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An analysis of what laymen, students, and teachers of Vienna, Georgia think about the educational program of the Vienna High and Industrial School as a basis for administrative procedures

Napoleon Williams

Atlanta University

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AN ANALYSIS OF WHAT LAYMEN, STUDENTS AND TEACHERS OF VIENNA, GEORGIA THINK ABOUT THE EDUCATIONAL PROGRAM OF THE VIENNA HIGH
AND INDUSTRIAL SCHOOL AS A BASIS FOR ADMINISTRATIVE PROCEDURES

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY
NAPOLEON WILLIAMS

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1954
ACKNOWLEDGEMENT

The writer wishes to express his most sincere appreciation to all of those who have made possible the completion of this research. Especially does he wish to extend sincere thanks to the following persons: First, the forty laymen, the thirteen teachers of the Vienna High and Industrial School, and the twenty high school seniors whose responses to the questionnaire provided the basis data of this research.

Further, the writer wishes to express his thanks to Dr. Laurence E. Boyd, Advisor and Mr. C. M. Richardson, Co-Advisor, for their direction and guidance throughout the period of study.

Lastly, the writer wishes to express appreciation to Miss Sara Winfrey, Miss E. L. Williams, Mrs. C. W. Harris, and Miss I. B. Winfrey for their continued encouragement throughout the period of completing this study.

N.W.
DEDICATION

to

My Mother, Mrs. Mary Williams

and

My Daughter, Gail Landis Williams

for

Their Inspiration and Encouragement

N.W.
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CHAPTER I
INTRODUCTION

Statement of the Problem.--The problem involved in this study was to find out what the Laymen, Students, and Teachers of Vienna, Georgia think about the Educational Program of the Vienna High and Industrial School as a basis for administrative procedures.

Rationale of Study.--During the recent two or three decades the democratic concept of "grass-roots" cooperation and participation by the common citizen, ordinary classroom teacher, and school pupil in thinking through the problems and setting the patterns of policies of the educational enterprise of a community has become the accepted theory, if not the practice, of all of those concerned with the operation of the American School. School administrators, statesmen, politicians, and demagogues have come to give lip-service to the concept of democratic participation, and in too many instances have prostituted the operation of the concept in subtle, foul, and self-seeking purposes. Nonetheless, progressive, forward-looking, and conscientious school people should seek every opportunity to utilize the process of democratic participation and cooperation of all the citizenry in arriving at a comprehensive and productive frame-of-reference for the American School.

Perhaps, the two most outstanding indicies that educators and school people have accepted and are diligently seeking to implement are: the concept of democratic participation and cooperation in the "policy-making" procedures of the American Public School System.
which are found in the two universally used instruments for evaluating elementary and high schools, to wit: Evaluating the Elementary School and the Evaluative Criteria. In Section A—Viewpoint of the former instrument, one reads:

What are the characteristics of a good school for children? What do the children do in a good school? How quiet and orderly are they? What experiences do they have? What part do parents have in the school's program? Perhaps as you think about the characteristics of the good school you will want to find out what others believe.

To achieve a good program, parents and teachers must plan together.

The Evaluative Criteria has a section on Philosophy and objectives and the basic emphasis is upon utilizing "what is the thinking" of teachers, parents, ordinary citizens, and students on the crucial aspects of the school's program; and how well is democratic participation and cooperation used in not arriving at these beliefs but also in the implementation of them.

Therefore, it was out of this frame-of-reference of the democratic concept as well as the writer's day by day struggle with the intricacies of administering a community high school that the point-

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1 Southern Association's Cooperative Study in Elementary Education, Evaluating the Elementary School, (Atlanta, 1951).
3 Southern Association's Cooperative Study in Elementary Education, Evaluating the Elementary School, (Atlanta, 1951), p. 11.
of-departure for this research was evolved. With the continuing upsurge of the democratic concept of participation and cooperation in the affairs of the social order, more and more in the years ahead—school men must find the means of utilizing in the most wholesome and fruitful manner this ideal and its concomitant fruition in action.

**Definition of Terms.**—The two significant terms of reference for this research are characterized in the paragraphs below.

1. The term _educational program_ in this study refers to academic courses and procedures, extra-curricular activities or co-curriculum, auxiliary agents such as lunchroom, health services, parents teachers association, and all phase of the school program.

2. The term _administrative procedure_ in this study means the specific things (policies, provisions, etc.) that the school administrator will do to implement the suggested implications of the data into definite aspects of the educational program.

**Purposes of the Study.**—The major purposes of this study were as follows:

1. To ascertained what the group of participating laymen of Vienna, Georgia, the thirteen teachers, and the students of the senior class of the Vienna High and Industrial School think about the Educational Program of the Vienna High and Industrial School.

2. To characterize the collected opinions of the three groups of subjects into significant areas of curricular
and administrative patterns to facilitate the necessary analysis of the data inherent therein.

3. To determine to what extent these opinions can be used in a practical way to redirect and/or to modify the administrative procedures of the Vienna High and Industrial School, Vienna, Georgia.

4. To determine the differences, if any, between the opinions of the three participating groups responding to the questionnaire.

5. To isolate and formulate into objective principles the educational implications for operative administrative procedures of the Vienna High and Industrial School.

Research Method.--The research method used in this study was the Normative—Survey Method of securing data by employing the questionnaire.

Description of the Instrument.--A questionnaire specifically designed and validated—under competent direction was utilized to gather the data peculiar to this type of research. In filling out this questionnaire directions were given for answering each question. They simply checked or wrote the answer that tells what they think about each question. Nobody was asked to sign his name.

Procedure.--The purposes of this study were achieved through the following steps:

1. A survey of literature was made, paying particular attention to School-Community relations and the Role of the Administrator in an Educational Program.

2. A questionnaire was constructed and approved by competent
persons.

3. There was a selection of and contact with the personnel, thirteen teachers, twenty pupils, and forty laymen involved in this study.

4. The questionnaires were distributed to all personnel involved in this study with directions as to how they should be filled.

5. All of the seventy-three questionnaires were tabulated, analyzed and interpreted.

Review of Related Literature.--A review of the literature related to this thesis showed that the various authors who have studied the aspects of community-school relationships, and what people think of their schools seem to agree that today the schools can go a long way in bringing closer together the school and the community.

The policies, objectives, and responsibilities of school should be known and understood by the community at all times. Hedlund says:

Schools in America belong to the people, and on many occasions it would be highly advantageous for boards of education and superintendents of schools to know precisely what the people in their communities think with respect to various educational issues. Scientific polling, therefore, can help the educator by making articulate the wishes of his community and thus reducing the lag that always exists between a society and its institutions.¹

The American Association of School Administrators state:

The desired effect on attitude or opinion should come as incidental to some activity in which people are interested and which is recognized as worthwhile in itself. This incidental quality does not mean that the public relations program cannot be planned;

it means instead that it must be carefully planned around those features of the educational program which school patrons consider in the appraisal of their schools.¹

It is generally accepted that any well planned public relations program should keep its public informed of its educational program. In the writings of Cox, and Langfitt, they state that:

In the long run the public stands squarely behind the educational program. If children are busy, successful, and happy, the majority of the parents and other adults will support the school far as they comprehend the aspects of the program which promote the children's welfare.²

In order to practice democracy the school must consider everyone within its boundary. This is printed out in the statement by Englehardt and Overn which says:

One must never overlook the fact that all citizens of a community are teachers as they perform many of their daily tasks. Every person irrespective of his background has an educational philosophy, for he lives life and observes other individuals living theirs. Hence, the schools must be tolerant to those citizens who are convinced that they know what the schools should do and help them in their understanding of the complexity of school work. The schools must solicit the cooperation of the citizens and serve to help them.³

It is an educational policy today that the surveying of opinion is inherently a participatory activity and that parent-pupil-teacher participations is the key to more democratic, and hence better schools.

In his discussion of better schools Hand\(^1\) states:

It is axiomatic that more democratic schools can be only to the degree that parents and teachers are able to constitute themselves a working unit. To achieve such a working unit, it is necessary for the teacher and parent to understand one another in reference to all important considerations which have a bearing on the work of the school. Not only must teachers understand parents, and vice versa, but teachers must become aware of the views of their colleagues, and parents must discover the school-associated opinions of their fellow patrons, if the basis for effective home-school unity is to be had.

The following point of view has been given by Moehlman:\(^2\)

The school at work is a highly complicated technical organization. Further complications arise due to the size of the community, population make-up education levels, and the range of public activities. The problem of public school relations is to keep the public fully informed in spite of the obstacles in the way. The solution calls for continuous information that is true, frequently presented, understandable to all, and accessible to everyone in the community. The interpretation of facts carefully gathered, conscientiously analyzed, and truthfully presented in the basis of a substantial public relations program.

Educators have awakened to the fact that the schools need a large measure of understanding between school and community, this is expressed in the statement by Edmonson, Roemer, and Bacon.

There is a growing opinion among educators that ineffective public relations policies are proving very costly to the schools and this conviction is causing a determined effort to meet issues

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in the social interpretation of the school.¹

A similar point-of-view regarding the role of the principal in a public relations program is expressed by Douglas² in the following statement:

The principal should study his community, its resources, keep it informed regarding the work of the school. The public is too busy to find out by its own efforts just what the schools are doing, therefore they should be informed by those in whose hands the administration of the school is placed.

The administrator needs faith, skill and courage to achieve school-community cooperation. Misner³ states that:

Significant achievement will require that full information concerning the conditions and needs of the schools be made available as the basis for community study, appraisal and action.

In any public-relations program the principal has an important role. Harlow⁴ sees this role, thusly:

The principal should make public relations a major concern of the school for the teachers, pupils and members of the community. He should cultivate in the teachers the attitude and habit of carrying on and reporting their educational activities in a sound public relations manner and set up machinery in the schools through which teachers can report regularly on the activities of public relations significance.

In his discussion on the "The School as a Social Institution," Moehlman states that:

Since the community school operates upon a consensus of public opinion, its manner and possibility of growth depends upon the extent to which this supporting public opinion can be changed. The school operates to satisfy the needs of the state and of the community, which makes it essential that the institution first understand the community and its needs.¹

Many public opinion surveys have been made on different aspects of school-community relationships. The American Association of School Administrators² made a study on school-community relations. Questionnaires were sent to a group of Superintendents. Three points-of-views as to the place of the school in the community were stated in the yearbook questionnaire to Superintendents. These were: (1) The School has a special assignment from society which requires that the instruction be protected from temporary community influences. It is necessary therefore, for the school system to seek deliberately to keep at a minimum its contacts with non-school agencies. (2) The school is a part of the current social scene while its functions require some isolation, it should draw upon the community for information and experiences which can be useful in instruction. Contact therefore, must be maintained with a selected group of non-school agencies. (3) While holding fast to the good from the past in American life, the school deliberately should seek to improve community life and to adapt itself to meeting effectively changing social conditions. There will be necessarily a large number of school-community relationships, cooperative in nature and mutually influential both upon the school

and the community.

The results from the study were that: only about one per cent of the Superintendents believe that the school should be an ivory-tower institution, insulated from community influences (item 1 in the foregoing list), but six per cent of the rural Superintendents and two per cent of the city Superintendents were in communities where the schools were isolated.

Although favored by only about eleven per cent of the Superintendents, forty-six per cent of the rural superintendents and forty-five per cent of the city Superintendents reported that the typical practice was a partial isolation of the schools, with some contact with a selected group of non-school agencies (item 2).

Whereas about eighty-eight per cent of the Superintendents favored a large degree of school and community interaction and mutual influence (item 3) only forty-eight per cent of the rural and fifty-three per cent of the urban Superintendents reported that such interaction actually existed in their own communities.

A study by Clapp\(^1\) in the school-community relations was made in Arthurdale, Kentucky. Data were collected about the community through the use of survey. After determining the community's problems and educational needs, steps were taken to solve them.

The school revamped its program to offer and utilize indigenous community leadership. Subject matter was organized for use in community education. The recreational and social life of the people was

\(^1\) Elsie Ripley Clapp, *Community School in Action*, (New York, 1940) p. 280.
centered around the school. Through personal contact the parents and teachers worked cooperatively to improve community relations.

