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LAY AND FACULTY OPINIONS REGARDING
CERTAIN ASPECTS OF THE EDUCATIONAL PROGRAM
IN SAPULPA, OKLAHOMA

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IN SAPULPA, OKLAHOMA

By

JAMES L. PRINCE

Bachelor of Science

Northeastern State College

Tahlequah, Oklahoma

1929

Master of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

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W. Conner

Chairman, Thesis Committee

A. L. Reed

Member of the Thesis Committee

W. R. Chauncey

Head of the Department

W. B. Whitlock

Dean of the Graduate School

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PREFACE

The problem of the interpretation of the educational program to the lay public has long been of interest to the writer. This study is an attempt to examine the interpretative lag in faculty and lay educational opinion in a small community.

The writer is deeply indebted to the many people who aided in this study. He is appreciative of the co-operation of those educators and students who helped determine the statements used in the opinionnaire. He is especially indebted to the Sapulpa faculty and to the groups, both lay and professional, who graciously responded to the opinionnaire. He is, moreover, appreciative of the counsel and advice of the various staff members of the Oklahoma Agricultural and Mechanical College. Above all, he is grateful to Dean N. Conger for his thoughtful consideration of the problem, and his constant understanding guidance, and to Dr. M. R. Chauncey for his keen insight and critical analysis which were of invaluable assistance.

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CHAPTER I
INTRODUCTION

The idea of change is a basic concept in the American way of thinking. Vast changes are occurring in many areas, such as transportation, communication, production and distribution of necessities, and international understanding. Public education is also changing. The amount and type of change which will be made in the public schools will be determined by the public. Fisk declares that

What the public wants and expects, however, will always be the major determining factor in what it gets, at least so long as we live in a democratic society. The schools of this country today are not appreciably beyond or behind what their communities have sought.¹

The schools of tomorrow must follow the lines of community desire.

Wrinkle has said,

Basically the school is what public opinion makes it. What the public demands depends upon a number of factors. If public opinion is enlightened, it supports progressive practices designed to make the schools better. If public opinion is uninformed, it delays movements which are essential to progress. But public opinion does not create itself. Social and economic conditions provide the basis for public opinion, but the direction in which and the extent to which it develops depends upon the forces which are brought to bear on it. Who shall influence, guide, and develop such direction for public opinion? The public school itself, through its pupils, teachers, and administrators, by a well-planned and effective program of public relations.²

In essence, the problem of making schools better is, therefore, the problem of guiding or controlling community information and

¹Robert S. Fisk, Public Understanding of What Good Schools Can Do. Bureau of Publications, Teachers College, Columbia University, New York, 1944, p. 1.

²William L. Wrinkle and Robert S. Gilchrist, Secondary Education for American Democracy. Farrar and Rinehart, Inc., New York, 1942, p. 119.

opinion about the schools.

The kind of education America is to have in the years ahead, as well as what is done to end unemployment and raise living standards, must depend upon the opinion of the majority of Americans. To checkmate the progress of demagogues and of selfish, ignorant, or mistaken groups, it is necessary to know the nature of public opinion; how public opinions are created; how propaganda is practised by enemies of public education and democracy; and what the friends of education must do in the battle of propagandas.³

In general, the American people seem to approve the public schools. Most parents send their children to school with the feeling that children "ought to go to school."

For a long time, however, we have all been conscious of a large amount of public criticism of the schools. Even now we find more lethargy about what we believe to be the proper financial support of the schools than we like. There can be no question that our first responsibility is to reawaken the American people to the fundamental significance of education in order that we may get it back on a basis at least as effective as in the pre-depression days.⁴

The educational profession is responsible for the lack of understanding on the part of the public, because it seems that

The school has habitually acted in a divisive way in its relations with the community. It has withdrawn into a hard shell through which community influences have been unable to penetrate.⁵

Need for the Study

For a number of years the program of public relations in the Sapulpa, Oklahoma, school district has been based upon the familiar thesis known as "educational interpretation." It has combined the

³The Improvement of Education, Fifteenth Yearbook, Dept. of Superintendence. National Education Association, Washington, D. C., 1937, p. 162.

⁴Official Report, Dept. of Superintendence. National Education Association, Washington, D. C. (March, 1934), p. 28.

⁵Earl C. Kelley, "Make Them Like It and They'll Support It," Nation's Schools, XXXVII (March, 1946), 22-24.

idea of school publicity, whereby the activities of the school program were made known, with the practice of explaining the meaning and purposes of these activities. That this program has been successful is evidenced by the sustained support given to the Sapulpa schools by the citizens of Sapulpa at all elections involving school questions. Sapulpa led all cities of five thousand or more population in the state of Oklahoma in the percentage of votes cast for the four "better schools" amendments in 1946. Creek County, of which Sapulpa is the county seat, led all counties except one in the state of Oklahoma in the percentage of votes cast for these same amendments. In the state legislature representatives of Creek County have voted consistently for legislation intended to improve public education. Approximately 10 per cent of the total population of the city of Sapulpa maintains membership in the Parent-Teacher Association. All school functions open to the public have been well attended, and all the extracurricular activities have been granted generous financial support by the citizens of the city. Nevertheless, there is a feeling that more must be done, and, especially, that more emphasis must be placed on obtaining public understanding of the program of public education. The public relations program must recognize the authority resting in the people. The school must determine the needs of public education as felt by the people because it must "evolve its purposes out of the interests and needs of the people".⁶

Thus has our professional sense of values changed; the academic school, with its insistence upon book-knowledge-set-out-to-be-learned, gave way to the progressive school with its emphasis upon child-interests-to-be-expressed, which now in turn yields philosophic first place to the community school which stresses a human-needs-to-be-met viewpoint. From a book-centered, through a child-centered,

⁶Edward G. Olsen, School and Community. Prentice-Hall, Inc., New York, 1946, p. 11.

and into a life-centered school--this has been the progress of educational thought and experiment during these first four decades of the twentieth century.⁷

There are certain basic requirements of any public relations program. Harlow says,

The first requirement is to gauge the opinions held by all groups that are significant to us. Our second requirement is to place ourselves in harmony with these opinions. And if we cannot accept and conform to the existing conceptions of what is "good" and what is "evil" as applied to our institutions, it follows that we have a third requirement: the responsibility of modifying those opinions--of actually changing public opinion as it affects ourselves.⁸

This study is concerned primarily with the first of these requirements.

Statement of the Problem

An attempt is made in this study to analyze certain differences in information and opinion which exist between the public schools as represented by the faculty of a particular school system and the public in that particular school district, and between these groups and modern educational thinking, and to determine specific information needed by both the schools and public in order to reduce the amount of misunderstanding. The science of education has given the educational profession many principles of procedure which should be incorporated into the practices of the public schools. However,

The status of public schools in general with reference to the lag between the discovery or invention of adaptations and their acceptance as a part of the school program is appalling, for it appears that it requires fifty years for the average adaptation to become completely diffused among the school systems of the country.⁹

⁷Ibid., p. 11.

⁸Rex F. Harlow, Public Relations in War and Peace. Harper and Brothers, New York, 1942, pp. 9-10.

⁹Truman Mitchell Pierce, Controllable Community Characteristics Related to the Quality of Education. Bureau of Publications, Teachers College, Columbia University, New York, 1947, p. 1.

If the lag between the best practices as determined by educational science and the present practices of public schools as determined by community opinion is to be reduced, it seems necessary that the present position of professional educational opinion be compared with the present status of community opinion. A program of public relations based on the differences between these groups should have definite advantages over a generalized or random program.

This study, then, is an effort to discover precise differences between professional educational opinion and public opinion in both lay and faculty groups in Sapulpa concerning certain significant areas of education in order that the interpretative portion of the program of public relations may attain maximum effectiveness.

Specific Objectives

1. To analyze and compare the opinions concerning certain aspects of the program of education held by certain lay groups in Sapulpa, Oklahoma, with those held by the faculty of the Sapulpa, Oklahoma, schools. These lay groups include seniors in high school, parents of seniors, community group leaders, and community group non-leaders.
2. To compare and analyze the free responses of the lay and professional groups with respect to these same aspects of the educational program.
3. To use the popular "polling" techniques of today's industry, business, and politics as a means of securing opinions on educational problems.
4. To show the importance of these opinions in shaping the educational policies of the Sapulpa school system.

Delimitation of the Problem

It is impossible in a single study to examine all, or even any considerable portion of, the total program of public education. Thus, for this study it was necessary to select segments from the total

program for investigation. Five general areas were selected for study—philosophy, plant and equipment, teacher personnel, curriculum, and the extension of educational offerings to preschool and adult groups. These problem areas were selected both because they had been emphasized by a recent pronouncement of the American Association of School Administrators¹⁰ and because a study of local publications seemed to indicate that they represented problems of interest in Sapulpa. Thus, the problems presented in this study were problems of importance in Sapulpa, Oklahoma. Other school superintendents, using the same technique for polling public opinion related to their own school programs, might find other problem areas of greater significance in their own communities.

The area for the study of public opinion was the independent school district of Sapulpa, Creek County, Oklahoma. This school district covers thirty-seven and one half square miles of territory with a population of approximately twenty thousand people. It is an industrial area adjacent to the city of Tulsa, Oklahoma.

Definition of Terms

Since certain terms will be used in interpreting the data of this study, it is advisable to offer definitions of these terms.

By professional educational opinion is meant those opinions held by qualified workers in the field of professional education. It is assumed that the publications of the American Association of School Administrators, the Policies Commission of the National Education Association, and authoritative research bulletins or reports of graduate schools of education represent the most advanced thinking in the

¹⁰ The Expanding Role of Education. Twenty-sixth Yearbook, American Association of School Administrators. National Education Association, Washington, D. C., 1948.

field of education. It is assumed, further, that the opinions of qualified workers in educational areas is valid professional educational opinion on issues or problems not definitely discussed in professional literature. Professional literature has been surveyed in an attempt to determine educational thinking. Many specific concepts which appear to be in advance of liberal community thinking have been selected from these sources as a basis for the comparisons to be sought in this study.

The term faculty as used in this study means the faculty of the Sapulpa, Oklahoma, schools.

The definition of lay opinion, or public opinion, is more difficult. The complex character of the concept represented by public opinion is recognized.

We often speak of "public opinion" as though it were an entity. In reality there are many public opinions representing various economic, cultural, and occupational interests. Any given individual perhaps forms a part of a number of the "public opinions" which have been expressed by various groups.¹¹

For a definition of lay opinion as used in this study, the writer accepts that of Harlow, who says,

By "opinion" in the public relations field we do not mean the fixed judgment, incapable of change, represented by a majority opinion of the U. S. Supreme Court. We define opinion as an impression, view, or inference which can change, and does change, in response to new stimulus presented to its holder by ourselves or others.¹²

In recent years it seems that the individual person can influence the behavior of his fellows only by aligning himself with other like-minded individuals and expressing himself through his group. Hence,

¹¹The Improvement of Education, Fifteenth Yearbook, op. cit., p. 173.

¹²Harlow, op. cit., p. 4.

there is a necessity for recognizing the importance of groups in the educational interpretative effort. One authority in public relations has said,

We shall define the public as a series of independent or overlapping groups, each of which has some special characteristic. For instance, there are the two sex groups, men and women. There are the groups determined by age, by income, by religious affiliations, by membership in social or economic organizations or political parties. There is the set of groups called "government." There are the vocational classifications in which we place such groups as lawyers, fishermen, druggists, salesmen, and so forth. There are everyday business classifications, such as employers, employees, customers, stockholders. There are recognizable groups whose names seem little more than abstractions, like "the rich" and "the poor."¹³

Consequently, in this study an attempt is made to isolate the opinions of certain important groups for purposes of comparison.

Harlow says,

There is no more efficient way to commence thinking about public relations than to decide which groups have any part in affecting the success or failure of a given organization--and then ruthlessly to exclude all other groups from consideration until the significant groups have been studied and methods found to win their favorable opinion.¹⁴

The opinion of these groups will be called lay opinion or public opinion.

The term interpretative lag is used to refer to the difference which exists between the opinions of the various groups and professional educational opinion. It is used also to identify the gap between the lay opinions and the opinions of the faculty.

One of the most difficult problems involved is that of translating educational concepts into language understandable by the various groups

¹³Harlow, op. cit., p. 4.

¹⁴Ibid., p. 4.

which comprise the public. Indeed,

A tendency of educators is to attempt to convey their message through the use of pedagogical terms which are not understandable to the layman. "Pedaguese" may be understood in school circles but it is often meaningless to parents and patrons.¹⁵

Therefore, in the preparation of these statements which were to be evaluated by laymen, an attempt was made to avoid any technical terminology which might be misunderstood. On the other hand, the danger of oversimplification was recognized and avoided insofar as possible.

By high school pupils is means seniors in the secondary school. This study was limited to seniors because it was felt that, since they were near graduation, their opinions represented the total interpretative effect of the program of studies on the school product. Furthermore, it was felt that a comparison of the opinions of these seniors with those of their parents might show evidence that parents were influenced by the opinions of their children. If so, a more definite program should be planned to use such student influence in interpreting the educational program to the community.

Parents of these students were selected because of the desire to determine the relationship between the opinions of pupils and their parents, and, furthermore, to determine whether the opinion of parents differed markedly from the opinions of other adults.

Community leaders, as used in this study, is a term applied to the leaders of the various groups in the community. The community leaders were those whose names appeared most frequently on a survey made among teachers, Parent-Teacher Association members, and members of the Chamber of Commerce. Persons included in the list of parents were

¹⁵The Improvement of Education, Fifteenth Yearbook, op. cit., p. 172.

excluded from this list.

Community non-leaders were persons who were not named by anyone for leadership ability and who were not listed among officeholders of social, fraternal, political, or other organizations in the community. Persons included in the list of parents were excluded from this list.

Procedure

The data used in this study were secured through the distribution of an opinionnaire to those groups of the public that were thought to have the most influence and the most interest in the public school.

The Opinionnaire

The opinionnaire was divided into three parts.

(1) Part One of the opinionnaire contains 28 statements of educational importance selected from the literature of the profession and from local publications such as the "Bulletin of the Associated Taxpayers of Creek County" and from questions raised by the daily press. To secure these 28 statements which appeared on the opinionnaire, a total of 77 statements and opinions related to the five areas of the educational program, listed on page six, was submitted to a jury of 20 school administrators, 10 professors of education in Oklahoma colleges, and 26 graduate students in the schools of education. These 77 statements were to be rated as "of definite significance", "of minor significance", or "of no significance". These ratings were given values of "3", "2", and "1", respectively. The total ratings for each of the 77 items were averaged, and no statement with a final rate of less than 2.25 was included in the opinionnaire. From the original 77 statements, 28 statements emerged with a uniform rating of significance to the program

of educational interpretation in the five selected areas. These 28 statements and opinions, having been judged as of definite importance by the jury of educators and students of education, were then arranged in the form of an opinionnaire.* The alternatives for response are five: (a) agree strongly, (b) agree, (c) no opinion, (d) disagree, and (e) disagree strongly.

