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# A Study of Parents' Reactions and Expectations from their Schools' Program Conducted at Iroquois School in West Irondequoit Rochester, New York

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A STUDY OF PARENTS' REACTIONS  
AND EXPECTATIONS FROM THEIR SCHOOLS' PROGRAM  
CONDUCTED AT IROQUOIS SCHOOL IN WEST IRONDEQUOIT  
ROCHESTER, NEW YORK

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SUBMITTED IN PARTIAL FULFILLMENT OF  
REQUIREMENTS LEADING TO THE DEGREE OF  
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## FOREWORD

Alexander Hamilton is reputed to have said "The people is a great beast," while at the same time Hamilton's worthy opponent, Thomas Jefferson, was expressing a profound faith in the wisdom of the farmer, mechanic and the merchant, in short, all of the people of this great country. These opposing points of view were brought into focus during the "Great Debate" between Jefferson and Hamilton. Both of these men were trying to determine the political role of the people in the emerging scheme of a new democratic nation. Jefferson went a step further and proposed a national system of education to insure the faith he had in the common man. Since those days when Jefferson and Hamilton were concerned with the political role of the people, education has grown by leaps and bounds to where today, in the minds of many thinkers, education is synonymous with national survival in the atomic age.

Today, 1962, another great debate has emerged on the American scene. This debate is not as much concerned with who should be educated as it is with what the content of the curriculum should be and how this content should be taught.

Much has been written by professional educators as to what the task of education is in our increasingly complex society. Other people not connected with the profession, but who command respect for their accomplishments in other fields, also have written on what the purpose of education is in our complex society. Each group has reported its conclusions to the

nation. Some of their findings were based on scientifically collected data, while others were reached by relatively unscientific methods. In either case, the final conclusions drawn by either group have made an impact on the nation as a whole.

There is still a third group that sometimes is overlooked or not heard from. This third group, the people, in many respects is the arbiter of the task of education.

It was felt, perhaps selfishly, that this group should also have its day in the public forum to help determine the task of education. So this study was conducted to meet that objective.

This study was not conducted to test whether Jefferson's faith in the wisdom of the common man or Hamilton's "great beast" view was correct or not.

The author is inclined to feel that the oft quoted phrase of Abraham Lincoln's, ". . . government of the people, by the people, for the people. . ." was the guiding light for this study. In the final analysis, education should be structured so as to serve that end.

CHAPTER I  
INTRODUCTION

Recently in Woodbridge, Virginia, a first grade teacher expressed to the parents that the children were unprepared for group activities and that if the children could have some of the experiences provided for in kindergarten classes, the children would be better prepared for the first grade. Woodbridge had no public kindergartens, but through parental action kindergartens were established.<sup>1</sup>

In New Jersey's Bernards Elementary School, foreign languages were not taught. One community member thought that this should be remedied. A committee was established to conduct a survey in the school community to determine if this should be added to the curriculum. The survey returns were overwhelmingly favorable to its inclusion in the program. The school board was approached and a program of foreign languages was offered the following fall.<sup>2</sup>

In Iowa the member selection to the state board of public instruction came under fire recently. The legislature proposed a change in the method of selecting its members. But an aroused public defeated this measure, claiming that the old

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1. Editors, "A County Gets a New Kindergarten", The P.T.A. Magazine, March 1961., p. 35.
  2. Editors, "A Channel for Change", The P.T.A. Magazine, January 1961., pp. 31-32.

method of selection was responsible for great strides in education in Iowa and that it had been cited as a model for the nation.<sup>1</sup>

Coming closer to home, two local school districts recently proposed bond issues to build new schools. One school district, West Irondequoit, passed its bond issue by the largest total number of voters that it had ever had. The other school district, Hilton, defeated its bond issue, also, by the largest total number of voters that it had ever had.<sup>2</sup>

In each instance parents or the public instigated action to alter some situation related to education. Where did this authority come from?

The basis of the educational effort and of school control in the United States is probably the English common law principle which states that it is the right of the parent to control and direct the education of his children. The first school laws in America recognized this principle and reminded parents of their duty to look after the education of their children. Socially and legally education in the United States has been conceived as an extension of the home.

The current arrangement is a sort of partnership between the state or the collective and organized will of all the parents, and the will of the individual parent operating to-

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1. Editors, "No Time for a Change", The P.T.A. Magazine, April 1961., p. 35.
  2. Cloos, Edward, "Hilton School Leaders Crushed by Defeat", Rochester Times Union, February 28, 1962.

gether to give every child a free and reasonably equal opportunity to develop fully all his worthy capacities. The control of public education is neither political, denominational, nor professional; the control is lay control.

The legal foundation for this lay control rests in the constitutional statutes of the various states. The following are typical state constitutional provisions:

New York State Constitution, Article 9, Section I:

"The legislature shall provide for the maintenance and support of a system of free common schools, where all the children of this state may be educated."<sup>1</sup>

Utah Constitution, Article 10, Section I:

"The legislature shall provide for the establishment and maintenance of a uniform system of public schools, which shall be open to all children of the state, and be free from sectarian control."<sup>2</sup>

Michigan Constitution, Article II, Section I:

"Religion, morality, and knowledge being necessary to good government and happiness of mankind, schools and other means of education shall forever be encouraged."<sup>3</sup>

Kansas Constitution, Article 6, Section II:

"The legislature shall encourage the promotion of intellectual, moral, scientific, and agricultural improvements, by establishing a uniform system of common schools, and schools of a higher grade, embracing normal preparatory, collegiate and university departments."<sup>4</sup>

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1. "Education in the United States", Collier's Encyclopedia, 1957 edition, vol. 7., p. 81.
  2. Ibid., p. 81.
  3. Ibid., p. 81.
  4. Ibid., p. 81.



The legal principle that the state is the unit basically responsible for education and for its control has been affirmed repeatedly by rulings of the courts. Under power given it by the people, the state and only the state can grant authority to local school districts.

However, every state, by constitutional provision, has returned to the 42,428 individual school systems large powers over education.<sup>1</sup> Therefore, although education is legally a state function, it is organized and administered on the original principle of local responsibility. The state becomes simply the organized will of the people, or lay control.

The expression of this will of the people in local school affairs is the basis for this study, which was conducted in the West Irondequoit School District #3, which is a suburban school district located on the outskirts of Rochester, New York.

Purpose of the Study

The purpose of this study is to sample the parents' reaction towards the program of the Iroquois School, which is in the West Irondequoit School District #3. The specific objectives of this study are: 1. to discover what parents expect from their school program in terms of curriculum, moral and spiritual values, and guidance; 2. to elicit comments from parents about the school's strengths and weaknesses; 3. to

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1. United States Office of Education, Progress of Public Education in the United States of America, 1960-61., p. 21.

secure facts about the school that can be communicated to the administration; and 4. to provide a guide for the school's public relations program.

### Limitations

As in other descriptive studies, this study has limitations that handicap a thorough exploration of parent reaction to the Iroquois School.

The first set of limitations was set down by Hand. He states that in interpreting public opinion,

"There are three psychic deluders: 1. the influence of unrepresentative opinions; 2. the reluctance of people to be frankly critical; and 3. the influence of the observer's opinions and interests."<sup>1</sup>

The second set of limitations parallel the first. They are:

"1. that parents think in terms of their own children; 2. that prejudices are based on personal interests; and 3. the halo effect of their (parents) own experiences."<sup>2</sup>

The final limitation is in terms of time restriction in the degree program of one year.

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1. Hand, Harold, What People Think About Their Schools, Yonkers, New York; World Book Company 1948., p. 26.
  2. Littrell, Harvey, "Lay Participation", The Clearing House, Fairleigh Dickinson University Press, New Jersey; Vol. 36, November 1961, pp. 136-139.

### Procedure

A graduate course in curriculum development which the author took at the State University at Brockport offered a series of sample surveys used by other schools to gather information from parents. With some adjustments, these were developed to fit the purpose of this survey.

The statements used were chosen to sample opinions in the areas of curriculum, guidance, moral and spiritual values, and an open area was left after each statement so that parents would be able to express themselves with limited direction.

The opinionaires were sent to all parents of the fifth, sixth, seventh and eighth graders of the Iroquois School. The fourth grades were omitted because it was felt that the parents had had only four months' contact with the school program and that this was an insufficient amount of time to become acquainted with the program. However, some of the fourth grade parents were reached through an older brother or sister in the school.

The parents were requested in the directions to circle a number that would best reflect their thinking concerning the statement, such as: 1. agree strongly; 2. inclined to agree; 3. undecided; 4. inclined to disagree; 5. disagree strongly. However, the tabulation of the responses to the opinionaire on curriculum, guidance, moral and spiritual values will be reported according to three responses which are: 1. those who agree; 2. those who disagree; and 3. those who are undecided.

These categories were arrived at by combining category one and two of the original responses and by combining four and five of the original; the undecided category remained unchanged. Each of these categories will be reported in terms of percents.

In the open area to each statement where comments were invited an attempt will be made to summarize the most frequently stated comments.

Also, an attempt will be made to summarize the comments from page five of the opinionaire which deals with the parents' views on the strengths and weaknesses of the school program.

The responses from the parents with education beyond fourteen years will be compared with responses from the parents whose education is fourteen years or less.

In an effort to provide a basis for an understanding of the community, the educational level and occupations of the respondents will be reported, too.

The frame of reference for the analysis of the responses will be in terms of what the West Irondequoit School District is currently doing in its efforts to educate its children.

#### Significance of This Study

It is hoped that when this study is completed, it will be used as reference material by the school for any changes that may be indicated. It is further hoped that, as indicated in the purposes, it will provide a guide for an effective public relations program.

In a democratic society, such as ours, it is only right

and proper to hear the voices of other people besides the selected citizens committees who do perform an indispensable task of helping to provide direction for our schools. In the final analysis, all of the people have a stake in the education of their children and the future of America.

## CHAPTER II

### REVIEW OF THE LITERATURE

No one with a serious interest in our nation's schools and colleges is ever satisfied with what we now have. As a matter of fact, this is characteristic of the way we feel about all our valued institutions. We know that good as they are, they can be strengthened.

Everyone knows that education has always represented and probably always will represent a problem to our nation. However, at this moment there are facing us two major problems which may be decided within the next few years. These problems are: 1. quality of education; 2. financial aid needed to attain the goal of quality education.

#### Quality of Education

Are our schools adequately fulfilling the enormous challenges they have had to face in the past decade and will face even more urgently in the future?

This new debate over American education came into sharp focus with the launching of the first earth satellite, Sputnik, by the Soviet Union in October 1957. This dramatic achievement, along with a rocket on the moon in 1959 and man's first voyage into space in 1961, jolted the American people into a realization that our scientific and technological preeminence could no longer be taken for granted. This has led to a serious re-valuation of our whole educational system.

