism found in all journals and magazines and so he decided to report the main ideas expressed by the writers. The investigator in this study experienced similar difficulties and this chapter presents a representative sampling of current criticism.

The public schools have drifted away from the high standards of learning into a present state of shoddiness; they no longer teach the proper subjects.

The charge that has received major credence by scientific and literary circles was probably the one expressed by an eminent botanist, Harry J. Fuller, in an address to the University of Illinois

⁴ D. M. Bortner, "Study of Published Lay Opinions on Educational Programs and Problems," Education, 71: 641-50, June, 1951.

Chapter of Phi Beta Kappa.⁵ In his role as scientist and with a well deserved position as an intellectual, Fuller was in a position of educational eminence from which he launched an attack against the basic precepts and philosophy of present day education. Here he discussed among other points: (1) the falsity of the basic assumptions from which educational professors commonly proceed in their anti-intellectual activities, and (2) the deterioration in the contemporary training of students, particularly in high schools. Fuller proceeded to enlarge upon the first of these points, indicating with sarcasm his belief that the schools and teachers of his youth, now far past, were at least equal to present ones and that professors of education use false assumptions as strategy to pry their students from a natural bent of teaching subject matter to a philosophy of "need reduction", "enriched lives" and "colossal rubbish".

As a basis for his second major criticism, Fuller claims ten years of semi-formal interviews among businessmen, lawyers, and medical practitioners. He presents a table, graphically indicating the results of these interviews. It shows that businessmen feel high school graduates of today are inferior to those of 25 years ago

⁵ Harry J. Fuller, "The Emperor's New Clothes, or Prius Dementat," The Scientific Monthly 8: 32-41, January, 1951.

in arithmetic, written English, spelling, geography, world affairs and manners. The chart concedes such students a 12 per cent increase in poise. He further substantiates his argument with themes turned in by students indicating deterioration in the use of their native language.

Arthur E. Bestor of the University of Indiana, has attacked professional education with the same methods and in a similar vein of thought as the one Fuller used.⁶ He accuses present day public school administrators and educational theorists of lack of purpose and departure from "the recognized disciplines of science and scholarship". Instead of such subjects as history, mathematics, science and foreign language he charged, the school is now offering pot-pourri of dancing, party games and parlor stunts. He feels that the schools are failing in their basic responsibility. Their responsibility is not to meet the common and specific individual needs of youth. The school's attempt to enrich its curriculum is a preposterous delusion that can wreck the educational system. Therefore, the school should concern itself with providing intellectual training in fields of activity where systematic thinking is an important component for success.

⁶ Arthur E. Bestor, "Anti-Intellectualism in the Schools," New Republic, 128: 11-13, January 19, 1953.

The majority of Professor Bestor's criticisms as well as those in his book, "Educational Wastelands" ⁷ are against the colleges of education and the philosophies of professors of education. He condemns public school teachers as well.

"What I am criticizing is the arrogance of those secondary school educators who believe that they own the public schools and can mold them as they please without the regard to the rest of the scientific, intellectual and professional life of the nation... I am condemning the reckless remaking of the public school curriculum on the basis of these unverified conclusions." ⁸

Bestor continues his criticism by urging a return to traditional subjects and apparently back to the nineteenth century concept of education when its special function was to cater to the needs of more selected pupils.

Another example of criticism against modern education appeared after the now famous "Pasadena Case". In November 1950, Pasadena's Board of Education forced the resignation of its superintendant of schools, Dr. Willard E. Goslin, after a tenure of only two and a half years. It did so as the result of actions of organized groups of citizens who disagreed with Goslin's

⁷ Arthur E. Bestor, Educational Wastelands (Urbana, University of Indiana Press, 1953), 226 pp.

⁸ Bestor, Op. Cit., p. 12.

The majority of "colored" students in the school

in his book, "The Negro in the United States"

education and the influence of the Negro in the United States

colored people's school teachers in 1911.

"What I am attempting to do is to present a picture of the
secondary school education of the Negro in the United States
public schools and the colored people's schools. I am not
the report to the point of the colored people's schools and
and professional life of the colored people. I am not
the problems resulting from the colored people's schools
on the basis of these investigations."

Doctor Robinson has written a book on the colored people's
subjects and especially on the colored people's schools. In
education when the colored people's schools are in the hands of
more colored people.

Another example of education of the colored people is
appeared after the new school "The Negro in the United States"
President's Board of Education for the colored people in 1911
superintendent of schools, Dr. William H. Johnson, who was
of only two and a half years. He is now in the colored people's
or organized groups of colored people and colored people's schools.

Y. Arthur E. Robinson, "The Negro in the United States"
of Indiana Press, 1911.

8 Doctor, Dr. W. H. Johnson

progressive educational theories. Frank Chodorov commented on the state of affairs in the Saturday Evening Post,⁹ warning the progressive educators that this may well be the turning point, back to "... the teaching of the 3 R's and some other subjects the children might find helpful."

There have been responses, replies and rebuttals, to many of those who have criticized the public schools. The fact that this review is limited to adverse criticism prevents a comprehensive review of both sides of the debate. The writer will continue by presenting other major criticisms.

"The schools are not teaching the proper subjects," the all inclusive heading was phrased to contain the conflicting arguments offered by various groups of critics. A brief review reveals such divergent accusations as:

Students who fail subjects are passed anyway.

"Old fashioned" schools follow the same system we find in colleges and in life. Those who are incapable, or unprepared, fail. Not so with the modern public school, the only institution this side of heaven that rewards intention as generously as it does accomplishment."¹⁰

⁹ Frank Chodorov, "Educators Should Be Warned By Pasadena Revolt," The Saturday Evening Post, 224:10, July 14, 1951.

¹⁰ Ann L. Crockett, "Lollipops vs. Learning," Public Education Under Criticism (New York: Prentice-Hall, Inc., 1954), p. 85.

progressive educational thinking. I have known teachers of
state of affairs in the history of education. The
progressive educators that this day will be the
to "... the teaching of the 20th century must be
children might find help.

There are many reasons why, within and without, the
of those who have obtained the certification. The
review is limited to a certain number of years.
review of 1911 and 1912. The review is limited to
presenting of various subjects.

"The report is not complete, but it is a
indicative of the progress of the education system.
offered by various groups of teachers. A
divergent education.

Students who are not interested in
"The Education of the Child" is a book
in education and in this. It is a book
written by the author. It is a book
the only institution that will be a book
information as to the progress of the

Franklin D. Roosevelt, "The Education of the Child",
Bureau of Education, Washington, D.C., 1917.
10. The Education of the Child, by
Bureau of Education, Washington, D.C., 1917.
p. 10.

Students who fail subjects are left behind.

"... he failed to pass at the end of the year. When he repeated the course he began developing many bad habits, including a sarcastic manner ..." 11

They are teaching too many cultural courses.

"High school courses today, according to the National Educational Association, are a meaningless jumble of names, dates, places and battles. The 80 per cent of the students who do not go to college get little training and help in their careers. More vocational and social courses would benefit them greatly." 12

That they are not teaching enough cultural courses.

"The end product of the educational system, according to Harvard, should be a responsible citizen... (They) would minimize the differences between those who go to college and those who will not. It would give groups a common background." 13

And so it goes. Other varying opinions will be noted throughout the review of this criticism.

The group that has attracted most attention probably has been the one that accuses the schools of failure to teach the fundamentals. This criticism may have resulted from dissatisfaction with the ability of the average pupil to measure up to an adult's concept of what his ability should be. Such a criticism may be unwarranted,

11 Hoyt Barnett and Alice Barnett, "Is Your Child in a Classroom Crisis?", Colliers, 122: 26, September, 1948.

12 Anonymous, "The U. S. High School," Life 20:89, April 22, 1947.

13 Ibid., p. 88.

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for the adult's faulty memory may not recall the facts as they really were. Another factor contributing to this criticism may be due to the democratic aspect of modern education -- the belief that all should have an opportunity for an education whether or not they are mentally equipped to graduate cum laude. None the less, critics of the public schools feel that today the educational system is at fault for not graduating pupils with a higher proficiency in reading, writing and arithmetic. Collier's Magazine, while not the first to exploit these opinions, commissioned Howard Whitman to write a series of articles on aspects of education and entitled it, "The Struggle for Our Children's Minds." He quotes a citizen from Minneapolis.

"It is really tragic to realize that our boys and girls are not being taught the basic fundamentals these days ... I am a student of Lincoln and his life, and I will say that he was better able to meet life situations with less than two full years of schooling (in total) than many are today with twelve years of it." ¹⁴

Mr. Whitman's ideal curriculum is one used in the Boston Latin School.

"The school gives a six year course (seventh through twelfth grades). Of each student it requires six years of English, six years of Latin, five years of mathematics, four years of history, three years of French, two years of Greek or German, two years of general science and one year of physics. Seniors may elect to take additional

¹⁴ Howard Whitman, "Our Schools -- Afraid to Teach?", Collier's, 133: 36, March 19, 1954.

French, Greek or German, chemistry, or solid geometry and trigonometry. This schedule means six packed years of five solid subjects per year." 15

By comparison, he cites high school programs which require that the student spend only one third or less of his time on such subjects.

"A three year high school may require for graduation as little as two years of English, one year of mathematics, and a year and a half of history (four and a half required units out of a total of fifteen). The rest of the time a student may take such courses as salesmanship, dancing, life adjustment, effective living, glee club, fashion designing, first aid, personal problems, stagecraft or any number of nebulous courses known to the students as "snaps", "breezes", and "pipes". 16

The problem of whether the schools spend enough time on solid subjects, or "fundamentals" received nation-wide attention as a result of the previously mentioned editorial in the Saturday Evening Post by Chodorov. Charging that today schools hold that the acquisition of knowledge is of little or no importance, he implied that this was a major fault of the Goslin administration of the Pasadena Schools.

"The idea did not set too well with many Pasadena parents; they held to the notion that schools were for the teaching of the three R's and some other subjects which their children might find helpful." 17

However, failure to concentrate on 3 R essentials is not the only expressed fault in the school curriculum. Another fault according

15 Ibid., p. 35.

16 Loc. Cit.

17 Chodorov, loc. cit.

There is a great deal of interest in the study of the history of the United States, and it is not surprising that the study of the history of the United States is one of the most popular subjects in the curriculum of the schools.

By comparison, the study of the history of the United States is one of the most popular subjects in the curriculum of the schools. The student spends only a few minutes of his time in the study of the history of the United States.

"The history of the United States is a story of the growth of a nation from a small colony to a great power. It is a story of the struggles of the people for freedom and justice, and of the triumphs of the American spirit. The study of the history of the United States is a study of the American people, and of the values that they have created. It is a study of the American dream, and of the American way of life. The study of the history of the United States is a study of the American people, and of the values that they have created. It is a study of the American dream, and of the American way of life.

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examined in the study of the history of the United States is a study of the American people, and of the values that they have created. It is a study of the American dream, and of the American way of life. The study of the history of the United States is a study of the American people, and of the values that they have created. It is a study of the American dream, and of the American way of life.

1. The study of the history of the United States is a study of the American people, and of the values that they have created. It is a study of the American dream, and of the American way of life. The study of the history of the United States is a study of the American people, and of the values that they have created. It is a study of the American dream, and of the American way of life.

to Bernard Iddings Bell, an Episcopal scholar, is the omission of religious education and he insists that public schools should give courses in religion and morals as well.

"Our schools were founded by those who considered religion of primary importance. Those who wrote into the Constitution that in our land there must never be an established church, had no idea that anyone would construe this to ban religious instruction in schools, or to deny tax support of schools conducted under religious auspices. There is no evidence whatever of intention on their part to make such prohibitions.

"Religion is man's search, in the world where every human career ends in frustration of ambition and speedy death, for strength and courage to be gained from the heart of a spiritual reality greater than the more or less human race. This search lies beneath creeds and cults, rituals and sacraments, techniques or prayer and meditation. In respect to these a certain deftness has come into being as a result of age old experiment, a deftness quite beyond the usual American ... His idea is commonly magical ... His worship is superficial ... He goes on from youth into maturity, old age, death, unarmed against his own weakness, vulnerable." ¹⁸

The critics who favor religious morals and background taught in the public schools point out that by ignoring religion completely the schools indicate that it is of little value.

Schools fail to develop a wholehearted allegiance to the American way of life.