At first, only three responses were planned: agree, no opinion, and disagree. However, since it was observed that some persons expressed emotional response to certain of the statements, the writer decided to include "agree strongly" and "disagree strongly", and the five response scale was used. It was felt that this scale would record more adequately the opinion of the respondents.

In addition to the controlled response, an opportunity is provided for the expression of a free response by providing space for comment after each section.

(2) Part Two of the opinionnaire consists of eight positive statements relating to the same five areas of the educational program. These statements are specific rather than general. Each is followed by a series of definite items about which an opinion is to be expressed. A three-division checking scale of "yes", "no", and "no opinion" is provided.

(3) Part Three of the opinionnaire obtains personal data concerning the respondents. The respondents were asked to give information as to sex, marital status, age, family income, education, church preference, ownership of property, membership in labor organizations, and whether or not there were children in school. It was the intention of the writer to study the responses to the opinionnaire under each of these separate

*See Appendix A.

classifications. However, when the data had been compiled, the writer felt that many of the groups were too small to justify the making of comparisons and so these data on Part Three were discarded as insignificant to this study.

The opinionnaire contains a letter from the writer giving the purpose of the opinionnaire and asking for the help and co-operation of the person receiving it.

Selection of the Groups to be Surveyed

Since public opinion is largely group opinion, certain groups are thought to have particular importance in the determining of attitudes of the lay public toward the educational program. The groups surveyed in this study were the school faculty, students, their parents, community leaders, and community non-leaders. To secure reaction of the students, all seniors in the Sapulpa High School were given an opportunity to participate. To secure reaction of the parents, the parents of these same students were asked to participate.

To determine who were the community leaders, three surveys were made.* The surveys were conducted as follows:

(1) Blanks were prepared and distributed to the members of the faculty of the Sapulpa city schools. Each person was asked to name the five persons whom he considered to be the most outstanding persons in the Sapulpa school district. Of the 82 blanks distributed, 68 were returned. A total of 125 community leaders were listed as a result of this survey.

(2) The second survey was a sampling of the membership of the Sapulpa Parent-Teacher Association. The blank used was identical with

*See Appendix B.

that used in the faculty survey except that it provided a place for the listing of the occupation of the respondent. These forms were addressed directly to the members of the Sapulpa Parent-Teacher Association. Of 1,648 Parent-Teacher Association members, 400 were selected at random for the sampling. Care was taken, however, to see that each unit was represented in the sampling. Of the 400 blanks sent out, 247 usable blanks were returned. These listed 402 community leaders.

(3) The third survey was of the members of the Sapulpa Chamber of Commerce. The form used was identical with those used in the surveys one and two except that it was addressed directly to the members of the Chamber of Commerce and that space was provided for listing the business of the respondent. Of 400 forms distributed, 100 usable forms were returned, and 73 community leaders were named.

All names appearing on each survey were arranged in rank order from highest to lowest frequency of mention. Names of persons already placed on the list of parents to be surveyed were excluded from these lists. Finally, the three lists were combined and all names were placed in order of frequency of mention. This resulted in a list of 602 community leaders. Of this group, 102 were used as a sample for determining the opinions of community leaders.

The community non-leaders were chosen at random from the community as a whole. These were persons who had not been named by anyone for leadership ability and who were not listed as officeholders in any social, fraternal, political, or other community organization.

Distribution and Return of the Opinionnaire

When the five groups had been selected, the opinionnaire was sent to each person listed in each group. All opinionnaires were to be

returned directly to the writer. All data were assembled and compiled under his direct supervision by members of the clerical staff of the Sapulpa Board of Education.

Treatment of the Data

The responses of each group to each statement on Part I of the opinionnaire were totaled. Responses of strong agreement were recorded as AS; those of agreement as A; no opinion as NO; disagreement as D; and strong disagreement as DS. In order to facilitate treatment of the data, an arbitrary value of 5 was assigned to strong agreement; a value of 4 to agreement; a value of 3 to no opinion; a value of 2 to disagreement; and a value of 1 to strong disagreement. The total number of responses under each heading was multiplied by the value assigned to the response. These 5 products were averaged to obtain an average or "weighted score" for each statement for each group surveyed.

Thus, on Part I a weighted score of 5 indicates the greatest possible agreement, while a score of 1 indicates greatest disagreement, and 3 indicates neutrality. The averages were then compared to determine the likenesses and differences among the groups.

The responses relating to Part II of the opinionnaire were totaled in terms of total lay opinion and total faculty opinion rather than as individual group opinions. No attempt was made to treat these responses statistically. Instead, the total number of Yes, No, and No Opinion responses was compared with the total number of responses to each statement.

The free responses of all groups to all statements were read and studied. Representative statements, in the exact words of the respondents, were chosen and recorded. These statements were summarized and compared.

From these data generalizations were drawn.

Summary

Chapter I has surveyed the plan for the study. Chapter II will discuss the opinions of all groups with respect to the statements on Part I of the opinionnaire. Chapter III will survey the data for the statements on Part II. Chapter IV will record the "free" responses of all groups to all statements involved in the survey. Chapter V will present a summary of the study and make recommendations for the use of the results of the study in planning the public relations program, or interpretative program, for the Sapulpa, Oklahoma, schools.

CHAPTER II

The Opinioneaire

Part I

The five areas of this study--philosophy, plant and equipment, school personnel, curriculum, and extension of the educational program--while of special interest in the local situation in Sapulpa, Oklahoma, are also of general importance to any school program. Certainly the philosophy of any educational program is basic to that program. It determines the goals, the content, and the method of the total program. No successful long time planning can be carried on by the superintendent and staff unless they are familiar with the community ideas as to what an educational program should be. Sears has said,

The reader should be warned against the dangers of trying to develop a perfect philosophy of free schools for America, and especially against the dangers of trying to express such a philosophy in a concrete plan of controls designed to last forever.

It is of the essence of our social philosophy to recognize social change. In our social evolution, change has been and will be a dominant factor. If, through schools, we provide for the development and exercise of intelligence and for free inquiry, we are sure to make discoveries that will produce social change. Our task, then, is not to learn a philosophy that is ready made, nor is to crystallize one from isolated facts and principles, at least not in the sense of settling interpretations for all time. Rather, it is the task of working continuously through life, generation after generation. The task is to interpret the moving stream of fact, experience, and principle, through which the nature and meaning of life for the individual and for society are revealed, and to find and apply the implications of these for our scheme of education.

Thus, one essential element of our philosophy must be that it is always building but never completed. It must be our destiny, the destiny of a democratic people, to search forever but never find quite all. Our objective is continuous work at the building of a philosophy, to which task we

bring a growing understanding of life and of learning.¹

Furthermore, the school plant is an important part of the educational program of any community. In many instances use of the plant determines to a great extent whether the school is apart from the community or a part of it. Many of the educational policies and programs are limited by out-dated and inadequate buildings and equipment. A limited amount of equipment especially adapted to the programs of teaching is necessary for all courses offered in the school. The amount and type of such equipment will be determined by the amount of information supplied to the people by the school.

Another of the important factors in any educational program is the teaching personnel. Much has been written in recent years under such titles as Teachers for Today's Children, Teachers for Our Times, The Teachers in the Modern School, and The Teacher in the American Democracy. In addition, during recent months many articles have appeared in magazines and newspapers discussing the teacher shortage and lamenting the fact that fewer and fewer persons are preparing for teaching. Many intensive teacher recruitment programs have been developed by colleges, educational groups, and other professional organizations. Perhaps at no other time in educational history has the teacher received so much attention.

Curriculum revision is a constant part of the regular educational program and is essential if schools are to keep pace with changing community conditions. Any survey of recent educational literature dealing

¹Jesse B. Sears, Public School Administration. The Ronald Press Co., New York, 1947, p. 112.

with curriculum planning will reveal an increased interest on the part of educators in lay participation in curriculum planning. Helen Storen says,

The schools in America belong to the people, and justify their existence only if they serve the needs of the people. It would seem, then, that the development of a functional school program is possible only if there is continuous interaction between the school and the community. For some time educators have believed that the participation of laymen in curriculum planning would greatly enrich the school program and would guarantee that school experiences reflect the will of the community. Yet, despite the vigorous pleas of educators, surveys of curriculum development programs reveal an astounding paucity of lay participation. . . .²

Among the factors listed as contributing to the failure of schools to accept in practice the theory of lay participation are,

1. Some educators fear lay help.
2. Many laymen accept the traditional belief that education is too specialized a field for their participation.

In addition, at the present time, the question of extending the public educational program to include groups below the elementary level and beyond the twelfth grade level has received much attention from educators and laymen alike. The impact of the war itself and the problems presented by its aftermath have made this extension a crucial issue in many localities. No forward looking educational program can afford to ignore it.

The opinionnaire used in this survey shows the following distribution of statements:

²Helen F. Storen, Laymen Help Plan the Curriculum. Association for Supervision and Curriculum Revision, Washington, D.C., 1946, p. 3.

	Part I	Part II	Total
Philosophy	8	1	9
Plant and Equipment	3	2	5
Personnel	7	1	8
Curriculum	6	1	7
Extension of Educational Program	<u>4</u>	<u>3</u>	<u>7</u>
Total	28	8	36

Statement 1. Early childhood education (before six years of age) should be included in the public school program.

Many educators favor an extension of the public education program to include such services as nursery schools and kindergartens. The responses to statement 1 of the opinionnaire, which indicates an attitude toward this extension, are presented in Table No. I. A study of this table shows that the attitudes of the faculty group with a weighted score of 4.03 are most nearly in accord with the opinions of educators in general. Of the lay groups, the highest agreement is shown by community leaders, with students and non-leaders following in order. The only group showing a disagreement response is the parent group, with a weighted score of 2.98, or very slight disagreement. (In general, the

Table No. I

GROUP	TOTAL	AS	A	F	D	DS	WEIGHTED SCORE
Students	100	14	36	5	39	6	3.13
Parents	98	8	39	3	40	8	2.98
Leaders	100	19	31	5	34	11	3.23
Non-leaders	98	13	36	5	33	11	3.01
Average of lay groups							3.09
Faculty	86	35	34	3	13	1	4.03

scores of the lay groups would seem to indicate a neutral position, while that of the faculty is definitely favorable. The community leaders are most nearly in accord with the faculty, and the parents are least nearly in accord with the faculty on this statement.

Statement 2. The responsibility of the public school for the welfare of the child should begin with the parent and should include prenatal care.

Public school responsibility for child welfare is a major problem. Many educators advocate an extension of the educational program in this area. The responses to statement 2, which indicate an attitude toward this extension, are presented in Table No. II. The faculty, with a weighted score of 3.93, express slightly less agreement with this statement than with statement 1, while the lay groups, in general, are much more inclined to agree with this statement than with statement 1. Non-leaders, with a weighted score of 3.96, are most nearly in agreement with the statement. The most conservative group is that of students. These responses would tend to indicate on the part of all groups an attitude favorable toward social responsibility for child welfare.

Table No. II

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	99	21	40	12	13	4	3.34
Parents	98	23	48	10	16	1	3.93
Leaders	98	35	29	6	25	3	3.69
Non-leaders	95	20	50	11	9	5	3.96
Average of lay groups							3.71
Faculty	82	35	28	2	12	5	3.93

Statement 3. The present high school program should be extended to include the thirteenth and fourteenth grades.

Certain groups in Sapulpa, Oklahoma, have been advocating the re-opening of a public junior college which was closed during World War II. Statement 3 relates to an extension upward of the educational program of the Sapulpa public schools to compensate for this loss. The opinions shown by the responses to this statement are presented in Table No. III. The responses of the faculty favor the statement. Of the lay groups, non-leaders are most favorable, while the responses of leaders indicate only slight agreement. Parents and students tend toward a rather definite disagreement. Students particularly show a tendency to disagree strongly. This would seem to indicate a particular need for educational interpretation among students.

Table No. III

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	19	18	5	31	27	2.71
Parents	96	8	28	10	37	13	2.70
Leaders	99	18	26	15	32	8	3.14
Non-leaders	99	17	33	17	26	6	3.29
Average of lay groups							2.96
Faculty	86	15	36	14	19	2	3.50

Statement 4. A school system is meeting its full responsibility only when it meets the educational needs of its citizens of all ages.

Statement 4 relates to adult education, as well as to early childhood education. It involves the idea of a continuous public educational program. The responses to statement 4, which reveal the attitudes of the

groups to this statement are shown in Table No. IV. A study of Table No. IV reveals that the faculty shows the most agreement. Community non-leaders and leaders follow closely. Parents show less agreement than any other lay group. No group shows an attitude of disagreement; however, it seems that there is no definitely strong agreement.

Table No. IV

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	23	40	13	21	3	3.59
Parents	86	14	44	0	17	1	3.27
Leaders	102	30	41	4	23	1	3.72
Non-leaders	99	23	46	16	9	5	3.74
Average of lay groups							3.58
Faculty	88	42	39	3	3	1	3.89

Statement 5. Teaching salaries should be high enough to attract the best talent from among our young people.

The problem of teaching salary is of highest importance to the educational program. For a number of years too many young people have been training for fields of work other than education. This statement is an

Table No. V

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	58	38	2	2	0	4.52
Parents	100	40	57	0	3	0	4.34
Leaders	100	77	23	0	0	0	4.77
Non-leaders	100	57	41	1	1	0	4.54
Average of lay groups							4.54
Faculty	90	72	18	0	0	0	4.80

attempt to discover public attitude on this problem. Responses to statement 5, which are presented in Table No. V, seem to indicate a high degree of agreement among all groups. The faculty and the community leaders are very closely agreed. Parents show least agreement. It would seem that recent national publicity given the need for adequate teaching salaries has been effective.

Statement 6. Teachers should be required to continue their education as long as they continue to teach.

The local board of education has a policy intended to encourage faculty members in professional improvement. This statement, the responses to which are shown in Table No. VI, attempts to ascertain the attitude of the various groups toward this policy. The faculty show the highest agreement. Among lay groups, non-leaders show most agreement, while students show least. All groups indicate a favorable response to the statement. It is the opinion of the writer that more information on the subject might tend to cause more response of strong agreement.

Table No. VI

GROUP	TOTAL	AS	A	H	D	DS	WEIGHTED SCORE
Students	100	29	43	8	19	1	3.80
Parents	99	28	63	3	4	1	4.04
Leaders	100	43	39	3	14	1	4.09
Non-leaders	98	36	48	6	7	1	4.18
Average of lay groups							4.02
Faculty	88	39	47	0	1	1	4.39

Statement 7. Teacher pensions should be provided so that aged and disabled teachers would be replaced.