At the same time, other forces have been at work to challenge the traditional place of education in America. The increase in births that followed World War II has continued into the sixties, sending millions of new students into classrooms. The American people, realizing the effect these forces are playing on education, have turned their attention to the schools and the preparation for the future that they are giving. There are some citizens who believe that the quality of American education is well up to par. Others, however, believe that it cannot cope with the mounting demands of education in the modern world.

In 1958, Life published a series of articles under the title "The Crisis in Education." The material presented led to the editorial conclusions that the content, or quality of education, was at least as much of a problem as was the money. The editors state, in their charges against progressive educationists and their 40 years of control:

"It is a legacy of distended play facilities, substandard curricula and principals whose intellectual confusion can no longer be disguised by the compulsory smile on their faces."<sup>1</sup>

The editorial develops further the editors' feelings towards teacher preparation, life adjustment courses, performance of students and teachers colleges. It closes with these comments:

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1. Editors, "Education; The Deeper Problem", Life, March 31, 1958., p. 4.

"The worthwhile innovations brought by Dewey's educationists should be kept. But their devotion to techniques and group adjustments should never be allowed to hide this fact. American education exists first of all to educate the individual in a body of learning, with a tradition and purpose behind it."1

Later in the year, spurred by this and by other criticisms of the schools, the National Education Association passed a resolution on the subject of its critics. The Representative Assembly in its resolution recorded:

"American public education is founded on the conviction that the public school is indispensable to national unity, common purpose, and equality of opportunity. Yet proposals are heard today that the function of the schools be reduced to that of promoting only intellectual knowledge and skills. That abilities in science and mathematics be valued over all others; and that secondary education be limited to an elite."2

Yet, the fact remains that many friends of the nation's schools are concerned about quality. They worry when colleges must offer courses in remedial reading; when deans of professional schools complain that their students cannot write adequate essays; when science and history, languages and mathematics are too often bypassed in favor of "snap" courses.

It is not only the interested "outsiders" who worry about the quality of elementary and secondary school education. In one week The New York Times printed two stories reporting on

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1. Ibid.

2. National Education Associations Resolutions on Criticism and Critics, 1959.



research by university groups. The Graduate School of Education at Harvard made a critical report on the teaching of reading.

The research found that:

"Inadequate preparation of elementary school teachers is to blame for low standards of reading ability among students. Reading specialists reported that reading instruction practices in schools are not in line with dependable research."<sup>1</sup>

The report continues on to document some of the specific problems in the teaching of reading, such as the teachers' limited training, lack of attention to current theory, selection of materials for varying reading ability and their lack of mastery of the reading skill itself.

The Harvard group makes twenty-two recommendations for improvements to the colleges and universities. They include:

"proposals for tighter admissions policies for education courses, a revision of curriculum requirements, familiarity with a variety of "teaching methods, recruitment and training of master teachers to supervise, and special courses for principals and supervisors."<sup>2</sup>

In summary, there is one more important comment:

"The very real issues, however, are concealed by a flood of propaganda emotionally suggesting that the school problem is merely one of money."<sup>3</sup>

Just what is the status of quality education in the United States? Since the United States Office of Education has the vantage point of being able to see the whole of the educational

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1. Jaffe, Natalie, "Teachers and Poor Reading", The New York Times, March 19, 1961., p. 6.

2. Ibid.

3. Morley, Felix, "The State of the Nation", Nation's Business, February 1959, pp. 25-26.

effort in the United States, it seems that the improvements cited in its report of 1960-61 are most important. Some of these improvements are as follows:

1. State departments of education were strengthened through legislation that clearly establishes the chief State school officer as the board's executive officer and the chief administrative officer.
2. Emphasis on sound educational planning at all levels of government that necessitated improving educational information.
3. More attention to the research function.
4. Building of 70,000 classrooms a year.
5. Funds from private foundations to experiment with new ideas.
6. Encouragement in developing programs of instructions; i.e., science, languages, and gifted students.
7. Intensified guidance services.
8. Smaller classes and intensified instruction, including remedial reading.
9. Intensive work with parents and close cooperation with community, civic and social welfare agencies.<sup>1</sup>

The basic information was supplied by the heads of the fifty State Departments. By cursory examination it appears that quality is being put into education as well as quantity. However, since the awareness of a need to reorganize our school systems is present in the United States, the starting point, it is believed, should be with the curriculum. To revise the curriculum is a good beginning, but to give all students, slow,

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1. United States Office of Education, Progress of Public Education in the United States of America, 1960-61., pp. 9-14.

bright, and average, the education and training they need, and to develop their intellectual capacities to the fullest, it will be necessary for curriculum developers to learn how to deal more effectively with individual differences among the students and among the teachers. They must also learn how to utilize teachers in more efficient ways. On both scores, some progress is being made, adding up to a thorough reorganization of the classroom and of the school itself.

One of the more recent important changes in school organization is the return of so-called "homo-geneous" grouping, that is, grouping students within a given course or grade according to their intellectual ability and achievement. Ability grouping is useful not just because it lets the brighter children learn more but also because it lets the school establish separate curriculums for different levels of understanding. It would be unfortunate if the schools in their new concern for the gifted were to neglect the needs of the "average" child, who can also reach much higher intellectual levels than has been assumed usually.

Where abolition of grades is combined with an emphasis on intellectual excellence, the result is extremely interesting. An example of this system is shown in a school in Melbourne, Florida. Melbourne Junior High School has completely abandoned grades. Each course is given on four levels, "advanced", "accelerated", "average", and "remedial". Each student's admission to each course is determined solely by how much he

knows; how much he knows is measured by his score on an achievement test, not on an IQ test. Students, thus, may leapfrog the usual sequence of courses; a student could be taking calculus at the advanced level and at the same time be put in a remedial English course in which reading is being taught at the fourth grade level. To accommodate students who move through the usual curriculum at a rapid pace, the school offers a wider range of additional courses, including languages such as Chinese, Russian, French, German, Spanish, and Latin.<sup>1</sup>

Although the prevailing opinion appears to be that nothing can take the place of a good teacher, a great deal of experimenting is being done with so-called "teaching machines." Under this heading come TV and films used for educational purposes. Some educators have been enthusiastically promoting the use of educational television as a means of exposing the maximum number of students to superior teaching. Whether this will let schools increase the student-teacher ratio without reducing the quality of instruction remains to be seen. But there is little question that they can at least aid in improving the quality of teaching. Alfred Whitehead states that,

"At the very least, TV and films can make it possible for every student to have that 'exposure to greatness', which is essential to the process of education."<sup>2</sup>

However, what is crucial in the use of teaching machines, of course, is not the machine itself but the way the material is

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1. Silberman, Charles E., "Remaking of American Education," Fortune, April 1961, p. 125-131.
  2. Spevak, Jonathon, "Teaching by TV", Wall Street Journal, December 1961.

organized for presentation. In some schools, teachers believing that teaching machines are not thinking machines have utilized this equipment by using the machine programs but not the machines. By so doing they have taken advantage of the organized material but have used their own original methods of presentation. The results have been very good, but the evidence so far is ambiguous.<sup>1</sup> Among other new devices being employed are "language laboratories" using tape recorders; these help to improve students' verbal command of foreign languages, and they are rapidly becoming standard equipment in most schools.

Besides new methods and new devices renewed attention is also being given to the development of improved curricula in all subject areas. Curriculum committees made up of teachers, supervisors and expert consultants are at work planning programs adapted to their local schools.

A subject area creating some controversy in our curriculum is reading. The controversy over this subject came into focus when the Soviet Union claimed that their children were far advanced from ours and reading twice as much twice as fast. Let us review a few of the methods being used to teach reading today.

The most popular method of teaching reading being employed today is the use of "look and say" methods, along with the use of phonics. This method combines phonics with the use of pictures and the sound of letters and letter combinations, hence,

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1. Bylinky, Gene, "Robot Teachers," Wall St. Journal, August 1961.

giving the child a truer picture of what he is reading and a better opportunity to increase his vocabulary.

A method of organization in the teaching of reading being used today is known as the Joplin Plan. The Joplin Plan, or grouping within the classroom as it is sometimes called, involves a series of classrooms to which children are sent for a reading lesson. Each room has books on different subjects but geared to a certain reading level. At a fixed time each day the pupil goes to the room that fits his reading level, and here mingles with a mixture of boys and girls, big, little, and average sized. This is where he receives his reading instruction for the day.<sup>1</sup> The biggest drawback to this approach to teaching reading seems to be its treatment of reading as a subject taught in a rigidly scheduled block of time. Most educators believe that reading is not a subject, but a skill, the mastery of which is achieved as a result of continuous learning and practice throughout the day.

Some believe that the old method of teaching reading by phonics should be re-employed and this would bring us up to a higher level. Dr. Charles G. Walcott states:

"The neglect of phonics has made learning to read a serious problem in American schools, with an estimated 35% of all American children seriously retarded in reading ability."<sup>2</sup>

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1. Hanson, Earl H., "Let's Use Common Sense to End the Reading War," National Education Summary, February 1962, p. 41.
  2. Walcott, Charles C., "The Danger of Neglect of Phonics," National Education Summary, December 27, 1961., p. 8.

In contrast to Dr. Walcott's statement Arthur I. Gates in a recent article in the National Education Association Journal stated:

"In spite of the wails of the Jeremiahs, research studies clearly show that children are reading better today than they did twenty-five years ago."<sup>1</sup>

An example taken from the Dale-Eichholz list, which is a study, still incomplete, that is being conducted in an attempt to show how many vocabulary words our children know, shows that a high percentage of fourth-grade children know at least 4,302 words, and sixth graders know at least 10,530 words. This is more than the total of 8,000 words found in Milton's writings and close to the 15,000 found in the works of Shakespeare.<sup>2</sup>

In spite of several decades of work by many persons, some youngsters still have trouble with reading. There are many reasons for these difficulties and much is being done to try to identify and correct these difficulties. James B. Conant in his Slums and Suburbs makes clear the connection between poor reading and environment which is antagonistic to reading.<sup>3</sup> He feels that some children aren't able to read well because of emotional blocks, caused by many things ranging from intense jealousy of brothers and sisters to fierce prodding by parents.

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1. Gates, Arthur I., "Teaching Reading by the Phonics Method," National Education Summary, September 1961., p. 21

2. Dale-Eichholz, Children's Knowledge of Words, March 1960., p.8.

3. Conant, James B., Slums and Suburbs, New York: McGraw-Hill, 1961., p. 57.

To help determine some of the causes of reading deficiencies a study was done recently in Cleveland, Ohio. Sources of information for this study were the California Test of Mental Maturity, California Reading Test, Stanford Achievement Tests, California Test of Personality, audiometer, Keystone telebinocular, and the child's cumulative records. As a result of these tests, indications for the need to gather as many parts of the total picture as possible before planning a reading program were made evident to teachers and administrators. The tests further showed that evaluation must be continuous, and we need to keep adding information to what we already have in order to help each child progress in his reading.<sup>1</sup>

This is but a small part of the vast research being done to find more improved and better methods of helping each child to learn to read. A look toward the future is more promising than a return to the past for we have seen evidence that the nation is concerned with its problem and much is being done to remedy the situation.