In the post world war II years there was increased political tension between those nations with the Western Civilization heritage

¹⁸ Bernard Iddings Bell, "Know How vs. Know Why," Life, 29: 97, October 16, 1950.

and Russia with her block of allies. In this country it resulted in strong distrust and apprehension of communism and of any other philosophy that certain individuals or groups could not accept in their thinking as American. These factions continue to brand anything they disapproved of as un-American. In Englewood, New Jersey, a teacher was accused of being red-tainted for questioning the source of a student's two minute talk against communism. The charge was readily dismissed, but it left questions in the minds of many parents concerning loyalty of teachers. Having failed to convict the teacher, the self-styled enemy of communism proceeded to attack the textbooks used in the school.

The label of anti-American seems to be applied to four major divisions: (1) the teachers (2) the textbooks (3) the philosophy presented in the teacher training program (4) the teachers' organizations. Approaching these criticisms in order, the writer first discusses the teachers.

The teacher does hold many tremendous advantages for promoting personal political beliefs because he had the respect of the children, an audience that is required to give attention, the knowledge of teaching methods, and even love for the child. An example of the charges was made by John T. Flynn:

"I do not say that our schools have been taken over by either Communists or Socialists. I do insist that there are schools where the invasion has been started, and that where this exists in a school it is apt to be found chiefly

and these are the main points of the study.

Strongly stated are the following points:

philosophy of the study is the main point.

their thinking is the main point.

thing they discovered is the main point.

a teacher was asked to bring out the main point.

of a student's two main points is the main point.

readily stated are the following points:

concerning the study of the main point.

the self-study of the main point.

used in the study.

The study of the main point.

distinctions: (1) the main point.

presented in the study.

organization, presentation, and the main point.

discuss the main point.

The study of the main point.

personal political beliefs become the main point.

an attitude that is the main point.

teaching method, and the main point.

charges are the main point.

the study of the main point.

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in the social science departments, (where only a few teachers can do immense harm). Finally, I do not charge that even the guilty teachers are teaching communism (although a few may be communists). I say they teach socialism." ¹⁹

For the next section, that of contaminated textbooks, one would need go no farther than the same article, but to enlarge this point of view, the writer refers to a symposium on American textbooks presented in the Saturday Review of Literature. Kaub presents the viewpoints of several eminent authors. ²⁰ He quotes one, Professor A. H. Hobbs (University of Pennsylvania), from his book as follows:

"Emphasis in sociological texts is markedly critical of private competitive enterprise and of capitalist economy. Forty-eight of a total of sixty-three definite statements about competitive enterprise (in as many texts) emphasized defects of this aspect of our economic system ... As a sidelight ... all of the texts (ten) which make statements about advertising are critical of this aspect of the economics system." ²¹

Examples of subversive textbooks are pointed to by Kaub;²² David Sayville Mussey's "A History of Our Country" (Ginn, 1950) who states that our country profited from the sale of bonds during the civil war; to John Hodgdon Brodley's "World Geography" (Ginn, 1945) for saying that Russia is one of the most progressive countries on

¹⁹ John T. Flynn, "Who Owns Your Child's Mind?," The Readers Digest, 128:25, October, 1951.

²⁰ Verne Kaub, "A Critic," The Saturday Review of Literature, 35: 16-17, April 19, 1952.

²¹ Loc. cit.

²² Loc. cit.

earth; and to Robert I. Adriance's, "Using the Wealth of the World" for describing communism as a movement by and for the masses.

A third charge of un-Americanism in the present system of education was directed against the philosophy taught the teachers by the Colleges of Education. There has been much discussion among "neutral" observers as to whether the chief protagonist has been Mr. Allen A. Zoll, or whether he has assumed that role because of the attention given him by educators. Zoll certainly has been in the foreground in a great many of the attacks on the "Americanism" of College of Education Professors. One might almost say it was too bad for his own cause that he had become the figurehead of such attacks, since his methods are so obviously exposed, his thinking so perceptibly biased and his bias so manifestly displayed, that a person giving thought to his writings could see through his faults. There are those who accept and even welcome emotional, unreasoned outbursts and who find Zoll appealing. There were other critics, as determined to label and libel Professors of Education who are more subtle and respected, and who effectiveness might have been more damning.

Skaife, ²³ feels that this group represented as great a danger to the schools as did the left wing element. He presents a few

²³ Robert A. Skaife, "They Sow Distrust," The Nation's Schools 47: 27-30, January, 1951.

...and to Robert L. Adams' ...
for describing ...
A third change of ...
education was ...
by the College of ...
"nearly" ...
Mr. Allen A. ...
the attention given ...
...in a ...
College of ...
...for his ...
...his ...
...and his ...
...to his ...
...those who ...
...and who ...
...to label ...
...respected, ...
...Gaelle, ...
...to the ...

23 Robert L. Adams, "They ..."
171-27-30, January, 1931.

exerpts from pamphlets that are put out by these groups.

"For more than three decades, a fifth column of un-American propagandists have been vigorously at work in the schools and colleges of the nation -- infiltrating, undermining, boring in like termites.

"These subversive forces have made such inroads, that if allowed to continue they soon will have the entire school system completely under their control. Unless effective steps are taken promptly to stop the present trend, the situation will be beyond repair." ²⁴

Skaife's article continues with an interesting list of what he termed "front" organizations, whose purpose is to undermine confidence in the schools and to substitute for it their own biased opinions.

The final division on un-Americanism in the schools is concerned with the teacher organizations. The word "union" has formed pictures of Bolshevism for many people. The largest teacher group, not a union but a professional organization, came under direct attack from author Irene Kuhn, when she attacked the National Education Association. The American Legion, a long time ally of the National Education Association printed her article. ²⁵

Miss Kuhn traced the responsibility for left wind doctrine in the N. E. A. back to John Dewey. All progressive education, she wrote,

²⁴ Ibid., p. 27.

²⁵ Irene Kuhn, "Your Child is Their Target," The American Legion Magazine, 52: 25, June, 1952.

"... has been a deliberate, calculated action by a small but powerful group of educators ... to change the character of American education radically ... usurp parental authority and so nullify moral and spiritual influences."

To document her point of view, Miss Kuhn brought forth the now famed comments of Harold Laski, an eminent British socialist concerning educational theories expounded at Columbia University in the early 1930's.

"Stripped of its carefully neutral phrases, the report is an educational program for a socialist America. It could be implemented in a society only when socialism was the accepted way of life; for it is a direct criticism of the ideas that have shaped capitalist America. 26

Such criticism may seem trivial, and yet the accumulation of the many small charges may have helped crystallize the opinions held by some parents.

The schools no longer seem to have disciplinary control over the students.

The very nature of the term discipline, with its many associated concepts of brutality, suspense, punishment, order, good versus evil, -- makes it readily exploited by professional writers. Their flair for the descriptive word as well as their wide audience, make their criticisms tremendously important. In the previous sections in this chapter, the majority of the examples have been voiced by

26 Ibid., p. 26.

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critics of education turned writer. The present writer has chosen for this diversion on discipline, writers who have become critics.

"I thought I knew everything about education, having taught at each level from kindergarten through post-doctoral research. (I'd been in private schools, public colleges and large universities). But a New York woman school teacher stopped me dead. When I asked her to give a map demonstration she stood in a most awkward position and I told her to move over to the other side. "I wouldn't dare to work myself into a corner so far away from the door" she said seriously ... "First thing a woman teacher learns in our school is never get too far away from the door. Otherwise the big boys might trap her and beat hell out of her."

"Later, when I visited this teacher in New York I found that her students had chopped down all the classroom doors on the first floor. I concluded there was a lot about education that I didn't know." 27

Mr. James A. Mitchener, author of "Tales of the South Pacific", and "The Bridges of Toko-Ri" is an excellent fiction writer. His comment, quoted above, was a non-fiction opinion published in a leading news magazine.

Ernie Hill, a foreign correspondent for the Chicago Daily News, has traveled extensively around the United States as well as in many countries of the world. His son Jonathan has had many changes of schools, which may have colored his son's attitude toward school, but which offered the father an opportunity for comparison.

²⁷ James A. Mitchener, "Letters to the Editor," Time, 62:6, November 9, 1953.

exists of which the... for this... the...

"I thought I had... taught as... and large... demonstration... sold her to... to work... she said... in our... Children... her."

"Later, when I... that her... on the... student..."

10. There is...

and "The Bridge of..."

comment, quoted above, was a...

leading news magazine.

Ernie Hill, a...

has traveled extensively...

counties of the world...

schools, which are...

but which... the...

27 June 1954
November 9, 1954

"In the eighth grade last year, at the American school in Tokyo he was tardy 37 times and the year before in New York, 32 times. I once went to his school in New York. When I put my head in the door, someone fired a book at me. All the kids were standing up screaming. The teacher was shouting and banging the desk.

"They're so spirited this morning, she told me outside, their little personalities are expressing themselves. We do nothing to curb their ego." When she went back into the classroom, she was beamed with an orange...

"Then ... (in Tokyo) six of them gave their egos a workout by pushing one boy through a window." 28

The newsman proceeds to describe the British schools where punishment is doled out in the form of birchings and "six of the best" primarily; with detentions and forfeiture of privileges to sports added to the canings for more serious infractions of rules.

"At this point, I have not started to worry about whether Jonathans personality or his ego is being damaged by discipline ... I am just basking in the warm glow of an unbelievable transformation which makes life so calm and peaceful where once it was raucous." 29

A third illustration, critical of present school discipline is one that is frankly fiction. It was first published as a condensation in a national magazine; 30 later as a novel published

28 Ernie Hill, "Education," Time, 62: 52, November 2, 1953.

29 Loc. cit.

30 Evan Hunter, "The Blackboard Jungle," Ladies Home Journal, 71: 59, October, 1954.

by Simon and Schuster. It has been filmed into an extremely popular movie. Its inclusion here represents a fictional account of an educational problem that has an important effect on molding public opinion.

The introduction to the story sets the theme.

"This is a shocking story. It is a frightening story. It is based on reality which now finds its counterpart in many of our great American cities. It is published to awaken and warn the majority of parents and citizens whose children are more fortunate. It shows what conditions can produce juvenile delinquency and even crime among school children." 31

Howard Whitman, in the previously mentioned Collier's Magazine series of educational criticism, proceeds a step further. After describing the violence and disrespect found in many classrooms with many examples, he informed his readers of the legal aspects.

"Against a backdrop of encroaching chaos in the schools, many a strident voice has been raised for a return to old fashioned discipline ... I attended a lecture for new teachers given by a member of the faculty at San Francisco State College. He was discussing the legal aspects of the teaching profession. "A good rule to remember is don't touch! (The courts have held that touching a student on the arm above the elbow with one hand may be all right. But don't use two hands.)

"The law says that reasonable punishment is permissible. But I warn you, it is dangerous. What seems reasonable to you may not hold up in court, if it doesn't, it's your neck.

31 Loc. cit.

The faculty member concluded with a joke for emphasis. I don't know what to suggest to you -- knife throwing perhaps?" 32

The professor apparently could not suggest a solution to the beginning teacher, but through this example Whitman was able to suggest a problem which he solves by suggesting firm discipline from the teacher, firm discipline from the principal, strong cooperation from the parents and finally for impudence and incorrigibility -- paddling.

Schools fail to stimulate competition among students and reveal to parents the comparative standing of the children.

The social, economic and political systems in the United States are based largely upon the motive of competition. It is therefore, assumed by many that unless schools promote competition, they are not preparing the pupils for life.

Bernard I. Bell argues that without a competitive atmosphere and appropriate rewards in school, the very character of America is endangered.

"What are we to say when we find public school systems which promote all children at the end of each academic year regardless of whether their work has been good, bad or indifferent? And there are not many high schools which will refuse a diploma to the most stupid or most lazy pupil, provided he has kept out of jail. Twenty years ago a public high school teacher was expected to fail -- and did fail -- those who had not mastered 60 per cent of the subject

³² Howard Whitman, "The New Way in School Discipline," Collier's, 34: 59, August 6, 1954.

The faculty member would not have a right to say
I don't know what to suggest to you -- I don't know
perhaps?" 32

The professor apparently would not suggest a solution to the

growing tension, but through this mental distance was able to

a problem which he solves by suggesting that the student

teacher, like the student, has the individual living experience

the parents and finally the experience of the individual

problem.

Schools fail to stimulate individualized living experience in the

very to provide the necessary stimulus of the individual.

The social, economic and cultural environment in the school

are based largely upon the notion of competition. It is the

assumed by many that unless someone is better than someone else

not preparing the individual for life.

Howard T. Bell argues that schools are competitive environments

and appropriate rewards in school, the very concept of reward is

undermined.