Studies were made of the role of the school program itself in public relations. Short,\(^1\) conducted a survey concerned with the extent and nature of city-planning education in the public schools. His sample consisted of ninety-two cities in the United States with populations of 100,000 or more. He found that in forty-one per cent of the responding cities there were units, courses, or projects on planning in the curriculum. The benefits of city-planning education cited were: (1) stimulates civic pride and greater interest in civic planning, (2) provides for active community participation of youth, (3) stimulates unified effort of all city agencies, and (4) helps move teachers and pupils from study to action.

Stripling,\(^2\) reported an extensive project made possible by a grant from the Alfred P. Sloan Foundation. The project is concerned with the effect of local schools on the improvement of economic standards of certain communities in Florida, Kentucky, and Vermont. The conclusions from the study indicate the potential influence which the school curriculum can have in public relations and upon the total life of the community.

A public opinion survey was made by Crawford,\(^3\) in San Diego.

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California. The purpose of the study was to see what San Diegans think of their public schools. The results of the study boils down to three basic implications:

The first gives cause for satisfaction: San Diegans predominantly approved of their public schools and stand ready to support them with another bond issue and even higher taxes, if necessary, as the need for more facilities and increased salaries become acute.

The second reminds us of the need constantly to review our educational program to make sure that it is effective in those areas of instruction in which the public is vitally concerned. Public interest we accept as a mandate to provide an effective program.

The third poses a challenge to the entire school staff: When it comes to the matter of what's being taught and how it's being taught, large segments of the population admit to ignorance. The implication is obvious: The public needs to be informed before the anti-school propaganda creates doubts and opposition.

Summary of Literature.--The literature reviewed in this study can be summarized into three categories.

1. The role of the principal in school-community relationships showing that the principal should study his community, its resources, and keep it informed regarding the work of the school.

2. The role of democracy in the school-community relation program showing that everyone should be allowed to participate in adjusting the needs of the program of the school.

3. The findings of the studies were given in order to show that many studies have been made concerning what people think of their schools.
CHAPTER II
PRESENTATION AND INTERPRETATION OF DATA

Organization and Treatment of Data.--In this chapter, the following procedure was used for the presentation, analysis and interpretation of data. First, the returned and usable questionnaires were tabulated to find how many individuals of the respective three groups: thirteen teachers, twenty students, and forty laymen relied to the statements asked. Second, the number of responses to each question was computed into percentages and presented in tables. Third, conclusions were made from the findings of each question.

Type and Sex.--The data on the type and sex of the respondents who participated in this study are shown in Table 1, which reveals that the number of the respondents was seventy three with 18 or 25 per cent males and 56 or 75 females. Further, Table 1 reveals that 40 or 55 per cent of the respondents were laymen, 13 or 18 per cent were teachers and 20 or 27 per cent were students. Out of the 18 male respondents, 10 or 55 per cent were laymen, 3 or 17 per cent were teachers, 5 or 28 per cent are students. Out of the 55 female respondents, 30 or 55 per cent were laymen, 10 or 18 per cent were teachers, 15 or 27 per cent were students.

Again Table 1 shows that the majority of the respondents to the questionnaire were females and that out of the three groups, there were more laymen than teachers and students.
Job the School is Doing.--The data on the kind of job that the school is doing in educating the children as indicated by the responses of the three groups of respondents are presented in Table 2, which reveals the significant reactions to follow: Of the total of 73 respondents 54 or 74 per cent stated that the school was doing a good job; whereas, 19 or 26 per cent stated that the school was doing a fair job; and none of the respondents indicated that the school was doing a poor job in educating the children.

Further, Table 2 reveals that 33 or 82.5 per cent and 7 or 17.5 per cent of laymen indicated that the school was doing a good and fair job, respectively; 6 or 46 per cent and 7 or 54 per cent of the teachers indicated that the school was doing a "good" and "fair" job, respectively, of educating the children. None of the respondents felt that the school was doing a poor job of educating the school children.
TABLE 2
RESPONSES OF ALL THREE GROUPS TO THE QUESTION: WHAT KIND OF A JOB DO YOU THINK THE SCHOOL IS DOING IN EDUCATING THE CHILDREN?

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<td>Num. Per</td>
<td>Num. Per</td>
<td>Num. Per</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>cent</td>
<td>Number</td>
<td>cent</td>
</tr>
<tr>
<td>Laymen</td>
<td>33</td>
<td>82.5</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>46</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Students</td>
<td>15</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

and 15 or 75 per cent and 5 or 25 per cent of the students stated that the school was doing a "good" and "fair" job, respectively.

It would appear from the responses of the three groups that the Vienna High and Industrial School is predominately believed to be doing a very good job of educating the children which it serves.

Discipline.—The data on the discipline in the Vienna High and Industrial School as indicated by the three groups of respondents are presented in Table 3, which reveals the following significant reactions: Of the total of 73 respondents, 2 or 3 per cent stated that the discipline is much too easy; whereas, 8 or 11 per cent stated that the discipline was a little too easy; 57 or 78 per cent stated that the discipline was about right; 6 or 8 per cent stated that the discipline was too strict; and none of the respondents indicated that the
TABLE 3

RESPONSES OF ALL THREE GROUPS TO THE QUESTION: WHAT DO YOU THINK ABOUT DISCIPLINE IN VIENNA HIGH AND INDUSTRIAL SCHOOL?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Much too easy</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>A little too easy</td>
<td>5</td>
<td>12.5</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>About right</td>
<td>33</td>
<td>82.5</td>
<td>12</td>
<td>92</td>
<td>12</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>Too strict</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Much too strict</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

discipline was much too strict.

Further, Table 3 reveals the following reactions toward the discipline in the school of the three groups of respondents: 33 or 82.5 per cent of the laymen stated that the discipline was about right; 5 or 12.5 per cent stated that the discipline was a little too easy; 2 or 5 per cent stated that discipline was much too easy, none of the laymen thought that discipline was too strict or much too strict. 1 or 8 per cent of the teachers stated that the discipline was about right; 1 or 8 per cent stated that the discipline was a little too easy.
None of the teachers thought that the discipline was much too easy, too strict, or much too strict. 12 or 60 per cent of the students stated that the discipline was about right; 6 or 30 per cent stated that the discipline was too strict; 2 or 10 per cent stated that the discipline was a little too easy; none of the students thought that the discipline was much too easy or much too strict.

It appears from the responses of the three groups that the discipline in the Vienna High and Industrial School is operative at an optimum level of satisfaction to all those concerned with the problem of the proper discipline of children and youth in Vienna, Georgia.

**Outstanding Things about the School.**--The data on some of the outstanding things about the school that you like or dislike as indicated by the three groups of respondents are presented in Table 4, which reveals the significant reactions to follow.

In the areas of relationships the expressed likes and dislikes of the respondents are listed below: Of the total of 73 respondents, 71 or 97 per cent said they liked the lunchroom and 1 or 1.4 per cent stated they disliked the lunchroom; 70 or 96 per cent said they liked the teachers, and none stated that they disliked the teachers; 66 or 90.4 per cent said they liked the teacher-pupil relationship, and 4 or 5 per cent stated they disliked the teacher-pupil relationship; 58 or 80 per cent said they liked the pupil-pupil relationship, and 2 or 3 per cent stated that they disliked the pupil-pupil relationship; 69 or 94 per cent said they liked the principal-teacher relationship, and none stated that they disliked the principal-teacher relationship; 70 or 96 per cent said that they liked the principal-supervisor relation-
ship, and none stated that they disliked the principal-supervisor relationship; 66 or 90.4 per cent said that they liked the parent-teacher relationship, and 4 or 5.4 per cent stated that they disliked the parent-teacher relationship; 69 or 93 per cent said that they liked the social activities, and 1 or 1.3 per cent stated that they disliked the social activities; 70 or 96 per cent said that they liked the campus appearance, and none stated that they disliked the appearance of the campus; 69 or 94 per cent said that they liked the appearance of classrooms, and 1 or 1.3 per cent stated that they disliked the appearance of classrooms; 69 or 94 per cent said that they liked the subjects taught, and 1 or 1.3 per cent stated that they disliked subjects taught; 70 or 96 per cent said that they liked the vocational projects, and none stated that they disliked the vocational projects; 69 or 94 per cent said that they liked the bus drivers, and 1 or 1.3 per cent stated that they disliked the bus drivers.

Further, Table 4, reveals that in the group of laymen there were 39 or 97.5 per cent who said they liked the lunchroom, and 1 or 2.5 per cent who said they disliked the lunchroom; 38 or 95 per cent said that they liked the teachers, and none stated that they disliked the teachers; 37 or 92.5 per cent said that they liked the teacher-pupil relationship, and 1 or 2.5 per cent stated that they disliked the teacher-pupil relationship; 38 or 95 per cent said that they liked the pupil-pupil relationship, and none stated that they disliked the pupil-pupil relationship; 38 or 95 per cent said that they liked the principal-teacher relationship, and none stated that they disliked the principal-teacher relationship; 38 or 95 per cent said that they liked the principal-supervisor relationship, and none stated that they disliked
the principal-supervisor relationship; 36 or 90 per cent said that
they liked the parent-teacher relationship, and 2 or 5 per cent
stated that they disliked the parent-teacher relationship; 36 or 90
per cent said that they liked the social activities, and 1 or 2.5 per
cent stated that they disliked the social activities; 36 or 95 per
cent said that they liked the campus appearance and none said that
they disliked the campus appearance; 37 or 92.5 per cent said that they
liked the appearance of classrooms, and 1 or 2.5 per cent stated that
they disliked the appearance of classrooms; 37 or 92.5 per cent said
that they liked the subjects taught, and 1 or 2.5 per cent stated that
they disliked the subjects taught; 38 or 95 per cent said that they
liked the vocational projects, and none stated that they disliked the
vocational projects; 38 or 95 per cent stated that they liked the bus
drivers, and none said that they disliked the bus drivers.

Further, Table 4 reveals that in the group of teachers there
were 13 or 100 per cent said they liked the lunchroom, and none stated
they disliked the lunchroom; 13 or 100 per cent said that they liked
the teachers, and none said that they disliked the teachers; 10 or 77
per cent said that they liked the teacher-pupil relationship, and 3 or
23 per cent stated that they disliked the teacher-pupil relationship;
11 or 85 per cent said that they liked the pupil-pupil relationship;
and 2 or 15 per cent stated that they disliked the pupil-pupil re-
relationship; 13 or 100 per cent said that they liked the principal-
teacher relationship, and none said they disliked the principal-
teacher relationship; 13 or 100 per cent said that they liked the
principal-supervisor relationship, none said that they disliked the
principal-supervisor relationship; 11 or 85 per cent said that they liked the parent-teacher relationship, and 2 or 15 per cent stated that they disliked the parent-teacher relationship; 13 or 100 per cent said that they liked the social activities, and none said they disliked the social activities; 13 or 100 per cent said that they liked the campus appearance, and none said that they disliked the campus appearance; 13 or 100 per cent said that they liked the appearance of classrooms, and none said they disliked the appearance of classrooms; 13 or 100 per cent said that they liked the subjects taught, and none said they disliked the subjects taught; 13 or 100 per cent said they liked the vocational projects, and none said they disliked the vocational projects; 12 or 92 per cent said that they liked the bus drivers, and 1 or 8 per cent said that they disliked the bus drivers.

Further, Table 4 reveals that in the group of students there were 19 or 95 per cent who said they liked the lunchroom, and none said they disliked the lunchroom; 19 or 95 per cent said they liked the teachers, and none said they disliked the teachers; 19 or 95 per cent said they liked the teacher-pupil relationship, and none said they disliked the teacher-pupil relationship; 19 or 95 per cent said they liked the principal-teacher relationship and none said they disliked the principal-teacher relationship; 19 or 95 per cent said they liked the principal-supervisor relationship, and none said they disliked the principal-supervisor relationship; 19 or 95 per cent of the students said that they liked the following items: parent-teacher relationship, social activities, campus
TABLE 4
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
WHAT ARE SOME OF THE OUTSTANDING THINGS ABOUT THE SCHOOL THAT YOU LIKE OR DISLIKE?