Because our children are growing up in a society which is becoming increasingly more scientific, a great deal of emphasis is being centered on planning courses in science and mathematics. During the past year the American Association for the Advancement of Science has organized a series of regional conferences

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1. Bush, Clifford and Huebner, Mildred, "Testing for Reading Deficiency," The School Executive, November 1958, p. 73.



in which scientists and educators discussed how science programs in the elementary schools could be improved. As a result, elementary teachers now have opportunities to work closely with leading scientists and mathematicians. In several university centers, physicists, biologists, and chemists are assuming a leadership role in developing new science course materials for children. Science, today, is being taught not by a standard set of rules, but through careful program selection and effective presentation, resulting in interest and motivation on the part of the student.

Science textbooks are examined in advance to make sure they are not outmoded or lacking in interest. At the same time simple devices familiar to all students are being used to aid in experiments. Recently, at the National Science Teachers Association conference in Boston, Richard Champagene, of Keene, New Hampshire, emphasized this point by stating,

"In setting up classroom experiments, a simple apparatus that demonstrates the scientific principle being studied is better than expensive equipment which too often draws the attention of primary school children away from the project itself."<sup>1</sup>

There has been some criticism of our science program in spite of our efforts. Some educators believe that not enough is being done to give today's students the background they will need in the future. Charles H. Heimler suggests,

"Students should study fewer topics but in depth, avoid direct repetition of content, include material

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1. Champagene, Richard, "Science in the Elementary School," National Education Summary, November 27, 1961, p. 5.

relating to the scientific process of investigation, and add material from newer subsiences such as oceanography and space science."<sup>1</sup>

The teaching of mathematics also has changed considerably over the past years. Elements of addition are based on counting; subtraction comes next as the opposite of addition. Multiplication is regarded as repeated addition, and division as repeated subtraction. Besides the basic operations, students learn to measure time, weight, and space. Fractions are met at an early age by discovering the meaning of a dozen, a foot, or a quart. Roman numerals and decimal points accompanied by problem solving are used to sharpen skills and increase comprehension.

One example of a new method of learning arithmetic is being experimented with in the Public Schools of Rochester, New York. This is called structural arithmetic, developed by Catherine Stern. The structural approach helps children to determine the group to which a number fact belongs and to reconstruct the mental picture that illustrates the solution to this group of facts. The children work with materials that are not counters, buttons, or bundles of sticks, but a series of blocks and other concrete numbers, and as a result, they are able to understand the concepts of abstract numbers and readily apply them to all computation. Drill is not admitted as a proper teaching tool

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1. Heimler, Charles H., "New Directions for General Science," Journal of Secondary Education, October 1961.

with this method. The experiment will not be completed for another year, so the final results are yet unknown. However, it appears that the children are advancing faster than under the old method.<sup>1</sup>

Another experiment soon to be undertaken in West Irondequoit puts some emphasis on mathematics. Three schools in this area, one of them being Iroquois Junior High, about which this study is being made, will launch an experimental project known as the "Dual Progress Plan." This plan allows pupils to advance in science and mathematics according to achievement apart from other subjects. The program was developed by Dr. George D. Stoddard, former State commissioner of education.<sup>2</sup>

Although the present trend toward reform of mathematics instruction and content is widely approved, there are some who disagree, and argue that the people are being misguided. Dr. Morris Kline, New York University's mathematics department chairman, states:

"The present trend of mathematics instruction will result in injury to the mathematical and scientific development of our country."<sup>3</sup>

He also attacks the Commission on Mathematics of the College Entrance Examination Board, University of Illinois Committee on School Mathematics and the School Mathematics Study Group as the

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1. Scanlon, Eloise, Interview, April 16, 1962.

2. Editors, "West Irondequoit to Test 'Dual Progress Plan' Under Rochester, NYU Leadership," New York State Education Magazine, January 1962., p. 47.

3. Editors, "New Approach to Math Teaching Misguided," National Education Summary, November 27, 1961., p. 4.

three chief offenders in the drive toward modern mathematics. However, regardless of the controversy, the new or modern methods seem to be here to stay, and only time will relate their value.

Because of the importance of effective written communication in modern society, new efforts are being made to improve the quality of writing done by secondary school pupils. More attention by teachers to written composition work and handwriting has been made possible in some schools by using teacher aides to help teachers correct and evaluate students' papers. The United States Office of Education in its recent pamphlet on progress of education informs us that:

"Several states and national committees are studying English programs at all levels, in an attempt to find ways of developing sequential English programs which can be adapted to the individual needs of pupils in listening, speaking, reading, and writing."<sup>1</sup>

Today's curriculum also includes a broad program of art, music, dance and drama instruction. It is now recognized that children possess a natural desire for expression, and this program provides an opportunity for each child to exercise this natural desire.

Parents and educators are not only aware of the need for a change in curriculum; they also see the need of improvement in other areas. Moral and spiritual education has become a national and community interest. Although Americans have always held

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1. United States Office of Education, Progress of Public Education in the United States, United States Government Printing Office., p. 41.

the development of moral and spiritual values to be a great and continuing aim of our homes and schools, the attention to these values has increased greatly in recent years. There are many reasons for this increased attention, such as the sharp upsurge in the divorce rate which has shaken family stability, and stories of crime, violence, and greed flashed across the newspapers and television screens which have created a hazard to healthy moral and spiritual growth. Finally, young people themselves are saying that they have not had enough help in learning how to get along with others and in finding a purpose for life.

The first responsibility of teaching values must lie within the home, for only after a good foundation has been laid by the parents, can the schools proceed with their help. The Educational Policies Commission suggests the following ways the schools can teach values:

1. Demonstrate respect for the individual child.
2. Provide the example of teacher and school staff.
3. Provide knowledge of the contributions, the struggles, and the ideals of men of every age and land.
4. Provide training in seeking the truth.
5. Provide experience in democratic group relations.
6. Develop skills for meeting family, vocational, and civic responsibilities.
7. Provide guidance.<sup>1</sup>

They also state:

"By moral and spiritual values we mean those values which, when applied in human behavior, exalt and refine life and bring it into accord with the standards of conduct that are approved in our democratic culture."<sup>2</sup>

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1. Educational Policies Commission, Moral and Spiritual Values in the Public Schools, 1951., pp. 3-4.
  2. Ibid., p. 15.

This statement clearly shows the true beliefs of the American people and what they want for their children, a high set of moral and spiritual values.

Another area of national concern in our school systems falls under the heading of Guidance. Guidance provides a firm belief in the student as an individual, and it gives him an opportunity to develop according to his own abilities. The original function of guidance in our schools was vocational preparation. Now, its role has expanded to include educational, social, health and personal assistance.

Guidance programs for the most part are geared to help each child find his place whether he be slow, average, or bright. Careful steps are also being taken to keep from pinning a label on a student because of the result of a few tests.

Today, in most large cities guidance programs have extended down to the elementary level and up as far as adult education. Most junior and senior high schools are served by a full-time counselor. These counselors are college graduates who have had previous experience as teachers and preparation in guidance, educational and occupational information, counseling techniques, tests and measurements and psychology. Both counselors and psychologists are included as personnel of the guidance department.

Too often guidance is associated only with problems. This is not true; in a recent article Herman J. Peters, professor of education and head of school counselors at Ohio State University, wrote:

"One of the primary aims of guidance is to assist the individual to understand better his abilities and characteristics and to do this in a direct manner, principally through counseling."<sup>1</sup>

There is one drawback to this program and that is that in some cities counselors rely only on testing to determine the future of a child. Very often only one test is used and the testing programs are not centered toward the above. To alleviate this problem, we are informed by Goedeke that:

"The majority of cities are using several tests when possible, rather than just one individual test. Also counselors refer to other school departments and to state employment services those who need to be tested for job aptitudes."<sup>2</sup>

Finally, the counselor is in a strategic spot to improve relationships between students, parents, teachers, and administrators. The guidance program itself can contribute greatly to the growth and development of all the persons it comes in contact with; it also can do much to stunt this growth. Therefore, it becomes a very important part of our ever changing and growing educational trend.

Although evidence appears on every side of a great tide of change that can carry the schools to a new standard of excellence, there is no assurance that this movement will succeed. Students, parents, teachers, administrators, school boards, and taxpayers will have to make millions of correct decisions on the

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1. Peters, Herman J., "Guidance Trends," The Clearing House, November 1961., vol. 36., p. 151.
  2. Goedeke, Thomas M., "What's Going on in Guidance," The School Executive, April 1959., p. 70.

road to excellence, which should always be uphill. There will be resistance from parents who prefer the easy way and from educators reluctant to try any new way. It's never been easy for any group to abandon ideas and practices of long standing; this applies also to the teaching of the three R's through long and tedious memorizing. But this nation will be unable to hold its own in the years ahead unless the great change now beginning in public education comes into being. It is the responsibility of every American to lend a hand in the strengthening of American education. President Kennedy in his message to Congress on education stated:

"Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every American's capacity."<sup>1</sup>

This summarizes the need for excellence in education, and we as Americans and as parents can do much to fulfill this need.

As an example of what is being done in pursuit of excellence, Dr. Henry Brickell has submitted a report to the New York State Education Department entitled, Organizing New York State For Educational Change. This report calls for the creation of a semi-autonomous Education Research Agency to stimulate and finance the design and rigorous evaluation of new instructional programs for elementary and secondary schools. He further suggests that after a program has been designed the agency

1. "President John F. Kennedy's Special Message to Congress, February 20, 1961," The New York Times, February 21, 1961, p. 22



should put it through an elaborate state-wide field test to find out what it will accomplish. Once the program has been tested he feels the Agency should urge dissemination of the program.<sup>1</sup>

### Meeting Financial Needs

In America's search for excellence in education another nagging problem is deeply entwined within this search. Changes in the curriculum and innovations in methods to help reach the goal of quality in education are going to require money. Where will these large sums of money come from? Shall the local communities and the states pay the bills, or shall the American public look to the National Treasury as a source for the increasing needs of education?

The underlying issue to the answer of who shall pay is: shall the time-honored tradition of local control of the schools which reflect the community's needs and desires in the education of its children be scrapped in favor of a concept that could potentially lead to the loss of that control to the Federal Government, which is a type of control that might reflect what the nation needs and desires in the education of its children?