"What are we to say when we find that the school system

which provides all children with the opportunity to learn

year after year in the same way, and that the school system

indulges in the same old, same old, same old, same old

routine of the same old, same old, same old, same old

produces the same old, same old, same old, same old

results in the same old, same old, same old, same old

and the same old, same old, same old, same old

and the same old, same old, same old, same old

and the same old, same old, same old, same old

and the same old, same old, same old, same old

and the same old, same old, same old, same old

and the same old, same old, same old, same old

and the same old, same old, same old, same old

and the same old, same old, same old, same old

32 Howard T. Bell, "The School as a Competitive Environment,"
Cellar's, 32: 32, Spring 1961.

matter of a course. So stern a teacher is no longer tolerated. He is subjected to pressure, to abandon such out-dated ways and pass everyone of his students ... The teacher gives in and thereafter obediently passes all his pupils whether or not they have learned anything. "Everybody had won, said the Dodo after the Caucus race," and all must have prizes. ³³

Teachers and administrators are in a position to know what goes on in certain classrooms and therefore much credence is given to their opinions. While an unknown percentage of these people wholeheartedly approve of the present school procedures and conditions, and another unknown percentage are unconcerned either way; a third small group through publication criticize the methods and procedures of the schools.

Remembering that teachers are human and can sometimes be sources of common sense or sometimes sources of biased emotional outbursts, the present writer feels that the inclusion of their critical opinion is necessary to present a more complete perspective. A special feature of the educational issue of the Ladies Home Journal ³⁴ contains views on many aspects of education. While the quotations selected from each letter do not reach the heart of the problem of competition as such, they do present interesting points of view.

³³ Bell, op. cit., p. 90.

³⁴ "Let the Teachers Speak," Ladies Home Journal, 71: 62, October, 1954.

... of a ... He is ... out-dated ... teacher gives in ... capital ... 'Everybody has won, ... and all must have prizes.

Teachers and administrators ... in a position to know ... goes on in certain classrooms and ... to their opinions. While an ... wholeheartedly approve of the present ... different; and another ... a third ... procedures of the schools.

Remembering that ... sources of common sense ... enthusiastic, the present ... outside opinion is necessary to ... A special feature of the ... contains views on any aspect of ... selected from each ... competition as such, they do ...

22 Bell, Dr. ...

24 West ...
October, 1931.

"... everyone goes thru elementary school, almost everyone goes thru high school, and a high percentage of high school graduates goes on to college. How hard teachers have tried to maintain standards ..."

"In senior classes my husband has had students of low mentality, bad discipline problems and students who refuse to do anything but grudgingly so to classes. He has been told to pass all of them, "just to keep them in school. You can imagine the atmosphere for the brighter student."

"... students everywhere vary tremendously in their intellectual capacity, obviously many of those who finish high school cannot be expected to achieve desirable standards."

"Society will no longer permit us to fail pupils repeatedly, or expell them from school ..." 35

Relatively few teachers have entered into public discussion of the subject. It is possible that some may be afraid to voice their opinions. Perhaps most feel that it is a problem for the schools to work out, a problem to be discussed behind teachers' lounge doors and not before the public.

Kahrhoff, a one time teacher who has become an author, describes the methods of grouping, testing and grading of children in a book of educational criticism.

"Let us suppose that Jimmy got an A in English. This is the highest grade the school gives. Most parents would assume, rightly enough that Jimmy has amassed a pretty fair knowledge of English during the report period, or that he had done very superior work. But did he? ... if we wish to take Jimmy's grade seriously. 36

35 Loc. cit.

36 Robert E. Kahrhoff, This Farce Called Education, (New York: Exposition Press, 1952), p. 62.

... every year, when the children of the school are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

The children of the school are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

... children of the school are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

... children of the school are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

... children of the school are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

of the school. It is a school where the children are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

Kennedy, a man who has been in the school for many years, has been in the school for many years, and the children of the school are asked to write a letter to their parents...

... children of the school are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

... children of the school are asked to write a letter to their parents, and the children of the school are asked to write a letter to their parents...

"We should first know (1) if the teacher was qualified to teach him in the first place; (2) if the teacher was qualified to grade him; (3) whether he was in a homogeneous group and what was the standing of the group in comparison to other classes that were taking the same subject. If we knew these things about the grade on a student's report card, we could begin to attach some significance to it." 37

The difficulty of marking is a great problem. The inherent aptitudes and bias of the teacher, the types of tests, the conditions of the testing environment, the ability of the tester to validly test and many extraneous factors combine to effect marks. Yet when educators attempt to adjust the marking system to more accurately describe pupil abilities and achievements, criticisms arise.

Summarizing, it should be noted that opposition to school philosophies, methods and procedures is as old as schools are. Aristotle found fault with the educational process in early Greece. Changes that schools have undergone through the centuries have followed criticism, and there must have been much criticism that never effected a change. The early days of our republic saw argument that free public schools were illegal and an infringement on an individual's personal rights. The collection of taxes to support the schools brought indignation from many people. More recently, adverse criticisms of the functions of the school seem to be increasing. A perusal of the Reader's Guides shows a great

37 Ibid., p. 73.

increase in the number of articles showing discontent with the schools. It was for this reason that representative criticisms were chosen for presentation in this chapter. Numerous groupings, just as important, concerning such subjects as classroom techniques, textbooks, parent-teacher relationships and others were reviewed before the above criticisms were selected and prepared for presentation.

increase in the number of enrolled students in the
schools. It was for this reason that representative
were chosen for representation in the district. It was
just as important, however, that the district be
represented, parents-teacher or otherwise, in the
before the above conditions were met in the
presentation.

CHAPTER III

METHOD OF CONDUCTING THE STUDY

The data for this study were obtained from interviews with a sampling of parents of pupils at Monroe Junior High School, Albuquerque, New Mexico. A questionnaire-check list concerning criticism of the public schools was prepared to supplement the interview process.

Attitudes and opinions toward the following educational functions were secured. (1) A comparison of old and new methods of public instruction; (2) what should be taught in schools; (3) the relationship of the school to the community; (4) how pupils should be taught; (5) punishment and discipline; and (6) democracy in the classroom. A list of parents of pupils in the ninth grade (1954) at Monroe Junior High School was obtained and a random sampling of seventy-five parents was selected. The interviews were conducted in the evening when both parents were most likely to be at home. In the event the parents were away, no attempt was made to re-contact them and the next home on the list was visited. The questionnaire was read by the interviewer to insure a uniform understanding of the questions, and a relaxed, informal atmosphere was obtained. The results of each of three groups of twenty-five interviews were tabulated separately and then in combination to discern to what

extent the addition of more cases might tend to change the pattern of responses. Since results of the final tabulation of twenty-five interviews did not significantly change the pattern of responses obtained on the first two groups of twenty-five each, the investigator concluded that he had obtained a representative sampling of data.

In phrasing the question concerning foreign languages in item number nine, the writer selected examples of French and Latin. In each interview it was explained that Spanish was excluded from the item because of its prevalence as the spoken language in the homes of many students in the city and region.

The writer took great care not to phrase the questions in ways that would lead to an expected answer or to phrase a question in order to achieve a certain response -- yet the possibility always existed. Question number ten states, "Do you believe the schools should put more time on reading, writing and arithmetic?" The replies show an affirmative answer of 50.7 per cent. A rewording which would change the meaning, "Do you believe schools are putting enough time on reading, writing and arithmetic", might produce a similar percentage because of a tendency to reply in the affirmative. Such possibilities are theoretical, and yet because of this the writer feels great care should be exercised against careless or indiscriminate interpretation of the results.

One must realize the limitations of these findings. Despite

extent the addition of new cases might be expected to increase
of response. Since variation in the number of cases is
invariant and not statistically significant, the number of cases
obtained on the first two groups is 100-100, and invariant
concluded that he had obtained a representative sample of cases.
In making the question concerning the number of cases
number nine, the writer has obtained 100-100 cases.
In each instance it is expected that the number of cases is
then because of the question being asked in the study
of any student is the significance of the study.
The writer does not intend to present the results
ways that would lead to an expected number of cases in the study
in order to obtain a representative sample of cases.
always existed. The writer has obtained 100-100 cases.
schools should not be the only source of cases.
The writer has obtained 100-100 cases.
wording which would change the meaning of the study.
putting enough cases on the study to obtain a representative
problem a similar problem is presented in the study.
affirmative. The writer has obtained 100-100 cases.
of this the writer has obtained 100-100 cases.
conclusion or hypothesis of the study.
One may well ask the question of the study.

the fairly uniform percentages for the opinions in each sampling of interviews of twenty-five each, one can only speculate, and not conclude, about the consistency of relationship between a local sample and the opinions of parents in a national sampling. The conclusions, therefore, must be limited to this representation of local opinion. The investigator has made an objective attempt not to "go beyond his data."

In order that the reader may have a clear and total perspective of the nature of the interviews and the educational functions encompassed, the questionnaire-check list is presented in the remaining pages of this chapter.

the fairly uniform persistence of the same in the
interviews of twenty-five years ago and the
conclusion, about the consistency of the data
sample and the uniformity of the data is a natural
conclusion. However, it is limited to the
local opinion. The investigator has made a
to "go beyond the local."

In order that the present may be a
perspective of the nature of the
functionary. The functionary is
the remaining part of this

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PARENT OPINION OF PRESENT SCHOOL TRENDS
AND PRACTICES

Comparison of old and new methods

1. Should schools remain as they were when you went to them, or should they be different?
2. Do you feel that teachers of today are () not as well prepared, () as well prepared, or () better prepared than when you went to school?
3. Do you think that children of today are being educated () not as well () as well as, or () better than when you went to school?

The school and the community

4. Do you agree with the old saying "let the teachers stick to school teaching; they have enough to do there; let the people solve their own problems"?
5. Do you believe that the national government should pay enough of the cost of education to guarantee each child a good education, or that support for the school should come only from local or state sources?

Vocational courses in school

6. Do you think that children who are slower mentally should be given more vocational training than average pupils?
7. Do you think that all children should be given more vocational training than they now receive?
8. Number the following subjects in the order of importance that you feel your son or daughter should take in school. (e.g.) 1st, 2nd, 3rd. (a) A class in algebra (b) a class in electricity for boys or beauty culture for girls, (c) a class in history.
9. Number the following subjects in the order of importance that you feel your son or daughter should take in school. (a) a class in office work for girls, or plumbing for boys, (b) a foreign language, such as French or Latin, (c) a class in English.

WINTER OF 1914-15
THE 1914-15

Continuation of old and new

1. Known to be a new one as they were not known to be a new one.
2. Do not feel that it is a new one as they were not known to be a new one.
3. Do not feel that it is a new one as they were not known to be a new one.

The school and the students

1. Do not feel that it is a new one as they were not known to be a new one.
2. Do not feel that it is a new one as they were not known to be a new one.

Vocational courses in school

1. Do not feel that it is a new one as they were not known to be a new one.
2. Do not feel that it is a new one as they were not known to be a new one.
3. Do not feel that it is a new one as they were not known to be a new one.

What should be taught in schools?

10. Do you believe that the schools should put more time on reading, writing and arithmetic?
11. How much of what your child is studying in school do you think will be useful to him in everyday living?
12. Do you favor a class in sex education for your child to be taught in junior high school? If not where?
13. Would you approve of a course teaching your child what communism is like?

How should the pupils be taught?

14. Do you feel that students should follow the textbook rather than a lot of outside material?
15. Should new courses begin only when textbooks are available for it? (e.g. a course in salesmanship has no textbooks yet.)
16. In art work do you feel that the teacher should
(a) let children draw when they want to in the way they want to, (b) teach the children to copy an object realistically.
17. Should pupils be required to bring lessons home to be studied?

Evaluation of pupil work.

18. Pupils should be marked on what they do according to
(a) their abilities (b) their effort (c) marks on tests.
19. Do you believe that children are marked according to
(a) their abilities (b) efforts (c) marks on tests.

The problem of the bright or slow student.

20. Should bright pupils (a) skip grades (b) be put in special classes or (c) be kept in the same class with average students?

What should be taught in schools?

10. Do you believe that the school should teach the history of the United States and the world?
11. Do you believe that the school should teach the history of the United States and the world?
12. Do you believe that the school should teach the history of the United States and the world?
13. Do you believe that the school should teach the history of the United States and the world?
14. Do you believe that the school should teach the history of the United States and the world?

How should the school be run?

15. Do you believe that the school should be run by the teachers?
16. Do you believe that the school should be run by the teachers?
17. Do you believe that the school should be run by the teachers?
18. Do you believe that the school should be run by the teachers?
19. Do you believe that the school should be run by the teachers?
20. Do you believe that the school should be run by the teachers?