The problem of adequate teacher retirement provisions has occupied the attention of the legislature for some years. Because Sapulpa, Oklahoma, has a number of teachers approaching retirement age, it seemed desirable to study the attitude of certain groups on this important problem. Responses to this statement in the opinionnaire, as reported in Table No. VII, seem to indicate a very high degree of agreement with the statement. There is little difference between the faculty and the community leaders. Likewise, there is very slight difference between students, parents, and community non-leaders. All groups express rather high agreement. It would seem that the public has been given much information on this problem.

Table No. VII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	42	44	8	3	3	4.19
Parents	98	32	55	7	3	1	4.16
Leaders	102	58	39	0	3	2	4.45
Non-leaders	99	40	44	7	6	2	4.15
Average of lay groups							4.24
Faculty	89	55	29	3	4	0	4.27

Statement 8. Teachers should be expected to conform to the personal standards of conduct dictated by the community.

One of the problems in recruiting young people for the teaching profession has been the demand by certain persons of the community that teachers conform in matters of personal conduct to the standard dictated

by the community. The attitude of the groups surveyed to statement 8 is presented in Table No. VIII. Responses to this statement indicate relatively high agreement with the statement. All groups are agreed that teachers should conform. The faculty express the highest agreement. Among lay groups, community leaders express most agreement, and students express least agreement. It seems significant that while only four faculty members disagree strongly, there are thirteen students who express strong disagreement. Conversely, only ten students agree strongly, while twenty-six faculty members do so. There is little neutral opinion among faculty and leaders, while several non-leaders, parents, and students express no opinion. It would seem that there is considerable difference of opinion between faculty, students, and parents on this subject.

Table No. VIII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	99	10	48	14	14	13	3.28
Parents	84	12	53	14	0	5	3.29
Leaders	96	23	44	6	14	9	3.61
Non-leaders	96	19	42	16	11	8	3.55
Average of lay groups							3.43
Faculty	85	26	38	3	14	4	3.80

Statement 9. Teachers should be organized for collective bargaining

Since the union movement among teachers seems to be a controversial issue of increasing importance, it seems worth while to investigate the attitude of these groups toward the desirability of teacher unions. Group opinions, as shown by responses to statement 9, are presented in Table No.

IX. The faculty, with a weighted score of 2.98, indicates a very slight disagreement. The average of all lay groups is a slightly greater disagreement. The leaders express definite disagreement. Non-leaders, students, and parents favor the statement, with non-leaders being most favorable. Student opinion on this statement, while favorable, should not be considered too definite, since sixty-eight students express a lack of opinion. It seems that there is a general lack of opinion among all groups. Responses to this statement would seem to indicate that the subject has not been discussed generally except among leaders.

Table No. IX

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	5	15	68	10	2	3.11
Parents	91	6	22	37	20	6	3.02
Leaders	93	4	16	19	29	25	2.41
Non-leaders	95	11	25	33	16	10	3.12
Average of lay groups							2.92
Faculty	84	7	24	23	21	8	2.98

Statement 10. It requires fully as much professional training and particular ability to teach in the elementary grades as in any other department of the school.

The attention of the writer was called to an attitude expressed by one group whose purpose was the reduction of school costs.

Regardless of all the sentimental bosh about the importance of starting the youngster off right, there are more people qualified to teach primary and elementary grades than there are who can properly instruct high school pupils.

Further the amount of preparation necessary is greater for the latter class and should be even greater than it is at present. In order to attract a sufficient number of prop-

erly qualified people into the profession, a marked differential between pay scales for high school teachers and teachers in the lower grades is essential.³

Responses to this statement of the opinionnaire, as shown in Table X, indicate a very high degree of agreement among the faculty, with a weighted score of 4.52. Community leaders follow closely in agreement, and non-leaders, students, and parents follow in order. All express an attitude of agreement. From a study of these data it would seem that the attitude of the group quoted above has not been generally accepted, yet the existence of the attitude should not be ignored.

Table No. X

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	33	45	5	17	0	3.94
Parents	99	25	49	8	16	1	3.82
Leaders	102	54	28	8	11	3	4.15
Non-leaders	96	35	42	9	9	1	4.05
Average of lay groups							3.99
Faculty	89	58	28	1	3	1	4.52

Statement 11. Any good high school graduate should be qualified to teach in the primary grades.

This statement is very closely related to statement 10, in that it attempts to examine a part of public understanding of teacher qualifications. The responses to statement 11 of the opinionnaire, which indicates a degree of understanding of this problem, are shown in Table XI. The

³Volume 9, Bulletin No. 1, Associated Taxpayers of Creek County, Sapulpa, Oklahoma, February, 1946.

response of the faculty indicates strong disagreement. All lay groups disagree. Community leaders show most disagreement, and high school seniors least. It is the opinion of the writer, however, that far too many respondents were inclined to agree with the statement, and that further interpretation of the need for improved teacher qualifications is desirable.

Table No. XI

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	6	18	8	44	24	2.38
Parents	98	3	11	1	59	24	2.08
Leaders	102	5	12	1	40	44	1.97
Non-leaders	97	2	19	5	34	37	2.12
Average of lay groups							2.14
Faculty	90	3	0	0	23	64	1.39

Statement 15. Standards of school building maintenance should be equal to those of the best commercial and industrial plants.

In statement 12, as in the other statements relating to school plant

Table No. XII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	98	51	38	3	2	0	4.38
Parents	97	25	68	1	3	0	4.18
Leaders	101	68	32	1	0	0	3.99
Non-leaders	97	40	52	4	1	0	4.33
Average of lay groups							4.23
Faculty	90	58	33	0	1	0	4.60

and equipment, the respondents are given an opportunity to express an attitude concerning the quality of the school's physical properties. Reports of responses to this statement are found in Table No. XII. The faculty indicates a high degree of agreement. All lay groups likewise agree. The highest agreement is expressed by students and non-leaders. Leaders, while definitely agreed, show the lowest weighted score.

Statement 13. All schoolhouses should be planned with full consideration for architectural beauty which contributes to the mental health of the pupils.

Another phase of the building problem is examined in statement 13, which is quite closely related to statements 12 and 14. Responses to statement 13, which reveal an attitude toward the relationship between the environment and mental health, are found in Table No. XIII. All groups report very high agreement. Faculty and students are very close, followed by leaders, non-leaders, and parents in order. It seems interesting that students and parents are farthest apart among lay groups on this statement. The average agreement with the statement, for all lay groups, is quite high. Therefore, it seems that little more need be done about this problem as far as interpretation is concerned.

Table No. XIII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	55	42	2	1	0	4.51
Parents	96	30	61	2	3	0	4.12
Leaders	101	45	45	5	4	2	4.26
Non-leaders	98	34	52	8	4	0	4.18
Average of lay groups							4.25
Faculty	87	49	38	0	0	0	4.56

Statement 14. Schoolhouses which have not been planned according to the special type of program which is to be carried on in them should be remodeled or rebuilt.

The functional planning of schoolhouses as an ideal is quite different from a program of action calling for the remodeling of outdated schools. A study of Table No. XIV, which reports the responses to statement 14, reveals that the faculty show slightly less agreement with this statement than with statements 12 and 13 relating to the school plant. The lay groups, while agreed, express more disagreement than was shown on statements 12 and 13. Parents report the highest agreement, with leaders, non-leaders, and students following in order. From these responses it seems that the public would be somewhat hesitant to enter into a program of remodeling or rebuilding at this time, although it could be done.

Table No. XIV

GROUP	TOTAL	AS	A	B	D	DS	WEIGHTED SCORE
Students	99	23	46	20	7	1	3.86
Parents	90	21	59	7	3	0	4.09
Leaders	101	33	46	14	6	2	4.01
Non-leaders	97	29	54	12	3	0	3.95
Average of lay groups							3.98
Faculty	86	37	39	6	1	3	4.23

Statement 15. Every boy and girl in America has an equal educational opportunity.

The current discussion of Federal aid for education invariably involves the idea of equality of educational opportunity. Responses to statement 15, which reveal the opinions of the groups on this problem,

are presented in Table No. XV. The response of the faculty indicates a relatively high disagreement. The average response of lay groups indicates very slight agreement with the statement. Parents show most agreement; leaders report least. It seems interesting that the leaders group and the non-leaders group indicate a very close weighted score of disagreement, while the parents group and students group report an equally close weighted score of agreement with the statement. These responses would seem to indicate a definite difference of opinion between the faculty and the lay groups on the subject of educational opportunity.

Table No. XV

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	99	28	24	0	36	11	3.22
Parents	97	15	41	1	36	4	3.28
Leaders	100	19	23	5	29	24	2.84
Non-leaders	95	20	20	2	37	16	2.90
Average of lay groups							3.06
Faculty	88	13	11	0	29	35	2.29

Statement 16. Everybody has a natural desire to learn and can profit from that learning.⁴

Adult education presents one of the most challenging fields for study in the American educational scene. The responses to this statement, found in Table No. XVI, indicate general agreement on the part of all groups. The faculty show definitely less agreement than is reported

⁴American Council on Education, Commission on Implication of Armed Services Educational Programs. The Armed Services and Adult Education. Washington, D.C.: the Council, 1947. p. 252.

by any lay group. The non-leaders respond most favorably, followed by parents, students, and leaders. It is the opinion of the writer that the responses to this statement indicate the need on the part of the faculty for re-orientation in the field of adult education.

Table No. XVI

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	24	44	6	22	4	3.62
Parents	94	16	52	7	19	0	3.69
Leaders	101	18	48	2	30	3	3.48
Non-leaders	97	28	46	9	10	4	3.87
Average of lay groups							3.67
Faculty	88	15	35	2	29	7	3.25

Statement 17. Funds should be provided to pay for school publicity.

Many educators hold that the school is responsible for interpretation. Responses to statement 17, which reveal the attitude of the groups toward this idea, are found in Table No. XVII. The faculty report a substantial response of agreement. Students report the highest agreement

Table No. XVII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	100	18	47	16	15	4	3.60
Parents	93	5	44	21	17	6	3.27
Leaders	101	13	41	21	22	4	3.37
Non-leaders	98	19	43	23	9	4	3.07
Average of lay groups							3.33
Faculty	86	21	55	7	3	0	4.09

response among lay groups, followed by leaders, parents, and non-leaders. The average weighted score for all lay groups indicates a rather slight tendency of agreement. It would seem that more information might profitably be given the public in this area.

Statement 18. Pupils who seem unfitted by ability or temperament to do college work should be discouraged from attempting high school graduation and should be encouraged to quit school and learn a trade.

The conflict between the advocates of education for all and those who believe in the selective function of the public school is basic in statement 18, the responses to which are found in Table No. XVIII. Responses of all groups indicate disagreement. The faculty are more nearly inclined to agree with the statement, followed by non-leaders, parents, leaders, and students in order. It seems to the writer that the faculty group needs further study in this area. It seems significant that students and community leaders are leading the thinking on the problem.

Table No. XVIII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	98	5	8	4	31	60	1.51
Parents	100	1	10	0	35	54	2.03
Leaders	99	6	11	2	41	34	1.98
Non-leaders	99	5	13	9	37	32	2.23
Average of lay groups							1.90
Faculty	87 ^a	5	17	1	48	16	2.39

Statement 19. The school district should pay all necessary athletic expenses, thereby eliminating the necessity for gate receipts and permitting free admission to all athletic contests by anyone who wishes to attend.

The de-emphasis of competitive athletics is a problem facing educational leadership. It seems that some plan for the reduction of gate receipts might be desirable. The groups' responses to statement 19 are reported in Table No. XIX. The response of the faculty, with a weighted score of 2.35, corresponds closely to the response of all groups, with an average weighted score of 2.32. All groups, therefore, indicate disagreement with the statement. The highest disagreement is shown by community leaders, and the least disagreement is expressed by non-leaders, parents, and students in order. From these responses, it appears that neither the faculty nor the public is ready at this time to accept the proposal.

Table No. XIX

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	98	9	12	6	48	23	2.34
Parents	94	4	12	12	57	9	2.41
Leaders	100	3	9	8	45	35	2.00
Non-Leaders	96	7	14	13	49	13	2.51
Average of lay groups							2.32
Faculty	89	7	10	11	40	21	2.35

Statement 20. All school fees collected from the students should be eliminated.

The problem of fees, in Sapulpa, Oklahoma, has been quite controversial. At one time the administration was charged with misuse of funds. When the Governor of the State investigated, the charges were

found to be groundless; yet the discussion continued. However, the basic idea of free schools seems to be against the collection of fees. Responses to statement 20, found in Table No. XX, indicate the opinion of the groups on the problem. The response of the faculty indicates a very slight agreement. Among lay groups, the highest agreement is reported by non-leaders, followed closely by leaders. Both of these groups show a stronger agreement than do the faculty. The highest disagreement is reported by parents, although students disagree rather strongly.

Table No. XX

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	93	24	26	9	33	6	2.38
Parents	94	8	36	13	33	4	2.05
Leaders	101	15	35	15	34	2	3.27
Non-leaders	95	16	33	22	22	2	3.31
Average of lay groups							2.75
Faculty	88	15	23	7	38	5	3.06

Statement 21. Areas served by high schools should be organized on a large enough basis to permit a wide range of class offerings, including vocational and technical training.

Many educators believe that Oklahoma has too many small, ill-equipped high schools. Statement 21, the responses to which are reported in Table No. XXI, relates to the problem of the reorganization of high school districts. The highest agreement is shown by the students, followed by the faculty. The least agreement is shown by leaders, followed by non-leaders and parents in order. It should be noted that all groups show a relatively

high agreement with the statement. It seems to the writer that these responses indicate a readiness on the part of the public to accept reorganization.

Table No. XXI

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	99	47	37	23	1	1	4.20
Parents	94	21	58	12	3	0	3.93
Leaders	101	46	49	2	2	2	3.35
Non-leaders	95	30	46	12	6	1	3.78
Average of lay groups							3.82
Faculty	88	35	48	3	1	1	4.10

Statement 22. What is taught in the schools and the way of teaching should change as living conditions change.

Is curriculum change desirable or should the "old days" prevail in the program of education? Statement 22, which is reported in Table No. XXII, relates to the problem of curriculum change. The response of the faculty, with a weighted score of 4.43, shows rather strong agreement.

Table No. XXII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	98	49	40	5	4	0	4.27
Parents	96	27	57	6	6	0	4.09
Leaders	100	40	46	2	12	0	4.06
Non-leaders	98	31	50	11	4	2	4.06
Average of lay groups							4.12
Faculty	87	43	41	1	2	0	4.43

Among lay groups, the highest agreement is shown by students, who agree rather strongly, followed by parents. Leaders and non-leaders indicate identical strong agreement. Since the average weighted score of all lay groups is 4.12, it seems that the public, by these responses, is indicating a desire for a changed curriculum.