One may see that the pursuit of excellence in education involves the issue of control of that pursuit.

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1. Brickell, Henry M., Organizing New York State For Educational Change, New York State Education Department, 1961.

The sums involved in financing education have become so great that it is easy to cloud the issue by announcing how much more money will be needed at some date in the future. The point is that, in constant dollars, we have about doubled our expenditure on education every twenty years during this century. Dr. Fred Beach, formerly of the United States Office of Education, gives this picture:

"educational needs in 1970 will demand governmental expenditures of at least nine billion dollars more than is currently going in. Public elementary and secondary education during the calendar year (1960) is costing approximately 16 billion dollars."<sup>1</sup>

There is very little disagreement, if any, over the total cost of education in America. Without dissension it is agreed that the American taxpayer will assume the high cost of the kind of education that is desirable. The controversy rests in the method to be employed to pay the bills. Will the Federal Government be appointed to pay in the name of the taxpayer, and in so doing will the communities have to give up control of their schools?

The National Education Association and the United States Education Office seem to be the leaders in the camp of Federal aid. Arrayed against them are many businessmen, Congressmen, Educators, school boards, and farm groups.

In 1961, a report by a committee appointed by the United

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1. Morley, Felix, "Control, Not Dollars, Is the Real School Issue," Nation's Business, September 1960, pp. 27-28.

Office of Education to examine the Office's mission in education stated, "We foresee an extension of the active Federal role in education."<sup>1</sup> This was just an opening statement. It goes on to say:

"The Federal Government must be prepared in the coming decade not only to continue and, where appropriate, to expand existing programs of aid to education; it must also develop new avenues of assistance and patterns of educational leadership."<sup>2</sup>

The educational significance is not being overlooked either.

"Not only is it the constitutional responsibility of the Federal Government to conduct the foreign affairs of the Nation; it is almost equally evident that national observers are especially well qualified to assess the international deficiencies of our domestic educational system."<sup>3</sup>

In other words, the Education Office is the only agency which has the perspective of viewing the whole of the educational scene in America. In support of this belief the report cites the National Defense Education Act as an example of where Federal identification of a weakness in our domestic system in relation to international affairs led to the inclusion of modern foreign language development in the Act.<sup>4</sup>

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1. United States Office of Education, "Report of the Committee on Mission and Organization of the United States Office of Education," Washington, D.C., United States Government Printing Office, April 1961., p. 3.
  2. Ibid., p. 41.
  3. Ibid., p. 5.
  4. United States Office of Education, Ibid., p. 5.

The National Education Association is pressing hard for a federal bill from the present 87th Congress. The proposed bill contains three key provisions:

1. to grant states \$2.3 billion dollars over the next three years for public schools, with the money to be used for either teachers' salaries or school construction or both, depending upon the desires or needs of the states;
2. to grant states some 577 million dollars over the next five years for college scholarships;
3. to expand present Federal loan programs for college dormitories.<sup>1</sup>

In January 1962 issue of the National Education Journal, the National Education Association's Division of Federal Relations urges its members to support an all-out effort for support of this bill, favoring a strong system of public education.<sup>2</sup>

In support of this aid the following reasons are cited:

1. to relieve classrooms and teachers shortages; and 2. to provide an adequate basis for quality education.<sup>3</sup> Needless to say, the National Education Association has been seeking this federal support for many years.

In support of the opposition, Barry Goldwater contends that "Federal aid to education inevitably means federal control of education."<sup>4</sup> His logic is that standards and specifications were set down with the establishment of the National Defense

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1. President Kennedy's Special Message to Congress, op. cit., p. 22.
  2. Editor, "Federal Support," N.E.A. Journal, National Education Association, January 1962., p. 14.
  3. Ibid.
  4. Goldwater, Barry, The Conscience of a Conservative, Shepardsville, Kentucky, Victor Publishing Company Inc., 1960., p. 18.

Education Act. Goldwater goes on to say that there are no less than twelve direct controls in this act, the purpose being to persuade local educational institutions to put greater emphasis on physical sciences and other related subjects. The Federal Government is determining the content, and the control rests in the granting or withholding of funds.<sup>1</sup>

Dr. Harley L. Lutz, Professor Emeritus of Public Finance at Princeton University, before a Senate committee in 1961 stated, "The scope and cost of federal activities have expanded steadily, particularly, over the past quarter century."<sup>2</sup> He disputes the advocates of federal support who have relied on various federal action, back to the Ordinance of 1785, to confirm federal obligations in the field of public education. He further claims that the Ordinance of 1785 and the Morrill Act of 1862 were passed not with free education in mind, but as an inducement to settlers to come west, and to aid in the improvement of farming, respectively.

The question of where financial aid will come from in the future is still undecided. For the time being, the states and the local communities will continue to pay the major costs of education.

In conclusion, it has been noted that two issues face the American public in its efforts to educate its children. One of

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1. Goldwater, *Ibid.*, p. 81.

2. Lutz, Dr. Harley L., Statement before the Senate Committee on Labor and Public Welfare, March 9, 1961.

these issues is quality in education. In reviewing the literature on this issue we can readily see that the educational scene is changing. No facet of the curriculum is being ignored. Each is being held up to the light for examination in terms of its value and teaching methods, with our space age as the point of reference. Whether or not these things will add up to quality in education, one can only wait and see, but it can be said we are trying.

The second issue which is the financing of this space age education still needs to be resolved. In review we have seen that this is an issue under great controversy and the implications are as great, if not greater, than the implications involved with our search for educational excellence. One can't help wondering whether or not the tree of education will continue to bear its fine fruits, if the roots of authority are disturbed too greatly by this financial controversy.

## CHAPTER III

## PROCEDURE

A six-page form was prepared for gathering data. Four pages were devoted to a series of statements (see Appendix B) that would sample parents' reactions and opinions towards the curriculum, moral and spiritual values, and guidance in the Iroquois School, West Irondequoit School District #3. There was a total of 25 statements on this part. The parents were requested in the directions to circle a number that would best reflect their thinking concerning the statement; such as, 1. agree strongly; 2. inclined to agree; 3. undecided; 4. inclined to disagree; 5. disagree strongly. An open area was left at the end of each statement and the respondents were requested to make comments if they felt so inclined.

Page five was devoted to three questions; the first being, "What do you consider to be the strengths of the Iroquois School program?" the second, "What do you consider to be the weaknesses of the Iroquois School program?" and the third, "What changes, if any, would you like to see in this program?" These questions were directed to the parents in an attempt to elicit their personal opinions concerning the school program.

The last page was directed towards finding the educational background of both parents and the type of employment each parent is engaged in.

In November 1961, a pilot study was made in the author's sixth grade at Iroquois School. This was done in an attempt to

ascertain whether the opinionnaire was clear in direction and content. Twenty-four opinionnaires were sent home with the pupils and all were returned with encouraging results, indicating no need for change.

In January 1962, a total of 409 opinionnaires were sent out to the parents of the children in grades five through eight. The teachers were asked to assist in the follow-up, and by the end of January a total of 294 were returned. This represented 72.7 percent of the total.

The results were tabulated three times. For the first tabulation they were divided into two groups. The criteria for this division was the educational level of the parents. In reviewing the opinionnaires, it was found that many of the parents had completed only up to two years of college and many of these had only technical training. The remainder had completed college, and some had done postgraduate work. So, in an attempt to give an idea of the educational background of the respondents and to provide for a comparison of answers, the division was made at the level of two years of college. These two groups will be referred to as Group A and Group B. Group A will contain those respondents whose educational preparation was two years of college or less. Group B contains those respondents whose educational preparation was more than two years of college. After this was completed, each group was tabulated separately and then both groups were combined for a total tabulation.



Group A had a total of 123 respondents or 41.8 percent of the entire number. In order to determine the number of respondents who agreed or disagreed or were undecided on each of the twenty-five statements, the following procedure was followed for each opinionaire. The total number given in response (1-5) for each statement by each respondent was tallied and then converted into percents, so there was a total percent for every response to every statement. In order to facilitate the reporting and still have the data remain valid, the categories were reduced to three: 1. those who agree; 2. those who disagree; and 3. those who are undecided.

The same procedure was followed for Group B for the second tabulation. This group had a total of 171 respondents or 58.2 percent of the entire number of respondents.

Thirdly, by combining the totals for Group A and Group B, a final total and percent for each statement was obtained.

The reporting of the data will follow this pattern. Each statement will be written, and the total percent for each response given in answer will be reported. Percents for Groups A and B will be given also.

Comments made by the respondents to each statement were also recorded. This was done to ascertain the general feeling of the respondents concerning the statement. An attempt will be made to summarize this feeling and will be reported in the analysis.

Comments on the strengths and weaknesses were recorded under the headings of curriculum and staff. This also applies to the final statement concerning changes or additions to the program. An attempt will also be made to list the comments most frequently made by both groups in response to the three questions appearing on page five of the opinionnaire.

## CHAPTER IV

## ANALYSIS

The West Irondequoit School District #3 is one of two school districts in the Town of Irondequoit. The town with its population of approximately 55,000 people is a suburb of the City of Rochester, New York. It is primarily a residential community with nothing that might be classified as heavy or light industry.

The school district embraces the area that is the western part of the town. This district typifies a decentralized approach towards school buildings and facilities. There are ten elementary schools that house grades kindergarten through three scattered throughout the district. Three junior high schools, housing grades four through eight, continue the neighborhood theme. Centrally located to the whole district is the high school, housing grades nine through twelve. The following survey is concerned with one of these schools, namely, Iroquois School, a junior high school housing grades four through eight.

Iroquois School is the junior high designated to provide the education for the students living in the northern part of the district. Its students come from four of the neighborhood schools after completing kindergarten through the third grade.

The program that is offered to the elementary students is broad and varied. The basic subjects are taught in a self

contained classroom. Physical education, music, art and foreign languages are also taught.

The junior high school program has three tracks (accelerated, college and non-college) that attempt to provide for individual differences. Special subjects such as physical education, industrial arts, home economics and foreign languages are taught, and electives are available in music. Clubs and intramural programs round out the after-school activities.

While conducting this survey, it was found that 41.8 percent of the parents who responded to the opinionaire had completed fourteen years of education or less. The remaining 58.2% of these respondents had completed more than 14 years of education, ranging up to the Doctoral level. These percents tended to show a rather high educational level among the parents in this area. Another contributing factor that helped to shed light on understanding the people that this school serves was the type of employment that the parents are engaged in.

Of the respondents replying to the opinionaire, it was found that 44.2 percent were engaged in professional activities, chiefly in the sciences. The next largest group or 29.2 percent was engaged in industrial activities. Under the classification of sales, clerical and service fields there were 19.8 percent so employed. The smallest group 3.7 percent consisted of those who own businesses or are officers in various private concerns. Only 4.1 percent of the respondents left this question blank. Each of the classifications was arrived

at by the job title that each parent reported, and by comparing the titles to national occupation books.