What should be the curriculum?

21. Do you believe that the curriculum should be based on the needs of the community?
22. Do you believe that the curriculum should be based on the needs of the community?
23. Do you believe that the curriculum should be based on the needs of the community?
24. Do you believe that the curriculum should be based on the needs of the community?
25. Do you believe that the curriculum should be based on the needs of the community?

The problem of the school is to...

26. Do you believe that the school should be run by the teachers?
27. Do you believe that the school should be run by the teachers?
28. Do you believe that the school should be run by the teachers?
29. Do you believe that the school should be run by the teachers?
30. Do you believe that the school should be run by the teachers?

21. Do you feel that slow pupils should be (a) held back if they fail (b) put in special classes (c) kept in classes of their same age?
22. Should pupils be passed on to the next grade even though they fail one or more basic subjects?

Punishment.

23. Do you feel that children should be physically punished in school by teachers when they do not behave?
24. Would you favor physical punishment to the child if it was used sensibly and sparingly?
25. Do you feel that there is a need for more strict discipline in our schools?

Use of fear as a classroom technique.

26. Should children's marks be changed as a means of punishment?
27. Do you agree that fear of failure (or hope of attaining high marks) should be used to push your child's learning?
28. Would you support efforts by the schools to find other motives for learning if they did not depend upon use of fear?

Democracy in classrooms.

29. Do you feel that the assembly programs should be organized by the students under teacher supervision, or prepared by the best qualified teachers for the children?
30. Should the classroom be organized so that students share to some degree, the management of the class and help make rules and regulations for the classroom?
31. Do you feel pupils should discuss current events of everyday life such as elections, labor disputes, divorce, war and peace? If not where?
32. In your opinion should teachers plan what and how subjects should be taught with the pupils?

21. Do you think that the...
...of the...

22. Should the...
...they...

Punishment

23. Do you think that...
...in school...

24. Would you favor...
...most...

25. Do you think that...
...in our...

Use of force in a physical education

26. Should the...
...punishment...

27. Do you agree that...
...high...

28. Would you support...
...of force...

Democracy in education

29. Do you think that...
...is...

30. Would the...
...to...

31. Do you think that...
...and...

32. In your opinion...
...should...

QUESTIONNAIRE ANSWER SHEETComparison

1. Same _____
Different _____
2. Not as well _____
As well as _____
Better than _____
3. Not as well _____
As well as _____
Better than _____

School and community

4. Yes _____
No _____
No Opinion _____
5. Nat'l gov't. _____
State _____

Vocational courses

6. Yes _____
No _____
No Opinion _____
7. Yes _____
No _____
No Opinion _____
8. Algebra _____
Electric _____
History _____
9. Office _____
French _____
English _____

What should be taught?

10. Yes _____
No _____
No Opinion _____

What should be taught?

11. Most _____
Half _____
Less _____
No Opinion _____
12. Jr. High _____
Where _____
13. Yes _____
No _____
No Opinion _____

How taught?

14. Book _____
Outside _____
15. Yes _____
No _____
No Opinion _____
16. Draw _____
Copy _____
17. Yes _____
No _____
No Opinion _____

Evaluation

18. Ability _____
Effort _____
Tests _____
19. Ability _____
Effort _____
Tests _____

Bright or slow

20. Skip _____
Special _____
Same _____

Comparison

- | | | |
|----|-------------|-------|
| 1. | Same | ..... |
| | | |
| 2. | Not as well | ..... |
| | as well as | ..... |
| | Before then | ..... |
| 3. | Not as well | ..... |
| | as well as | ..... |
| | Before then | ..... |

Good or bad

- | | | |
|----|------------|-------|
| 4. | Yes | ..... |
| | No | ..... |
| | No opinion | ..... |
| 5. | Not good | ..... |
| | Same | ..... |

Workable or not

- | | | |
|----|------------|-------|
| 6. | Yes | ..... |
| | No | ..... |
| | No opinion | ..... |
| 7. | Yes | ..... |
| | No | ..... |
| | No opinion | ..... |

- | | | |
|----|--------------|-------|
| 8. | Algebra | ..... |
| | Geometry | ..... |
| | Trigonometry | ..... |
| 9. | Other | ..... |
| | Trigonometry | ..... |
| | Algebra | ..... |

What about it

- | | | |
|-----|------------|-------|
| 10. | Yes | ..... |
| | No | ..... |
| | No opinion | ..... |

Bright or slow

21. Back _____
 Special _____
 Same _____
22. Yes _____
 No _____
 No Opinion _____

Punishment

23. Yes _____
 No _____
 No Opinion _____
24. Yes _____
 No _____
 No Opinion _____
25. Yes _____
 No _____
 No Opinion _____

Fear

26. Yes _____
 No _____
 No Opinion _____
27. Yes _____
 No _____
 No Opinion _____
28. Yes _____
 No _____
 No Opinion _____

Democracy

29. Students _____
 Teachers _____
 No Opinion _____
30. Yes _____
 No _____
 No Opinion _____

Democracy

31. Yes _____
 No _____
 Where _____
 No Opinion _____
32. Yes _____
 No _____
 No Opinion _____

Bright or slow

21. Best

Special

Same

22. Yes

No

No Opinion

Unfair

23. Yes

No

No Opinion

24. Yes

No

No Opinion

25. Yes

No

No Opinion

Best

26. Yes

No

No Opinion

27. Yes

No

No Opinion

28. Yes

No

No Opinion

Unfair

29. Best

Special

No Opinion

30. Yes

No

No Opinion

CHAPTER IV

ANALYSIS OF THE DATA

The data presented in this chapter represents the writer's attempt to discover the extent of the parents' approval or disapproval of present school trends and methods. The first portion compares (1) the status of the school today with the school the parents went to; (2) the relationship of the school with the community; and (3) parent opinion on federal aid to schools. The second part discusses methods of teaching and curriculum with the following sections; (1) what should be taught, (2) how the pupil should be taught, (3) the matter of marks and promotion, (4) what manner of punishment should be used, (5) democracy in the classroom.

As presented in Table I, parents expressed their opinions comparing the school as they remembered it with the school as it now appears to them. In answer to the question, "Should schools remain as they were when you went to them, or should they be different?", the interviewees showed an 86.7 per cent or 13.3 per cent preference for schools different than when they attended them. While this might seem to show disapproval of the schools attended by the parent, several mentioned to the interviewer that this was not so, indicating the schools were all right then, but should "change with the times." It was impossible for the investigator to determine reasons for the responses obtained.

CHAPTER 10

ARTICLE 17.1

The data presented in this report are as follows:

attempt to discover the extent of the current situation on the

of present school terms and results. The following are the

(1) the status of the school for the current term and

for (2) the relationship of the school with the community

(3) present status of the school with the community

discusses methods of teaching and learning and the

sections: (1) the status of the school, (2) the

teaching, (3) the status of the school and

present status of the school, (4) the

as presented in Table 1. The following are the

concerning the school as they are presented in the

new appears to be. As a result of the

remains as they were when you went to the

different, the information about the school

cent problems for school officials and the

While this report does not discuss the

the parents, covered the school and the

indicating the school's status and the

the time. It is suggested for the

reason for the present situation.

TABLE I

COMPARISON OF OLD AND NEW IN EDUCATION

QUESTION	GROUPS				TOTAL
	A	B	C	D	
1. Should schools remain as they were when you went to them, or should they be different?					
Same	28	4	8	16	13.3
Different	72	92	92	84	86.7
2. Do you feel that teachers of today are					
() not as well prepared	0	0	4	0	1.3
() as well prepared	28	16	24	22	22.7
() better than when you went to school?	72	84	72	78	76.0
3. Do you think that children of today are being educated					
() not as well	24	12	20	18	18.7
() as well as	28	20	24	24	24.0
() better than when you went to school?	48	68	56	58	57.3

One trained in psychiatry might experience difficulty deciding whether the reply was due to reflections upon early school events or to recent magazine articles. However, not a little information may be gleaned from the twenty to forty-five minute conversation usually associated with the interview. In all interpretation of course, the writer has exercised every care to portray the true intent of the parent interviewed.

QUESTIONS

QUESTIONS

1. Should we have a law
which would give you the right
to have your property
or should we have a law
which would give you the right
to have your property?

2. Do you feel that we should
have a law which would give you
the right to have your property
or should we have a law which
would give you the right to have
your property?

3. Do you think that we should
have a law which would give you
the right to have your property
or should we have a law which
would give you the right to have
your property?

One of the main reasons for the
passage of the law was that it
was necessary to have a law which
would give you the right to have
your property. It was necessary
to have a law which would give
you the right to have your property
because it was necessary to have
a law which would give you the
right to have your property.

A glance at question number two indicates that better than three-fourths of the parents questioned felt the teachers of today are better prepared than teachers were when they went to school. Perhaps this is a general acceptance of a fact that more people are going to and completing college level programs, including teacher training, than twenty or thirty years ago.

That 18.7 per cent of the parents feel children are not being educated as well as when they went to school, which question three in Table I shows, seems to indicate either uncertainty of the effectiveness of the curriculum and methods or a reflection that "even though schools were small and ill equipped; and the teachers less well trained, we got an education". This may seem to be a high index of criticism until one notices that 81.3 per cent feel their child is getting as good or better than they received.

Question four in Table II may not be as much an old saying as an old problem -- should the teacher enter into community affairs? While some 12 per cent want teachers to "stick to school teaching; they have enough to do there", it may be that they worry about the power a teacher may wield, giving greater than average influence over a decision. As far as this problem is concerned, it appears most parents approve the idea that teachers are members of the community and are entitled to participate in local affairs.

Question five of Table II was included as a reply to the often debated question of government aid to financially stricken states.

A glance at another number of the same series shows that the three-fourths of the parents present at the first meeting were better prepared than those who were not present. Perhaps this is a general indication of the fact that parents going to the meeting are more interested in their children's training than those who do not.

That the parents of the children who were being educated in the school were better prepared than those in Table I shows that the parents of the children who were being educated in the school were better prepared than those in Table I. The effectiveness of the school in the education of the children is shown by the fact that the parents of the children who were being educated in the school were better prepared than those in Table I.

Even though the parents of the children who were being educated in the school were better prepared than those in Table I, the school was still well equipped to give the children the best of education. The high level of education which the children were receiving was a result of the fact that the parents of the children who were being educated in the school were better prepared than those in Table I.

Their child is getting an education as good as that which the parents of the children who were being educated in the school were better prepared than those in Table I.

Question from the table is: Why are the parents of the children who were being educated in the school better prepared than those in Table I?

as an old problem -- and the answer is: because the parents of the children who were being educated in the school were better prepared than those in Table I.

While some of the parents of the children who were being educated in the school were better prepared than those in Table I, they have enough to do themselves. It is not the fact that the parents of the children who were being educated in the school were better prepared than those in Table I.

power a teacher may wish. Having received their education in the school, the parents of the children who were being educated in the school were better prepared than those in Table I.

over a decision. In the case of the children who were being educated in the school, the parents of the children who were being educated in the school were better prepared than those in Table I.

most parents approve the fact that the children who were being educated in the school were better prepared than those in Table I.

community and the children who were being educated in the school were better prepared than those in Table I.

Question from the table is: Why are the parents of the children who were being educated in the school better prepared than those in Table I?

often debated question of government and the children who were being educated in the school were better prepared than those in Table I.

TABLE II

OPINIONS CONCERNING THE SCHOOL AND THE COMMUNITY

QUESTION	GROUPS				TOTAL
	A	B	C	D	
4. Do you agree with the old saying "let the teachers stick to school teaching; they have enough to do there; let the people solve their own problems?"					
Yes	12	4	20	8	12.0
No	88	84	80	86	84.0
No Opinion	0	12	0	6	4.0
5. Do you believe that the national government should pay enough of the cost of education to guarantee each child a good education, or that support for the school should come only from local or state sources?					
Nat'l gov't.	92	80	84	86	85.3
State	8	20	16	14	14.7

Should the federal government pay enough of the cost of education to guarantee each child a good education? 85.3 per cent of the parents answered "yes" and only 14.7 per cent said "no". Their feelings may be colored by their present status. The area covered by this survey did not exist a few years ago. Most people were new arrivals -- a few from New Mexico, the vast majority from other sections of the

QUESTIONS AND ANSWERS

QUESTIONS

1. Do you agree with the statement that the Government should not have any more to do with the people's business?

Yes
No
Don't know

2. Do you believe that the Government should have the right to control the production of goods and services?

Yes
No
Don't know

Should the Government have the right to control the production of goods and services?
Yes
No
Don't know

Should the Government have the right to control the production of goods and services?

country bringing with them the education they received in their home state. If it was a good education they are at an advantage in securing work. Those who received a poorer background have to compete with those better educated. Many parents expressed this sentiment in justifying their opinion for equalizing educational opportunity through federal aid.