<table>
<thead>
<tr>
<th>Item/Questions</th>
<th>Laymen</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Lunchroom</td>
<td>39</td>
<td>87.6</td>
<td>176</td>
<td>100</td>
<td>19</td>
<td>95</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>38</td>
<td>95</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher-pupil relationship</td>
<td>37</td>
<td>92.5</td>
<td>1</td>
<td>2.5</td>
<td>10</td>
<td>77</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Pupil-pupil relationship</td>
<td>38</td>
<td>98</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>85</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Principal-teacher relationship</td>
<td>38</td>
<td>95</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Principal-supervisor relationship</td>
<td>38</td>
<td>95</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parent-teacher relationship</td>
<td>36</td>
<td>90</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>85</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Social activities</td>
<td>36</td>
<td>90</td>
<td>1</td>
<td>25</td>
<td>15</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Campus appearance</td>
<td>35</td>
<td>95</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appearance of classrooms</td>
<td>37</td>
<td>92.5</td>
<td>1</td>
<td>2.5</td>
<td>13</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subjects taught</td>
<td>37</td>
<td>92.5</td>
<td>1</td>
<td>2.5</td>
<td>13</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vocational projects</td>
<td>38</td>
<td>95</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bus drivers</td>
<td>38</td>
<td>96</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>92</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
appearance, appearance of classrooms, subjects taught, vocational projects, bus drivers, and none stated that they disliked any of the named items.

According to the responses of the three groups, it appears that the named items in Table 4 ranging from 80 per cent to 97.2 per cent, are outstanding things about the Vienna High and Industrial School, and very much liked by Laymen, Teachers, and Students.

School Improvements.--The data on, if you were going to improve the school, what things would you want to improve at once as indicated by the three groups of respondents are presented in Table 5, which reveals the following significant reactions: Out of the 28 items listed, of the total of 73 respondents, the 6 items which rated highest in numbers and percentages were: 62 or 85 per cent said provide job placement, 61 or 84 per cent said, music program, 61 or 84 per cent said, buy new buses, 56 or 77 per cent said, buildings and classrooms, 53 or 73 per cent said, bus schedules, and 49 percent or 67 percent said, spelling. The three items which rated lowest were: No number or percentage for subjects in grades 1 to 8, 11 or 15 per cent said, school assembly programs, and 12 or 16 per cent said more home work.

Further, Table 5 reveals that in the group of laymen, the 6 items which rated highest were: 33 or 82.5 per cent said buy new buses, 32 or 80 per cent said evening adult program, 31 or 77.5 per cent said music program, 30 or 75 per cent said provide job placement, 28 or 70 per cent said spelling, 23 or 57.5 per cent said buildings and classrooms.

The three items which rated lowest were: No number or percentage for subjects in grades 1 to 8, 1 or 2.5 per cent said quality of education, 2 or 5 per cent said club activities.
TABLE 5
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IF YOU WERE GOING TO IMPROVE THE SCHOOL, WHAT THINGS WOULD YOU WANT TO IMPROVE AT ONCE?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen Number</th>
<th>Teachers Number</th>
<th>Students Number</th>
<th>Totals Number</th>
<th>Laymen Per Cent</th>
<th>Teachers Per Cent</th>
<th>Students Per Cent</th>
<th>Totals Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus schedules:</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>55</td>
<td>50.0</td>
<td>100</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>Attention given each child:</td>
<td>22</td>
<td>10</td>
<td>15</td>
<td>53</td>
<td>55.0</td>
<td>100</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>Subjects in grades 1 to 8:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subjects in grades 9 to 12:</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>16</td>
<td>7.5</td>
<td>100</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td>Buildings and classrooms:</td>
<td>23</td>
<td>13</td>
<td>20</td>
<td>55</td>
<td>67.5</td>
<td>100</td>
<td>100</td>
<td>56</td>
</tr>
<tr>
<td>The lunch program:</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td>30</td>
<td>27.0</td>
<td>100</td>
<td>55</td>
<td>30</td>
</tr>
<tr>
<td>Instructional equipment:</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>41</td>
<td>30.0</td>
<td>100</td>
<td>80</td>
<td>41</td>
</tr>
<tr>
<td>The Physical Education Program:</td>
<td>8</td>
<td>4</td>
<td>20</td>
<td>25</td>
<td>20.0</td>
<td>100</td>
<td>50</td>
<td>34</td>
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<td>Movies used in teaching:</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>25</td>
<td>12.5</td>
<td>100</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>Arts and Crafts:</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>38</td>
<td>30.0</td>
<td>100</td>
<td>15</td>
<td>23</td>
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<tr>
<td>School Assembly Programs:</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>5.0</td>
<td>100</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>Reading, Writing, Arithmetic:</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>38</td>
<td>37.5</td>
<td>100</td>
<td>66</td>
<td>28</td>
</tr>
<tr>
<td>Vocational Courses:</td>
<td>15</td>
<td>10</td>
<td>14</td>
<td>40</td>
<td>40.0</td>
<td>100</td>
<td>70</td>
<td>40</td>
</tr>
<tr>
<td>Provide Job Placement:</td>
<td>30</td>
<td>19</td>
<td>95</td>
<td>85</td>
<td>75.0</td>
<td>100</td>
<td>95</td>
<td>85</td>
</tr>
<tr>
<td>More homework:</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>7.5</td>
<td>82</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>The guidance program:</td>
<td>3</td>
<td>4</td>
<td>20</td>
<td>25</td>
<td>7.5</td>
<td>62</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Athletic teams:</td>
<td>14</td>
<td>13</td>
<td>16</td>
<td>49</td>
<td>35.0</td>
<td>100</td>
<td>80</td>
<td>43</td>
</tr>
<tr>
<td>Citizenship:</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>18</td>
<td>22.5</td>
<td>54</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>The Health Program:</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>30.0</td>
<td>100</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td>Children quitting school:</td>
<td>18</td>
<td>13</td>
<td>11</td>
<td>36</td>
<td>45.0</td>
<td>100</td>
<td>55</td>
<td>42</td>
</tr>
<tr>
<td>Evening adult program:</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>80.0</td>
<td>100</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>Buy new buses:</td>
<td>33</td>
<td>15</td>
<td>15</td>
<td>48</td>
<td>82.5</td>
<td>100</td>
<td>75</td>
<td>61</td>
</tr>
<tr>
<td>Quality of Education:</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>2.5</td>
<td>100</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Music Program:</td>
<td>33</td>
<td>13</td>
<td>17</td>
<td>64</td>
<td>77.5</td>
<td>100</td>
<td>85</td>
<td>61</td>
</tr>
<tr>
<td>Providing school nurses:</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>20</td>
<td>20.0</td>
<td>62</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Club activities:</td>
<td>2</td>
<td>12</td>
<td>6</td>
<td>30</td>
<td>5.0</td>
<td>62</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Spelling:</td>
<td>28</td>
<td>13</td>
<td>9</td>
<td>49</td>
<td>70.0</td>
<td>100</td>
<td>40</td>
<td>49</td>
</tr>
<tr>
<td>Morals:</td>
<td>14</td>
<td>13</td>
<td>2</td>
<td>29</td>
<td>35.0</td>
<td>100</td>
<td>10</td>
<td>29</td>
</tr>
</tbody>
</table>

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Further, Table 5 reveals that in the group of teachers, the items which rated highest, 13 or 100 per cent were: bus schedules, buildings and classrooms, instructional equipment, the physical education program, movies used in teaching, arts and crafts, provide job placement, athletic teams, children quitting school, evening adult program, buy new buses, quality of education, music program, spelling and morals. The three items which rated lowest were: no number or percentage for subjects in grades 1 to 8, 2 or 15 per cent said reading, writing, arithmetic, 3 or 23 per cent said school assembly programs.

Further, Table 5 reveals that in the group of students, the 6 items which rated highest were: 20 or 100 per cent said bus schedules, buildings and classrooms, 19 or 95 per cent said provide job placement, 17 or 85 per cent said music program, 16 or 80 per cent said athletic teams, and instructional equipment.

According to the responses of the three groups of respondents, they would improve the following items at the Vienna High and Industrial School at once. Provide job placement, music program, buy new buses, buildings and classrooms, bus schedules, spelling and attention given each child.

This information should be a challenge to the Dooly County Board of Education, Superintendent, Principal, and Teachers of the Vienna High and Industrial School.

Parents Help with Homework: The data on the question: Should parents help children with homework?, as indicated by the responses of the three groups of respondents are presented in Table 6, which reveals the following significant reactions: Of the total of 75 respondents,
59 or 81 per cent stated yes, parents should help children with homework; 8 or 11 per cent stated no, parents should not help students with homework; whereas, 6 or 8 per cent was uncertain as to whether or not parents should help students with their homework.

According to the responses of the three groups, it is predominately believed that parents should help with homework. The criterion of interpretation of this predominance of the belief that parents should aid students with their homework would appear to be in questions; (1) are home facilities optimum for homework, and (2) are parents in the main-competent to assist students in their homework? Another criterion is posed here, namely: Is homework for students desirable and fruitful in itself?

Pupil Progress Report.--The data on the question: What is the best
TABLE 7
RESPONSES TO ALL THREE GROUPS TO THE QUESTION:
WHAT DO YOU THINK IS THE BEST WAY FOR A SCHOOL
TO REPORT PUPIL PROGRESS TO A PARENT?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>P.C.</td>
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<td>P.C.</td>
</tr>
<tr>
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<tr>
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<td>Report Cards and Number Grades:</td>
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</table>

way for a school to report pupil progress to a parent? As indicated by
the responses of the three groups of respondents are presented in Table
7, which reveals the significant reactions to follow: Of the total of
73 respondents, 29 or 40 per cent stated that the best way was confer-
ence with the teacher; 25 or 34 per cent stated that the best way was
by the use of a standardized check list; 16 or 22 per cent stated that
the best way was by the use of the report card with letter grades;
whereas, 3 or 4 per cent suggested the use of the report card with
number grades and none of the respondents indicated the use of paragraph
descriptions on report by telephone.

Further, Table 7 reveals that 21 or 52 per cent of the laymen, preferred conference with the teacher; 11 or 27 per cent wanted the use of a standardized check list; 5 or 13 per cent preferred report card with letter grades; 3 or 8 per cent preferred report card with number grades. None of the laymen mentioned paragraph description or by telephone as a means of reporting pupil progress. On the other hand, 8 or 61 per cent of the teachers preferred the report card with letter grades; 4 or 31 per cent of them preferred conference with the teacher. None of the teachers made mention of paragraph description, report card with number grades, or by telephone as a means of reporting pupil progress. Lastly 13 or 65 per cent of the students preferred a standardized check list; 4 or 20 per cent of them preferred a conference with the teacher; 3 or 15 per cent preferred report card with letter grades. None of the students mentioned paragraph description report card with number grades, or by telephone as a means of reporting pupil progress.

It appears from the responses of the three groups that the best or preferred ways to report pupil progress to parents are through the conference with the teacher and the standardized check list.

Furthermore, it would appear that the consensus of opinion is that the report on pupil progress should include both an index of subject matter achievement and also some sort of qualitative appraisal of the student's schoolwork. Perhaps, the Vienna High and Industrial School might faithfully explore the use of a report card which combines a letter grade index of achievement and a paragraph description of the qualitative aspects of the students progress from reporting period to reporting period.
TABLE 8
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
DO YOU THINK OF LOCAL PUBLIC SCHOOL EDUCATORS AS:

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
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<td></td>
<td></td>
<td></td>
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</table>

The data on the question: What do you think of local public school educators?, as indicated by the three groups of respondents are presented in Table 8, which reveals the significant reactions to follow: Of the total of 73 respondents, 55 or 75 per cent stated that they thought local public school educators were very important community leaders; 18 or 25 per cent stated that they thought local public school educators important community leaders. None of them thought of public school educators as fairly important community leaders or of little importance as
community leaders, or of no importance as community leaders.