This brief resume of the community, the schools' program and the parents' occupations and educational level has been given in order to provide the reader with some orientation to the following statements that made up the survey.

On the following pages tables are presented to show the number of people who responded to the twenty-five statements (see appendix B) and the percents for each response. On these tables Group A represents the parents whose education is less than fourteen years. Group B represents the parents with education beyond fourteen years.

Table I shows the total responses of group A and B for each of the twenty-five statements.

Table II shows the total responses of group A and B in percents for each of the twenty-five statements.

Table III shows the total responses of group A for each of the twenty-five statements.

Table IV shows the total responses of group A in percents for each of the twenty-five statements.

Table V shows the total responses of group B for each of the twenty-five statements.

Table VI shows the total responses in percents of group B for each of the twenty-five statements.

TABLE I  
TOTAL NUMBER OF PEOPLE RESPONDING TO EACH ITEM  
ACCORDING TO TYPE OF RESPONSE

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
1	22	49	9	96	118
2	261	30	2	1	0
3	241	47	1	3	2
4	215	64	7	8	0
5	47	117	29	72	29
6	38	84	51	93	28
7	94	124	40	25	11
8	217	67	7	3	0
9	109	123	40	14	8
10	132	86	50	18	8
11	184	79	10	18	3
12	163	107	10	14	0
13	196	90	6	2	0
14	241	45	5	3	0
15	234	54	3	2	1
16	159	91	24	16	4
17	68	114	40	60	12
18	39	53	26	97	79
19	238	48	4	3	1
20	55	63	35	92	49

TABLE I (continued)

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
21	240	45	2	7	0
22	17	12	11	98	156
23	35	85	49	66	59
24	<b>161</b>	92	29	11	1
25	217	66	6	3	2



TABLE II

TOTAL PERCENT OF TOTAL GROUP RESPONDING TO EACH ITEM

ACCORDING TO TYPE OF RESPONSE

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
1	7.48	16.66	3.06	32.64	40.16
2	88.78	10.20	.68	.34	0
3	81.98	15.98	.34	1.02	.68
4	73.14	21.76	2.38	2.72	0
5	15.98	39.82	9.86	24.48	9.86
6	12.92	28.56	17.34	31.66	9.52
7	31.96	42.20	13.60	8.50	3.74
8	73.82	22.78	2.38	1.02	0
9	37.10	41.82	13.60	4.76	2.72
10	44.92	29.24	17.00	6.12	2.72
11	62.60	26.86	3.40	6.12	1.02
12	55.46	36.38	3.40	4.76	0
13	66.68	30.60	2.04	.68	0
14	81.98	15.30	1.70	1.02	0
15	79.60	18.36	1.02	.68	.34
16	54.10	30.94	8.16	5.44	1.36
17	23.16	38.76	13.60	20.40	4.08
18	13.26	18.02	8.84	33.02	26.86
19	80.96	16.32	1.36	1.02	.34
20	18.70	21.42	11.90	31.32	16.66

TABLE II (continued)

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
21	81.64	15.30	.68	2.38	0
22	5.78	4.08	3.74	33.32	53.08
23	11.94	28.90	16.66	22.44	20.06
24	54.78	31.28	9.86	3.74	.34
25	73.82	22.44	2.04	1.02	.68

TABLE III

TOTAL NUMBER OF GROUP A RESPONDING TO EACH ITEM

ACCORDING TO TYPE OF RESPONSE

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
1	15	30	6	37	35
2	106	16	0	1	0
3	104	16	0	1	2
4	91	26	3	3	0
5	16	56	11	29	11
6	25	34	31	28	5
7	45	49	16	10	3
8	84	37	1	1	0
9	48	44	24	5	2
10	46	41	24	6	6
11	84	28	4	7	0
12	69	43	6	5	0
13	77	44	2	0	0
14	103	17	3	0	0
15	102	17	2	1	1
16	77	32	7	7	0
17	39	49	16	17	2
18	16	25	11	47	24
19	95	24	1	2	1
20	34	39	14	28	8

TABLE III (continued)

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
21	99	21	2	1	0
22	9	4	6	44	60
23	18	40	24	24	17
24	61	48	11	3	0
25	85	35	1	1	1

TABLE IV  
TOTAL PERCENT OF GROUP A RESPONDING TO EACH ITEM  
ACCORDING TO TYPE OF RESPONSE

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
1	12.20	24.31	4.88	30.15	28.46
2	86.18	13.01	0	.81	0
3	84.55	13.01	0	.81	1.63
4	74.00	21.14	2.43	2.43	0
5	13.01	45.53	8.94	23.58	8.94
6	20.33	27.64	25.21	22.76	4.06
7	36.59	39.84	13.01	8.13	2.43
8	68.29	30.09	.81	.81	0
9	39.03	35.77	19.51	4.06	1.63
10	38.21	32.52	19.51	4.88	4.88
11	68.30	22.76	3.25	5.69	0
12	56.10	34.96	4.88	4.06	0
13	62.60	35.77	1.63	0	0
14	83.75	13.82	2.43	0	0
15	82.93	13.82	1.63	.81	.81
16	62.60	26.02	5.69	5.69	0
17	31.70	39.84	13.01	13.82	1.63
18	13.01	20.33	8.94	38.21	19.51
19	77.24	19.51	.81	1.63	.81
20	27.64	31.71	11.37	22.76	6.52

TABLE IV (continued)

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
21	80.49	17.07	1.63	.81	0
22	7.32	3.25	4.88	35.77	48.78
23	14.64	32.52	19.51	19.51	13.82
24	49.61	39.02	8.94	2.43	0
25	69.11	28.46	.81	.81	.81

TABLE V  
TOTAL NUMBER OF GROUP B RESPONDING TO EACH ITEM  
ACCORDING TO TYPE OF RESPONSE

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
1	7	19	3	59	83
2	155	14	2	0	0
3	137	31	1	2	0
4	124	38	4	5	0
5	31	61	18	43	18
6	13	50	20	65	23
7	49	75	24	15	8
8	133	30	6	2	0
9	61	79	16	9	6
10	86	45	26	12	2
11	100	51	6	11	3
12	94	64	4	9	0
13	119	46	4	2	0
14	138	28	2	3	0
15	132	37	1	1	0
16	82	59	17	9	4
17	29	65	24	43	10
18	23	28	15	50	55
19	143	24	3	1	0
20	21	24	21	64	41

TABLE V (continued)

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
21	141	24	0	6	0
22	8	8	5	54	96
23	17	45	25	42	42
24	100	44	18	8	1
25	132	31	5	2	1



TABLE VI  
TOTAL PERCENT OF GROUP B RESPONDING TO EACH ITEM  
ACCORDING TO TYPE OF RESPONSE

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
1	4.09	11.11	1.79	34.50	48.51
2	90.65	8.19	1.16	0	0
3	80.13	18.13	.58	1.16	0
4	72.51	22.22	2.35	2.92	0
5	18.13	35.66	10.53	25.15	10.53
6	7.59	29.20	11.60	38.22	13.39
7	28.65	43.87	14.03	8.77	4.68
8	77.78	17.54	3.52	1.16	0
9	35.67	45.79	9.76	5.26	3.52
10	50.32	26.31	15.20	7.01	1.16
11	58.44	29.83	3.52	6.42	1.79
12	55.95	36.44	2.35	5.26	0
13	69.82	26.67	2.35	1.16	0
14	80.62	16.43	1.16	1.79	0
15	77.32	21.52	.58	.58	0
16	48.99	34.46	9.94	5.26	2.35
17	16.85	38.22	14.03	25.32	5.58
18	13.45	16.45	8.77	29.24	32.09
19	83.60	14.03	1.79	.58	0
20	12.28	14.03	12.28	37.43	23.98

TABLE VI (continued)

Item	agree strongly 1	incl to agree 2	undecided 3	incl to disagree 4	disagree strongly 5
21	82.45	14.03	0	3.52	0
22	4.68	4.68	2.92	31.58	56.14
23	9.94	26.42	14.62	24.51	24.51
24	58.44	25.82	10.48	4.68	.58
25	77.21	18.13	2.92	1.16	.58

The following twenty-five statements were prepared in order to ascertain the parent reactions towards curriculum, moral and spiritual values, and guidance at the Iroquois School in West Irondequoit, Rochester, New York.

In order to achieve this purpose statements one through thirteen are directed toward curriculum, statements fourteen through nineteen are aimed at moral and spiritual values, and statements twenty through twenty-five are directed toward guidance.

Following each statement the responses of the total group - 294 and of the individual groups, group A - 123, group B - 171 are reported in percents. These percents were arrived at by combining those who agreed strongly with the statement and those who were inclined to agree. Those who disagreed and those who were inclined to disagree were also combined. Those who were undecided made up the third category.

Following each statement is an item analysis, and summary of the comments made by the respondents to the respective statements.

Item 1. If a child has mastered reading, writing, spelling and arithmetic, and has learned how to study, the task of the school has been fulfilled.

	Total Group 294	Group A 123	Group B 171
Agree	24.14%	36.50%	15.20%
Disagree	72.80%	58.61%	83.01%
Undecided	<u>3.06%</u>	<u>4.88%</u>	<u>1.79%</u>
Total	100.00%	100.00%	100.00%

An overwhelming majority of the respondents felt that the school's task was not completed when a child had mastered what is generally considered the basics in education.

A further breakdown of percents according to groups indicate that a greater percentage of respondents in Group A felt that the schools task was completed after mastery of the basics.

COMMENTS:

The majority of the respondents who felt that the school's task was not completed after teaching the 3R's commented most frequently that the school has the responsibility often of teaching the child responsibility, how to reason, and how to get along with others. Two respondents summed this up by saying, "Education has just begun" and "There is more to an education than these items."

Item 2. In addition to learning and reciting assigned lessons, pupils should be taught how to secure and interpret facts.

	Total Group 294	Group A 123	Group B 171
Agree	98.98%	99.19%	98.84%
Disagree	.34%	.81%	. 0%
Undecided	<u>.68%</u>	<u>. 0%</u>	<u>1.16%</u>
Total	100.00%	100.00%	100.00%

As one can readily see a huge majority of the respondents felt that the teaching of how to secure facts and interpret them was important.

COMMENTS:

The summary of the comments to this statement shows that most are in agreement that this should be considered a very important facet of education.

Item 3. A student should be taught to get information on all sides of a controversial question before forming his opinion.

	Total Group <u>294</u>	Group A 123	Group B <u>171</u>
Agree	97.96%	97.56%	98.26%
Disagree	1.70%	2.44%	1.16%
Undecided	<u>.34%</u>	<u>0%</u>	<u>.58%</u>
Total	100.00%	100.00%	100.00%

The respondents agree almost unanimously that the school should teach children to secure information on all sides of a controversial issue.