Table III presents opinions concerning what children should be taught and how the teacher should go about teaching the children.

The question of whether a son or daughter should receive vocational training is one that has been much debated. It has been suggested that demands for vocational training is an indicator of economic cycles, receiving its greatest impetus during times of depression when employers demanded more work experience. When employment conditions improve, more cultural objectives are supposed to be favored.

It has often been suggested that a child who isn't too bright should take vocational education, for since he is already deficient at academic work, he might succeed at manual projects. This may sometimes be true, for reasons of improved motivation, stimuli and visual results, rather than because vocational work is easier. Perhaps every pupil should have more educational experiences of that sort? Should there be changes in the school's curriculum offering? What did the parents think?

As shown in Table III, parents were almost unanimous in agreeing

country business with the intention they received in that
state. It is a good station they are at a disadvantage
seemingly work. These are not however good looking men
compete with those better equipped. They are also equipped with
sentiment in their eyes. They are also equipped with
opportunities through federal aid.

Table III presents the data concerning the various
be taught and how the various parts of the school should be
The question of whether or not to teach the various parts of
vocational training in our schools has been much discussed. It has
suggested that because the vocational training is an important
economically cycles, working in the field of industry during these
depression when employers are looking for new workers.
employment conditions improve. Now vocational training is
supposed to be better.

It has often been suggested that a child should be taught
should take vocational education for which he is likely to be
at academic work. He might succeed at several projects. It seems
something to be true. For reasons of general education, health and
visual results, rather than a result of a few years.
Perhaps every child should have some vocational training. It is
sort. Should there be changes in the general education system
What did the parents think?

As shown in Table III, parents were asked to rate the

to vocational training for the slow children, perhaps for the reasons mentioned above. The significant figure to be noticed is in question seven where 69.3 per cent of those questioned approved of this training for all pupils and while the 30.6 per cent of those who expressed no opinion, or who opposed the plan was relatively high, they were outnumbered at a better than two to one ratio.

In order to compare these stated preferences against actual choices, the parent responded to comparisons of three subjects that might be offered in school -- two traditional and one vocational. As presented in question eight, the parents' order of preference was algebra first, history second, and last the vocational subject, of electricity for boys and beauty culture for girls.

Question nine, in the same vein, reveals traditional English first, the vocational subject second and a foreign language last. For the purpose of this study an exception was made to Spanish as a foreign language since it was often the language spoken in the home of Albuquerque pupils. One may conclude from these two questions that while parents would like more or some work experiences for their children, they express a preference for traditional subjects.

In spite of their several differences most critics of the school seem to be united in a belief that modern children are woefully lacking in their capacity to read, the ability to express themselves in writing and a command of basic arithmetic. Instead of asking the

to vocational training for the children, parents do not
reasons mentioned above. The children themselves do not
in question seven years old, but some do not go to school
of this training for all people can not. The children of these
who expressed no opinion, or no opinion at all, or who
high, they were disappointed at a school that the so-called
In order to compare these results with the results
choices, the school presented the children with a choice of
might be obtained in school -- for example, a good vocational
As presented in question above, the results show that the
was almost half. In fact, the results show that the
of electricity for the new and modern culture of the
Question also, in the case of the children, the results show
first, the vocational training school and a school for the
For the purpose of this study, the children were divided into
a foreign language class it was found that the children in the
home of the children. The results show that the children
questions that the children were asked to answer, and the
for their children, they wanted a school that was good and
In spite of this, the results show that the children
school seem to be better. In fact, the results show that the
learning in their country to read, the children of these years
in writing and a command of the English language. The results show

TABLE III

OPINIONS CONCERNING VOCATIONAL COURSES IN SCHOOL

41

QUESTION	GROUPS				TOTAL
	A	B	C	D	
6. Do you think that children who are mentally slower should be given more vocational training than average pupils?					
Yes	96	92	84	94	90.7
No	4	8	12	6	8.0
No Opinion	0	0	4	0	1.3
7. Do you think that all children should be given more vocational training than they are now receiving?					
Yes	76	52	80	64	69.3
No	20	28	16	24	21.3
No Opinion	4	20	4	12	9.3
8. Number the following subjects in the order of importance that you feel your son or daughter should take in school.					
(a) a class in algebra 1st	44	68	44	56	52.0
2nd	28	16	52	22	32.0
3rd	28	16	4	22	16.0
(b) a class in electricity or beauty culture 1st	24	16	28	20	22.7
2nd	28	24	20	26	24.0
3rd	48	60	52	54	53.3
(c) a class in history 1st	32	16	28	24	25.3
2nd	44	60	28	52	44.0
3rd	24	24	44	24	30.7
9. Number the following subjects in the order of importance that you feel your son or daughter should take in school.					
(a) class in office work or plumbing 1st	36	28	48	32	37.3
2nd	32	52	24	42	36.0
3rd	32	20	28	26	26.7
(b) a foreign language such as French or Latin 1st	4	4	8	4	5.3
2nd	32	16	24	24	24.0
3rd	64	80	68	72	70.7
(c) a class in English 1st	60	68	44	64	57.3
2nd	36	32	52	34	40.0
3rd	4	0	4	4	2.7

OPINION ON THE PROPOSED CHANGES IN THE CURRICULUM

QUESTIONS

6. Do you think that children who are mentally slow should be given more vocational training than average children?

7. Do you think that children should be given more vocational training than average children now receiving?

8. Number the following subjects in the order of importance that you feel your own daughter should take in school:

(a) a class in English

(b) a class in mathematics

9. Number the following subjects in the order of importance that you feel your own daughter should take in school:

(a) class in civics and government

(b) a foreign language

(c) a class in music

question, "Should your child receive more time in reading, writing and arithmetic?", the question was worded in the more definite terms of school policy as listed in number ten of Table IV. It was with this point that parents, for the first time in the study, showed dissatisfaction with a facet of their children's education. Forty-nine and three tenths per cent of those polled felt children had sufficient training in these fields, or had no opinion, compared to the 50.7 per cent who felt a need for more emphasis on the three R's.

A more basic question from the writer's point of view concerned the amount of useful learning the child was actually deriving from his school work. Again the intangible proposition -- how does anyone know what will be of use in the future? Impossible, of course, and yet the question is a clear indicator of parent acceptance or negation of one of the schools major purposes, preparation for the future. While 98.7 per cent felt half or more would contribute usefully toward their child's future life, 69.3 per cent felt most of the child's studies would be useful.

Two controversial questions are included in this table to discover whether parents would approve of instruction to their children in those areas. The first, concerning sex education, is taught in part in the already existing ninth grade science class under a unit of life, heredity and reproduction. A choice was offered the parents, whether to have their child taught sex education in junior high school or "elsewhere". Seventy-four per cent felt junior high

school was the acceptable place. The writer was extremely interested as to where "elsewhere" might be. The answers varied between home and other grades in school. A proponent of home sex education describing his opinion stated, "If you haven't taught them these facts before they enter school, you've lost your opportunity and it's too late". Several parents preferred to wait until senior high school despite the already obvious physical maturation of the children's bodies. Let one not overlook the majority opinion. A number of parents felt they received a little or negligible information themselves, or considered themselves to have insufficient knowledge. In a side query the writer discovered that the parents would prefer to have the subject covered in other courses that already exist such as general science, biology or health.

The first person to answer question thirteen prefaced his opinion with, "If you're going to kill rattlers, you'd best learn all you can about 'em first!" Eighty-four per cent stated that they would approve a course that taught their child the elements of communism. Almost every person interviewed, however, felt obliged to include a qualifying remark as to why they felt so, or how it should be done. The writer noted that most felt that if a teacher of such a course were picked by the school system, he would be "all right" and could be trusted to present communism in a less favorable light when compared with the politics of our republic.

TABLE IV

WHAT SHOULD BE TAUGHT IN SCHOOL?

QUESTION	GROUPS				TOTAL
	A	B	C	D	
10. Do you believe that the schools should put more time on reading, writing and arithmetic?					
Yes	76	40	36	58	50.7
No	20	36	60	28	38.7
No Opinion	4	24	4	14	10.7
11. How much of what your child is studying in school do you think will be useful to him in every-day living?					
Most	80	72	56	76	69.3
Half	20	28	40	24	29.3
Less than Half	0	0	4	0	1.3
No Opinion	0	0	0	0	0
12. Do you favor a class in sex education for your child to be taught in junior high school? If not where?					
Jr. High	72	84	60	82	74.7
Elsewhere	28	16	40	18	25.3
13. Would you approve of a course teaching your child what communism is like?					
Yes	84	80	88	82	84.0
No	16	8	4	12	9.3
No Opinion	0	12	8	6	6.7

WHAT REMAINS TO BE DONE IN 1950

QUESTION	ANSWER	TOTAL
10. Do you believe that the schools should not have an evening session and auditorium?	Yes 10 No 10 No opinion 0	20
11. How much of your child is attending the school as regular student? Do you think it is better to have a day session or a night session?	Day 10 Night 10 No opinion 0	20
12. Do you favor a change in the education for your child to be taught in junior high school? If not, why?	Yes 10 No 10 No opinion 0	20
13. Would you approve of a session teaching your child when attendance is high?	Yes 10 No 10 No opinion 0	20

TABLE V

OPINIONS CONCERNING HOW SHOULD PUPILS BE TAUGHT?

QUESTION	GROUPS				TOTAL
	A	B	C	D	
14. Do you feel that students should follow the textbook rather than a lot of outside material?					
Book	56	32	36	44	41.3
Outside	44	68	64	56	58.7
15. Should new courses begin only when the textbooks are available for them? (e.g. a course in salesmanship has no textbook yet.)					
Yes	44	16	24	30	28.0
No	56	80	76	68	70.7
No Opinion	0	4	0	2	1.3
16. In art work do you feel that the teacher should					
(a) let children draw when they want to in the way they want to	72	88	48	80	69.3
(b) teach the children to copy an object realistically	28	12	52	20	30.7
17. Should pupils be required to bring lessons home to be studied?					
Yes	88	80	84	84	84.0
No	12	20	16	16	16.0

OPTIONAL FORM NO. 10 (REV. 1-25-60)

QUESTION

16. Do you have any other information that you wish to provide to the committee?

Yes ☐ No ☐

17. Should the committee be authorized to conduct further investigation into the activities of the group?

Yes ☐ No ☐

18. In your view, do you feel that the committee should (a) let the matter rest as it is, or (b) conduct further investigation into the activities of the group?

(a) ☐ (b) ☐

19. Should the committee be authorized to conduct further investigation into the activities of the group?

Yes ☐ No ☐

"What" a pupil should be taught is usually linked closely to "how" it should be done, and so the next three questions presented in Table V fall naturally into place. There seem to be very few people who do not have well established views on the method of imparting knowledge to the child. This may well be their interpretation of the results derived from their own education. The writer chose questions that asked the parents which they considered more important, the textbook or outside material. Most parents indicated the textbooks were of great value, but class experiments and experiences, encyclopedias, various reference books and other material aids combine to be more important in teaching a subject to their child. This, in spite of the fact that the expression "a lot of outside material" might include any of the possible aids to teaching under fire by the critics. This response has much importance and will be re-examined under conclusions in Chapter V.

Since parents show preference for outside materials rather than a text, the next question endeavored to discover how far this opinion went. Should a new course begin only when textbooks were available? A course in salesmanship was used as an example. Whether or not such a text exists was irrelevant; the idea of relative importance between a textbook and a teacher with resources was considered. Parents here showed an even stronger faith in the teacher over the book, which again cannot be of great consolation to the school's critics.

Question 16 continues to evaluate methods of teaching which the critics frequently raise in their attacks on the public school. The methods which encourage free expression of the child's abilities has been described as play, foolishness, or waste of time. The parents were asked: "In art work should the teacher let the children draw what they want to in the way they want to; or teach the children to copy an object realistically. This question posed the problem as strongly as possible and the use of free expression as a method of teaching was approved by a two to one majority.