Statement 23. Public schools are better today than at any previous time.

References have been made in local newspapers to the virtues of the schools attended by the former generation. Many educators feel that such an attitude is unfounded in fact. Responses to statement 23, relating to the subject of the quality of the present schools, are reported in Table No. XXIII. Responses of all groups reveal substantial agreement. The faculty express the highest agreement. Among the lay groups, non-leaders, students, and parents express agreement in descending order. The lowest agreement is reported by leaders. From a study of these responses it would seem that these groups have considerable confidence in the present public school, yet there is room for better interpretation, especially with the leader group.

Table No. XXIII

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	98	21	40	20	15	2	3.64
Parents	95	18	55	8	16	3	3.62
Leaders	100	21	39	12	20	8	3.45
Non-leaders	97	17	52	15	10	3	3.72
Average of lay groups							3.61
Faculty	87	28	45	4	9	1	4.03

Statement 24. Parents know more about their children than do teachers.

When faced with the problem of teaching a child, no one knows too much. However, the question has arisen as to how much teachers really know about children; also, how well do parents know their children. It is granted that there is no answer; yet the responses to statement 24, as presented in Table No. XXIV, show present attitudes on the subject. The faculty, with a weighted score of 2.57, are inclined to express disagreement while all lay groups express agreement. Non-leaders express the highest agreement, followed, in order, by students, parents, and leaders, who agree only slightly. A study of these data seems to suggest the need for much more co-operation between faculty and lay groups on child study.

Table No. XXIV

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	98	25	36	16	18	3	3.63
Parents	91	5	56	9	21	0	3.49
Leaders	100	14	38	6	34	8	3.12
Non-leaders	95	25	43	7	15	5	3.71
Average of lay groups							3.49
Faculty	85	5	19	4	49	8	2.57

Statement 25. The local community should decide what the schools should teach.

The content of the program of studies is determined in several ways. Responses to statement 25, which fixes the responsibility for subject matter on the local community, are reported in Table No. XXV. A study of these data shows that all groups express disagreement. There are no

particularly outstanding differences in opinion as shown by the responses. This means, to the writer, that both the faculty and the lay groups need further information on the principles of curriculum construction.

Table No. XXV

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	99	6	20	8	44	21	2.45
Parents	96	3	18	11	60	4	2.54
Leaders	100	2	11	8	56	23	2.12
Non-leaders	95	7	15	10	46	17	2.48
Average of lay groups							2.40
Faculty	87	4	15	3	52	13	2.37

Statement 26. All high school courses should be planned and taught in such a manner that any high school graduate will be prepared for college.

College preparation is recognized as a major purpose of the secondary school. The problem of the introduction of terminal courses into the secondary curriculum is increasing in importance. The responses to statement 26, as shown in Table No. XXVI, are indicative of the opinion of the

Table No. XXVI

GROUP	TOTAL	AS	A	N	D	DS	WEIGHTED SCORE
Students	98	59	35	1	1	2	4.51
Parents	97	29	66	1	1	0	4.26
Leaders	99	50	32	1	13	3	4.14
Non-leaders	99	32	53	1	9	0	3.96
Average of lay groups							4.22
Faculty	88	14	32	1	36	5	3.16

groups on this subject. The faculty express slight agreement. All lay groups agree rather strongly. Most agreement is shown in the responses of non-leaders. The responses to this statement suggest a need for active interpretation of the purposes of secondary education.

Statement 27. The high school program should include facilities for assisting the pupil to find his vocational interest and ability.

The guidance function of the high school is gaining increased recognition among many educators. Responses to statement 27, which reveal the opinions of these groups to a special type of guidance, are presented in Table No. XXVII. A very high agreement is expressed by the faculty; however, among the lay groups, the leaders report a slightly higher degree of agreement than do the faculty. All lay groups express very high agreement, with no particularly important variations.

Table No. XXVII

GROUP	TOTAL	AS	A	E	D	DS	WEIGHTED SCORE
Students	99	52	43	3	1	0	4.45
Parents	98	26	72	0	0	0	4.27
Leaders	99	61	35	0	3	0	4.56
Non-leaders	97	42	49	5	0	1	4.34
Average of lay groups							4.40
Faculty	90	51	38	0	1	0	4.54

Statement 28. No one should be graduated from high school who cannot pass a college entrance examination in English grammar.

It is the opinion of the writer that high schools are often rated by the public on the basis of reports returned from college entrance

examinations in English. Statement 28, responses to which are reported in Table No. XXVIII, expresses an attitude toward the purpose of the secondary educational program. Responses by the faculty express definite disagreement. The responses of students also indicate disagreement. Definite agreement is shown in the responses of parents and leaders. The responses of non-leaders show less agreement. A study of these responses seems to indicate that the three lay groups are in need of more information on the subject.

Table No. XXVIII

GROUP	TOTAL	AS	A	H	D	DS	WEIGHTED SCORE
Students	99	11	24	17	36	11	2.88
Parents	95	17	46	8	21	3	3.56
Leaders	102	26	38	9	20	9	3.51
Non-leaders	95	19	26	12	26	12	3.15
Average of lay groups							3.28
Faculty	89	9	15	3	49	13	2.54

Summary and Conclusions

If the ideas as expressed in the statements of the opinionnaire are assumed to represent progressive educational thinking, disagreement responses should be expected to statements 11, 15, 18, 24, 25, and 28. Agreement responses are expected to all other statements. Since 5 is the upper limit of the weighted score, any score of 3.5 or better may be assumed to represent definite agreement. Any score of 2.5 or less would be definite disagreement, and any score between 3.5 and 2.5 would indicate a relatively neutral position.

In considering the statements to which disagreement is expected, the following statements may be made:

Statement 11. Both groups show the expected negative response to this statement. The faculty group needs little more interpretation of the principle of better prepared teachers but the lay group, whose position tends more nearly toward neutrality, needs much.

Statement 15. The faculty, although approaching neutrality, does show the desired disagreement. The lay group is definitely neutral.

On statement 13, the lay group is more nearly in accord with the desired negative attitude than is the faculty group. Thus, more interpretation of this phase of the general education program must be made to the faculty, who apparently are still thinking in terms of selectivity.

Again in statement 24, to which a negative response was expected, both groups are neutral which indicates a weakness in that phase of the present interpretative program with respect to the study of children and of individual differences.

Statement 26, which deals with college preparation as the principal purpose of the high school, shows a neutral position for the faculty and an agreement position for the laymen indicating again the need for further interpretation of a general education program for all.

Statement 28, related to selectivity in high school and the college preparatory nature of its curriculum, shows a slightly negative attitude for the faculty but a slight tendency for agreement among laymen. This seems to indicate a need for further interpretation.

In considering the statements to be answered affirmatively, the following facts appear:

On statement 2, both the faculty group and the lay group agree that public concern with the child begins before he is of school age.

Likewise both groups agree, in answering statement 4, that education is for all children.

On statements 5, 6 and 7, strong agreement is indicated by both the faculty group and the lay groups, with respect to higher wages for teachers, continued education for teachers, and pensions for teachers.

On statement 10, both groups agree that equal preparation is desired for teachers at the elementary level and at the other levels of the educational program.

On statements 12, 13 and 14, both the faculty group and the lay groups show definite agreement relating to improved school buildings. This agreement is lowest with respect to remodeling or rebuilding.

On statement 19, a negative response was indicated by both groups although a positive response was expected. Therefore, no change can be made in the present system of athletic financing until much interpretation is done.

Both the faculty group and the lay groups accept the principle of reorganizing school districts as suggested in statement 21.

As suggested in statement 22, both groups agree that the curriculum must be changed as civilization changes.

Likewise, both groups accept today's schools as better than the old schools, as suggested in statement 23.

On statement 27, both groups agree that vocational guidance and training are desirable in high school.

On statements 1 and 3, laymen are neutral while the faculty accepts the program.

Laymen are neutral and faculty are in accord with the belief that teachers should conform to the standards of the community as suggested in statement 3.

On statement 9, which concerns the organization of teachers, on statement 20, which is related to fee collection, and on statement 25, which relates to the community school, both groups are definitely neutral.

The faculty are neutral while laymen are in agreement with the statement that "all" can learn and that learning should be adapted to the individual needs, as suggested in statement 16.

From this summary of the respective group attitudes, the conclusions may be drawn that:

1. There is a definite lag between the opinions of both faculty and lay groups at Sapulpa and the "expert" opinion revealed in the opinionnaire.
2. In general, the faculty tends to approach expert opinion more closely than do the lay groups.
3. Laymen tend to hold neutral opinions more than do the faculty.
4. While both groups indicate an acceptance of education for all, the tendency seems to indicate that such education is considered rather traditionally as college preparatory.
5. To improve the program of educational interpretation in Sapulpa:
 - a. Much attention should be given to a program of interpretation dealing with general education and the non-selective character of a modern high school, child nature, and provision for individual differences, changed methods of financing athletics, collection

of "fees", the organization of teachers, and community participation in curriculum planning.

- b. A little less attention may be given to interpreting the need for equalization of educational opportunities and the remodeling of old school buildings.
- c. Still less interpretation is needed in the areas of early child care, the preparation of teachers, and the building maintenance program.
- d. Relatively little interpretation is needed with respect to salaries, pensions, continuous training of teachers, reorganization of school districts, need for curriculum changes, and vocational guidance and training.
- e. Special attention should be paid the lay group when interpreting the formal preschool educational program, the junior college program, standards for teacher conduct, and public funds for school publicity.
- f. Special attention should be paid to the faculty in interpreting the non-selectivity of today's school.

CHAPTER III

The Opinionnaire

Part II

The data for Part II of the opinionnaire are presented in Tables XXIX through XXXVII. The statements on this part of the opinionnaire consider certain specific items of the educational program in Sapulpa about which there have been many comments and much local discussion.

Statement 1

This statement suggests the addition of nursery schools, kindergartens, child care centers, and children's playgrounds to the present school program. During the war years when many Sapulpa citizens were engaged in work in defense plants, the problem of caring for the small children of the community was a crucial one, since there was no public

Table XXIX

Statement 1. The following educational services should be added to the present school program:

Item	Group	Yes	No	No Opinion	Total
(a) Nursery schools	Faculty	31	31	10	72
	Laymen	111	159	67	337
(b) Kindergartens	Faculty	73	9	3	85
	Laymen	215	116	29	360
(c) Child care centers	Faculty	33	20	15	68
	Laymen	110	126	64	300
(d) Children's playgrounds	Faculty	78	5	2	85
	Laymen	268	83	24	375

provision for such care.

The responses to this statement are presented in Table XXIX, page 46. From a study of these data, the conclusion may be drawn that public opinion in Sapulpa, Okiahoma, both by lay and faculty groups is in favor of the establishment of a kindergarten and children's playgrounds. Public opinion, perhaps because of a lack of understanding, is opposed to the establishment of nursery schools and child care centers. In general, the faculty are more liberal toward this extension of the educational program than are the laymen.

Statement 2

The recent "free textbook" law brought to the forefront many other questions concerning which items of school cost should be free and which should be paid for by the pupils. Statement 2 considers textbooks, supplies, lunches, clothing, transportation, and a general item called, "other necessary expenses". From a study of the responses recorded in Table XXX, page 48, the following statements may be made:

1. Faculty and laymen definitely believe that textbooks should be furnished at public expense.
2. While the faculty believes that supplies should be furnished at public expense, the position of the laymen is practically neutral.
3. Neither faculty nor laymen accept a publicly supported free lunch program or the furnishing of clothing.
4. While faculty and laymen alike tend to accept public support of a transportation program, the faculty are more definitely in favor than are the laymen.
5. Both groups are hesitant about "other necessary expenses", although approximately one third of each group responded "Yes".

In general, the faculty are more desirous of public support for textbooks, supplies, and transportation than are laymen, but less

desirous of such support for a free lunch or free clothing plan.

Table XXX

Statement 2. The public should pay for the following items of school costs:

Item	Group	Yes	No	No Opinion	Total
(a) Textbooks	Faculty	55	26	0	81
	Laymen	242	116	25	383
(b) Supplies	Faculty	51	24	3	78
	Laymen	181	150	28	359
(c) Lunches	Faculty	19	49	3	71
	Laymen	122	201	21	344
(d) Clothing	Faculty	6	65	2	73
	Laymen	123	201	18	342
(e) Transportation	Faculty	60	16	4	80
	Laymen	197	150	17	364
(f) Other necessary expenses	Faculty	26	22	16	64
	Laymen	103	141	87	331

Statement 3

The return of the GI's to school and college at government expense, plus the recent wave of interest in all areas of adult education, brought the question of how far education should be continued at public expense. A demand arose for the re-establishment of a municipal junior college in Sapulpa and for night classes in certain trade and industrial areas. Statement 3 suggests that

education at public expense should extend upward through the graduate school. The responses to this statement appear in Table XXXI. A study of this table reveals that:

1. Both groups favor public education at the elementary and high school levels.
2. Approximately half the faculty believes that public education should extend through college, while only about one third of the laymen holds this opinion.
3. Both groups oppose the extension of such a program through the graduate level.

In general, the higher the educational level, the less it is approved by either group.

Table XXXI

Statement 3. The program of education at public expense should continue:

Item	Group	Yes	No	No Opinion	Total
(a) Through the elementary grades	Faculty	60	4	1	65
	Laymen	280	53	24	357
(b) Through high school	Faculty	72	2	2	76
	Laymen	290	58	18	366
(c) Through college	Faculty	37	26	2	65
	Laymen	112	179	45	336
(d) Through graduate school	Faculty	16	39	2	57
	Laymen	76	130	56	312

Statement 4 is closely related to Statement 3, but suggests the use of scholarships to finance such an extended program. The responses

to this statement are found in Table XXXII. A survey of this table reveals that with the exception of the elementary level and the graduate level, both groups favor scholarships for the most able. However, the faculty does favor postgraduate scholarships, perhaps because of their individual needs, interests or experiences. Neither group favors scholarships at the grade school level.

Table XXXII

Statement 4. To guarantee educational opportunity to the ablest youth, scholarships should be provided at public expense for the following groups:					
Item	Group	Yes	No	No Opinion	Total
(a) Grade Students	Faculty	19	34	6	59
	Laymen	96	185	51	332
(b) High School students	Faculty	43	25	3	71
	Laymen	214	100	37	351
(c) College students	Faculty	59	11	2	72
	Laymen	184	95	57	336
(d) College Postgraduates	Faculty	42	18	4	64
	Laymen	120	130	71	321

Statement 5

Much publicity has been attached to the great number of American youth classified 4-F by the military services. Furthermore, the campaign for and against socialized medicine has helped focus attention on the health of the American citizen. Statement 5 suggests a provision for periodic health examination, at public expense, for

particular school personnel. A study of the responses shown in Table XXVIII indicates that all groups favor periodic health examination for all school employees at public expense. They are most definitely in favor of such examinations for school children. There is more opposition to furnishing such examinations to clerical workers than to any other group of the school personnel. Apparently the need for a positive health program has been well interpreted to the public.