COMMENTS:

Though there was no doubt that all sides should be considered before opinions are formed, some respondents felt that sometimes too much information can be confusing, so caution should be taken to point out the important factors.

Item 4. Pupils should be required to finish assignments or other work which they have started.

	Total Group <u>294</u>	Group A <u>123</u>	Group B <u>171</u>
Agree	94.90%	95.14%	94.73%
Disagree	2.72%	2.43%	2.92%
Undecided	<u>2.38%</u>	<u>2.43%</u>	<u>2.35%</u>
Total	100.00%	100.00%	100.00%

The respondents as a whole believe that once an assignment or some other work is started it should be completed.

COMMENTS:

The comments to this item indicated that if work is not completed in the allotted time a mark should be given to lower the grade. However, several commented that extenuating circumstances such as illness should be taken into consideration.

Item 5. Pupils should be permitted to participate in planned extra curricular activities, even though they may not be doing satisfactory work in their classroom studies.

	Total Group 294	Group A 123	Group B 171
Agree	55.80%	58.54%	53.79%
Disagree	34.34%	32.52%	35.68%
Undecided	<u>9.86%</u>	<u>8.94%</u>	<u>10.53%</u>
Total	100.00%	100.00%	100.00%

It appears that a slight majority is in favor of permitting their children to participate in extra activities regardless of their classroom success. Both groups A and B seem to share this view.

COMMENTS:

Those in favor of this statement agree with some reservations. Generally speaking, academic progress overshadows other activities in importance. However, stress is made on the point that individual cases may vary. Some respondents feel that even though a child may not be capable of doing satisfactory work he may benefit from these extra activities. On the other hand, those who disagreed felt that activities should be permitted only after the basics are mastered, and some felt that these should come after school work and not take preference over it. These comments are representative of both Groups A and B.



Item 6. The school should emphasize preparation for adult activities, such as family life and recreation.

	Total Group <u>294</u>	Group A <u>123</u>	Group B <u>171</u>
Agree	41.48%	47.97%	36.29%
Disagree	41.18%	26.82%	51.61%
Undecided	<u>17.34%</u>	<u>25.21%</u>	<u>11.60%</u>
Total	100.00%	100.00%	100.00%

The total group appears to be split on this statement. In the breakdown a larger percent of group A agree with the statement as compared to group B. However, a larger percent in group A are undecided as compared to group B.

COMMENTS:

Most of the respondents from group A who agreed with the statement agreed with some reservations for they commented that the school should contribute to this preparation, but primarily it is a responsibility of the home. One respondent stated, "This is the function of the home primarily but not exclusively," another said, "help as the need arises to point these things out." One showed some concern by saying, "with more teen age marriages this might be helpful." Those of group A who disagreed with the statement stated, that this is a family responsibility, or said recreation - yes, but family life - no. Some felt that a good school program probably gives a child much preparation for adult life, but this should not be the primary objective of school.

Item 7. Appropriate sex instruction should be given to all pupils.

	Total Group 294	Group A 123	Group B 171
Agree	74.16%	76.43%	72.52%
Disagree	12.24%	10.56%	13.45%
Undecided	<u>13.60%</u>	<u>13.01%</u>	<u>14.03%</u>
Total	100.00%	100.00%	100.00%

It seems that an overwhelming majority regardless of the group seem to feel that sex instruction should be provided for.

COMMENTS:

The respondents generally feel that sex instruction should be given, but the school should cooperate with the home. One respondent felt that the material that was to be presented should be submitted to the parents first. Another said that this could be handled within the framework of a Biology course. Others seem to feel that it should not be attempted in a mixed group. Repeatedly it was stated that the school should cooperate with the parents if and when a program of sex instruction was established.

Item 8. The school should develop in every student an intelligent interest in world affairs.

	Total Group 294	Group A 123	Group B 171
Agree	96.60%	98.38%	95.32%
Disagree	1.02%	.81%	1.16%
Undecided	<u>2.38%</u>	<u>.81%</u>	<u>3.52%</u>
Total	100.00%	100.00%	100.00%

An overwhelming number of respondents as a total group and as an individual group agreed with this statement.

COMMENTS:

Respondents' comments ran in this general vein. "An absolute must in this day and age;" "our world is getting smaller, lets get to know more and more about its people and governments;" "this tends to make better citizens of tomorrow." One respondent summed it up briefly by saying, "Obviously."

Item 9. The school should engage in experimentation to improve education.

	Total Group 294	Group A 123	Group B 171
Agree	78.92%	74.80%	81.46%
Disagree	7.48%	5.69%	8.78%
Undecided	<u>13.60%</u>	<u>19.51%</u>	<u>9.76%</u>
Total	100.00%	100.00%	100.00%

It appears that a large majority of the respondents favor experimentation to improve education.

COMMENTS:

Although a majority agreed to this statement, many were skeptical and expressed their feelings by saying, "as long as it doesn't interfere with the teaching program;" "sometimes this takes on the air of redecorating the house to relieve teacher boredom with the old routine;" "is it necessary for children to be guinea pigs for their whole school life;" "it can be overdone;" "within reason and never just for the sake of change." One parent who disagreed stated his feeling by saying, "Go ahead and experiment but not on my child." These comments apply to both groups.

Item 10. Foreign languages should be taught in the elementary grades.

	Total Group 294	Group A 123	Group B 171
Agree	74.16%	70.73%	76.63%
Disagree	8.84%	9.76%	8.17%
Undecided	<u>17.00%</u>	<u>19.51%</u>	<u>15.20%</u>
Total	100.00%	100.00%	100.00%

In the over all totals a large majority feel that the foreign languages should be taught in the elementary level. However, there seems to be a significant percent that is undecided in both groups.

COMMENTS:

The comments range from, "Wonderful!" to "Mastery of the 3R's in the lower grades is enough." Those who are in favor state, "At least an introduction;" "the earlier the better;" "only for children who want it and can accept it." Those who opposed stated, "just another pressure for young children," "a waste of time." Generally, these respondents felt that the children had plenty of time for this when they reached high school age.

Item 11. Hygiene and cleanliness should be taught in the schools.

	Total Group 294	Group A 123	Group B 171
Agree	89.46%	91.06%	88.27%
Disagree	7.14%	5.69%	8.21%
Undecided	<u>3.40%</u>	<u>4.88%</u>	<u>3.52%</u>
Total	100.00%	100.00%	100.00%

A large majority of both groups agreed that hygiene should be taught in the schools. Only a very small percent disagreed.

COMMENTS:

Some of the respondents felt that the teachers could exert more influence on the child in this area than the parents could. However, they also expressed the opinion that the home should share in this responsibility too. As one respondent said, "What is started at home should be followed through in the school."

These comments were expressed from both group A and group B.

Item 12. The school should give all pupils experience in working with their hands in such activities as drawing, painting, clay modeling, weaving, wood and metal work, and ceramics.

	Total Group 294	Group A 123	Group B 171
Agree	91.84%	91.06%	92.39%
Disagree	4.76%	4.06%	5.26%
Undecided	<u>3.40%</u>	<u>4.88%</u>	<u>2.35%</u>
Total	100.00%	100.00%	100.00%

Both groups feel strongly that the school should provide some of these experiences.

COMMENTS:

Group A and B both seem to feel that exposure to these experiences is desirable. One respondent stated, "This gives them a chance to use their hands as well as their heads." Many felt that this should fall in the realm of opportunity rather than compulsory. One respondent said, "In the future of automation this could be future hobbies for those students who might never take the time out from a busy schedule to do this on their own." A great many parents from both groups felt that this could be a way in which to discover a talented child and encourage him to develop that talent. On the other hand the small percent who disagreed felt that this could prove frustrating to some children. Their feelings all summed up by this parent's statement, "All children are not of one mold and all children are not interested in using the hand crafts, when forced upon

Comments(continued from Item 12):

them they become discouraged and this could create a lasting problem."

Item 13. In school everyone should learn through experience how to share effectively in group planning and action.

	Total Group 294	Group A 123	Group B 171
Agree	97.28%	98.37%	96.49%
Disagree	.68%	0%	1.16%
Undecided	<u>2.04%</u>	<u>1.63%</u>	<u>2.35%</u>
Total	100.00%	100.00%	100.00%

Both groups are nearly in complete agreement that this is an important function of the school.

COMMENTS:

There were very few responses to comments from either group on this statement. However, those who did comment indicated that individuality should be stressed also. They also recognized that this is one of the practical aspects of life and that the children need this experience.



Item 14. All pupils should be taught to recognize and respect the rights of other races and religions.

	Total Group 294	Group A 123	Group B 171
Agree	97.28%	97.57%	97.05%
Disagree	1.02%	0%	1.79%
Undecided	<u>1.70%</u>	<u>2.43%</u>	<u>1.16%</u>
Total	100.00%	100.00%	100.00%

Both groups A and B agree unanimously with this statement.

COMMENTS:

Again the general feeling from both groups is that this is a shared responsibility. The home, church, and school should each take a share of the responsibility. One respondent said, "Especially since some unfortunately learn the contrary at home from family, and friends and have no other way of learning tolerance." Another stated, "I feel very strongly about this; for only through knowledge of the culture and background and morals of those who believe differently and are of different races will be achieve any tolerance." One deplored the fact that the children can only gain knowledge but have little or no opportunity to practice what they have learned.

Item 15. The school should develop in every pupil a strong sense of responsibility for the welfare of the school, community, state and nation.

	Total Group 294	Group A 123	Group B 171
Agree	97.96%	96.75%	98.84%
Disagree	1.02%	1.62%	.58%
Undecided	<u>1.02%</u>	<u>1.63%</u>	<u>.58%</u>
Total	100.00%	100.00%	100.00%

The responses to this statement by both groups were overwhelmingly favorable.

COMMENTS:

In general the respondents felt that this objective was undeniably a function of the school, however, they expressed a feeling that the home should have a part in this. One respondent said, "This is the basis on which our country was founded;" and more succinctly, "A basic reason for school."

Item 16. School should instill the habit of prompt, cheerful obedience in all pupils.

	Total Group <u>294</u>	Group A 123	Group B 171
Agree	85.04%	88.62%	83.45%
Disagree	6.80%	5.69%	7.61%
Undecided	<u>8.16%</u>	<u>5.69%</u>	<u>9.94%</u>
Total	100.00%	100.00%	100.00%

Both groups agree that school should work towards developing obedience in all pupils.