The often debated problem of homework is presented in question 17. As one reads the critics arguments, the accusation that teachers no longer require homework is readily noticed. Here one finds the parents in strong agreement with the critics, 84 per cent of whom feel pupils should be required to bring lessons home to be studied. The author noted that many of the 16 per cent minority felt that they (the parents) work hard during the day and want the evenings free; by the same reasoning the children should be able to put in six hours and be done. The majority maintained homework to be an important part of school experience and should be required.

The various systems for measuring the progress of the pupil receives considerable thought from all interested in schools. The disadvantages of the present method, (whatever it may be), and the advantages of some other are frequently discussed by the critics.

Question 1. Is it possible to establish a system of...

the child's personality is formed during the first...

The methods which are used in the child's...

has been described as being very simple and...

parents were asked: "What is the most important...

know what they want to do for their child and...

children to grow to be good and useful...

the problem as a whole, the child's and the...

as a method of teaching, the child's and the...

The other debated method of teaching is...

Question 2. Is it possible to establish a system of...

that teaches the child to be good and useful...

Here one finds the child in a state of...

It is not only the child's personality that is...

born to be good. The child's personality is...

already told that they (the parents) want their...

want the child to grow to be good and useful...

be able to put in his hands and feet. The...

however to be an important part of the child's...

required.

The various questions are answered in the...

received considerable attention and all the...

disadvantages of the present method of teaching...

advantages of some other method of teaching...

With such disagreement about measurement, it was decided to ask the parents what they considered to be the most important basis for evaluation rather than the various means of reporting grades. The results are presented in Table VI.

TABLE VI

OPINIONS CONCERNING EVALUATION OF PUPIL WORK

QUESTION	GROUPS				TOTAL
	A	B	C	D	
18. Pupils should be marked on what they do according to					
(a) their abilities	4	28	16	16	16.0
(b) their effort	56	52	44	54	50.7
(c) marks on tests	40	20	40	30	33.3
19. Do you believe that children are marked according to					
(a) their abilities	4	8	20	6	10.7
(b) their efforts	52	30	40	56	50.7
(c) marks on tests	44	16	40	38	38.7

The parents were asked to decide between the following bases for grading, (1) their child's abilities, or what he could do; (2) the child's effort, or what he tries to do; (3) the child's test marks, or what he does do. Their responses show a virtual 5:3:1.5 ratio for effort, tests and ability. When asked what they thought their children's marks actually were based upon, this ratio changed to 5:4:1 for effort, tests and ability. A glance at Table VI will show

With such disagreement and a great variety of views as to the
parents that they considered to be the most suitable for
evaluation rather than the various kinds of treatment. The
results are presented in Table II.

TABLE II

OPINIONS CONCERNING THE BEST KIND OF TREATMENT

QUESTIONS		Answers	
18. People should be treated as follows:			
What kind of treatment?			
(a) family adjustment	10	(b) child adjustment	10
(c) child adjustment	10	(d) child adjustment	10
(e) none of these	10	(f) none of these	10
19. Do you believe that children			
and parents should be treated as follows:			
(a) child adjustment	10	(b) child adjustment	10
(c) child adjustment	10	(d) child adjustment	10
(e) none of these	10	(f) none of these	10

The parents were asked to indicate the best kind of treatment for their child and for the child's adjustment. The results are presented in Table II. The results show that the parents and the child's adjustment are the most important factors in the treatment of the child. The results also show that the child's adjustment is the most important factor in the treatment of the child. The results also show that the child's adjustment is the most important factor in the treatment of the child.

the actual figures, indicating that the parents feel schools are grading their children correctly. As an investigator observation, it should be pointed out most parents felt teachers combined all three mediums, but gave greater weight to the one that they had chosen.

Another field of criticism which is closely associated with pupil evaluation results from the promotions based on grades. The investigator presented three questions to the parents with the results shown in Table VII.

TABLE VII

OPINIONS CONCERNING THE PROBLEM OF THE BRIGHT OR SLOW STUDENT

QUESTION	GROUPS				TOTAL
	A	B	C	D	
20. Should bright pupils					
(a) skip grades	4	0	12	2	5.3
(b) put in special classes	68	36	72	52	58.7
(c) kept in classes of their own age	28	64	16	46	36.0
21. Do you feel that slow pupils should be					
(a) held back if they fail	16	12	8	14	12.0
(b) put in special classes	76	68	68	72	70.7
(c) kept in classes of their same age	8	20	24	14	17.3
22. Should pupils be passed on to the next grade even though they fail one or more basic subjects? Yes	12	40	24	26	25.3
No	88	48	68	68	68.0
No Opinion	0	12	8	6	6.7

the school library, including books and records and other materials.
 grading their children accordingly. In the investigation of the
 should be pointed out that the school library is not a
 medium, but a guide to the child's world. It is a
 another field of study and should be treated as such.
 pupil evaluation results from the investigation of the school library.
 investigator presented these data to the committee.
 results shown in Table I.

OPINIONS OF THE SCHOOL LIBRARY INVESTIGATOR

QUESTION	YES	NO
20. Should the school library be a part of the school curriculum? (a) Yes, as a part of the curriculum. (b) Yes, as a part of the school program. (c) No, it is a separate unit. (d) No, it is not a part of the school.	100 100 100 100	0 0 0 0
21. Do you feel that the school library should be a part of the school curriculum? (a) Yes, as a part of the curriculum. (b) Yes, as a part of the school program. (c) No, it is a separate unit. (d) No, it is not a part of the school.	100 100 100 100	0 0 0 0
22. Should the school library be a part of the school curriculum? to the school program. though they feel that the school library is a part of the school program. more than a separate unit. to the school program.	100 100 100 100	0 0 0 0

Given a classroom of assorted pupils it would be quickly apparent to an untrained observer that differences exist between the various students. These differences may be noticed in the students sex, body size, effort, ages (chronological and social) ability and other numerous variables. Critics of the schools express dissatisfaction over the school's policy of passing or retaining the gifted and slow children as the local policy might be. In an effort to determine how parent felt in either case, their opinions were asked whether brighter pupils should skip grades, put in special classes or kept with the average students. Only a small group of 5.3 per cent believed children should skip into the next grade while a 12:7 ratio favored special classes over an undifferentiated classroom. Only a few years ago it was considered a mark of intelligence to be able to "skip grades" and an amount of prestige went with it. Apparently today parents do not feel this aura, but do recognize the value of a class atuned to the child's level.

The slow students should be put into special classes is an even stronger impression received from question twenty in Table VII. Here only 70 per cent declare in favor of special classes for these retarded children rather than having the child held back or kept in class with average pupils. It may be of interest to note a variance between the 36 per cent who wanted the bright students to remain in class with the average and the 17.3 per cent who want the dull to

remain in the average class.

But should pupils be passed on to the next grade even though they fail one or more basic subjects, such as English or mathematics? A clear indication of popular will is disclosed in the next question number twenty-two. A ratio of approximately three to one displays a desire to have the student pass a minimum requirement for his class grade before proceeding to the next grade. Social promotions, which the critics decry, seem to be in disfavor with the parents contacted in this survey.

"Another challenge to the teacher is the change in public opinion relating to the use of traditional and coercive measures. Corporal punishment, a major source of motivation a century ago, has fortunately passed from the educational scene." 38

Just how far corporal punishment should have passed from today's public school is indicated in the next set of questions shown in Table VIII. The writer was especially interested in the group of questions concerned with punishment; primarily because there has been much criticism describing a laxity of discipline in the schools; and secondly, because he feels the maintenance of discipline is the key to efficient teaching.

³⁸ Harl R. Douglass and Hubert H. Mills, Teaching In High School, (New York: The Ronald Press Company, 1948), p. 36.

remain in the average class.

But should pupils be placed on the next grade even though

they fail one or more basic subjects? Even so English or mathematics?

A clear indication of progress will be obtained in the next quarter.

number twenty-two. A ratio of approximately three to one showing

a desire to have the student pass a minimum requirement for his

class grade before proceeding to the next grade. Social promotion

which the writer feels, seems to be in line with the results

obtained in this survey.

"Another influence to the teacher is the student's

public opinion relating to the use of social promotion. Social promotion is a factor
and concrete measures. Social promotion is a factor
source of motivation a factor in the student's
passed from the student's point of view.

Just how far social promotion should have passed from today's

public school is indicated in the next set of questions shown in

Table VIII. The writer was especially interested in the results of

questions concerned with students' opinions regarding social

been much criticism concerning a lack of uniformity in the schools

and secondly, because he feels the maintenance of standards in the

key to efficient teaching.

TABLE VIII

OPINIONS CONCERNING PUNISHMENT

QUESTION	GROUPS				TOTAL
	A	B	C	D	
23. Do you feel that children should be physically punished in school by teachers when they do not behave?					
Yes	56	40	56	48	50.7
No	40	48	36	44	41.3
No Opinion	4	12	8	8	8.0
24. Would you favor physical punishment to the child if it was used sensibly and sparingly?					
Yes	76	60	84	68	73.3
No	24	36	16	30	25.3
No Opinion	0	4	0	2	1.3
25. Do you feel that there is a need for more strict discipline in our schools?					
Yes	68	68	88	68	74.7
No	32	20	12	26	21.3
No Opinion	0	12	0	6	4.0

To the authorities of many school systems, instruction and discipline are differentiated and even rated separately, yet a successful teacher owes her success to the skillful merging of the two. Just as true art is said to conceal the artistry necessary to produce it,

UNIT VII

UNITED STATES GOVERNMENT

QUESTIONS

20. Do you feel that children should be physically punished in school by teachers when they do not behave?

Yes
No
No opinion

21. Would you ever consider punishing a child in any way that might hurt it and that is not physically?

Yes
No
No opinion

22. Do you feel that there is a need for more child guidance in the schools?

Yes
No
No opinion

To the extent of my knowledge, I have been asked to answer the following questions:

are this contained and have been answered by me as follows:

Teacher's own has answered as follows: (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)

as this is not in the line of my knowledge, I have not answered it.

UNIT VIII

UNITED STATES GOVERNMENT

QUESTIONS

23. Do you feel that children should be physically punished in school by teachers when they do not behave?

Yes
No
No opinion

so the methods of teaching should conceal the discipline necessary to true learning. But so long as children are children and teachers are not perfect in training and insight, the problem of discipline will persist. There is a present-day tendency for some loose thinking and sentimentalizing on the subject of corporal punishment, as may readily be noticed from the review of literature.

In response to the question, "Should the child be physically punished in schools by teachers, when they do not behave", the parents seemed well divided 50.7 per cent said "yes" and 49.3 per cent claimed "no" or "no opinion". Using this as a basis for question twenty-four, but adding a qualifying phrase ... "if it was used sensibly and sparingly", the percentage of those approving physical punishment rose to 73.3 per cent. This large majority seemed to indicate to the writer that the school should have the ability to punish the misbehaving child. Occasionally the parents added the old fashioned expression, "If he gets a paddling at school, he'll get another at home".

Does all this indicate that parents favor a more strict discipline in the schools? A recent Gallop Poll reported that the nationwide replies to this question list 65 per cent believing the schools are not strict enough.³⁹ In response to an almost identical

³⁹ The Albuquerque Tribune, November 17, 1954.

as the methods of teaching should be adapted to the individual
to some learning. But to keep an efficient and healthy
are not perfect in training and the amount of training
will persist. There is a constant-day learning for some cases
thinking and understanding in the subject of learning and training
as may readily be noticed from the review of literature.

In response to the question, "Should the child be
punished in school?" the answer is "No, but the child should be
punished in school with a view to the child's future." The
same claim "not an exaggeration." The child is a human being
question twenty-four, but having a right to be treated as a human
used seriously and respectfully. The child is a human being
physical punishment was a part of the child's life. The child
needed to be treated as a human being. The child is a human being
ability to learn the child's ability. The child is a human being
added the old-fashioned method of the child's learning. The child
he'll get another at best.

Does all this indicate that the child is a human being
discipline in the school. The child is a human being. The child
nationality relies on this discipline. The child is a human being
schools are not static things. The child is a human being.

query in the present survey, almost 75 per cent of those interviewed believed there is a need for stricter discipline. One must admit definitions of the word strict could mean severe, harsh, unyielding or stern. These semantics are not in harmony with another connotation when it is used in the phrase, "strict discipline". Here the description is closer to the meaning of being very careful in following a rule or in making others follow it.

Even more important is an understanding of the word discipline. Parents were advised that here control or order over a class of pupils was indicated in preference to punishment or chastisement. Thus "strict discipline" is defined as firm control rather than harsh punishment.

Means of obtaining this firmer control are discussed in Table VIII.