Table XXVIII

Statement 5. Periodic health examinations should be provided at public expense for the following:

Item	Group	Yes	No	No Opinion	Total
(a) All pupils	Faculty	73	6	2	83
	Laymen	327	45	10	382
(b) All teachers	Faculty	55	19	3	77
	Laymen	284	66	20	370
(c) All clerical workers	Faculty	53	19	3	75
	Laymen	231	97	33	361
(d) All janitors	Faculty	54	17	4	75
	Laymen	253	83	29	365
(e) All bus drivers	Faculty	55	15	6	76
	Laymen	256	82	27	365

Statement 6

The term "community school" has become increasingly common in educational literature. So, too, has the term "wise use of leisure time." The problem of juvenile delinquency and the responsibility of both school and community for preventing such delinquency by providing recreational opportunities has received much attention. Statement 6 attempts to determine the attitudes, in Sapulpa, toward community use of the schools and their facilities. Table XXXIV summarizes the responses to this statement. A study of the responses

Table XXXIV

Statement 6. The school plant should provide:

Item	Group	Yes	No	No Opinion	Total
(a) Recreational facilities for all children	Faculty	81	1	1	83
	Laymen	334	41	13	388
(b) Play equipment for adults	Faculty	23	42	5	70
	Laymen	73	231	45	349
(c) Recreational facilities for adults	Faculty	36	26	8	70
	Laymen	130	179	40	349
(d) A community meeting place	Faculty	57	13	5	75
	Laymen	223	99	39	361
(e) Gymnasiums for adult play	Faculty	34	28	6	68
	Laymen	127	171	55	353
(f) Athletic fields for adult games	Faculty	37	26	10	73
	Laymen	162	143	47	352

shows that:

1. Both groups desire recreational facilities for children.
2. Both groups oppose the furnishing of play equipment for adults.
3. The faculty tends to believe that the schools should provide recreational facilities for adults, while laymen disagree. The same attitude is indicated with respect to the use of the school gymnasium.
4. Both groups agree that the schools shall be a community meeting place.
5. Both groups tend to agree with the use of athletic fields for adult games. However, there is much opposition opinion. The faculty is slightly more favorable.

In general, the faculty are more liberal in their attitudes toward the public use of the school plant than are the laymen.

Statement 7

Much has been said and written about an enriched school program. Such an enriched program requires more teaching equipment than does a traditional school program. Statement 7 lists eleven specific items of teaching equipment. These items might also imply attitudes toward certain courses such as Office Practice, Instrumental Music, and Shop. The responses to Statement 7 are presented in Table XXXV, page 54. A study of these responses indicates that:

1. The faculty favors the inclusion of all listed teaching equipment.
2. Laymen favor all except radio and television, although they show a high "No Opinion" response with respect to these two items. Their disagreement on band instruments and band uniforms is higher than on the other items on which they are agreed.

Table XXIV

Statement 7. The following teaching equipment should be provided at public expense:

Item	Group	Yes	No	No Opinion	Total
(a) Maps	Faculty	83	0	1	84
	Laymen	310	51	17	378
(b) Globes	Faculty	80	0	3	83
	Laymen	303	52	15	370
(c) Models of scientific equipment	Faculty	66	4	5	75
	Laymen	261	58	36	355
(d) Model machines for mechanical courses	Faculty	63	4	5	72
	Laymen	265	62	28	355
(e) Office machines for commercial courses	Faculty	74	0	1	75
	Laymen	276	54	25	355
(f) Band uniforms	Faculty	51	16	4	71
	Laymen	232	90	37	359
(g) Band instruments	Faculty	54	13	6	73
	Laymen	205	113	36	354
(h) Radios	Faculty	63	6	4	73
	Laymen	135	149	58	342
(i) Motion pictures	Faculty	71	3	0	74
	Laymen	218	93	44	355
(j) Slide films	Faculty	75	2	0	77
	Laymen	205	85	49	339
(k) Television	Faculty	53	8	8	69
	Laymen	125	136	80	341

Statement 8

From time to time, proposals have been heard that a school nurse, doctor, and dentist should be added to the Sapulpa staff. There has also been some agitation for the addition of special courses, such as aeronautics, to meet the needs of special interest groups. Furthermore, the value of certain specific traditional courses such as Latin, English literature, and government has been questioned. Statement 8 attempts to survey the attitudes of the general public and the faculty toward these special interest demands or protests. Responses to Statement 8 appear in Table XIXVI, page 56. A survey of these responses shows that:

1. Both groups favor the addition of a school nurse, school doctor, and school dentist to the school staff in decreasing order.
2. With respect to the courses listed in Statement 8, in general, both groups indicate favorable attitudes toward each course suggested. The greatest agreement for both groups is for a course in safety driving; the greatest disagreement is for a course in religion.
3. Regarding the strictly vocational subjects, such as carpentry, printing, auto mechanics, and welding, the attitudes of both groups are approximately the same and are favorable toward the inclusion of such subjects.
4. Concerning the so-called activity courses such as vocal music, instrumental music, art, and physical education, the faculty is more favorable to the first three than are the laymen. The groups are practically equal in their approval of a physical education course.
5. The traditional subjects, such as government, biological and physical science, foreign language, and English literature, show both groups similar in attitudes of approval. There is a slight difference with respect to foreign language as the faculty favors Spanish, Latin, French, and German in order, while laymen favor Latin, Spanish, French, and German in order.

Table XXVI

Statement 8. The following courses or services should be provided at public expense:

Item	Group	Yes	No	No Opinion	Total
(a) School nurse	Faculty	76	3	1	80
	Laymen	297	49	19	365
(b) School doctor	Faculty	64	8	4	76
	Laymen	260	78	21	359
(c) School dentist	Faculty	59	11	6	76
	Laymen	228	98	26	352
(d) Course in child care	Faculty	65	5	4	74
	Laymen	250	60	32	342
(e) Course in social problems	Faculty	65	3	3	71
	Laymen	261	56	37	354
(f) Course in government	Faculty	64	2	3	69
	Laymen	271	44	38	353
(g) Course in economics	Faculty	62	5	2	69
	Laymen	280	38	37	355
(h) Course in psychology	Faculty	60	8	3	71
	Laymen	266	40	45	351
(i) Course in religion	Faculty	34	26	8	68
	Laymen	190	118	42	350
(j) Course in biological science	Faculty	59	4	5	68
	Laymen	239	53	52	344
(k) Course in physical science	Faculty	58	3	4	65
	Laymen	260	38	46	344

Table XXXVI (Continued)

Item	Group	Yes	No	No Opinion	Total
(l) Course in Vocal music	Faculty	62	3	4	69
	Laymen	266	47	41	354
(m) Course in instrumental music	Faculty	63	3	3	69
	Laymen	264	42	51	357
(n) Course in art	Faculty	60	3	6	69
	Laymen	260	45	49	354
(o) Course in German	Faculty	34	12	14	60
	Laymen	148	104	85	337
(p) Course in Spanish	Faculty	47	8	9	64
	Laymen	209	62	72	343
(q) Course in Latin	Faculty	43	10	11	64
	Laymen	231	55	60	346
(r) Course in French	Faculty	40	10	13	63
	Laymen	188	79	74	341
(s) Course in English literature	Faculty	60	8	2	70
	Laymen	280	42	30	352
(t) Course in physical education	Faculty	68	1	1	70
	Laymen	302	26	20	348
(u) Course in carpentry	Faculty	56	4	7	67
	Laymen	258	42	44	344
(v) Course in printing	Faculty	56	4	7	67
	Laymen	253	42	46	341

Table XXXVI (Continued)

Item	Group	Yes	No	No Opinion	Total
(w) Course in safety driving	Faculty	67	2	1	70
	Laymen	229	34	25	348
(x) Course in aeronautics	Faculty	43	11	9	63
	Laymen	200	74	67	341
(y) Course in auto mechanics	Faculty	54	4	8	66
	Laymen	234	55	57	346
(z) Course in welding	Faculty	49	6	10	65
	Laymen	221	61	64	346

6. The remaining courses—child care, social problems, economics, psychology, religion, safety driving, and aeronautics—represent newer ideas in school courses. While both groups agree to their inclusion in the school program, the faculty are more liberal than are the laymen.

Summary and Conclusions

In general, both faculty and laymen agree to the items in Part II of the opinionnaire. Again, as in Part I, the faculty are more liberal in their acceptance of the newer point of view toward education than are the laymen. Laymen again show a greater "no opinion" response than do the faculty.

Both groups indicate a willingness to accept:

1. Kindergartens.
2. Children's playgrounds.
3. Free textbooks.

4. Transportation at public expense.
5. Free public education at the elementary and high school levels.
6. Scholarships for the more able students in high school and college.
7. Health examinations and the addition of a school nurse, doctor, and dentist to the school staff.
8. Provision of recreational facilities for children and use of athletic fields for adults.
9. Addition of teaching aids except radio and television.
10. Inclusion of physical education courses and vocational courses.
11. Retention of traditional subject courses and the addition of the newer "social" courses.

Both groups seem neutral with reference to:

1. Free school supplies and "other necessary expenses."
2. Free education at the college level.
3. Supplying radio and television sets as necessary teaching equipment.
4. Continuation of vocal and instrumental music and art courses.

Both groups tend to oppose:

1. Nursery schools and child care centers.
2. Free lunches and free clothing.
3. Public education at the graduate level.
4. Scholarships at the elementary and graduate levels.
5. Furnishing of play equipment for adults.

In only two items is there a definite difference between faculty and laymen. The faculty accept the establishment of a recreational program for adults and use of the school gymnasium by adults while laymen oppose these items.

From this summary of responses the conclusions may be drawn that:

1. While more interpretation should be offered to laymen than to the faculty group, both need a better understanding of the functions of the school in a modern democracy.
2. Little additional work need be done with regard to the health program, as both groups accept it. The same is true of the vocational courses.
3. More interpretation should be given the preschool program.
4. More attention should be paid to interpreting the need for furnishing free food, clothing, and supplies for the underprivileged.
5. Special attention should be paid the lay group when interpreting the adult program.
6. Special attention should be paid the faculty group on newer courses, and on the modern social services programs of the school.

CHAPTER IV

FREE RESPONSES OF LAY AND FACULTY GROUPS

In addition to the relatively objective controlled responses of the opinionnaire used in this study, Part I provides space for free responses or comments on each of the twenty-eight statements. Not all persons responding to the opinionnaire made such comments or remarks. It is reasonable to assume that most of the comments made represented strong opinions of agreement or disagreement with the statements. The remarks, therefore, are representative of decided opinions with respect to the educational principles or beliefs surveyed. A careful study of the remarks shows that the responses vary greatly from those based on study of the problems to those based almost wholly on prejudice, misinformation, or no information at all.

The objective data surveyed in Chapters Two and Three show the differences and likenesses of opinions held by the lay and professional groups. In this chapter certain remarks, typical of the agreement or disagreement of those people who responded to the opinionnaire, are quoted verbatim.

Question 1: Early childhood education (before six years of age) should be included in the public school program.

Agree

"Not every child is ready to start in grade school without preliminary education." -- Senior

"Preschool education would promote a better feeling of children toward school life." -- Senior

"I think it will help the child to get started off in school better." --Parent

"Need for orientation into school program prior to mechanical learning process." --Community Leader

"It teaches the child to co-operate with the teacher and other children." --Community Non-Leader

"Gives a child a chance to adjust himself." --Faculty Member

Disagree

"There is plenty of schooling now. The first grade, to my notion, is enough before six years of age." --Senior

"I believe a child can get as much education through his parents at this early age." --Senior

"Six years is young enough to start any child to school because they are yet babies." --Parent

"Parents should have responsibility of children until they are six years of age." --Parent

"This is a costly program for the value received. Nothing more than learning how to get along with others can hope to be gained from it." --Community Leader

"Child's mind too immature." --Community Leader

"Really too young to become a public 'charge'. Some responsibility should rest upon parents." --Community Leader

"Most children enter school too young as it is." --Faculty Member

"The average child is not ready for school until seven years of age." --Faculty Member

Question 2: The responsibility of the public school for the welfare of the child should begin with the parent and should include prenatal care.

Agree

"If a good program could be set up and successful, all right, but it is improbable." --Senior

"I think this is not possible now, but we should definitely try to get this care in the future." --Senior

"With reservations." --Parent

"If all parents would work with the teachers it would be a better school system." --Community Leader

"I agree only if we had adult education classes." --Faculty Member

"With adequate financing." --Faculty Member

Disagree

"The school is responsible for their education, not their home life." --Senior

"I think parents are mostly responsible." --Senior

"Certainly the child should be taught at home the high standard of morals and conduct as well as being able to take care of himself in the right way." --Parent

"There should be other agencies for this type of work." --Parent

"This responsibility belongs to a public health clinic." --Community Leader

"Too much responsibility for the present public school system." --Community Leader

"Definitely the parents are responsible!" --Faculty Member

"A properly educated parent can do much to start the child's training." --Faculty Member

Question 3: The present high school program should be extended to include the thirteenth and fourteenth grades.

Agree

"I could use two more years myself, because I didn't know what it was to study when I was a Freshman and a Sophomore." --Senior

"It should include them, but you don't have to go unless you want to." --Senior

"More pupils would have a chance for a better education." --Parent

"Would afford opportunity to more, and children would be at an age more suitable for living away from home after completion of this work." --Community Leader

"Yes, indeed, many students would get more schooling where they couldn't go to college." --Community Leader

"Most present graduates of high school are too young for the proper selection of a life's work." --Community Non-Leader

"Especially for those who graduate at an early age, sixteen and seventeen." --Faculty Member

Disagree

"This would start careers much too late in life. Careers should be started while a person is young. Many would be discouraged from completing school if it took longer." --Senior

"Enough can be learned in twelve years if the mind is put to it and one is old enough then to know the vocation he wants and specialize in it at college." --Senior

"I think twelve years is long enough for a high school course." --Parent

"It would be hard to hold their attention for two extra years." --Community Leader

"We have junior colleges and college training. Our high schools have enough to care for." --Community Leader

"Suggest more emphasis on thoroughness in present program, with additional importance on business education." --Community Leader

"Too much taxes now." --Community Non-Leader

"Should start them older and give them stiffer subjects." --Faculty Member

Question 4: A school system is meeting its full responsibility only when it meets the educational needs of its citizens of all ages.