COMMENTS:

Even though both groups agreed with this statement the comments were varied. A great many parents felt that this could be carried too far or that it could develop into blind obedience. This is ably expressed by one parent, "but, not blind, unthinking obedience such as is expected and demanded in dictatorship;" or still again a parent states, "It must be tempered with thinking, reasoning and realizing the need." Then there were those parents who felt that this is both necessary and important. One respondent stated, "More discipline is needed both in the school and in the home." Still another took a more optimistic view by stating, "This would be wonderful, but is it possible?"

Item 17. The school should teach every pupil to know how to act appropriately in social situations.

	Total Group 294	Group A 123	Group B 171
Agree	61.92%	71.54%	55.07%
Disagree	24.48%	15.45%	30.90%
Undecided	<u>13.60%</u>	<u>13.01%</u>	<u>14.03%</u>
Total	100.00%	100.00%	100.00%

It appears that a majority as a whole agree with this statement. Yet, Group A has a larger majority that agree than does group B. In group A there is a significant number that disagree or are undecided, but in group B there is a much larger percentage in this category.

COMMENTS:

The respondents of group A who agreed with this statement did so enthusiastically. One stated, "Every school should have a class to teach pupils how to act in social situations." Still another said, "So they, the pupils, can in turn teach their parents." Those of group A who circled disagree or undecided felt that this was not a basic function of the school or that the home should shoulder some of this responsibility too.

Item 18. The teaching of morality is not a responsibility of the schools.

	Total Group 294	Group A 123	Group B 171
Agree	31.28%	33.34%	29.90%
Disagree	59.88%	57.72%	61.33%
Undecided	<u>8.84%</u>	<u>8.94%</u>	<u>8.77%</u>
Total	100.00%	100.00%	100.00%

A majority in both groups A and B, disagreed with this statement indicating that they feel this is a responsibility of the school.

COMMENTS:

Both groups seem to feel that the school can do much to assist the home in this area. Many felt that the home, school and church share in this responsibility, and that the teachers can do much to assist them through good example and honesty. One parent wrote, "Home training is first, but should be applied in the attitude of the teacher." Still another wrote, "Morality should be stressed whenever the occasion demands it, both in school and at home." Those who agreed felt that this was the responsibility of the home and not the school, and if it were not taught at home then the school should step in.

Item 19. The school should lead every pupil to understand and to prize for himself and all others the rights of freedom of press, freedom of speech, freedom of religion and other civil liberties guaranteed in our constitution.

	Total Group 294	Group A 123	Group B 171
Agree	97.28%	96.75%	97.63%
Disagree	1.36%	2.44%	.58%
Undecided	<u>1.36%</u>	<u>.81%</u>	<u>1.79%</u>
Total	100.00%	100.00%	100.00%

An overwhelming majority of both groups agreed that this is a desirable goal.

COMMENTS:

The respondents who chose to comment on this statement agreed that this was an important aspect of education. The respondents further felt that other agencies should share this responsibility too.

Item 20. Every student should be prepared to earn a living by the time he graduates from high school.

	Total Group 294	Group A 123	Group B 171
Agree	40.42%	59.35%	26.31%
Disagree	47.98%	29.28%	61.41%
Undecided	<u>11.90%</u>	<u>11.37%</u>	<u>12.28%</u>
Total	100.00%	100.00%	100.00%

The total group seems to disagree with this statement but only by a slight margin. In group A a greater percent agree, but in group B a larger percent disagree. It is significant to note the percent of respondents from both groups who were undecided.

COMMENTS:

Those respondents of group A who agreed with the statement said, "How can a school pick and choose the ones who will be fortunate enough to go on to college; therefore, prepare them all." Another stated, "Desirable, so long as it doesn't preclude college and other training." Still another replied, "Every school should help children if they want to work." Others who agreed thought that the school should prepare those who are not going to college as well as those who are. The respondents of this group who disagreed with the statement felt that high school graduation was not the end or that the child should be prepared to either go to work or on to further education. Those who circled undecided made these comments; "This is impossible for those who need college for their chosen work."

Item 20. (Comments-continued)

"Irondequoit provides no special training for those unable to go to college, especially girls." Another said, "For the slow learners or underprivileged groups perhaps." "For those who will not have the opportunity for further training or education," another commented.

Group B respondents who agreed with this statement felt much the same as group A. One stated, "If necessary, not necessarily by a trade, but by general educational background." Another declared, "In the event the child is unable to attend an advanced school, he should still be able to earn a living."

Those who disagreed felt that those whose children were unable to further their education should be prepared to earn a living. However, a greater majority of this group disagreed with the statement and seemed to feel that children do not realize what their life's ambitions are at this level and need further education and training. One respondent summed up a dual feeling by stating, "Many young people are not ready to go into nor have any conception of what they want for their life's work. However, many also are not equipped to go on to higher education--so must be prepared."



Item 21. The high school should be just as much concerned with the students not going to college as those who are.

	Total Group 294	Group A 123	Group B 171
Agree	96.94%	97.56%	96.48%
Disagree	2.38%	.81%	3.52%
Undecided	<u>.68%</u>	<u>1.63%</u>	<u>0%</u>
Total	100.00%	100.00%	100.00%

There is almost complete unanimity on Item 21 from both groups.

COMMENTS:

Generally speaking the respondents from both groups feel that the school should be equally concerned with both the college bound students and those who are not going to college for various reasons. In fact several respondents stated that the school should be even more concerned with these students as this is where their formal education will end. One parent sums up this feeling by saying, "Each student should be developed and prepared to the maximum of his ability. Society can thus be served."

Item 22. The school has no responsibility to help the students choose a vocation.

	Total Group 294	Group A 123	Group B 171
Agree	9.86%	10.57%	9.36%
Disagree	86.40%	84.55%	87.72%
Undecided	<u>3.74%</u>	<u>4.88%</u>	<u>2.92%</u>
Total	100.00%	100.00%	100.00%

The majority of the respondents from both groups disagreed with this statement indicating they feel the school does have this responsibility.

COMMENTS:

The respondents definitely seem to feel that no one but the school can help children choose a vocation. They say, "Who knows the children's abilities better." "The school is in the best position to help find the vocation for which they are best suited." One respondent went this far as to make a recommendation that a high calibre aptitude test be given to help determine the child's interest.

Item 23. Schools should help students find jobs for which they are suited after they are through school.

	Total Group 294	Group A 123	Group B 171
Agree	40.84%	47.16%	36.36%
Disagree	42.50%	33.33%	49.02%
Undecided	<u>16.66%</u>	<u>19.51%</u>	<u>14.62%</u>
Total	100.00%	100.00%	100.00%

The total responses of both groups show that the respondents are almost equally split on their decision. There is also a significant number who are undecided. In group A a slightly larger percent of respondents agree with the statement as compared to group B where a slightly higher percent disagree. A larger percent in group A are undecided also.

COMMENTS:

Those in group A that favored this statement feel that the school should do as much as possible to help place students in jobs. One respondent said, "only help - don't spoon feed." Another replied, "It wouldn't hurt." Still another responded in a softer voice by saying, "School should counsel students about job opportunities if the students request help."

Those of this group who disagreed generally felt that the schools obligation ended when they had helped the students to choose a vocation, through guidance. One respondent summed up for this group by saying, "Students should only benefit from directions as to the selection of a particular field of endeavor and that is the true contribution of education."

The respondents from group B who agreed felt this could be done but in a limited way. They seemed to feel that the school could be used as an extra source of finding job possibilities, or the school could help through guidance. Dissenters in group B felt this was an area that the school should not even consider. Many felt that the students should get out and do their own looking. They state that the school is not an employment agency; by graduation the student should have enough "gumption" to do his own job seeking. One respondent stated flatly that this carries maternalism too far. Some others expressed concern over the cost of such a project.

Item 24. The school should make fullest use of evaluative techniques (testing) for teaching and guidance.

	Total Group 294	Group A 123	Group B 171
Agree	86.06%	88.63%	84.26%
Disagree	4.08%	2.43%	5.26%
Undecided	<u>9.86%</u>	<u>8.94%</u>	<u>10.48%</u>
Total	100.00%	100.00%	100.00%

Groups A and B both are in agreement with this statement.

COMMENTS:

Although a majority of both groups agree they did so with many comments. A great number expressed the opinion that this is fine as long as it is not the sole judge of a student's abilities. Several parents stated, "Tests are not infallible" and some went even further and stated that they would not like to see their child's entire future hanging in the balance on the basis of these tests. However, they did seem to feel that when done with reservations they can prove valuable. Those who disagreed or were undecided seemed to feel that they were not too familiar with the kind of testing being done or why, therefore could see no reason for it.

Item 25. The school should lead each student to think clearly about the purpose of his education.

	Total Group 294	Group A 123	Group B 171
Agree	96.26%	97.57%	95.34%
Disagree	1.70%	1.62%	1.74%
Undecided	<u>2.04%</u>	<u>.81%</u>	<u>2.92%</u>
Total	100.00%	100.00%	100.00%

The majority of both groups agree that the school should lead each student to think clearly about the purpose of his education.

COMMENTS:

The respondents from both groups who agreed with this statement felt that this is a difficult but important task for the school to undertake. One respondent stated, "A school that can accomplish such a task in a student has more than fulfilled its duty to society." Another felt that this was very important to the child's future. He wrote, "By giving the student a better sense of direction, it might save time in deciding ones future." Some others felt that this was important because children today take their education too much for granted.

The final section of the opinionnaire was concerned with eliciting comments from the parents on three items. Item I requested the parents comments concerning the strengths of the school program; Item II requested comments on the weaknesses of the program; and Item III requested comments on what changes or additions the respondents would like to see made in the schools' program. In reporting this section only the most frequently stated remarks of the respondents will be reported. The comments of the respondents seem to fall into two general categories for all three questions, one category was curriculum and the other category was staff, which included both teachers and principal.

Item I What do you consider to be the strengths of our school program:

Generally speaking, in the area of curriculum, the respondents felt that the following were strengths:

1. good guidance program
2. triple track program
3. reading program (intermediate and junior high)
4. foreign languages
5. broad curriculum offerings
6. adequate facilities to carry our curricular programs
7. music program
8. purposeful experimentation
9. strength in teaching the three R's
10. search for better teaching procedures

The following were considered strengths concerning the staff:

1. excellent administrator
2. high calibre of teachers
3. excellent parent-teacher relationships
4. teacher interest in students
5. teacher-pupil ratio

It appears that the parents have many good things to say concerning the strengths of the Iroquois Schools' program.

This list is a composite of both groups.

Item II What do you consider to be the weaknesses of our school program:

In the area of curriculum the following were considered to be weaknesses:

1. program designed for advanced child
2. reading methods
3. social studies program weak
4. too much homework
5. too much experimentation
6. too much emphasis on extra-curricular activities, particularly dancing
7. too much concentration on college bound students
8. not enough individual attention
9. not returning corrected homework
10. social and academic pressures caused by grouping

The following were weaknesses concerning the staff:



1. large teacher turnover
2. too many inexperienced teachers
3. too many demands on teachers time - meetings, etc.
4. not enough discipline - fear of parental interference

It appears that the parents of both groups are critical about a number of areas concerning the weaknesses of the Iroquois School's program.