Further, Table 8 reveals that 34 or 85 per cent of the laymen believed public school educators to be very important community leaders; whereas, 6 or 15 per cent of them believed public school educators were important community leaders. None of the laymen made mention of public educators as being fairly important community leaders or of little important community leaders, or of no importance as community leaders. On the other hand, 8 or 62 per cent of the teachers believed public school educators to be important community leaders; 5 or 38 per cent of them believed public school educators were very important community leaders. None of the teachers thought of public school educators as being fairly important community leaders, or of little importance as community leaders, or of no importance as community leaders. Lastly, 16 or 80 per cent of the students believed local educators as being very important community leaders; 4 or 20 per cent of them believed public school educators were important community leaders. None of the students made mention of public school educators as being fairly important community leaders, or of little importance as community leaders, or of no importance as community leaders.

One would conclude, according to the information given in Table 8, that the majority of the three groups believed that public school educators are very important community leaders.

It might be pertinent to suggest that this marked belief of the public, students, and teachers themselves in the high importance of local school educators as community leaders constitutes a high challenge to the leaders and the "rank and fill" members of the teaching profession.
to merit this high accolade of public esteem in the fullest measure of yeomen service to children and youth in Vienna, Georgia.

Personnel Services.--The data on the question: Are you generally satisfied with the services of the supervisor, principal, classroom teachers, janitors, bus drivers, and lunchroom personnel?, as indicated by the responses of the three groups of respondents are presented in Table 9, which reveals the significant reactions which follow: Of the total of 73 respondents; 73 or 100 per cent said yes about the supervisor, principal, and bus drivers. 72 or 99 per cent said yes and 1 or 1 per cent said no about the janitors; 68 or 93 per cent said yes and 5 or 7 per cent said no about classroom teachers; 67 or 92 per cent said yes, 6 or 8 per cent said no about the lunchroom.

Further, Table 9, reveals that 40 or 100 per cent of the laymen said that the services of the supervisor, the principal, janitors, and the bus drivers were satisfactory; 38 or 95 per cent said yes and 2 or 5 per cent said no that the services of the classroom teachers were satisfactory; 35 or 87 per cent said yes and 5 or 13 per cent said no that the services of the lunchroom were satisfactory. Thirteen or 100 per cent of the teachers said yes that the services of the supervisor, principal, janitors, bus drivers, and lunchroom personnel were satisfactory; 12 or 92 per cent said yes and 1 or 8 per cent said no that the services of the teachers were satisfactory.

20 or 100 per cent said yes that the services of the supervisor, principal, and bus drivers were satisfactory; 19 or 95 per cent said yes and 1 or 5 per cent said no that the services of the lunchroom and janitors were satisfactory; 18 or 90 per cent said yes and 2 or 10 per
### Table 8

**Responses of All Three Groups to the Question: Do You Think of Local Public School Educators As:**

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
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TABLE 9

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
ARE YOU GENERALLY SATISFIED WITH THE SERVICES
OF THE FOLLOWING PERSONNEL?

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<th></th>
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<th></th>
<th>Students</th>
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<td>Per Cent</td>
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percentage
TABLE 9
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
ARE YOU GENERALLY SATISFIED WITH THE SERVICES
OF THE FOLLOWING PERSONNEL?

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<th>Items/Questions</th>
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<th>Students</th>
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<td>95</td>
<td>1</td>
<td>5</td>
<td>67</td>
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</table>
cent said no that the services of the classrooms were satisfactory.

According to responses of the three groups, it appears that the public, teachers, and students are generally satisfied with the services of the varied personnel which carry on the day by day tasks of the Vienna High and Industrial School, Vienna, Georgia.

Would You Be in Favor of.--The data on would you be in favor of the following items as indicated by the responses of the three groups of respondents are presented in Table 10, which reveals the significant reactions to follow. Of the total of 73 respondents; 54 or 74 per cent said yes, and 3 or 4 per cent said no to, increasing salaries for school personnel: 35 or 48 per cent said yes, and 22 or 30 per cent said no to, increasing taxes to build a new school: 10 or 14 per cent said yes, and 26 or 36 per cent said no to, just modernizing existing school building: 4 or 5 per cent said yes, and 28 or 38 per cent said no to, just holding the line at the present level of spending: 3 or 4 per cent said yes, and 28 or 38 per cent said no, to eliminating services and reducing expenditures.

Further, Table 10 reveals that, 27 or 67.5 per cent of the laymen say yes, and 2 or 5 per cent said no to, increasing salaries for school personnel: 21 or 52.5 per cent said yes and 7 or 17.5 per cent said no to, increasing taxes to build a new school: 8 or 20 per cent said yes and 7 or 17.5 per cent said no to, just modernizing existing school building: 4 or 10 per cent said yes and 8 or 20 per cent said no to, just holding the line at the present level of spending: 9 or 22.5 per cent said no to, eliminating services and reducing expenditures.

Further, Table 10 reveals that: 13 or 100 per cent of the teachers
| Items/Questions                          | Laymen | | | | Teachers | | | | | Students | | | | Totals | | | |
|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                                         | Yes    | Per Cent | No    | Per Cent | Yes    | Per Cent | No    | Per Cent | Yes    | Per Cent | No    | Per Cent | Yes    | Per Cent | No    | Per Cent |
| Increasing Salaries for School Personnel? | 27 67.5 | 2 5 | 13 100 0 0 | 14 70 1 5 | 54 74 3 4 |
| Increasing taxes to Build a New School?  | 21 62.5 | 7 17.5 | 10 77 3 23 | 4 20 12 60 | 35 48 22 30 |
| Just Modernizing Existing School Building? | 8 20 7 17.5 | 0 0 13 100 | 2 10 6 30 | 10 14 26 36 |
| Just Holding the Line at the Present Level of Spending? | 4 10 8 20 | 0 0 13 100 | 0 0 7 35 | 4 5 26 38 |
| Eliminating Services and Reducing Expenditures? | 2 5 9 22.5 | 0 0 13 100 | 1 5 6 30 | 3 4 26 38 |
said yes, and none said no to increasing salaries for school personnel: 10 or 77 per cent said yes and 3 or 23 per cent said no to, increasing taxes to build a new school: 13 or 100 per cent said yes to, just modernizing existing school building, and just holding the line at the present level of spending, and eliminating services and reducing expenditures.

Further, Table 10 reveals that: 14 or 70 per cent of the students said yes and 1 or 5 per cent said no to increasing salaries for school personnel: 4 or 20 per cent said yes and 12 or 60 per cent said no to increasing taxes to build a new school: 2 or 10 per cent said yes and 6 or 30 per cent said no to just modernizing existing school building: 7 or 35 per cent said no and none said yes to just holding the line at the present level of spending: 1 or 5 per cent said no to eliminating services and reducing expenditures.

According to the responses of the three groups, it is believed that they would be more in favor of increasing salaries for school personnel more than any other item mentioned.

More Information On.--The data on, check (X) for any of the following items that you would like to have the school give you more information on, as indicated by the responses of the three groups of respondents are presented in Table 11, which reveals the significant reactions to follow. Of the total of 73 respondents, with 26 items rating from 53 or 73 per cent to no per cent, the four items with the highest ratings are: 53 or 73 per cent, building-plans: 35 or 48 per cent, teachers methods of teaching: 32 or 44 per cent - jobs: 26 or 36 per cent, pupil progress. The items which rated lowest and no per
### TABLE II

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
CHECK(X) FOR ANY OF THE FOLLOWING ITEMS THAT YOU WOULD LIKE TO HAVE THE SCHOOL GIVE YOU MORE INFORMATION ON:

<table>
<thead>
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<th>Students</th>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Research Findings</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE II (continued)

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
CHECK (x) FOR ANY OF THE FOLLOWING ITEMS THAT YOU WOULD LIKE TO HAVE THE SCHOOL GIVE YOU MORE INFORMATION ON:

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen Number</th>
<th>Laymen Per Cent</th>
<th>Teachers Number</th>
<th>Teachers Per Cent</th>
<th>Students Number</th>
<th>Students Per Cent</th>
<th>Totals Number</th>
<th>Totals Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>3</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Costs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Material</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Equipment</td>
<td>1</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>40</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
cent were: Present status of building plans, research findings, business management, finance and costs.

Further, Table 11 reveals that the items which rated highest with laymen were: 30 or 75 per cent building plans: 17 or 42.5 per cent teachers methods of teaching: 14 or 35 per cent health: 14 or 35 per cent jobs: 13 or 32.5 per cent objectives. The items which rated lowest with laymen or 0 per cent were: Behavior, upkeep, present status of building, plans, research findings, business management, finance, appropriations, costs and supplies.

Further, Table 11 reveals that the items which rated highest with teachers were: 8 or 62 per cent pupil progress: 6 or 46 per cent teachers methods of teaching: 6 or 46 per cent building-plans: 5 or 38 per cent parent-teacher activities. The items which rated lowest or no per cent with teachers were: Activities, discipline, present status of building-plans, research findings, business management, finance, budget, appropriations, costs, supplies and equipment.

Further, Table 11 reveals that the items which rated highest with students were: 17 or 85 per cent building-plans: 16 or 80 per cent jobs: 12 or 60 per cent teachers methods of teaching: 9 or 45 per cent achievement and clubs.

According to the responses of the three groups, the Vienna High and Industrial School need to inform the public more about building-plans, teachers methods of teaching, jobs and pupil-progress.

Schooling you Received.--The data derived from the responses of the three groups of respondents to the question: Are you satisfied with the schooling that you received?, are presented in Table 12, which
TABLE 12
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
ARE YOU SATISFIED WITH THE SCHOOLING THAT YOU RECEIVED?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Are You Satisfied With the Schooling that You Received?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>33</td>
<td>25</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>35</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>16</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>40</td>
<td>44</td>
<td>60</td>
</tr>
</tbody>
</table>

TABLE 13
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
DURING THE PAST SCHOOL TERM, HAVE YOU:

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Are You Satisfied With the Schooling that You Received?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Visited the School?</td>
<td>37</td>
<td>95</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Talked with a Teacher?</td>
<td>32</td>
<td>80</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Talked with the Principal?</td>
<td>35</td>
<td>87</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Attended P.T.A.?</td>
<td>35</td>
<td>87</td>
<td>5</td>
<td>12.5</td>
</tr>
</tbody>
</table>
reveals the significant reactions to be noted below. Of the total of 73 respondents, 29 or 40 per cent said yes, and 44 or 60 per cent said no.

Further, Table 12 reveals that in the group of laymen there were 15 or 38 per cent who said yes and 25 or 62 per cent who said no to the question.

In the group of teachers there were 11 or 85 per cent who said yes and 2 or 15 per cent who said no to this question.

In the group of students there were 3 or 15 per cent who said yes and 17 or 85 per cent who said no to this question.

It would appear from the responses of the three groups that the majority are not satisfied with the schooling that they have received. Of course, the majority of the teachers seem to be satisfied with their schooling.

Have You.—The data on, during the past school term: Have you visited the school, talked with a teacher, talked with the principal, attended P.T.A.? as indicated by the responses of the three groups of respondents are presented in Table 13, which reveals the significant reactions to follow. Of the total of 73 respondents: 70 or 96 per cent said yes and 3 or 4 per cent said no to the question; have you visited the school? 65 or 89 per cent said yes and 8 or 11 per cent said no to the question; have you talked with a teacher? 68 or 93 per cent said yes and 5 or 7 per cent said no to the question; have you talked with the principal? 48 or 66 per cent said yes and 25 or 34 per cent said no to the question; have you attended P.T.A.?

Further, Table 13 reveals that, 37 or 93 per cent of the laymen,
said yes and 3 or 7.5 per cent said no about the question; have you visited the school? 32 or 80 per cent said yes and 8 or 20 per cent said no to the question; have you talked with a teacher? 35 or 87 per cent said yes and 5 or 12.5 per cent said no to the question; have you talked with the principal? 35 or 87 per cent said yes and 5 or 12.5 per cent said no to the question; have you attended P.T.A.?