Punishment is an appeal to the fear motive. If one is to use punishment at all one must take it fearful. That educators in the past have made it painful as well is evident from the aphorism proclaiming that "Every other generation gets whipped!" The alternating generations apparently are subjected to various types of threats, scoldings, detentions, and sarcasm. These have their place in class control but are still dependent upon fear. That other means exist may not be universally recognized since several of those interviewed asked how else discipline could be held.

TABLE IX

OPINIONS CONCERNING USE OF FEAR AS A CLASSROOM TECHNIQUE

QUESTION	GROUPS				TOTAL
	A	B	C	D	
26. Should children's marks be changed as a means of punishment?					
Yes	28	16	36	22	26.7
No	72	76	52	74	66.7
No Opinion	0	8	12	4	6.7
27. Do you agree that fear of failure (or hope of attaining high marks) should be used to push your child's learning?					
Yes	52	44	56	48	50.7
No	48	32	40	50	46.7
No Opinion	0	4	4	2	2.7
28. Would you support efforts by schools to find other motives for learning if they did not depend upon use of fear?					
Yes	100	96	92	98	96.0
No	0	0	0	0	0
No Opinion	0	4	8	2	4.0

A positive stimulation such as rewards, commendation, cajoling use of class spirit, even the teacher's appearance or amount of preparation are factors in maintaining discipline.

Parents seemed to declare strongly for temperate corporal

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OPTIONAL FORM NO. 10 (REV. 11-15-60)

1. NAME (Last, first, middle initial)
2. ADDRESS (Street, city, state, zip)
3. PHONE NUMBER (Area code and number)

4. OCCUPATION (Type of work or business)
5. EDUCATION (Highest grade completed)

6. MARITAL STATUS (Single, married, divorced, widowed)
7. NUMBER OF CHILDREN (If any, list names and birth dates)

8. REASON FOR REQUEST (Check one)
a. ☐ I am applying for a passport for the first time.
b. ☐ I am applying for a new passport because my old one has expired.
c. ☐ I am applying for a new passport because my old one was lost or stolen.

9. SIGNATURE (Sign in ink)
10. DATE (Month, day, year)

A positive statement must be made by the applicant that the information furnished is true and correct to the best of his knowledge and belief.
If false, the applicant will be liable for the cost of the passport and may be subject to criminal and civil penalties.
Failure to comply with the requirements of this form may result in the denial of the passport application.

punishment -- how did they feel about other disciplinary action based on fear? Should a child's marks be changed as a means of punishment? Two-thirds or 66.7 per cent gave a flat "no", possibly reflecting a feeling that whatever marks a child earned were his, not to be tampered with as a corrective measure. Probing further into a possible relationship between the report card and disciplinary action, the interviewer asked for opinions concerning the use of fear of failure -- or hopes of getting a higher grade, be used as a stimulant to promote learning. A rather close result in terms of percentages, showed that the use of this method was perfectly agreeable with the thinking of the parents.

Changing now to the possibility that children could learn without being touched by terror, the investigator presented question twenty-eight. No alternatives to the methods based on fear were offered, merely the hint that somewhere they did, available if searched for, a question of whether or not the parents would support the school in such a search now seems almost rethorical since 96.0 per cent agreed to the idea.

Public schools were established in this country in order that all citizens be active and enlightened in our heritage. Schools for all the people are supported for that purpose. In addition to the abilities of reading, writing, spelling and number relations, we know there are other skills needed by the immature members of our

punishment -- how did they feel about other things, such as

on fear? Should a child's name be changed as a mark of punishment?

Two-thirds or 66.7 per cent gave a flat "no", possibly reflecting

a feeling that whatever name a child wanted was his, and he should

be treated with as a corrective measure. Probably because of a

possible relationship between the report card and the

system, the interviewers asked for children concerning the use of

form of letters -- or hopes of getting a higher grade, or even

stimulus to promote learning. A rather strong "no" in terms of

percentages, showed that the use of this method was generally

able with the thinking of the parents.

Changing now to the possibility that children would learn

without being taught by error, the interviewers presented

twenty-eight. No alternative to the method used in the

others, namely the hint that something was right, available

searched for a question of whether or not the child would

support the school in such a manner and seem almost

since 98.0 per cent agreed to the idea.

Public schools were established in this town in 1887, and

all citizens are active and participated in our history. Schools

all the people are supported for that purpose. In addition to the

ability of reading, writing, spelling and number systems, we

know there are other skills needed by the students to

OPINIONS CONCERNING DEMOCRACY IN CLASSROOMS

QUESTION	GROUPS				TOTAL
	A	B	C	D	
29. Do you feel that the assembly programs should be organized by the students under teacher supervision, or prepared by the best qualified teachers for the children?					
Students	100	84	72	92	85.3
Teachers	0	12	24	6	12.0
No Opinion	0	4	4	2	2.7
30. Should the classroom be organized so that students share to some degree, the management of the class and help make rules and regulations for the classroom?					
Yes	100	100	88	100	96.0
No	0	0	12	0	4.0
No Opinion	0	0	0	0	0
31. Do you feel pupils should discuss current events of everyday life such as elections, labor disputes, divorce, war and peace? If not where?					
Yes	100	100	92	100	97.3
No	0	0	4	0	1.3
No Opinion	0	0	4	0	1.3
32. In your opinion should teachers plan what and how subjects should be taught with the pupils?					
Yes	56	64	76	60	65.3
No	44	16	24	30	28.0
No Opinion	0	20	0	10	6.7

QUESTIONS : ANSWERING QUESTIONS IN DISCUSSION

QUESTION

29. Do you feel that the program should be organized by the students under supervision, or program in the best qualified persons for the children?

Yes
No
Don't know

30. Should the discussion be organized so that students should be more active, and management of the class and help make them more active than for the discussion?

Yes
No
Don't know

31. Do you feel people should discuss current events of everyday life such as election, labor dispute, divorce, war and peace, etc. or not at all?

Yes
No
Don't know

32. In your opinion people who are plain and not educated should be taught with the guidance of the teacher?

Yes
No
Don't know

republic. Competance to assemble information relating to a definite topic, to organize and present information, respect for rights of others, cooperation and responsibility are such skills. They have an opportunity to develop naturally in a democratic atmosphere. How do the parents respond to such a classroom condition? Table X shows their sentiments.

Certain aspects of democracy in the schools are presented in Table X. The teaching of democracy should not be left to chance. The assembly programs have been utilized for this purpose. At one time assemblies were led by the principal or teacher for sermons and moralizing. This period was followed by one of complete faculty domination. The third period is one where the children themselves participate in the programs. Since schools today vary between the last two types, question twenty-nine was constructed to determine parent preference with 2.7 per cent expressing no opinion and 12.0 per cent in favor of a teacher prepared program. Eighty-five and three tenths per cent of those queried felt the assembly program should be organized by the students under teacher supervision. This is an affirmation of the modern or democratic method.

Carrying the concept of democracy in the school further, and into the classroom itself, parents were asked if they felt students should share to some degree in the management of the classroom.

republic. Government to establish institutions for a better

social, to organize and improve education, to provide for higher

others, cooperation and responsibility are essential. They have

an opportunity to develop their own democratic character.

How do the private sector to make a difference? Table 1

shows their contributions.

General aspects of research in the field of research in

Table 1. The research of research in the field of research in

The research program was first initiated in the year 1950.

Two researches were first by the research of research in the year

and research. This research was followed by one in the year

research. This research was followed by one in the year

themselves participate in one research. This research was

between the first two years, research in the year 1950 and 1951.

to determine the research in the year 1950 and 1951.

opinion and research in the year 1950 and 1951.

Eighty-five and three research in the year 1950 and 1951.

assembly program should be designed for the research in the year

superintendent. This is a research in the year 1950 and 1951.

method.

Carrying the research in the year 1950 and 1951.

into the research in the year 1950 and 1951.

should have to have research in the year 1950 and 1951.

All but three of the seventy-five parents questioned approved. Opinions seemed united in claiming that children might be better behaved if they helped make some of the class regulations.

The one question on which parents were most positive was number thirty-one concerning the discussion of current events such as elections, labor disputes, divorce, war and peace. Only two parents of the seventy-five felt such discussions were out of place. This is a strong mandate to the public schools that parents want their children "life adjusted" through their school work! Not on the question of grading, of discipline or on the basic three R's were the parents so agreed in their educational desire. There seems to be little doubt that basically parents want their children to finish school well adjusted to their social environment.

The final question, number thirty-two important as it is in itself, seems almost anti-climatic following the unanimity of number thirty-one. Here parents were asked to express their opinion as to whether teachers should actually plan what and how a subject should be taught with the pupils. Here the writer received a less firm "yes". "That's what teachers went to college for", or a hesitant "yes, if ...". For the most part, the poll showed that 65.3 per cent felt much closer harmony between teacher and class would be achieved if several approaches to the unit were offered by the teacher and discussed.

All but three of the seventy-five parents who attended the
Opinion seemed to be in a hurry to get out of the room
behind it they held their breath at the door waiting
The one question on which parents were most anxious was

number thirty-one regarding the question of whether or not
such an election, labor union, divorce, etc. and many
two parents of the seventy-five felt that it was not in
place. This is a strong feeling to the point where many
want their children to be brought through to the school
on the question of getting, of thinking or on the fact that
it's not the parents as stated in their statement that it
seems to be little about that matter. Parents seem to be
to think school will be better in their hands.

The final question number thirty-two regarding the
itself, seems almost self-evident in the minds of the
thirty-one. Some parents were asked to give an opinion on
whether teachers should receive more than one salary
be taught with the pupils. Some the answer was a
"yes". "That's what I want to see done for a long time"
"yes, if...". For the most part, the only answer was
and felt much of the hurry between teachers and parents
achieved if several approaches to it could be made
teacher and discussed.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

On the basis of this study certain conclusions were drawn. They are as follows:

I. CONCLUSIONS

1. The parents in general, are in agreement with the methods and practices used by the school. Confidence was shown when old and new methods were compared, when the usefulness of subject matter taught was questioned, and in marking and grading pupils.

2. The parents approved of the teaching of sometimes considered controversial subjects. The great majority agreed that the school should enlighten their children in the subjects of sex, communism, and the social problems of everyday life. They highly approved of certain democratic school procedures such as student organizations and student conducted assemblies. They indicated strong support for efforts to secure motivation for learning not based on the use of fear.

3. A conservative attitude was noted in the desire of the parents to have their children concentrate on such traditional subjects as English, algebra and history in preference to vocational courses or foreign languages. It would seem that although they highly approved of vocational education, they first desired a

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

On the basis of this study the following conclusions were:

They are as follows:

CONCLUSIONS

1. The parents in general, and in particular the mothers, and practices used by the school. The school has been successful in its efforts to bring about a change in the attitude of the parents towards the school and has been successful in its efforts to bring about a change in the attitude of the school towards the parents. The school has been successful in its efforts to bring about a change in the attitude of the parents towards the school and has been successful in its efforts to bring about a change in the attitude of the school towards the parents.
2. The parents in general, and in particular the mothers, and practices used by the school. The school has been successful in its efforts to bring about a change in the attitude of the parents towards the school and has been successful in its efforts to bring about a change in the attitude of the school towards the parents. The school has been successful in its efforts to bring about a change in the attitude of the parents towards the school and has been successful in its efforts to bring about a change in the attitude of the school towards the parents.
3. The parents in general, and in particular the mothers, and practices used by the school. The school has been successful in its efforts to bring about a change in the attitude of the parents towards the school and has been successful in its efforts to bring about a change in the attitude of the school towards the parents. The school has been successful in its efforts to bring about a change in the attitude of the parents towards the school and has been successful in its efforts to bring about a change in the attitude of the school towards the parents.

traditional cultural background for their own children. In order to secure this background school practices of homework and homogeneous groupings received very strong endorsement.

4. In terms of the age old question of the permissability or advisability of the use of corporal or physical punishment, the great majority (73.3 per cent) approved of it if used sensibly and sparingly. Thus it would appear that the parents feel the need for corporal punishment has not passed from the educational scene, even though it is completely disapproved by the remainder of the parents.

5. A well balanced picture of present school trends and practices is not likely to be obtained from the reading of current publications. Great differences of opinion exist between the editorial policies of various publications as well as between the writers' views expressed therein. However, there is no evidence that the differences apparent in the views of the parents participating in this study were influenced by the diversity of opinions concerning education expressed in the publication. As previously stated the parents in general are in agreement with the educational methods employed by the school in this study.

II. RECOMMENDATIONS

1. The schools should be vitally concerned with keeping parents informed if they are to gain and maintain public support.