Item III What changes would you like to see in the schools' program?

1. greater emphasis on how to study
2. more emphasis on vocational education
3. music lessons, band and chorus to be conducted after school - not music classes or art
4. increasing emphasis on foreign languages
5. more fostering of maturity instead of forcing it
6. reevaluation of need for track systems
7. more guidance for pupils on an individual basis
8. stricter discipline
9. reports on cards using numerical system
10. higher pay for teachers with emphasis on career teachers
11. greater emphasis on fundamentals
12. more consideration for under achievers

The above lists of strengths, weaknesses, and changes are not listed according to importance and only the most frequently mentioned remarks of the respondents are listed. It would only

be fair to state that a number of people chose not to make any comment on this section. Some wrote that they felt they were unqualified to answer one or two of these questions, others wrote "no comment," so that one might assume that they were content with the way things were going.

Both groups seem to feel that there are a number of areas where they would like to have changes made in the Iroquois school program.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was conducted with the help from the parents of the children who attend Iroquois School in West Irondequoit, Rochester, New York.

The purposes of this study were to: 1. discover what parents expect from their school program in terms of curriculum, moral and spiritual values and guidance; 2. elicit comments from parents about the schools strengths and weaknesses; 3. secure facts about the school that can be communicated to the administration; and, 4. provide a guide for the schools public relations program.

In order to achieve these objectives an opinionnaire was sent to the parents of the children in grades five through eight who attend Iroquois school. This opinionnaire contained twenty-five (25) statements directed towards curriculum, moral and spiritual values and guidance. It also contained three questions concerned specifically with the Iroquois school program.

The responses of the parents were divided into two groups. The criteria for the division of these groups was the educational level of the respondents.

An item analysis was done for the reporting of the data. The analysis contained the percent of the respondents in each group who agreed with the statement, disagreed with the statement and those who were undecided. This analysis further

contained the comments of each of the two groups on each statement.

### Conclusions

1. The parents of the Iroquois school of West Irondequoit have positive ideas as to what the schools' responsibilities are in educating their children.

In the area of curriculum, generally speaking, the total group is very positive on what they expect the schools to do for their children. However, on statement six - The school should emphasize preparation for adult activities, such as family life and recreation, the parents were evenly divided (41 percent agree, 41 percent disagree and 17 percent undecided) in their opinions. Closer examination of the data shows that each group A and B is further apart in their thinking, however in turning to the comments on this statement each group indicated that they were really not as far apart in their thinking as the datum would indicate. The difference appears to be as to what degree this should be taught, when it should be taught, when it should be emphasized, and the responsibility of the home in this respect.

2. The parents feel that the school shares the responsibility with the home in the moral and spiritual training of their children. The development of moral and spiritual values as the parents see it, is a responsibility of the school, but here too, they feel that they have to shoulder the

burden of that responsibility. The respondents indicated that a larger share of this responsibility rests with them, but the school plays an integral part in carrying out this development.

It should be noted that the overall responses to statement seventeen - The school should teach every pupil to know how to act appropriately in social situations, favored this view, but the individual groups were far apart in their thinking.

Group A whose respondents had fourteen years of education or less, seemed to have a different view on the schools responsibility in this matter. These respondents were not only interested in an academic program for their children, but also a program to help them to be socially acceptable in any given situation.

Group B, whose respondents had fourteen years of education or more, seemed to feel that the home shared the greater responsibility to carrying out this development.

3. The parents feel that there is a need for a guidance program, but as to what type and how much, they are not certain. In the field of guidance the parents are not as clear as to the schools responsibilities as they were in the other two areas: curriculum and moral and spiritual values. On statements twenty-one, twenty-two, and twenty-four they were definite, but on statements twenty and twenty-three they differed. Both of these statements were

concerned with earning a living. Statement twenty said, "Every student should be prepared to earn a living by the time he graduates from high school," and Statement twenty-three said, "Schools should help students find a job for which they are suited after they are through school."

Group A in response to Statement twenty-three did feel that the school should be concerned with these two aspects, yet there was not a large majority who agreed to both of these statements. The key to both statements appears to be the parents who were undecided.

Group B's responses were just the opposite of group A. They felt that it was not the schools responsibility in both cases and again the key here might be the people who circled undecided.

It is worth while to note that in several instances a significant percent of the respondents circled undecided because they were unfamiliar with what the school was doing or because, as one respondent stated, "I had never given much thought about school until this paper (opinionaire) was brought home to me."

4. The parents feel that the major strength of the school is the staff, particularly the teachers. Another strength of the program seemed to be certain segments of the curriculum such as, triple track, foreign languages, and reading.
5. The parents feel that some of the weaknesses of the schools' program are the teacher turnover, the need for more attention

to those pupils who are not college bound, more attention to pupils who are under achievers or who need remedial help and finding ways to relieve some of the social and academic pressures that students are working under.

#### Recommendations

On the basis of results of this study, the author feels that the following recommendations might be helpful to the administration:

1. The administrators, teachers and parents working cooperatively might make a greater effort to attain some of the goals that the respondents felt the school should definitely work towards.
2. The administrative staff might investigate the whole question of sex instruction including what kind of instructions should be given, and at what level.
3. The administrative staff might investigate its guidance policy and the explanation of this to the public.
4. The administrative staff might examine those points that were listed as weaknesses, by the responding parents.
5. The administrative staff might investigate the possibility of better educating the parents which might be done through an adult education program.

In closing, John Gardner, in his book, Excellence, sums up for the author by stating,

"Excellence implies more than competence. It implies a striving for the highest standards in every phase of life. We need individual excellence in all its forms - in every kind of creative endeavor, in political life, in education, in industry - in short, universally."<sup>1</sup>

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1. Gardner, John W., Excellence, New York: Harper and Brothers, Publishers, 1961, p. 161.



APPENDIX A

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APPENDIX B

IROQUOIS SCHOOL  
150 Colebrook Dr.  
Rochester, New York

January 8, 1962

Dear Parents,

May I please have your help on a project I am undertaking in order to complete the Master requirement at the State University College at Brockport?

I hope to obtain, from all of the parents in the Iroquois School area, an expression of opinion on some of the aspects of the school program. Therefore, I ask you to take some of your valuable time to complete the attached form.

I would appreciate it if you would return this form to me, through the courtesy of your child, no later than Friday, January 19.

Your individual responses to this form will be kept in the strictest confidence and it is not absolutely necessary to disclose your identity.

When the research is completed, I will inform you of the results through the P.T.A. publication On the Line.

Thank you.

Yours truly,

William Mastin Jr.  
6th Grade Teacher

AN OPINIONAIRE ON PARENT'S REACTION TO  
THE IROQUOIS SCHOOL PROGRAM

Directions: Please circle one number following each statement which you feel best reflects your thinking. The numbers indicate the following:

1. Agree strongly with the statement
2. Inclined to agree with the statement
3. Undecided
4. Inclined to disagree with the statement
5. Disagree strongly with the statement

Please feel free to comment on each statement in the space provided.

1. If a child has mastered reading, writing, spelling and arithmetic, and has learned how to study, the task of the school has been fulfilled. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

2. In addition to learning and reciting assigned lessons, pupils should be taught how to secure and interpret facts. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

3. A student should be taught to get information on all sides of a controversial question before forming his opinion. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

4. Pupils should be required to finish assignments or other work which they have started. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

5. Pupils should be permitted to participate in planned extra-curricular activities, such as athletic games, school plays and clubs, even though they may not be doing satisfactory work in their classroom studies. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_
6. The school should emphasize preparation for adult activities, such as family life and recreation. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_
7. Appropriate sex instruction should be given to all pupils. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_
8. The school should develop in every student an intelligent interest in world affairs. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_
9. The school should engage in experimentation to improve education. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_
10. Foreign languages should be taught in the elementary grades. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_
11. Hygiene and cleanliness should be taught in the schools. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_
12. The school should give all pupils experience in working with their hands in such activities as drawing, painting, clay modeling, weaving, wood and metal work, ceramics. 1. 2. 3. 4. 5.
- comment: \_\_\_\_\_  
\_\_\_\_\_



13. In school everyone should learn through experience how to share effectively in group planning and action. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_
14. All pupils should be taught to recognize and respect the rights of other races and religions. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_
15. The schools should develop in every pupil a strong sense of responsibility for the welfare of the school, community, state and nation. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_
16. Schools should instill the habit of prompt, cheerful obedience in all pupils. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_
17. The school should teach every pupil to know how to act appropriately in social situations. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_
18. The teaching of morality is not a responsibility of the schools. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_
19. The school should lead every pupil to understand and to prize for himself and all others the rights of freedom of press, freedom of speech, freedom of religion and other civil liberties guaranteed in our constitution. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_
20. Every student should be prepared to earn a living by the time he graduates from high school. 1. 2. 3. 4. 5.  
comment: \_\_\_\_\_  
\_\_\_\_\_

21. The high school should be just as much concerned with the students not going to college as those who are. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

22. The school has no responsibility to help students choose a vocation. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

23. Schools should help students find jobs for which they are suited after they are through school. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

24. The school should make fullest use of evaluative techniques (testing) for teaching and guidance. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

25. The school should lead each student to think clearly about the purpose of his education. 1. 2. 3. 4. 5.

comment: \_\_\_\_\_  
\_\_\_\_\_

Would you please comment on the following:

1. What do you consider to be the strengths of our school program?

comment:

2. What do you consider to be the weaknesses of our school program?

comment:

3. What changes or additions would you like to see made in the school program?

comment:

Please check one of the following:

- |                     | <u>Mother</u>         | <u>Father</u>         |
|---------------------|-----------------------|-----------------------|
| 1. I have completed | _____ grammar school  | _____ grammar school  |
|                     | _____ high school     | _____ high school     |
|                     | _____ college         | _____ college         |
|                     | _____ other (explain) | _____ other (explain) |
|                     | _____                 | _____                 |

- |                       | <u>Mother</u>                | <u>Father</u>                |
|-----------------------|------------------------------|------------------------------|
| 2. Is your occupation | _____ professional in nature | _____ professional in nature |
|                       | _____ skilled in nature      | _____ skilled in nature      |
|                       | _____ unskilled in nature    | _____ unskilled in nature    |

Please write your job title. (Mother) \_\_\_\_\_

Please write your job title. (Father) \_\_\_\_\_

3. Please insert numbers in the following:

	<u>Mother</u>	<u>Father</u>
Number of books read in the last six months	_____	_____

Number of magazines and papers subscribed to by the entire family.

\_\_\_\_\_