Agree

"All people should have a certain amount of education, and the school system can and should furnish it." --Senior

"Education, in my opinion, is one of the basic fundamentals of a higher standard of living." --Parent

"I think adult classes very fine." --Community Leader

"Vocational classes for general public good if could be offered under moderate tuition fee." --Community Leader

"An enlightened person will better the universe." --Community Non-Leader

"If the term could be qualified here to mean academic and classroom teaching." --Faculty Member

Disagree

"College and vocational schools are set up for that purpose."
--Senior

"Schools and teachers can't be expected to take responsibility of everyone." --Parent

"A full-time job in educating youth alone." --Community Leader

Question 5: Teaching salaries should be high enough to attract the best talent from among our young people.

Agree

"Teaching doesn't offer a large enough salary according to the importance of the profession." --Senior

"The better we pay teachers, the better teachers we'll have."
--Senior

"Only the best is good enough for our children." --Parent

"I don't think teachers are paid enough in proportion to the amount paid for education." --Parent

"Should be equal to other professional salaries. Low salary schedules cause many minds talented for teaching to leave the profession." --Community Leader

"This certainly is the 'keynote' of the situation and not until this is done will our schools be what they should be." --Community Leader

"You get only what you pay for." --Community Non-Leader

"Salaries should be adequate to encourage teachers to stay in their profession, rather than seeking other better-paying jobs." --Community Non-Leader

"The teaching profession must compete with industry along this line if we are to get the services of our more talented young people." --Faculty Member

"We should be paid enough to attract teachers from the upper levels." --Faculty Member

Disagree

"Salaries for teachers should be high, but the schools should also offer more subjects that the students would be interested in so that they might teach school not for the money in it but for educating students." --Senior

"There should first of all be a love for the work." --Faculty Member

"But not too attractive to hire the wrong type." --Faculty Member

Question 6: Teachers should be required to continue their education as long as they continue to teach.

Agree

"If a teacher doesn't want to learn more, then she hasn't her work at heart." --Senior

"I agree on this because something new comes out every year. Just like dress and fashions change, also ways of teaching change." --Senior

"To keep up with our modern civilization." --Parent

"All professions require continuous study. It is necessary for progress." --Community Leader

"If not, they will soon get weaker in this teaching." --Community Non-Leader

"Many would be happy to do so if they could afford it financially." --Faculty Member

"Workshops and conferences." --Faculty Member

Disagree

"This is one of the reasons that makes teaching an unappealing vocation." --Senior

"Teachers are learning when they are teaching. I believe every teacher learns something every day." --Senior

"Depends upon subject taught." --Parent

"Only if they are paid enough to afford it." --Parent

"I don't think they should go to school each summer but should take examinations each year." --Community Leader

"Their minds are kept active by teaching and the expense of more education is unnecessary." --Community Leader

"Only if they are paid enough to enable them to do so." --Community Non-Leader

"Not required, should be teacher initiative and desire." --Faculty Member

"Must it be formal education?" --Faculty Member

"A definite program of continuation but not arbitrary." --Faculty Member

Question 7: Teacher pensions should be provided so that aged and disabled teachers would be replaced.

Agree

"There should be a pension for teachers as well as for any other worker." --Senior

"Teachers earn a pension and it's to the advantage of the pupils." --Parent

"This would be an added attraction to hold and keep good teachers." --Community Leader

"The teaching profession is worthy of care and should be provided for in later life." --Community Leader

"Other organizations do and teaching is greatest of all organizations." --Faculty Member

Disagree

"They don't put secretaries and bookkeepers on pensions. Why teachers?" --Senior

"Even teachers when of age can get their old age pension." --Senior

"Teachers should retire from teaching, pension or no, after they reach a certain age." --Senior

"Teachers should be paid enough to enable them to do their own savings." --Parent

"'Could be' instead of 'would be'. They should not be required to quit as long as they are doing better work than some younger teacher." --Community Leader

"If age refers to years only, I disagree. If by age is meant in spirit and outlook on life, I agree." --Faculty Member

Question 8: Teachers should be expected to conform to the personal standards of conduct dictated by the community.

Agree

"Yes, if the standards are sensible." --Senior

"Only if the standards of the community are high." --Senior

"As far as morality is concerned, and belief in God as a creator."
--Parent

"This fact makes a decided reflection, one way or another, upon the school, as well as the conduct of the pupils and students."
--Parent

"The same is expected of any business man or woman, as long as the standards are good for all in that community." --Community Leader

"Not only to be expected but demanded." --Community Non-Leader

"But no one in the community should exact more from the teacher than of himself although the teacher may require a higher standard for himself than for many folk in the community - I hope!" --Faculty Member

Disagree

"No one has a right to dictate to another. There is a lot of old fogeyness that should be done away with by the community."
--Senior

"What teacher does outside of school hours is his own business."
--Senior

"Teachers are human also. Their private life is their own and not to be dictated by some outsider." --Senior

"A teacher should be entitled to his own personal life as long as his conduct in school is what it should be." --Senior

"Not such a narrow-minded standard as to limit teaching to prudes." --Parent

"They should lead a normal life." --Parent

"Teachers should be able to lead normal lives. No smoking or drinking seems like a silly rule to me." --Community Leader

"Teachers have a right to live their own lives." --Community Leader

"Teachers should be human as well as morally good." --Community Leader

"They should set the standards." --Community Non-Leader

"Every teacher's conduct should be the very highest, but just because she wants it so." --Faculty Member

"They should be allowed to live as they see fit -- no hypocrisy."
--Faculty Member

"A person capable of teaching is well able to decide his standards of conduct." --Faculty Member

"Not dictated by the community, but by personal integrity."
--Faculty Member

Question 2: Teachers should be organized for collective bargaining.

Agree

"I agree only because it seems the only method left to raise teacher pay to standards. Do not believe in strikes in school." --Community Leader

"This is their privilege, but prefer to see salaries cared for by other means." --Community Leader

"They do it in all other lines of work, why not for teachers?"
--Community Non-Leader

"I hate to see it, but when a Board can fire over some personal jealousy as they do today, then collective bargaining is protection."
--Faculty Member

"But not with 'labor' organizations--keep within our own professional group." --Faculty Member

Disagree

"The world would be better off today if there were not so many unions." --Senior

"You can't bargain with people's lives and children's futures."
--Senior

"Too many commies in the U. S. A. already." --Parent

"With salaries put on proper standards, recognizing training and service, no such organization would be of any use among teachers."
--Community Leader

"A well-qualified teacher can get his or her bargaining done alone or accept another job. Too much public disturbance on collective bargaining." --Community Leader

"I've never believed in unions. This seems to be carrying matters too far." --Community Leader

"I think the O. E. A. and N. E. A. should be made more meaningful and we would have a strong organization." --Faculty Member

"Teaching profession should not stoop to that level." --Faculty Member

Question 10: It requires fully as much professional training and particular ability to teach in the elementary grades as in any other department of the school.

Agree

"More so, for it's the fundamental training that determines a student's grades later in school." --Senior

"A pupil's education should be started out right." --Parent

"Here is where more stress should be placed. Better wages, higher professional standards." --Parent

"A building is as strong as its foundation." --Community Leader

"Best abilities and professional training needed during these formative years." --Community Leader

"Also more forethought and patience." --Community Non-Leader

"Certainly, it is all specialized work." --Faculty Member

"Maybe more, certainly in the first few grades." --Faculty Member

Disagree

"Doesn't require as much professional training but lots of ability." --Senior

"A teacher can teach first graders how to read without knowing the Shakespearean plays, like an English teacher in high school." --Senior

"Can teach without college, if they know school management." --Parent

"Training -- not necessarily education." --Community Leader

"Elementary teaching requires more natural than professional ability." --Community Leader

"More education is needed for high school teachers, but aptitude is more important than education in elementary grades." --Community Leader

"I think it takes more ability and good nerves to teach the first grade in school than professional training." --Community Non-Leader

Question 11: Any good high school graduate should be qualified to teach in the primary grades.

Agree

"If he or she is an outstanding student with "A" or "B" average, I can see no reason why they shouldn't be qualified." --Senior

"I believe if they are good they would have acquired the necessary knowledge." --Senior

"If necessary, yes, for some of our great men of the past had no college education." --Parent

"Depends more on personality than learning." --Community Leader

"If the school year should be extended to the 13th or 14th grade." --Community Non-Leader

Disagree

"No person is ready to teach until he has finished a complete training in teaching." --Senior

"This is leaving too much to chance." --Senior

"There is a difference between knowing something and being able to teach it effectively." --Senior

"I think they would have to go further than high school because it takes more than knowledge to teach." --Senior

"Should have some extra training." --Parent

"A college education is required in my opinion if nothing more than to learn to be sociable and to develop one's personality." --Parent

"High school graduate isn't qualified to teach." --Community Leader

"High school education should not meet qualifications of any public school teaching job. Advance training for primary grade teaching very essential." --Community Leader

"They should have special training in primary work." --Community Non-Leader

"The child starting to school needs the best help possible."
--Community Non-Leader

"That's stupid -- if we had better teachers in the grades everyone would benefit." --Faculty Member

"A primary child should have a strong well-qualified teacher, for in the early years the teaching 'tells'." --Faculty Member

"Must keep high standards with college graduates as teachers, only!"
--Faculty Member

Question 12: Standards of school building maintenance should be equal to those of the best commercial and industrial plants.

Agree

"Better work is done when the surroundings are clean and pleasant." --Senior

"If children are to spend most of their time in school, it should be kept up." --Senior

"If the pupil is to receive the best in education, the surroundings should be adequate." --Parent

"This we need now." --Community Leader

"Schools should be made as impressive upon the minds of the pupils as the industries." --Community Leader

"After all, the children should have the best example set before them." --Community Non-Leader

"A school is the home of the child for many years; it should have the highest standards of maintenance." --Faculty Member

"The principal and the custodians have the moral and physical welfare of the whole school in their hands, and should work together." --Faculty Member

Disagree

"Too often this isn't possible." --Senior

"In my opinion the school building maintenance should be very good, but not necessarily as good as the more advanced places." --Senior

Question 13: All school houses should be planned with full consideration for architectural beauty which contributes to the mental health of the pupils.

Agree

"If our school is run down, ugly, how could we be proud of it? We wouldn't even want to go to school." --Senior

"Surroundings affect a student's study and mental attitudes strongly." --Senior

"Beautiful schools help in the mental disposition of pupils." --Parent

"Yes, this certainly should be done in every instance." --Community Leader

"Attractive buildings are inspiring as well as lovely scenery." --Community Leader

"Helps the attitude of the child to have pleasant surroundings." --Faculty Member

Disagree

"I think if you are not inclined to be studious or ambitious, beauty wouldn't help." --Senior

"The money can be spent in too many other ways to contribute to the students' direct benefit." --Senior

"That's not the important thing, but nice if financially possible." --Parent

"What comprises architectural beauty is debatable. Too much beauty might even detract from concentration on school work. Substantial building more important." --Community Leader

"I see nothing in common between architectural beauty and mental health. Was Abraham Lincoln more mentally healthful because of this?" --Community Non-Leader

Question 14: School houses which have not been planned according to the special type of program which is to be carried on in them should be remodeled or rebuilt.

Agree

"That is, if there are sufficient funds." --Senior

"Buildings grow old and should definitely be remodeled." --Senior

"Remodeled, rebuilt if necessary." --Parent

"Many have been neglected in light and pure air." --Parent

"As funds are available." --Community Leader

"Yes, if practical and not too expensive. This is the only way efficient work can be done." --Community Leader

"Our lighting system is placing glasses upon too many of our children." --Faculty Member

"When all other things are constant and equal to modern trends." --Faculty Member

Disagree

"Buildings should be built for school uses, for the right purposes." --Senior

"If already built and in good condition, leave as they are, but when building new ones, plan!" --Parent

"School funds would not permit of such a program." --Community Leader

"Don't forget Mark (was it Hopkins?), the man on the log." --Faculty Member

Question 15: Every boy and girl in America has an equal educational opportunity.

Agree

"Yes, by all means! One person isn't any better than another." --Senior

"As far as education alone is concerned." --Senior

"I believe that anyone who wants to go to school bad enough, can." --Senior

"Some do not take the opportunity and later claim they did not have it." --Community Leader

Disagree

"They say they do--but take a look in all towns and the country at the underprivileged children." --Senior

"In the South, Negroes do not. In very poor towns, all children do not." --Senior

"Some children are so poor they must stay home and work. Others have no clothes or shoes or books." --Senior

"Some of the students live out of reach of a good high school." --Senior

"They should have equal opportunities but don't have." --Parent

"There still remains social, economic, and racial inequality." --Community Leader

"Theoretically they do have, practically no." --Community Leader

"Only in larger cities do the students receive the benefits to which they are entitled." --Community Non-Leader

"I have heard of some places where school advantages were very few." --Community Non-Leader

"Not until school books are provided for all, will children have an equal chance." --Community Non-Leader

"Do not believe Negroes should attend school with white children." --Faculty Member

Question 16: Everybody has a natural desire to learn and can profit from that learning.

Agree

"This is true; however, that desire is not always fulfilled by the three 'R's'." --Senior

"To a certain degree." --Parent

"Every mentally normal person generally does have this desire." --Parent

"This desire needs to be cultivated to make learning more profitable." --Community Leader

"They have a desire to learn something and should be directed into correct channels." --Faculty Member

"This desire is something lost in the fog of the everyday struggle." --Faculty Member

Disagree

"Some people are content with ignorance." --Senior

"Only a certain amount of learning can be absorbed by certain people. There are classes of people who cannot take an education." --Senior

"Disagree strongly--some people really don't care whether they learn or not." --Senior

"Everybody does not have that attitude." --Parent

"A human is like all animals--some strong and some weak." --Community Leader

"There are some people mainly caused by home environment that should be taught the desire to seek knowledge." --Community Non-Leader

Question 17: Funds should be provided to pay for school publicity.

Agree

"It would help the school and its program in many different ways." --Senior

"The nation should be informed as to what goes on in our schools." --Senior

"Schools should spend for this. It's strictly a merchandising problem." --Parent

"Schools should have enough money to provide for this." --Parent

"The public should be informed of the school program and its advantages." --Community Leader

"With certain limitations on the amount and type of publicity." --Community Leader

"Agreed, everything has to be sold to the public." --Community Leader

"Public schools, are they not?" --Community Non-Leader

"Much can be accomplished by personal contact, but some funds are needed to put some ideas before the public." --Faculty Member

"It pays to advertise our wares." --Faculty Member

Disagree

"The profits of the cafeteria, football games, plays, and such should take care of that." --Senior

"Through some form of entertainment, etc., funds could be provided."

--Senior

"You do not need to publicize the school. Except by good teaching."

--Senior

"The public school shouldn't have to be publicized. It needs a tenant officer only." --Senior

"Just why should a free school need publicity." --Parent

"Plenty of free newspaper space if schools will use it." --Parent

"Superintendents and principals too often take advantage of this opportunity to publicize themselves and not the schools." --Parent

"Let the school advertise itself. It should rate so high." --Parent

"With other things in order in any school system, publicity needed will be forthcoming from particular activities involved." --Community Leader

"A good school does not need publicity." --Community Leader

Question 18: Pupils who seem unfitted by ability or temperament to do college work should be discouraged from attempting high school graduation and should be encouraged to quit school and learn a trade.