Parents should be kept informed of a continuous evaluation and development of the curriculum. Only through such a process can the parents be made aware of the educational needs of their children and have the opportunity to react to them. Furthermore, only through such a process, can parents attain a complete perspective and comprehension of the educational program in order to be not unduly influenced by the adverse criticisms expressed by certain writers. They need to attain a complete picture. There is a danger this will not result if their knowledge is limited to the incidental and occasional exposure of adverse criticism appearing in the current publications.

Parents should be kept informed of a consistent evaluation and
development of the curriculum. Only through such a process can the
parents be sure of the educational needs of their children
and have the opportunity to react to them. Furthermore, only through
such a process, can parents obtain a somewhat perspective and
comprehension of the educational program in order to be not unduly
influenced by the adverse criticism expressed by certain writers.
They need to obtain a complete picture. There is a danger that
with not enough of their knowledge is limited to the curriculum
and occasional exposure of adverse criticism appearing in the
current publications.

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MEMORANDUM

The following is a list of the names of the persons who have been named in the report of the Committee on the Administration of the Government of the District of Columbia, dated November 17, 1934.

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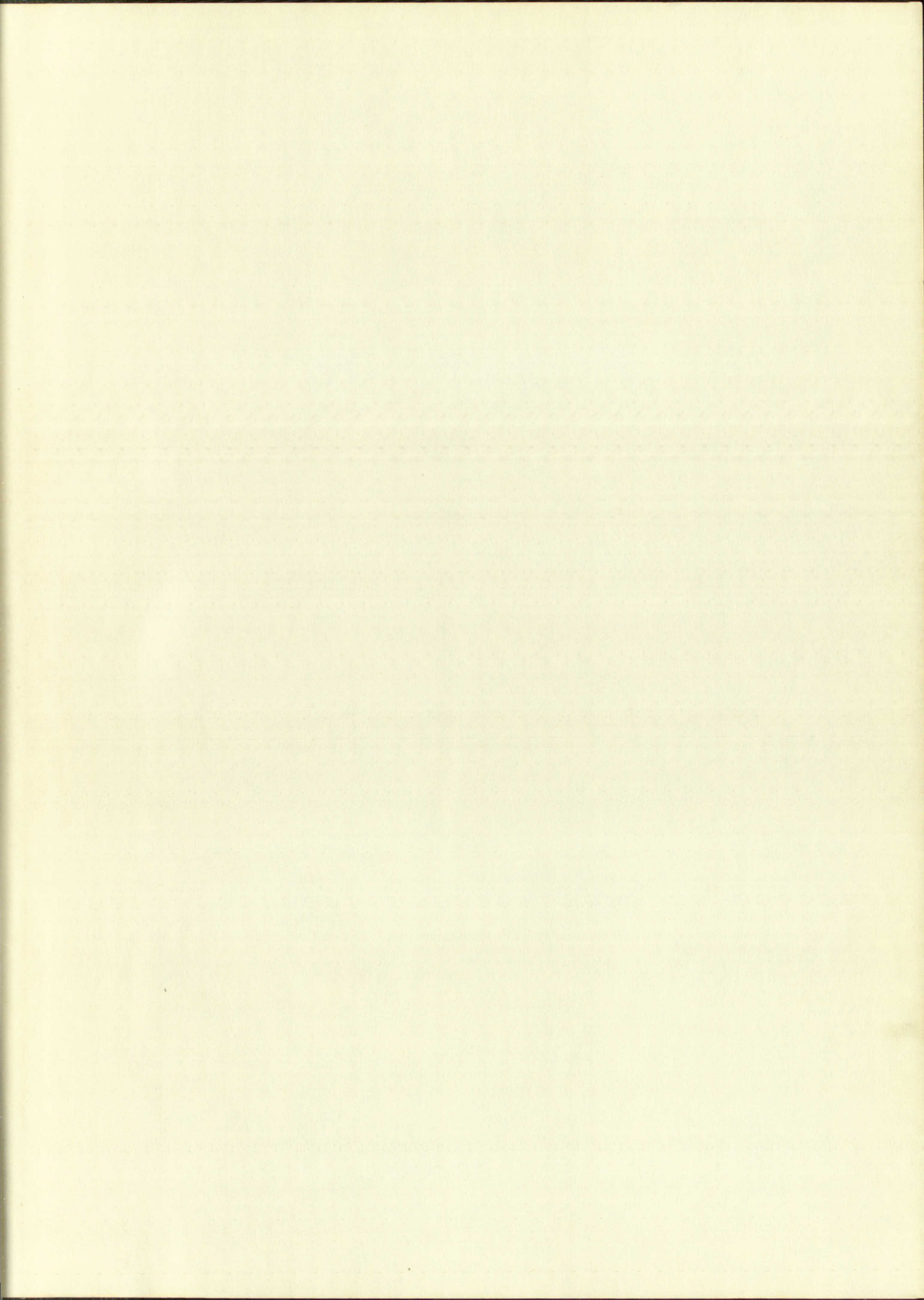
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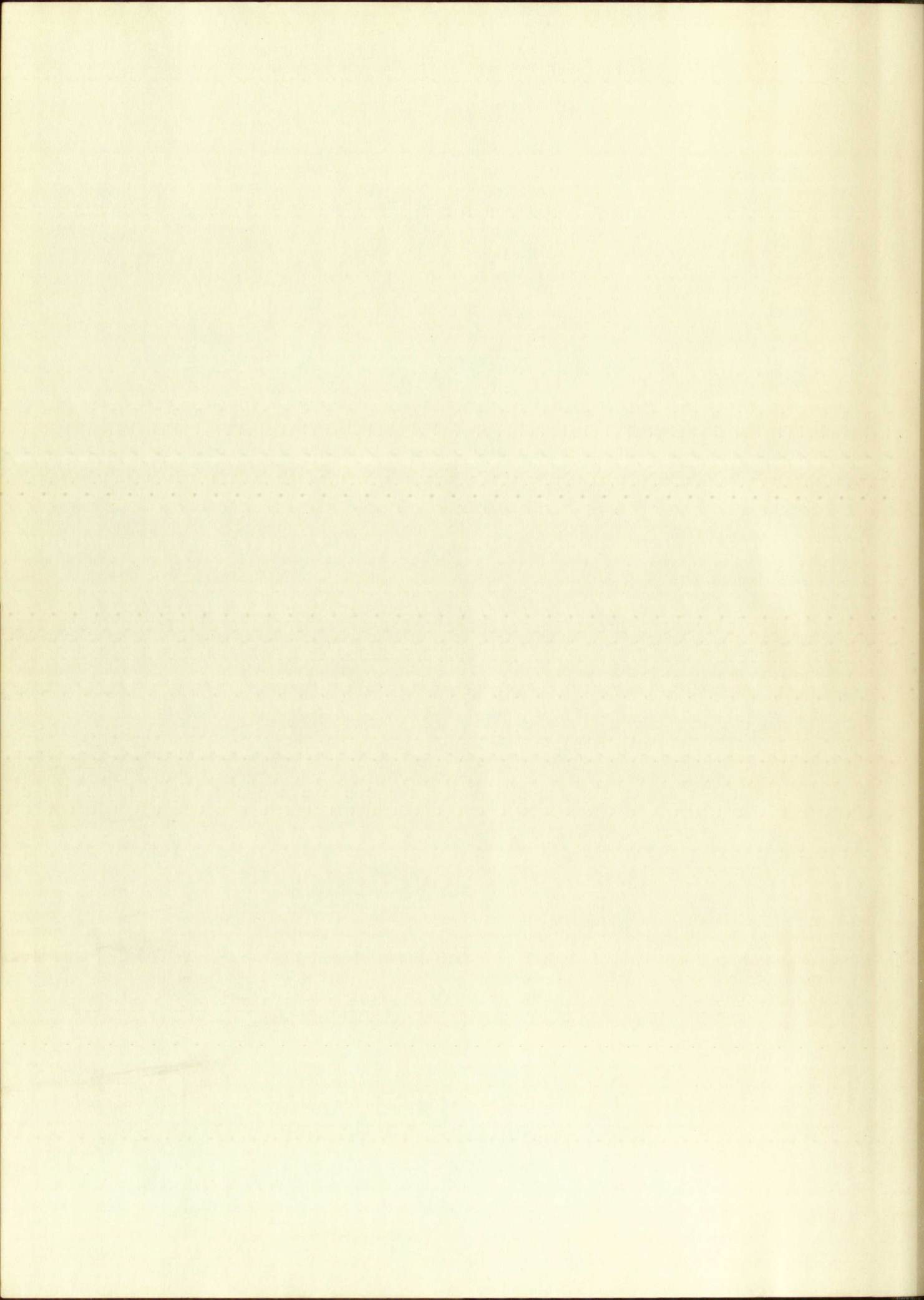
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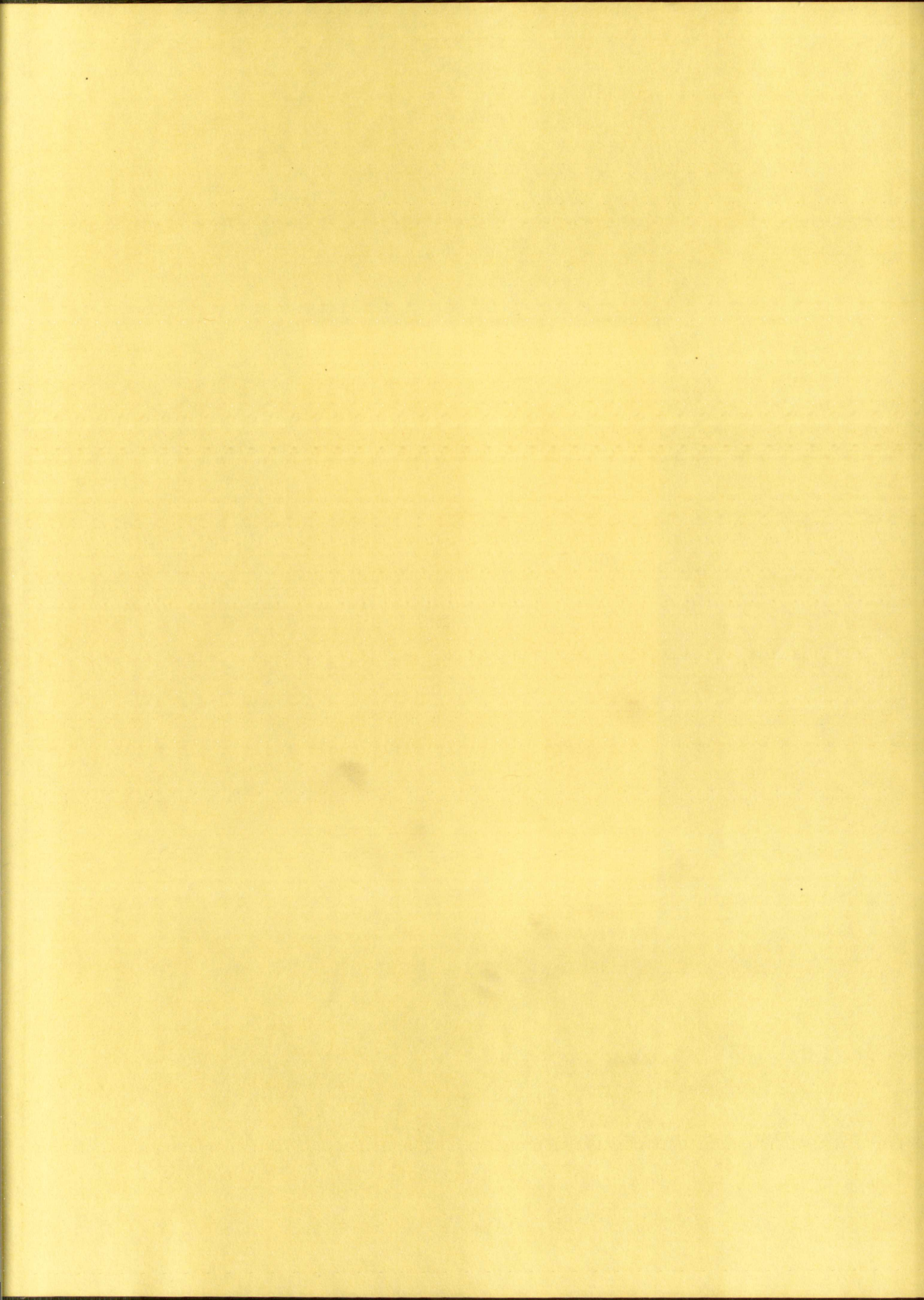
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