Further, Table 13 reveals that 13 or 100 per cent of the teachers said yes to the four questions in Table 13. None said no.

Further, Table 13 reveals that in the group of students: 20 or 100 per cent said yes to the questions; have you visited the school, talked with a teacher, talked with the principal? None said no. 20 or 100 per cent said no to the question; have you attended P.T.A.?

According to the responses of the three groups, a very large percentage have visited the school, talked with a teacher, talked with the principal, and attended P.T.A. Of course, none of the students had attended P.T.A.

Sources of Information.—The data on, source through which information concerning the school is received, as indicated by the responses of the three groups of respondents are presented in Table 14, which reveals the significant reactions to follow: Of the total of 73 respondents: 48 or 66 per cent said, have a child or relatives now in school: 57 or 78 per cent said, read about the school in newspapers: 45 or 62 per cent said, attend P.T.A. meetings regularly: 59 or 81 per cent said, visit school at least once a year: 56 or 77 per cent said, have friends who are teachers: 43 or 59 per cent said, listen to radio programs about the school: 61 or 84 per cent said, hear friends talk
about what happens to their children in school: 70 or 96 per cent said, circular letters received from principals office: 13 or 17 per cent said, teachers meetings.

Further, Table 14 reveals that, 31 or 77.5 per cent of the lay-men said, have a child or relatives now in school: 27 or 67.5 said, read about the school in newspapers, have friends who are teachers: 32 or 80 per cent said, attend P.T.A. meetings regularly: 33 or 82.5 per cent said, visit school at least once a year: 24 or 60 per cent said, listen to radio programs about the school: 29 or 72.5 per cent said, hear friends talk about what happens to their children in school: 38 or 95 per cent said, circular letters received from principal's office. None said, teachers-meetings.

Further, Table 14 reveals that in the group of teachers, 4 or 31 per cent said, have a child or relatives now in school, listen to radio programs about the school: 13 or 100 per cent said, read about the school in newspapers, attend P.T.A. meetings regularly, visit school at least once a year, have friends who are teachers, hear friends talk about what happens to their children in school, circular letters received from the principal's office, and teacher's meetings.

Further, Table 14 reveals that in the group of students; 13 or 65 per cent said, have a child or relatives now in school, visit school at least once a year: 17 or 85 per cent said, read about the school in newspapers: 16 or 80 per cent said, have friends who are teachers: 15 or 75 per cent said, listen to radio programs about the school: 19 or 95 per cent said, hear friends talk about what happens to their children in school: 20 or 100 per cent said, circular letters received from
According to the responses of the three groups, the three main sources through which information concerning the school is received are: Circular letters received from the principal's office, hear friends talk about what happens to their children in school, and visit the school at least once a year. The two which rated lowest were: Teachers meetings and listen to radio programs about the school.

**Comparison of Schooling.**—In comparison with what you learned in school; do you think the things children are being taught today are worthwhile and useful? Table 15, presents the data derived from the question as to the worthwhileness and usefulness of the things learned today by children as revealed by the responses of the three groups of respondents. The following significant reactions were noted: Of the total of 73 respondents, 73 or 100 per cent gave a yes response, to indicate that they believed that in comparison to what they had learned in school, that the things children are now being taught are worthwhile and useful.

**All Phases of the Educational Program.**—The data derived from the responses of the three groups of respondents to the question: Considering all phases of the Educational Program of the Vienna High and Industrial School: Are you well satisfied, fairly satisfied, dissatisfied?, are presented in Table 16. These data revealed the significant reactions indicated below.

Of the total of 73 respondents, 55 or 76 per cent stated that they were well satisfied; 17 or 23 per cent stated that they were fairly satisfied, and 1 or 1 per cent stated that they were dissatisfied.
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
PLEASE CHECK (X) IN THE LIST BELOW ALL OF THE SOURCES THROUGH WHICH YOU HAVE LEARNED
ABOUT AND YOU HAVE BECOME ACQUAINTED WITH WHAT THE VIENNA HIGH AND
INDUSTRIAL SCHOOL IS DOING TODAY:

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Have a Child or Relatives now in School:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>77.6</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Read About the School in Newspapers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>67.6</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Attend P.T.A. Meetings Regularly:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>80</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Visit School at Least Once a Year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>82.6</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Have Friends Who Are Teachers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>67.6</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Listen to Radio Programs About the School:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>60</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Hear Friends Talk About what Happens to Their Children in School:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>72.6</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Circular Letters Received From Principal's Office:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>95</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Teachers-Meetings:</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 15
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IN COMPARISON WITH WHAT YOU LEARNED IN SCHOOL, DO YOU THINK
THE THINGS CHILDREN ARE BEING TAUGHT TODAY ARE WORTHWHILE
AND USEFUL?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Comparison with what you Learned in School, do you Think the Things Children are Taught today are Worthwhile and Useful?</td>
<td>Yes 40</td>
<td>Per Cent 100</td>
<td>No 0</td>
<td>0</td>
</tr>
</tbody>
</table>

TABLE 16
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
CONSIDERING ALL PHASES OF THE EDUCATIONAL PROGRAM OF THE VIRGINIA HIGH AND INDUSTRIAL SCHOOL, ARE YOU WELL SATISFIED, FAIRLY SATISFIED, DISSATISFIED?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Well Satisfied?</td>
<td>29</td>
<td>72.5</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Fairly Satisfied?</td>
<td>10</td>
<td>25</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Dissatisfied?</td>
<td>1</td>
<td>02.5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Further, Table 16 reveals that in the group of laymen there were 29 or 72.5 per cent who said that they were well satisfied; 10 or 25 per cent who said that they were fairly satisfied; and 1 or 2.5 per cent who said that they were dissatisfied. In the group of teachers there were 9 or 69 per cent who said that they were well satisfied; 4 or 31 per cent who said that they were fairly satisfied; and none who said that they were dissatisfied. In the group of students there were 17 or 85 per cent who said that they were well satisfied; 3 or 15 per cent who said that they were fairly satisfied; and none who stated that they were dissatisfied.

From all indications of the three groups in Table 16, the majority seems to be well satisfied in considering all phases of the educational program of the Vienna High and Industrial School.

Comparison of Teachers.--The data on the comparative ratings of teachers as indicated by the responses of the three groups of respondents are presented in Table 17, which reveals the following significant reactions: Of the total of 73 respondents, 61 or 84 per cent answered, yes; 7 or 9 per cent answered about the same; 5 or 7 per cent answered, not as good.

Further, Table 17 reveals that in the group of laymen there were 31 or 77 per cent who answered better; 4 or 10 per cent who answered about the same; and 5 or 13 per cent who answered not as good. In the group of teachers there were 12 or 92 per cent who answered better; 1 or 8 per cent who answered about the same; and none of whom answered not as good.

In the group of students there were 18 or 90 per cent who answered better; 2 or 10 per cent who answered about the same, and none of whom
TABLE 17

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
HOW WOULD YOU RATE TEACHERS TODAY, AS COMPARED
WITH THE ONES YOU HAD IN SCHOOL?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.</td>
<td>P. C.</td>
<td>N.</td>
<td>P. C.</td>
</tr>
<tr>
<td>Better</td>
<td>31</td>
<td>77</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>About the Same</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Not as Good</td>
<td>5</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

answered not as good.

It would appear from the responses of the three groups that the teachers of today as compared with the teachers of yesterday are rated much higher.

This is a most interesting reaction because usually we are inclined to glorify the past; its institutions, processes, and personalities over those of the present.

The Building.--The data on this question of satisfaction with the present school building as indicated by the responses of the three groups of respondents are presented in Table 18, which reveals that of the total of 73 respondents, 16 or 22 per cent said yes, and 57 or 78 per cent said no to this question: Are you satisfied with the building in which your child is now going to school?
Further, Table 18, reveals that in the group of laymen there were 12 or 30 per cent who said yes; 28 or 70 per cent who said no. In the group of teachers there were 13 or 100 per cent who said no. In the group of students there were 4 or 20 per cent who said yes; 16 or 80 per cent who said no to the question: Are you satisfied with the building in which your child is now going to school?

It would appear from the responses of the three groups that the building at the Vienna High and Industrial School is not satisfactory. There was no provision to get a specific reasons for the reactions to this question, although such an array of specific reasons might be more meaningful for the purposes of this study.

Size of Child's Class.--The data derived from the three groups of respondents to the question: What do you think about the size of your child's class?, are presented in Table 19, which reveals the following significant reactions: Of the total of 73 respondents, 53 or 73 per cent stated that the size of the class was too large; 7 or 9 per cent stated that the class was too small, and 13 or 18 per cent stated that the class was about right.

Further, Table 19 reveals that in the group of laymen there were 25 or 62.5 per cent who said that the size of classes were too large; 6 or 15 per cent who said too small; 9 or 22.5 per cent who said too small, and 9 or 22.5 per cent who said about right. In the group of teachers there were 13 or 100 per cent who said that the size of classes was too large. In the group of students there were 15 or 75 per cent who said too large; 1 or 5 per cent who said too small, and 4 or 20 per cent who said about right.
### TABLE 18
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
ARE YOU SATISFIED WITH THE BUILDING IN WHICH YOUR CHILD IS NOW GOING TO SCHOOL?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
<th>Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Per Cent</td>
<td>No</td>
<td>Per Cent</td>
<td>Yes</td>
<td>Per Cent</td>
<td>No</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Are You Satisfied With the Building in Which Your Child is now Going to School?</td>
<td>12</td>
<td>30</td>
<td>28</td>
<td>70</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

### TABLE 19
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
WHAT DO YOU THINK ABOUT THE SIZE OF YOUR CHILD'S CLASS?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
<th>Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Too Large</td>
<td>26</td>
<td>62.5</td>
<td>13</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>53</td>
<td>75</td>
</tr>
<tr>
<td>Too Small</td>
<td>6</td>
<td>15.0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>About Right</td>
<td>9</td>
<td>22.5</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20</td>
<td>13</td>
<td>18</td>
</tr>
</tbody>
</table>
According to the responses of the three groups, the consensus of opinion was that the size of children's classes is too large at the Vienna High and Industrial School it would appear that steps should be taken to eliminate this condition.

It is, therefore, recommended that at the proper official levels the school executives should inaugurate a polity on the "size of class" as determined by accepted standards which would make possible classes of optimum size for effective school work in the Vienna High and Industrial School.

Comparing Schools.—The data on, comparing today's schools with those you attended, do you think that a closer relationship and a better understanding exist today between teachers and parents, between teachers and pupils as indicated by the responses of the three groups of respondents are presented in Table 20, which reveals the significant reactions to follow: Of the total of 73 respondents; 56 or 77 per cent said yes and 17 or 23 per cent said no to the question, do you think that a closer relationship and a better understanding exist today between teachers and parents? 62 or 85 per cent said yes and 11 or 15 per cent said no to; between teachers and pupils.

Further, Table 20 reveals that; 35 or 87 per cent of the laymen said yes and 5 or 13 per cent said no to; between teachers and parents; 40 or 100 per cent said yes and pupils.

Further, Table 20 reveals that, 1 or 8 per cent of the teachers said yes and 12 or 92 per cent said no to; do you think that a closer relationship and a better understanding exist today between teachers and parents; 4 or 31 per cent said yes and 9 or 69 per cent said no to,
do you think that a closer relationship and a better understanding exist today between teachers and pupils?

Further, Table 20 reveals that 20 or 100 per cent of the students said yes and none said no to, a better understanding between teachers and parents. 18 or 90 per cent said yes and 2 or 10 per cent said no to, a better understanding between teachers and pupils.

According to the responses of the three groups, it is predominantly believed that there is a closer relationship and a better understanding existing between teachers and parents and between teachers and pupils in the schools today.

It is believed that the answers made by students on this particular question is based on readings they have done concerning the schools of yesterday.

Public Evening School.--The data derived from the responses of the three groups of respondents to the question: Do you think public evening schools should provide without cost to adults the courses which they think are important?, are presented in Table 21. The data revealed the significant reactions to follow: Of the total of 73 respondents, 73 or 100 per cent said yes to this question.