Agree

"Only if they can't possibly make high enough grades to get through." --Parent

"Only after every attempt has been made to reach their natural self." --Community Leader

"If they want to quit school themselves and can really get a chance to learn the trade they want." --Community Non-Leader

"But we must be very sure they are unfitted." --Faculty Member

Disagree

"Why keep them out of high school if they can't attend college? Are college students better than high school students?" --Senior

"I think a high school education should help the boy or girl to learn a trade better, as there are different things to learn, such as sewing, cooking, woodwork, and typing." --Parent

"Should graduate from high school and then learn trade." --Parent

"Believe success in any trade materially lessened by lack of less than complete high school education." --Community Leader

"Probably it would be best to learn a trade but I wouldn't suggest that they quit school before high school graduation." --Community Leader

"I don't think any person has the ability or right to judge whether another is a failure." --Community Leader

"It might cause a good boy or girl to go wrong." --Community Non-Leader

"Maybe sometimes they appear better off, but in the long run they can not get too much education if they use it rightly." --Community Non-Leader

"School should be broader in its vocational training to fit these people." --Faculty Member

"Let's help the child find himself and teach him the trade he desires." --Faculty Member

Question 19: The school district should pay all necessary athletic expenses, thereby eliminating the necessity for gate receipts and permitting free admission to all athletic contests by anyone who wishes to attend.

Agree

"This a good but impractical idea." --Senior

"Some students do not get to go to their own ball games because they can't afford it." --Senior

"I think this would be O. K. if possible." --Parent

"If this could be done without harming the scholastic part of the school by having less money to operate." --Community Leader

"This would cause more interest in school." --Community Non-Leader

Disagree

"After all, athletics are not the most important part of school and I think before any funds are given for that purpose our educational facilities should be greatly improved." --Senior

"You pay for everything. Let the public pay for something that is worth their money." --Senior

"I think it would ruin the thrill of athletic contests for the public." --Parent

"Athletics are excellent entertainment and should be paid for by the partons." --Community Leader

"There is now too much spent on athletics rather than on much-needed school repairs and buildings." --Community Leader

"The school is doing a good deed by providing the entertainment at a fee." --Community Leader

"You appreciate what you pay for." --Community Non-Leader

"Some of our high school athletic contests furnish very good amusement, most of us spend a great deal of money that way -- might as well have it for school." --Faculty Member

"Athletic affairs already get more support than necessary." --Faculty Member

"No competitive sparks -- but a physical education program for all." --Faculty Member

Question 20: All school fees collected from the students should be eliminated.

Agree

"If it could be done without further taxation of the people." --Senior

"Oklahoma is a rich state and I think that by eliminating graft, free public schools could be really free." --Senior

"Here students would have the opportunity to go to school." --Senior

"It is supposed to be a free school system." --Parent

"Taxes should take care of all fees for students." --Parent

"These fees work a hardship on parents who have a large number of children in school." --Community Leader

"Expenses now met by fees should be cared for by taxes except in cases of willful destruction." --Community Leader

"There are some people who cannot afford it." --Community Non-Leader

"Only if supplies can be provided otherwise." --Faculty Member

"Really agree, but it doesn't seem possible under present conditions. Fees collected should certainly be carefully spent." --Faculty Member

Disagree

"It is good for school to collect fees -- it teaches student responsibility." --Senior

"Fees are a fair means of financing the purchase of textbooks." --Senior

"No, it is the student's duty to pay fees." --Senior

"I don't see how it could be done." --Parent

"I believe a student takes better care, has more pride in something he has an investment in." --Community Leader

"We appreciate education more if we have to pay something for it." --Community Non-Leader

"Things made too easy or given too freely lose their glamour." --Faculty Member

Question 21: Areas served by high schools should be organized on a large enough basis to permit a wide range of class offerings, including vocational and technical training.

Agree

"I believe a good consolidated school has a definite advantage as to providing equipment over smaller schools." --Senior

"The students would have a better chance to get more education." --Senior

"Modern transportation means would justify such." --Parent

"The larger the area served, the wider the range--thus more varied the curriculum." --Community Leader

"This would do a great deal to help students find their life work." --Community Leader

"Larger the area, better the opportunities." --Community Non-Leader

"Some children have this advantage by living in a community that has this." --Community Non-Leader

Disagree

"If not, six years of high school." --Senior

"Public schools spread themselves too thin. They should stick to the fundamentals, reading, writing, and arithmetic, etc." --Community Leader

"High School should have wide range of class offerings, but not necessary to include vocational and technical training." --Community Non-Leader

Question 22: What is taught in the schools and the way of teaching should change as living conditions change.

Agree

"Surely no one would be so narrow-minded as to disagree." --Senior

"What's the use of learning something you cannot apply?" --Senior

"The only way to keep up a high standard of education." --Parent

"Education should be so designed as to meet contemporary needs." --Community Leader

"Too much time wasted on the past." --Community Leader

"Yes, as conditions and standards change, just so the school changes." --Community Leader

"Keep abreast of the times. Do not get in a rut." --Community Non-Leader

"It is truly a changing world, why stagnate?" --Faculty Member

Disagree

"Not particularly. They don't need to." --Senior

"However, these changes don't always produce better education." --Parent

"Not to any appreciable degree. You may learn things just one way--by studying. The experimental years where learning by absorption was offered were not very satisfactory." --Community Leader

"Some localities change; public school education should be more stable." --Community Leader

"This does not apply to the subjects that are concrete, English, algebra, etc." --Faculty Member

Question 23: Public schools are better today than at any previous time.

Agree

"They are better but can always be improved." --Senior

"They are no doubt better but they are still a long way behind scientific and economic development." --Senior

"Much better." --Senior

"They improve every year." --Senior

"Yes, because the bus brings in children that otherwise couldn't have a chance to go into town for a higher education." --Parent

"Most schools are." --Parent

"Yes and no. Yes, in some ways and no, in others." --Parent

"System of teaching is, but definitely not school buildings." --Community Leader

"Academically, yes, spiritually and morally, no." --Community Leader

"As a whole, yes." --Faculty Member

"In that they cover more fields of interest." --Faculty Member

Disagree

"I believe the student of the earlier years absorbed more than we do." --Senior

"They do not teach the right things in school nor do they teach things as they should be." --Senior

"Generally speaking, present system lacks discipline." --Parent

"Not strict enough in study halls. Too much play and idleness." --Parent

"If they had harder studies and more homework our standard would be higher." --Parent

"Overcrowded conditions and lack of qualified teachers have contributed to lower standards." --Community Leader

"In many cases lack of high enough pay has handicapped many schools." --Community Leader

"Disrespect of youngsters toward being disciplined by teachers."
--Community Leader

"Students do not care to learn as much as they used to -- W. P. A.
attitude. It doesn't matter because the government will take
care of them." --Faculty Member

"I do not think the instructors are as well qualified as in pre-
war days." --Faculty Member

"Too many are managed by politicians and uninterested administrators."
--Faculty Member

Question 24: Parents know more about their children than do teachers.

Agree

"Parents are with their children more." --Senior

"In my case no one knows me better than my parents. I don't know
about other cases." --Senior

"Under most conditions." --Parent

"They should know more, but sometimes one wonders." --Community
Leader

"They should, parents know a child's background far better.
Parents have a few, teachers many." --Community Leader

"Parents understand them better for the children are so much like
their parents." --Community Non-Leader

"If they are real parents certainly they should know their
weaknesses and strong points better than the teacher who has
many personalities to study each day." --Faculty Member

"They know them better because they are with them more."
--Faculty Member

Disagree

"The teacher knows the child as what he is really capable of
doing. The parents won't admit the children can't." --Senior

"They may when their children are small but high school students
spend more time at school than they do with their parents."
--Senior

"Teachers might know a child better because their emotions are
not involved." --Parent

"It takes both parent and teacher to fully understand children. We need better co-operation between them." --Parent

"Certainly not always. Teachers often see objectively, parents through the eyes of parents." --Community Leader

"Parents half the time will not admit all they know about their children." --Community Leader

"In many cases the teachers know things that the parents would be surprised to know." --Community Non-Leader

"Most parents do not observe their children like the teachers as a problem of making a living is thought about by the parents." --Faculty Member

"Would be a changed world if they did--too bad they do not have to qualify." --Faculty Member

"But most parents do not know how their children compare with the other children." --Faculty Member

Question 25: The local community should decide what the schools should teach.

Agree

"They know, as a whole, what their children need to learn." --Senior

"The subjects most needed by certain communities should be the things that are taught." --Senior

"With the co-operation of the teachers." --Parent

"Those trained in such things should decide with community help, perhaps." --Faculty Member

"The needs of the community should influence what is taught, but not decide completely, because people change locations so an education should fit you for any community." --Faculty Member

Disagree

"The students should decide. They know what they need." --Senior

"Half the people in a community haven't finished high school. Why should they decide what we are to study if we want to know more?" --Senior

"The state should make the decision based upon the report of the country." --Parent

"Teachers know more about it." --Parent

"This would be hard on students moving from one place to another."
--Community Leader

"Assume the school board represents the community." --Community
Leader

"The superintendent and his teachers and board of education know
best what should be taught." --Community Leader

"Until people are better educated they are not qualified as a
whole to decide this important question." --Community Non-Leader

"Meeting needs of students is more important." --Faculty Member

Question 26: All high school courses should be planned and taught
in such a manner that any high school graduate will be prepared for
college.

Agree

"Definitely." --Senior

"If a graduate takes a sudden notion to go to college there would
be certain required courses to take if he did not take them in
high school." --Senior

"A high school graduate should be prepared for college, else why
the high school training?" --Parent

"Pupils should be prepared for college, but not forced to go to
college." --Community Leader

"All those who are able should be prepared." --Community Leader

"A person who doesn't want to go to college right after high
school may want to go later." --Community Leader

"There would be less need of tutors in college. Amen!" --Faculty
Member

Disagree

"Some students could not possibly get through college." --Senior

"Permit sufficient electives. Pre-college, mechanical, business,
etc." --Community Leader

"Some students are not qualified nor are they interested in college
education. Such students should be permitted to benefit the
maximum from their high school education." --Community Leader

"No, for many will never attend college. Try to prepare students for actual living." --Community Leader

"Many do not have the ability to absorb what is taught." --Community Non-Leader

"I believe that all students who want to go to college should be adequately prepared and not held back by students who do not. They shouldn't be in the same classes." --Faculty Member

"Not all children are born with same aptitudes. Not a matter of brain, but 'learning'." --Faculty Member

Question 27: The high school program should include facilities for assisting the pupil to find his vocational interest and ability.

Agree

"It is usually in high school or college that a student finds what he wants to be." --Senior

"A program such as this would help a lot of children who can't find their way until after years of hard experience." --Senior

"Shamefully neglected." --Parent

"Very logical, this should be the object of our schools--preparing children for actual life." --Community Leader

"Why don't they? Why are not vocational tests given in freshman or sophomore years?" --Community Non-Leader

Question 28: No one should be graduated from high school who cannot pass a college entrance examination in English grammar.

Agree

"This is an important factor in anyone's education." --Senior

"I believe they should pass in any subject, including English." --Parent

"If one passes high school English, he can pass the above-mentioned examination." --Community Leader

"It would encourage better English." --Community Non-Leader

"All high school graduates should be able to express themselves clearly and concisely. A scholar's knowledge of rules is not essential." --Faculty Member

Disagree

"English is naturally hard for some people and if a student has earned his 32 credits then why make him stay until he can pass an English test?" --Senior

"Some won't go to college, and I can't see what is so important about grammar; there isn't anybody I know today out of school who has trouble understanding what I say and vice versa." --Senior

"Some scholars are very smart in something and very poor in grammar." --Parent

"They would never be graduated." --Parent

"A pupil should not be penalized because of one weak teacher." --Community Leader

"Some trades do not require good speaking, nor correct grammar." --Community Leader

"Mastery of the English grammar is helpful, but not a necessity to becoming a success." --Community Non-Leader

"Disagree. I think there should be academic and vocational training for students--vocational students should perhaps not be held to the same standards and yet, at the same time, they should be able to adequately use their own language." --Faculty Member

Summary

Any attempt to summarize the free responses of the respondents to the opinionnaire must take into consideration the fact that not all respondents made comments. Furthermore, many of the comments were definitely ambiguous and were likely, therefore, to misinterpretation. In addition, many comments were so qualified by those making them that it was very difficult to determine whether the maker was basically in agreement or in disagreement.

Table XXXVII, page 88, summarizes the comments of agreement or disagreement for the lay group and for the faculty group. From these data, the following statements may be made:

1. On 9 of the 26 statements, more than 50 per cent of the comments of the lay and faculty groups were in agreement with the statement. More than 90 per cent of the comments were in agreement, in each group, with statement 12; more than 70 per cent of the comments of each group were in agreement with items 10, 13, and 14; between 50 and 70 per cent of all comments made, in each group, were in agreement with statements 1, 4, 5, 17, and 22.
2. On 8 of the statements, less than 50 per cent of the comments of the lay and faculty groups were in agreement with the statement. Less than 15 per cent of all comments made, in either group, on statements 15, 18, and 19 were in agreement; between 15 and 50 per cent of all comments made, in either group, were in agreement with statements 8, 11, 20, 24, and 26.
3. The two groups were closest with respect to comments on statements 12, 14, and 20. On statement 12, 96 per cent of the lay comments were favorable, while 100 per cent of the faculty comments were favorable. On statement 14, the per cents of comments of agreement were 76 and 75 per cent for the lay and faculty groups, respectively. On statement 20, 45 per cent of the comments of each

TABLE XXXVII

LAY AND PROFESSIONAL FREE RESPONSES

Question Number	Total Lay Responses				Total Professional Responses			
	Agree	Disagree	Total	Percent of Agreement	Agree	Disagree	Total	Percent of Agreement
1	94	43	97	56	13	4	17	77
2	9	22	31	29	4	2	6	66
3	57	36	93	61	1	3	4	25
4	13	15	30	50	1	0	1	100
5	62	4	66	94	2	2	4	50
6	55	31	86	64	3	5	8	38
7	46	5	51	90	1	2	3	33
8	27	43	70	39	2	8	10	20
9	15	14	29	50	2	6	8	25
10	39	14	53	73	6	0	6	100
11	14	43	57	25	0	5	5	100
12	31	2	33	94	4	0	4	75
13	23	6	29	80	2	0	2	0
14	19	6	25	76	6	2	8	75
15	5	54	59	8	0	7	7	50
16	20	32	52	38	6	2	8	14
17	25	16	41	61	2	2	4	0
18	5	72	77	6	2	12	14	45
19	8	40	48	17	0	5	5	0
20	24	29	53	45	5	6	11	67
21	12	5	17	70	0	0	0	0
22	28	8	36	80	2	1	3	67
23	26	28	54	48	7	4	11	63
24	36	39	75	48	6	9	15	40
25	8	52	60	13	8	3	11	73
26	22	9	31	90	1	7	8	13
27	25	0	25	100	0	0	0	0
28	12	34	46	26	1	4	5	20
Total	722	702	1424		87	101	188	

group were in agreement.