The data in Table 21 shows that the three groups are 100 per cent in favor of public evening schools being provided without cost to adults.

Parents-Teachers Association.--The data derived from the responses of the laymen to the question: Are you getting a better understanding of your child's education through the meetings of your Parents-Teachers Association?, are presented in Table 22. The data revealed the signifi-
TABLE 26
RESPONSES OF ALL THREE GROUPS TO THE QUESTION: COMPARING TODAY'S SCHOOLS WITH THOSE YOU ATTENDED, DO YOU THINK THAT A CLOSER RELATIONSHIP AND A BETTER UNDERSTANDING EXIST TODAY BETWEEN TEACHERS AND PARENTS? BETWEEN TEACHERS AND PUPILS?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Per Cent</td>
<td>No</td>
</tr>
<tr>
<td>Between Teachers and Parents:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>87</td>
<td>5</td>
</tr>
<tr>
<td>Between Teachers and Pupils:</td>
<td>40</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

TABLE 21
RESPONSES OF ALL THREE GROUPS TO THE QUESTION: DO YOU THINK PUBLIC EVENING SCHOOLS SHOULD PROVIDE WITHOUT COST TO ADULTS THE COURSES WHICH THEY THINK ARE IMPORTANT?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Per Cent</td>
<td>No</td>
</tr>
<tr>
<td>Do You Think Public Evening Schools</td>
<td>40</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Should Provide Without Cost to Adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the Courses which They Think Are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>
It appears from the responses of the laymen that a better understanding of children's education is received through the meetings of the Parents-Teachers Association.

No responses to this question were made by teachers or students.

**Promotion.**—The data derived from the responses of the three groups of respondents to the question: In deciding whether or not to promote your child to the next grade, which would you want a teacher to do?, are presented in Table 23.

These data revealed the significant facts to follow: Of the total of 73 respondents, 63 or 86 per cent indicated that the basis of promotion should be: Consider the child's individual achievement in relationship to his own abilities, rate of learning, stage of physical, mental, emotional, and social development and also the likelihood of his success in the next grade; and 10 or 14 per cent indicated that the basis of promotion should be: Compare the child's individual achievement with what an average child was able to accomplish in the same amount of time, using the mathematical average of all the child's marks.

Further, Table 23 reveals that 30 or 75 per cent of the laymen, 13 or 100 per cent of the teachers and 20 or 100 per cent of the students were in favor of basing promotion upon the principle of "individual differences" and the child's own progress; whereas, 10 or 25 per cent of the laymen and none of the teachers and none of the students were in favor of basing promotion upon the principle of "relative ranking" of the pupil in relation to the progress of all members of the class, that is, the
TABLE 22
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
ARE YOU GETTING A BETTER UNDERSTANDING OF YOUR CHILD'S EDUCATION
THROUGH THE MEETINGS OF YOUR PARENTS-TEACHERS ASSOCIATION?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Per Cent</td>
<td>No</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Are you getting a better understanding of your child's education through the meetings of your Parents-Teachers Association?</td>
<td>40</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

TABLE 23
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IN DECIDING WHETHER OR NOT TO PROMOTE YOUR CHILD TO THE NEXT GRADE, WHICH WOULD YOU WANT A TEACHER TO DO?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Consider the child's individual achievement in relationship to his own abilities, rate of learning, stage of physical, mental, emotional, and social development and also the likelihood of his success in the next grade or:</td>
<td>30</td>
<td>75</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Compare the child's individual achievement with what an average child was able to accomplish in the same amount of time, using the mathematical average of all the child's marks.</td>
<td>10</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
According to the responses of the three groups, it is believed that the groups would want teachers, in deciding whether or not to promote a child, to consider the child's individual achievement in relationship to his own abilities, rate of learning, stage of physical, mental, emotional, and social development and also the likelihood of his success in the next grade.

These data present a challenge to the thinking on the policy and procedure in promoting pupils for the principal and teachers of Vienna High and Industrial School. Perhaps, the public is more progressive in its thinking than are the school folks themselves.

*Teachers Qualifications.*—The data derived from the responses of the three groups of respondents to the question: If you were appointing a school teacher, which two qualifications from the following list would you regard as the significant reactions to follow: Of the total of 73 respondents, 67 or 92 per cent stated that the ability to understand and work with children was an important factor in appointing teachers; 48 or 66 per cent stated that educational training was the second highest important factor; 19 or 26 per cent stated that moral character was the third important factor in appointing teachers; 13 or 17 per cent stated that successful teaching experience while in training was the fourth important factor in appointing teachers; and 1 or 1 per cent stated that family background was the fifth important factor in appointing teachers.

Further, Table 24 reveals that 34 or 85 per cent said that the ability to understand and work with children was the first thing to consider in appointing teachers; 21 or 52 per cent stated that educational
TABLE 24
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IF YOU WERE APPOINTING A SCHOOL TEACHER,
WHICH TWO QUALIFICATIONS FROM THE
FOLLOWING LIST WOULD YOU REGARD
AS THE MOST IMPORTANT?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Successful teaching experience while</td>
<td>10</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>in training:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral Character:</td>
<td>16</td>
<td>40</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Family Background:</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to understand and work</td>
<td>34</td>
<td>85</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>with children:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Training:</td>
<td>21</td>
<td>82</td>
<td>11</td>
<td>78</td>
</tr>
</tbody>
</table>

TABLE 25
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
DO YOU THINK THE PUBLIC SCHOOL CURRICULUM IS SATISFACTORY
AS IT NOW STANDS?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes P.C.</td>
<td>No P.C.</td>
<td>Yes P.C.</td>
<td>No P.C.</td>
</tr>
<tr>
<td>Do you think the Public School Curriculum is Satisfactory As it now stands?</td>
<td>19 48</td>
<td>21 52</td>
<td>0 0</td>
<td>13 100</td>
</tr>
</tbody>
</table>


training was the second thing to consider in appointing a teacher, 16
or 40 per cent stated that moral character was third; 10 or 25 per
cent stated that successful teaching experience while in training was fourth;
and 1 or 2 per cent stated fifth was family background. Again, Table
24 reveals that in the group of teachers there were 13 or 100 per cent
who said, the ability to understand and work with children was first; 11
or 78 per cent stated that educational training was second; 2 or 15 per
cent stated moral character was third, and none mentioned successful
teaching experience while in training or family background. Further,
Table 24 reveals that in the group of students there were 20 or 100 per
cent said ability to understand and work with children was first; 16 or
80 per cent stated educational training was second; 3 or 15 per cent
stated successful teaching experience while in training was third; 1 or
5 per cent stated that moral character was fourth; and none stated any
thing about family background.

It would appear from the responses of the three groups that the two
items that are most important in appointing a school teacher are; first
ability to understand and work with children, and second educational
training.

It was most interesting to note that family background was given the
lowest rating by all three groups of respondents, and, too, it was in-
teresting to note that moral character ranked third or was not mentioned
at all by the respondents as an important factor to be considered in the
appointment of teachers.

Public School Curriculum.—The data derived from the responses of
the three groups of the respondents to the question: Do you think the
public school curriculum is satisfactory as it now stands?, are pre-

sented in Table 25. These data revealed the interesting reactions to

follow: Of the total of 73 respondents, 24 or 33 per cent stated yes,

and 49 or 67 per cent stated no to the question: Do you think the

public school curriculum is satisfactory as it now stands?

Further, Table 25 reveals that in the group of laymen there were

19 or 48 per cent who said no to this question. All or 100 per cent

of the teachers said no to this question. In the group of students

there were 5 or 25 per cent who said yes to the question and 15 or 75

per cent who said no to the question: Do you think the public school

curriculum is satisfactory as it now stands?

It would appear from the responses of the three groups that the public

school curriculum is not satisfactory as it now stands.

According to the comments made on this question, it was stated that

such courses as typing and more vocational courses or work should be

added to the present curriculum.

Additional Taxes.--The data derived from the responses of the three

groups of respondents to the question: If you had to make a decision

among the following items, on which would you be willing to pay addi-
tional taxes to obtain?, are presented in Table 26. These data re-

vealed the significant reaction noted below.

Of the total of 73 respondents, 73 or 100 per cent stated that they

were willing to pay additional taxes to construct buildings to provide

for increased enrollment and to replace worn out obselete schools and

to add gymnasiums, auditoriums, play areas and cafeterias to schools

built without these facilities; 68 or 93 per cent stated that they were
TABLE 26
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IF YOU HAD TO MAKE A CHOICE AMONG THE FOLLOWING ITEMS, WHICH WOULD YOU BE WILLING TO PAY ADDITIONAL TAXES TO OBTAIN?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Constructing buildings to provide for increased enrollment to replace worn out and obsolete schools.</td>
<td>40</td>
<td>100</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Improving lighting in older buildings.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adding gymnasiums, auditoriums, physical areas and cafeterias to schools built without these facilities.</td>
<td>40</td>
<td>0</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Putting aside enough money to repair and to assure the continuous maintenance of all existing school buildings.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Increasing teachers' salaries so as to retain adequately trained teachers.</td>
<td>95</td>
<td>95</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Providing more classrooms to reduce class size.</td>
<td>12</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extending free public education to include nursery schools (3-4 year olds).</td>
<td>40</td>
<td>100</td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>Providing adequate books, stationery and other learning materials to permit an efficient educational program.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Increasing health services to public school pupils.</td>
<td>8</td>
<td>20</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>Providing educational recreation courses for the elderly and for persons retired from gainful employment.</td>
<td>12</td>
<td>30</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>
willing to pay additional taxes to extending free public education to
include nursery schools (3–4 year olds); 66 or 91 per cent stated that
they were willing to pay additional taxes to increase teachers'
salaries so as to secure and to retain adequately trained teachers; 34
or 47 per cent stated that they are willing to pay additional taxes to
increase health services to the public school children; 18 or 25 per
cent stated that they were willing to pay additional taxes to provide
more classrooms to reduce class size, and none mentioned improving lighting in older buildings, putting aside enough money to repair and to assure the continuous maintenance of all existing school facilities.

Further, Table 26 reveals that in the group of laymen there were
40 or 60 per cent who are willing to pay additional taxes for items 1,
3, and 7; 36 or 95 per cent stated they were willing to pay additional
taxes for item 5; 12 to 30 per cent stated they were willing to pay
additional taxes for items 6 and 10, respectively; and 8 or 20 per cent
stated their willingness to pay additional taxes for increasing health
services to public school pupils. In the group of teachers there were
15 or 100 who were willing to pay additional taxes for items 1, 3, 5 and
10, respectively; 8 or 62 per cent for item 7, 6 or 46 per cent for
item 9, and none mentioned items 2, 4, 6 and 8. In the group of students
there were 20 or 100 per cent who were willing to pay additional taxes
to items 1, 3, 7 and 9, respectively; 17 or 85 per cent who stated their willingness to pay additional taxes for item 5, and 10 or 50 per cent
who stated their willingness to pay additional taxes for item 10.

It would appear from the responses of the three groups that the
majority are willing to pay additional taxes for these three facilities:
(1) constructing school buildings to provide for increased enrollment and to replace worn out and obsolete school buildings; adding gymnasiums, auditoriums, play areas and cafeterias to school built without these facilities; (2) increasing teachers' salaries so as to secure and to retain adequately trained teachers; and (3) extending free public education to include nursery schools (3-4 year olds).

Knowledge About The School.--The data derived from the responses of the three groups of respondents to the question: Do you know as much about the school as you would like?, are presented in Table 27, which reveals the significant reactions to follow: Of the total of 73 respondents, 44 or 60 per cent stated yes; 18 or 25 per cent stated no; and 11 or 15 per cent stated uncertain about the question.

Further, Table 27 reveals that in the group of laymen there were 16 or 40 per cent who said yes; 17 or 43 per cent who stated no; 7 or 17 per cent who were uncertain about this question.

In the group of teachers there were 11 or 85 per cent who said yes; 2 or 15 per cent who were uncertain; and none who said no to this question. In the group of students there were 17 or 85 per cent who stated yes; 2 or 10 per cent who were uncertain and 1 or 5 per cent who stated no.

It would appear from the responses of the three groups that the majority of them know as much about the Vienna High and Industrial School as they would like to know.

In spite of this overwhelming positive and favorable reaction to the question of knowing about the school, it might be wise for the school officials to pose for themselves a question or two in this view.

1. Are the people of Vienna fully alerted to the educational
TABLE 27

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
DO YOU KNOW AS MUCH ABOUT THE SCHOOL AS
YOU WOULD LIKE?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>40</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>Uncertain</td>
<td>7</td>
<td>17</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>43</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

enterprise of their community?

2. If the citizens of Vienna are fully alerted to the program of their schools, are they so indifferent to its operation as to make them satisfied with the meagerest degree of information there about?

3. Is the program of Public Relations for the schools of Vienna, Georgia so thorough and continuous as to leave nothing unsaid or undone to provide the data on the schools to the fullest satisfaction of an overwhelming majority of the citizens of all ages?

Knowing Teachers.—The data derived from the responses of the three groups of respondents to the question: In general, do you know teachers as well as you would like?, are presented in Table 28. These
data revealed the significant reactions noted below: Of the total of 73 respondents, 46 or 63 per cent stated yes, 11 or 15 per cent stated uncertain; 16 or 22 per cent stated no to this question as to the extent of knowing the teachers of Vienna.

Further, Table 23 reveals that in the groups of laymen there were 21 or 52 per cent stated yes; 5 or 13 per cent who stated they were uncertain, and 4 or 35 per cent who stated no. In the group of teachers there were 9 or 69 per cent who stated yes; 4 or 31 per cent who stated uncertain; and none who said no. In the group of students there were 16 or 80 per cent who stated yes; 2 or 10 per cent who stated uncertain; and 2 or 10 per cent who stated no to the question: In general, do you know teachers as well as you would like?

It would appear from the responses of the three groups that the majority seem to know teachers as well as they would like.

Perhaps the teachers—individually and as a group might profitably ask themselves the question: if the public’s indication that it knew the teachers as well as it would like is the reaction of indifference or minor vexations or positive liking gain through the fullest possible social intercourse?

Treatments On School Visits.—The data derived from the responses of the three groups of respondents to the question: Are you treated as you think you ought to be treated when you visit the school?, are presented in Table 29, which reveals the following significant reactions: Of the total of 73 respondents, 66 or 91 per cent stated yes; 6 or 8 per cent stated sometimes yes; sometimes no, and 1 or 1 per cent stated no on the question: Are you treated as you think you
TABLE 28

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IN GENERAL, DO YOU KNOW TEACHERS AS WELL AS YOU WOULD LIKE?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>21</td>
<td>52</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Uncertain</td>
<td>5</td>
<td>13</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>35</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

ought to be treated when you visit the school?

Further, Table 29 reveals that in the group of laymen there were 36 or 96 per cent who stated yes; 4 or 10 per cent who stated sometimes yes, sometimes no, and none who stated no to this question. In the group of teachers there were 12 or 92 per cent who stated yes; 1 or 8 per cent who stated sometimes yes, sometimes no; and none who said no to this question. In the group of students there were 18 or 90 per cent who stated yes; 1 or 5 per cent who stated sometimes yes, sometimes no on the question. Are you treated as you think you ought to be treated when you visit the school?

It would appear from the responses of the three groups that it is predominately believed that you are treated as you ought to be treated
TABLE 29
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
ARE YOU TREATED AS YOU THINK YOU OUGHT TO BE
TREATED WHEN YOU VISIT THE SCHOOL?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
<td>90</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>Sometimes yes,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes no,</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

when you visit the Vienna High and Industrial School.

Amount Of Classwork.--The data derived from the responses of the three groups of respondents to the question: In general, do the children have to do too much or too little work in order to "keep up" in their studies?, are presented in Table 30 which reveals the following significant facts: Of the total of 73 respondents, 52 or 72 per cent stated about the right amount; 6 or 8 per cent stated much too little, and too much respectively; 5 or 7 per cent stated much too much, and 4 or 5 per cent stated too little.

Further, Table 30 reveals that in the group of laymen there were 31 or 77 per cent who stated about the right amount; 5 or 13 per cent who stated too little; 1 or 2 per cent who stated too much, and none
ERRATUM

This page (65) identified as ERRATUM has been inserted to establish the continuous pagination which jumped from page 64 to page 66 in the finished thesis copy.

This insertion of ERRATUM as page 65 will maintain the continuity of the Analysis and Interpretation of the data from page 64 to page 66 as is to be found in the original typed copy. This arrangement preserves the neatness of the finished copy.

Thanks.
TABLE 30

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IN GENERAL, DO THE CHILDREN HAVE TO DO TOO
MUCH OR TOO LITTLE WORK IN ORDER TO "KEEP
UP" IN THEIR STUDIES?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.</td>
<td>P.C.</td>
<td>N.</td>
<td>P.C.</td>
</tr>
<tr>
<td>Much too Little:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Too Little:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>About the Right Amount:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>77</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>Too Much:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Much too Much:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

who stated much too much. In the group of teachers there were 12 or
92 per cent who stated about the right amount; 1 or 8 per cent who
stated too little, and none who stated much too little, too much, or
much too much. In the group of students there were 9 or 45 per cent
who stated about the right amount; 5 or 25 per cent who stated too
much and much too much, respectively; 1 or 5 per cent who stated much
too little, and none who stated too little.

It would appear from the responses of the three groups that in
general, the children have about the right amount of work to do in
order to "keep up" in their studies.

It is significant to note that each of the three groups reporting held the belief that the students were not being either overtaxed or undertaxed in the performance of their school tasks.

**Treatment Of Pupils.**—The data derived from the responses of the three groups of respondents to the question: In general, are you satisfied or dissatisfied with the way pupils are treated by the teachers and other officials of your school?, are presented in Table 31, which reveals the following significant facts: Of the total of 73 respondents, 31 or 43 per cent stated that they were satisfied; 27 or 37 per cent stated that they were very well satisfied; 14 or 19 per cent who stated that they were dissatisfied, and none who stated that they were very much dissatisfied.

Further, Table 31 reveals that in the group of laymen there were 20 or 50 per cent who stated that they were very well satisfied; 11 or 27 per cent who stated that they were about half and half satisfied; and none who stated that they were dissatisfied or very much dissatisfied with the treatment of pupils. In the group of teachers there were 9 or 69 per cent who stated that they were satisfied; 3 or 23 per cent who stated that they were very well satisfied; 1 or 8 per cent who stated that they were about half and half satisfied, and none who stated that they were dissatisfied or very much dissatisfied with the treatment of pupils. In the group of students there were 11 or 55 per cent who stated that they were satisfied; 4 or 20 per cent who stated that they were very well satisfied or about half and half satisfied, respectively, and none who stated that they were very much dissatisfied.
TABLE 31

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
IN GENERAL, ARE YOU SATISFIED OR DISSATISFIED
WITH THE WAY PUPILS ARE TREATED BY THE
TEACHERS AND OTHER SCHOOL OFFICIALS OF
YOUR SCHOOL?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.</td>
<td>P.C.</td>
<td>N.</td>
<td>P.C.</td>
</tr>
<tr>
<td>Very Well Satisfied:</td>
<td>20</td>
<td>50</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Satisfied:</td>
<td>11</td>
<td>27</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>About Half and Half:</td>
<td>9</td>
<td>23</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Dissatisfied:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very Much Dissatisfied:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

with the treatment received by the pupils.

It would appear from the responses of the three groups that, in
general, they are satisfied with the way pupils are treated by the
teachers and other school officials of the Vienna High and Industrial
School.

Sympathetic Understanding.--The data derived from the responses
of the three groups of respondents to the question: How many of the
teachers in your school really seem to care about each pupil as a
person who needs sympathetic understanding and attention?, are presen-
ed in Table 32, which reveals the following significant facts: Of the
TABLE 32

RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
HOW MANY OF THE TEACHERS IN YOUR SCHOOL
REALLY SEEM TO CARE ABOUT EACH PUPIL AS
A PERSON WHO NEEDS SYMPATHETIC UNDER-
STANDING AND ATTENTION?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.</td>
<td>P.C.</td>
<td>N.</td>
<td>P.C.</td>
</tr>
<tr>
<td>All or Almost All:</td>
<td>13</td>
<td>45</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Most:</td>
<td>14</td>
<td>35</td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>About Half:</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Few:</td>
<td>3</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None or Almost None:</td>
<td>1</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total of 73 respondents, 35 or 48 per cent stated most, 26 or 36 per cent stated all or almost all; 8 or 11 per cent stated about half; 3 or 4 per cent stated few and 1.37 per cent stated none or almost none cared for the individual pupil.

Further, Table 32 reveals that in the group of laymen there were 18 or 45 per cent who stated that all or almost all of the teachers cared for the individual pupil; 14 or 35 per cent stated that most teachers cared; 4 or 10 per cent stated that about half of the teachers cared; 1 or 2.5 per cent stated none or almost none of the teachers
cared about the individual pupil. In the group of teachers there were 8 or 62 per cent who stated that most all of the teachers cared; 5 or 38 per cent who stated all or almost all of the teachers cared; and none who stated about half, few, or none or almost none of the teachers cared for the individual pupil. In the group of students there were 13 or 65 per cent who stated most of the teachers cared for the individual pupil; 4 or 20 per cent who stated that about half of the teachers so cared; 3 or 15 per cent who stated that all or almost all of the teachers so cared, and none who stated that few or none or almost none of the teachers cared for the individual pupil. It would appear from the responses of the three groups that most of the teachers of the Vienna High and Industrial School, really seem to care for each pupil as a person who needs sympathetic understanding and attention.

Sex Education.—The data on the question: Should sex education be included in the school curriculum?, as indicated by the responses of the three groups of respondents are presented in Table 33, which reveals the following significant reactions: Of the total of 73 respondents; 72 or 99 per cent stated yes; 1 or 1.37 per cent stated uncertain; none who stated no sex education should be included in the school curriculum.

Further, Table 33 reveals that in the group of laymen there were 39 or 97.5 per cent who stated yes; 1 or 2.5 per cent who stated uncertain, and none who stated no to sex education being included in the curriculum. All or 100 per cent of the teachers said that sex education should be included in the curriculum; with none who stated no or
TABLE 33
RESPONSES OF ALL THREE GROUPS TO THE QUESTION:
SHOULD SEX EDUCATION BE INCLUDED IN THE
SCHOOL CURRICULUM?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>39</td>
<td>97.5</td>
<td>1300</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

uncertain as to this issue. In the group of students 20 or 100 per cent stated yes with none who stated no or were uncertain that sex education be included in the school curriculum.

It would appear from the responses of the three groups that sex education should be included in the school curriculum.

Controversial Issues.—The data on the question: Should controversial or hot issues be included in the learning experiences (curriculum) of the school?, as indicated by the responses of the three groups of respondents are presented in Table 34, which reveals the following significant reactions: Of the total of 73 respondents 60 or 83 per cent stated that they were uncertain, and 4 or 5 per cent who stated no that controversial or "hot issues" be included in the learning experiences of the school.
TABLE 34
RESPONSES OF ALL THREE GROUPS TO THE QUESTION: SHOULD CONTROVERSIAL OR "HOT ISSUES" BE INCLUDED IN THE LEARNING EXPERIENCES (CURRICULUM) OF THE SCHOOL?

<table>
<thead>
<tr>
<th>Items/Questions</th>
<th>Laymen</th>
<th>Teachers</th>
<th>Students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>80</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

Further, Table 34 reveals that in the group of laymen there were 32 or 80 per cent who stated yes; 4 or 10 per cent who stated no; and 4 or 10 per cent who were uncertain about "hot issues" being taught. In the group of teachers there were 11 or 15 per cent who stated yes; 2 or 15 per cent who were uncertain; and none who stated no. In the group of students there were 17 or 85 per cent who stated yes; 9 or 12 per cent who were uncertain; and 4 or 5 per cent who stated no about should controversial or hot issues be included in the learning experiences (curriculum) of the school.