4. There were 11 statements which showed a wide variation between the comments of agreement of the two groups. On statements 2, 16, 23, and 25, more than 50 per cent of the comments of the faculty group were in agreement with the statement while less than 50 per cent of the comments of the lay group were. On statements 3, 6, 7, 9, 21, 26, and 27, more than 50 per cent of the lay comments were in agreement with the statement while less than 50 per cent of the faculty comments were.
5. On items 21 and 27, there were no faculty comments, while lay comments of agreement were 70 and 100 per cent, respectively. Statement 26 also showed a wide diversity of opinion with 90 per cent of the lay comments in agreement and only 13 per cent of the faculty comments in agreement.

Despite the admitted limitations of the free responses as evidence of group opinion, a study of these comments does permit certain generalizations, such as:

1. Many comments were based on individual cases rather than on generalizations or principles.
2. High school students, as a group, were much freer to express opinions than were any other groups.
3. Many comments were influenced by tradition or custom rather than by thinking relative to the problem.
4. Much misinformation existed relative to the meaning of many educational terms and policies.
5. The idea of "college preparation" as the function of the high school was still dominant.
6. Recent publicity related to teaching salaries had resulted in much more concern by the public over an adequate salary for teachers.
7. Many people tended to make comments not strictly pertinent to the problem to be commented on.
8. To many, the school was still a specialized agency apart from community life.

9. Comments were likely to be influenced by emotions or prejudice rather than by judgment.
10. In general, lay public and faculty were agreed in their areas of agreement or disagreement with respect to the problems commented upon.

From a careful study of these free responses, the conclusion may be drawn that there is still need for an extended and even more effective program of educational interpretation for all three groups.

CHAPTER V

Summary and Conclusions

Summary

Chapter I presented the plan and purposes of the study and discussed the technique employed for gathering and interpreting the data. Chapters II and III presented and analyzed the responses to Parts I and II of the opinionnaire while Chapter IV presented the verbatim free responses of all groups surveyed.

From these data the following summary statements may be made:

1. There is a definite lag between public opinion as indicated by the responses of both lay and faculty groups, in Sapulpa, and the opinion of experts represented by the opinionnaire.
2. The faculty group more nearly approaches agreement with the opinionnaire than does the lay group.
3. The faculty are quite definite in their opinions of agreement or disagreement while the lay groups tend more toward neutrality.
4. Both groups indicate many "no opinion" responses. In general, fewest "no opinion" responses are indicated by the faculty with leaders, students, non-leaders, and parents following in order.
5. The opinions of the groups surveyed are in least agreement with the statements of the opinionnaire in the areas of:
 - a. The nature and functions of a modern school.
 - b. The importance of child nature and development with its implications for providing for individual differences.
 - c. The importance of community participation in curriculum planning.
 - d. The social services program of the schools, especially in the provision of food and clothing for the underprivileged.
 - e. The desirability of changing the program of financing athletics and of collecting "fees":

- f. The need for teacher organization.
6. The areas in which the surveyed groups show most agreement with the opinionnaire are:
- a. Provision for a preschool educational program, except for nursery schools and child care centers.
 - b. Adequate preparation for all teachers.
 - c. Proper building maintenance.
 - d. Free textbooks and instructional supplies.
 - e. An adequate health and physical educational program.
 - f. The provision of teaching equipment except radios and television receivers.
 - g. The continuance and addition of vocational courses.
 - h. The continuance of the traditional college preparatory course and the addition of newer "social" courses.
 - i. The importance of safety education.
7. The areas of most neutrality are:
- a. The equalization of educational opportunity, although the reorganization of school districts is accepted.
 - b. The problem of remodeling old buildings or of building new ones.
 - c. The importance of scholarships or of other means of making education at all levels available to the more able.
 - d. The values of activity courses such as music and art.
8. Areas of special importance when interpreting the educational program to the lay public are:
- a. Extension of the present school program both at the upper and lower levels.
 - b. The place of the teacher in the community.
 - c. The importance of community participation in planning a school program.

- d. The need of school publicity.
 - e. The necessity for adult recreational and vocational programs.
9. Areas of special importance when planning a program of interpretation to the faculty are:
- a. The non-selective nature of the modern school.
 - b. The importance of the newer types of courses in the school program.
 - c. The values of the social services which are offered to the public by a modern school.

Conclusions

The data obtained by analysis of the responses to the opinionnaire by both lay and faculty groups have certain implications for the program of educational interpretation in Sapulpa.

Based upon the findings of the study, the following decisions relative to the program of education were reached:

1. There would be no attempt at the present time to add a junior college, nursery school, or child care center to the school program.
2. Study groups would be organized to help teachers study educational problems and advance professionally. Special emphasis would be given to the place and function of the school in modern democracy.
3. The school authorities would encourage but not require summer school attendance by faculty members.
4. There would be no immediate program for new buildings or the remodeling of old ones. However, an extensive repair program was decided upon.¹
5. One school symnasium would be opened for the use of the adult public.
6. No radios would be bought for schools at present.

¹A bond issue was planned for the maximum amount of money allowable under Oklahoma law. When the question was submitted to the voters, 90 per cent of all votes cast were favorable. The program is now under way.

7. The Board of Education would employ a writer to prepare releases for the Sapulpa newspapers. Such publicity would stress interpretation of the school program.
8. The present fee and gate receipt program would be maintained.
9. The transportation program would be enlarged.²
10. A part time school nurse would be added to the school staff.
11. A driver education course would be added to the safety program.
12. Courses in economics and psychology would be added to the high school program.
13. An additional teacher would be employed for the vocational program.
14. A course in English for vocational students would be added to the high school curriculum.
15. A Parent-Teacher Association study group for each unit of the Parent-Teacher Association organization in Sapulpa would be formed to study educational problems.

These decisions do not complete all the desirable changes in the Sapulpa educational program but no others will be attempted until the program of educational interpretation has brought both the faculty and the lay public into greater accord with the statements of improved educational thinking as represented in the opinionnaire.

²In 1947-48 two school busses were operated. In 1948-49 six busses are operating.

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APPENDIX A

OPINIONNAIRE

The following opinionnaire is an attempt to find out what you think about some problems of school policy. The school administration is anxious to be of service to the community. The extent and type of that service will be determined by your opinions.

Your co-operation in filling out this form will make it possible to plan a school program more nearly according to your wishes. You may be assured that your opinions will be appreciated and will be kept in strictest confidence. *Do not sign your name.*

James L. Prince
Superintendent of Schools

PART I

We should like to have your opinion concerning the following statements. Please place a check mark (✓) in the space opposite the word or words which most nearly express your opinion. *Do not sign your name. We do not wish to identify the persons who help us.* Your comment is invited.

1. Early childhood education (before six years of age) should be included in the public school program.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

6. Teachers should be required to continue their education as long as they continue to teach.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

2. The responsibility of the public school for the welfare of the child should begin with the parent and should include prenatal care.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

7. Teacher pensions should be provided so that aged and disabled teachers would be replaced.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

3. The present high school program should be extended to include the thirteenth and fourteenth grades.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

8. Teachers should be expected to conform to the personal standards of conduct dictated by the community.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

4. A school system is meeting its full responsibility only when it meets the educational needs of its citizens of all ages.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

9. Teachers should be organized for collective bargaining.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

5. Teaching salaries should be high enough to attract the best talent from among our young people.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

10. It requires fully as much professional training and particular ability to teach in the elementary grades as in any other department of the school.
- Agree strongly
 Agree
 No opinion
 Disagree
 Disagree strongly

Comment _____

11. Any good high school graduate should be qualified to teach in the primary grades.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

16. Everybody has a natural desire to learn and can profit from that learning.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

12. Standards of school building maintenance should be equal to those of the best commercial and industrial plants.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

17. Funds should be provided to pay for school publicity.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

13. All schoolhouses should be planned with full consideration for architectural beauty which contributes to the mental health of the pupils.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

18. Pupils who seem unfitted by ability or temperament to do college work should be discouraged from attempting high school graduation and should be encouraged to quit school and learn a trade.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

14. Schoolhouses which have not been planned according to the special type of program which is to be carried on in them should be remodeled or rebuilt.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

19. The school district should pay all necessary athletic expenses, thereby eliminating the necessity for gate receipts and permitting free admission to all athletic contests by anyone who wishes to attend.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

15. Every boy and girl in America has an equal educational opportunity.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

20. All school fees collected from the students should be eliminated.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

21. Areas served by high schools should be organized on a large enough basis to permit a wide range of class offerings, including vocational and technical training.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

25. The local community should decide what the schools should teach.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

22. What is taught in the schools and the way of teaching should change as living conditions change.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

26. All high school courses should be planned and taught in such a manner that any high school graduate will be prepared for college.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

23. Public schools are better today than at any previous time.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

27. The high school program should include facilities for assisting the pupil to find his vocational interest and ability.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

24. Parents know more about their children than do teachers.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

28. No one should be graduated from high school who cannot pass a college entrance examination in English grammar.
- Agree strongly
 - Agree
 - No opinion
 - Disagree
 - Disagree strongly

Comment _____

PART II

Each of the following statements contains several parts. We should like for you to express your opinion concerning each part by placing a check mark (✓) in square.

<p>1. The following educational services should be added to the present school program:</p> <p>(a) Nursery schools _____</p> <p>(b) Kindergartens _____</p> <p>(c) Child care centers _____</p> <p>(d) Children's playgrounds _____</p>	<p>YES NO NO OPINION</p>	<p>2. The public should pay for the following items of school costs:</p> <p>(a) Textbooks _____</p> <p>(b) Supplies _____</p> <p>(c) Lunches _____</p> <p>(d) Clothing _____</p> <p>(e) Transportation _____</p> <p>(f) Other necessary expenses _____</p>	<p>YES NO NO OPINION</p>	<p>3. The program of education at public expense should continue:</p> <p>(a) Through the elementary grades _____</p> <p>(b) Through high school _____</p> <p>(c) Through college _____</p> <p>(d) Through graduate school _____</p>	<p>YES NO NO OPINION</p>	<p>4. To guarantee educational opportunity to the ablest youth, scholarships should be provided at public expense for the following groups:</p> <p>(a) Grade students _____</p> <p>(b) High school students _____</p> <p>(c) College students _____</p> <p>(d) College postgraduates _____</p>	<p>YES NO NO OPINION</p>	<p>5. Periodic health examinations should be provided at public expense for the following:</p> <p>(a) All pupils _____</p> <p>(b) All teachers _____</p> <p>(c) All clerical workers _____</p> <p>(d) All janitors _____</p> <p>(e) All bus drivers _____</p>	<p>YES NO NO OPINION</p>	<p>6. The school plant should provide:</p> <p>(a) Recreational facilities for all children _____</p> <p>(b) Play equipment for adults _____</p> <p>(c) Recreational facilities for adults _____</p> <p>(d) A community meeting place _____</p> <p>(e) Gymnasiums for adult play _____</p> <p>(f) Athletic fields for adult games _____</p>	<p>YES NO NO OPINION</p>	<p>7. The following teaching equipment should be provided at public expense:</p> <p>(a) Maps _____</p> <p>(b) Globes _____</p> <p>(c) Models of scientific equipment _____</p> <p>(d) Model machines for mechanical courses _____</p> <p>(e) Office machines for commercial courses _____</p> <p>(f) Band uniforms _____</p> <p>(g) Band instruments _____</p> <p>(h) Radios _____</p> <p>(i) Motion pictures _____</p> <p>(j) Slide films _____</p> <p>(k) Television _____</p>	<p>YES NO NO OPINION</p>	<p>8. The following courses or services should be provided at public expense:</p> <p>(a) School nurse _____</p> <p>(b) School doctor _____</p> <p>(c) School dentist _____</p> <p>(d) Course in child care _____</p> <p>(e) Course in social problems _____</p> <p>(f) Course in government _____</p> <p>(g) Course in economics _____</p> <p>(h) Course in psychology _____</p> <p>(i) Course in religion _____</p> <p>(j) Course in biological science _____</p> <p>(k) Course in physical science _____</p> <p>(l) Course in vocal music _____</p> <p>(m) Course in instrumental music _____</p> <p>(n) Course in art _____</p> <p>(o) Course in German _____</p> <p>(p) Course in Spanish _____</p> <p>(q) Course in Latin _____</p> <p>(r) Course in French _____</p> <p>(s) Course in English literature _____</p> <p>(t) Course in physical education _____</p> <p>(u) Course in carpentry _____</p> <p>(v) Course in printing _____</p> <p>(w) Course in safety driving _____</p> <p>(x) Course in aeronautics _____</p> <p>(y) Course in auto mechanics _____</p> <p>(z) Course in welding _____</p>	<p>YES NO NO OPINION</p>
---	--	--	--	---	--	--	--	---	--	--	--	--	--	---	--

PART III

We do not want your name, but we do need some information about you, in order to help us give proper weight to your opinions. Please be as careful as possible in filling out Part III, as accuracy is very important.

Male _____

Female _____

Single _____

Married _____

AGE:

(Place a check mark (✓) in the square opposite your age.)

- Under 20 _____
- 20 - 30 _____
- 31 - 40 _____
- Over 40 _____

FAMILY INCOME:

(Place a check mark (✓) in the square opposite your income.)

- Under \$2,500 _____
- \$2,500 - \$5,000 _____
- Over \$5,000 _____

EDUCATION:

(Place a check mark (✓) in the square opposite the school which you attended last)

- Grade School _____
- High School _____
- College _____

CHURCH PREFERENCE:

(Place a check mark (✓) in the square opposite the church of your preference)

- Protestant _____
- Catholic _____
- Jewish _____
- None _____

- Do you have children in school? _____ Yes _____ No _____
- Do you own property in this school district? _____ Yes _____ No _____
- Did you graduate from college? _____ Yes _____ No _____
- Are you a member of a labor organization? _____ Yes _____ No _____

APPENDIX B

School _____ Occupation _____

TO MEMBERS OF SAPULPA P. T. A.

We are trying to find out who are the strong community leaders in the Sapulpa school district. Please help us by naming five persons whom you consider the most outstanding leaders.

Do not sign your name, but we should like to know your occupation.

Please return this card to your school at once.

Typed By:

Velma Lanman

Genevieve Huber

Lucile Loney