It would appear from the responses of the three groups that controversial or hot issues should be included in the learning experiences (curriculum) of the school.
CHAPTER III

SUMMARY AND CONCLUSION

Introductory Statement.—The major purpose of this study has been to ascertain what the laymen, teachers, and students of Vienna, Georgia think about the educational program of the Vienna High and Industrial School.

Purposes.—The purposes of this study were, as stated in the introductory chapter, as follows:

1. To ascertain what the group of participating laymen of Vienna, Georgia, the thirteen teachers, and the students of the senior class of the Vienna High and Industrial School think about the Educational Program of the Vienna High and Industrial School.

2. To characterize the collected opinions of the three groups of subjects into significant areas of curricular and administrative patterns to facilitate the necessary analysis of the data inherent therein.

3. To determine to what extent these opinions can be used in a practical way to redirect and/or to modify the administrative procedures of the Vienna High and Industrial School, Vienna, Georgia.

4. To determine the differences, if any, between the opinions of the three participating groups responding to the questionnaire.

5. To isolate and formulate into objective principles the
educational implications for operative administrative procedures of the Vienna High and Industrial School.

**Definition of Terms.**—The important terms used throughout this study are defined as follows:

1. The term *educational program* in this study refers to academic courses and procedures, extra-curricular activities or co-curriculum, auxiliary agents such as lunchroom, health services, parents teachers association, and all phase of the school program.

2. The term *administrative procedure* in this study means the specific things (policies, provisions, etc.) that the school administrator will do to implement the suggested implications of the data into definite aspects of the educational program.

**Locale and Experimental Design.**—Significant aspects of the locale and experimental design of this research are as follows:

1. This study was conducted in Vienna, Georgia, during the school year of 1953-54.

2. The subjects of this study were: Forty laymen, thirteen teachers, and twenty students of Vienna, Georgia.

3. A questionnaire specifically designed and validated under competent direction—was utilized to gather the data peculiar to this type of research.

4. The research method used in this study was the Normative Survey Method of securing data by employing the questionnaire.
Summary of Literature.--The literature reviewed in this study can be summarized into three categories.

1. The role of the principal in school-community relationships showing that the principal should study his community, its resources, and keep it informed regarding the work of the school.

2. The role of democracy in the school-community relation program showing that everyone should be allowed to participate in adjusting the needs of the program of the school.

3. The findings of the studies were given in order to show that many studies have been made concerning what people think of their schools.
Findings.—A summation of the findings as derived from the analysis and interpretation of the data as presented in Chapter II will be summarized at this point.

Type and Sex
(Table 1)

Of the male respondents, 10 or 55 per cent laymen; 3 or 17 per cent teachers; and 5 or 28 per cent students. Of the female respondents, 30 or 55 per cent laymen; 10 or 18 per cent teachers, and 15 or 27 per cent students. Of the total 40 or 55 per cent laymen; 13 or 18 per cent teachers, and 20 or 27 per cent students.

Job the School is Doing
(Table 2)

Of the total of respondents, 40 or 55 per cent laymen; 13 or 18 per cent teachers, and 20 or 27 per cent students. Good job, 33 or 82.5 per cent laymen; 6 or 46 per cent teachers; 15 or 75 per cent students. Fair job, 7 or 17.5 per cent laymen; 7 or 54 per cent teachers; 5 or 25 per cent students. None said poor job.

Discipline
(Table 3)

Of the total respondents, 2 or 3 per cent said much too easy; 8 or 11 per cent said a little too easy; 57 or 78 per cent said about right; 6 or 8 per cent said too strict; none said much too strict. Much too easy, 2 or 5 per cent laymen; 0 per cent students. A little too easy, 5 or 12.5 per cent laymen; 1 or 8 per cent teachers, and 2 or 10 per cent students. About right, 33 or 82.5 per cent laymen; 12 or 92 per cent teachers; and 12 or 60 per cent students. Too strict, 0 per cent laymen and teachers; 6 or 30 per cent students. Much too strict, 0 per cent laymen, teachers, and students.
Outstanding Things About The School
(Table 4)

Of the total respondents 71 or 97.2 per cent like and 1 or 1.4 per cent dislike lunchroom; 70 or 96 per cent like and 0 per cent dislike teachers; principal-supervisor relationship, campus appearance, vocational projects; 69 or 94 per cent like and 0 per cent dislike principal-teacher relationship; 69 or 94 per cent like, and 1 or 1.3 per cent dislike appearance of classrooms, subjects taught, and bus drivers; 63 or 93 per cent like and 1 or 1.3 per cent dislike social activities; 66 or 90.4 per cent like and 5.4 per cent dislike teacher-pupil relationship; 58 or 80 per cent like and 2 or 3 per cent dislike pupil-pupil relationship. Of the laymen, 39 or 97.5 per cent and 1 or 2.5 per cent dislike lunchroom; 38 or 95 per cent like and 0 per cent dislike teachers; pupil-pupil relationship, campus appearance, vocational projects, and bus drivers; 37 or 92.5 per cent like and 1 or 2.5 per cent dislike teacher-pupil relationship, appearance of classrooms, and subjects taught; 36 or 90 per cent like and 2 or 5 per cent dislike social activities. Of the teachers, 13 or 100 per cent like social activities, campus appearance of classrooms, subjects taught, vocational projects, lunchroom, teachers, principal-teacher relationship, principal-supervisor relationship; 12 or 92 per cent like and 1 or 8 per cent dislike bus drivers; 11 or 85 per cent like and 2 or 15 per cent dislike pupil-pupil relationship; 10 or 77 per cent like and 3 or 23 per cent dislike teacher-pupil relationship. Of the students 19 or 95 per cent like and 0 per cent dislike all of the items except one and 18 or 90 per cent like and 0 per cent dislike principal-teacher relationship.
School Improvements
(Table 5)

Of the twenty eight reasons for improving the school, the range was from 0 per cent subjects in grades one to eight to a high of 62 or 85 per cent to provide job placement. The ranking reasons were: 62 or 85 per cent provide job placement; 61 or 84 per cent buy new buses and music program; 56 or 77 per cent buildings and classrooms; 53 or 73 per cent bus schedules. The lowest ranking reasons were: 0 per cent subjects in grades one to eight; 11 or 15 per cent school assembly programs; 12 or 16 per cent more home work. Of the laymen the highest ranking reasons were: 35 or 82.5 per cent buy new buses; 32 or 80 per cent evening adult program; 31 or 77.5 per cent music program; 30 or 75 per cent provide job placement. The lowest were: 0 per cent subjects in grades one to eight; 1 or 2.5 per cent quality of education; 2 or 5 per cent club activities and school assembly programs. Of the teachers the highest ranking reasons were: 12 or 100 per cent bus schedules, buildings and classrooms, instructional equipment, the physical education program, movies used in teaching, arts and crafts, provide job placement, athletics teams, children quitting school, evening adult program, buy new buses, quality of education, music program, spelling, and morals. The lowest ranking reasons were: 0 per cent subjects in grades one to eight; 2 or 15 per cent reading, writing, arithmetic; 3 or 23 per cent school assembly programs. Of the students, the highest ranking items were: 20 or 100 per cent bus schedules, buildings and classrooms; 19 or 95 per cent provide job placement. The lowest ranking items were 0 per cent subjects in grades
one to eight, quality of education; 1 or 5 per cent more homework;
2 or 10 per cent citizenship and morals.

Parents Help With Homework
(Table 5)

Of the total respondents; 59 or 81 per cent yes; 8 or 11 per cent
no; 6 or 8 per cent uncertain. Of the laymen, 34 or 85 per cent yes;
4 or 10 per cent no; 2 or 5 per cent uncertain. Of the students 10
or 77 per cent yes; 1 or 8 per cent no; 2 or 15 per cent uncertain.
Of the teachers 15 or 75 per cent yes; 3 or 15 per cent no; 2 or 10
per cent uncertain.

Pupil Progress Report
(Table 7)

Of the six items for reporting pupil progress, the total range was
from 0 to 29 or 40 per cent. The highest ranking items were: 29 or
40 per cent conference with the teacher; 25 or 34 per cent a standardized
check list; 16 or 22 per cent report card and letter grades. The
lowest ranking items were: 0 per cent paragraph description and by
telephone. Of the laymen the highest ranking items were: 21 or 52 per
cent conference with the teacher; 11 or 27 per cent a standardized
check list. The lowest were: 0 per cent paragraph description and by
telephone. Of the teachers the highest were: 8 or 61 per cent report
card and letter grades; 4 or 31 per cent conference with the teacher.
The lowest ranking were: 0 per cent paragraph description, report card
and number grades, and by telephone. Of the students the highest
ranking items were: 13 or 65 per cent a standardized check list; 4 or
20 per cent conference with the teacher. The lowest were: 0 per cent
paragraph description, report card and number grades, by telephone.
Local Public School Educators

(Table 8)

Of the total respondents to what do you think of local public school educators, 55 or 75 per cent stated very important community leaders; 18 or 25 per cent stated important community leaders. Of the laymen, 34 or 85 per cent stated very important community leaders; 6 or 15 per cent stated important community leaders. Of the teachers, 8 or 62 per cent stated important community leaders; 5 or 38 per cent stated very important community leaders. Of the students, 16 or 80 per cent stated very important community leaders; 4 or 20 per cent stated important community leaders.

Personnel Services

(Table 9)

Of the total respondents to are you generally satisfied with the services of the following personnel?, 73 or 100 per cent yes to the supervisor, principal, and bus drivers; 72 or 99 per cent yes and 1 or 1 per cent no to janitors; 68 or 93 per cent yes and 5 or 7 per cent no to classroom teachers; 67 or 92 per cent yes and 6 or 8 per cent no to lunchroom. Of the laymen 40 or 100 per cent yes to supervisor, principal, janitors, and bus drivers; 38 or 95 per cent yes and 2 or 5 per cent no to classroom teachers; 35 or 87 per cent yes and 5 or 13 per cent no to lunchroom. Of the teachers 13 or 100 per cent yes to supervisor, principal, janitors, bus drivers, and lunchroom; 12 or 92 per cent and 1 or 8 per cent no to classroom teachers. Of the students 20 or 100 per cent yes to supervisor, principal and bus drivers; 19 or 95 per cent yes and 1 or 5 per cent no to janitors and lunchroom; 18 or 90 per cent yes and 2 or 10 per cent no to classroom teachers.
Would You Be In Favor Of
(Table 10)

Of the total respondents to: Would you be in favor of: the items ranking highest are: 54 or 74 per cent yes and 3 or 4 per cent no to increasing salaries for school personnel; 35 or 48 per cent yes and 22 or 30 per cent no to increasing taxes to build a new school. The lowest items were 3 or 4 per cent yes and 28 or 38 per cent no to eliminating services and reducing expenditures; 4 or 5 per cent yes and 28 or 38 per cent no to just holding the line at the present level of spending; 10 or 14 per cent yes and 26 or 36 per cent no to just modernizing existing school building. Of the laymen the highest ranking items were: 27 or 67.5 per cent yes and 2 or 5 per cent no to increasing salaries for school personnel; 21 or 52.5 per cent yes and 7 or 17.5 per cent no to increasing taxes to build a new school. The lowest ranking were: 2 or 5 per cent yes and 9 or 22.5 per cent no to eliminating services and reducing expenditures; 4 or 10 per cent yes and 8 or 20 per cent yes and 7 or 17.5 per cent no to just modernizing existing school building. Of the teachers 13 or 100 per cent yes to increasing salaries for school personnel; 10 or 77 per cent yes and 3 or 23 per cent no to increasing taxes to build a new school; 13 or 100 per cent no to just modernizing existing school building; just holding the line at the present level of spending, and eliminating services and reducing expenditures. Of the students, the item ranking highest is; 14 or 70 per cent yes and 1 or 5 per cent no to increasing salaries for school personnel. The lowest ranking items are: 0 per cent to just holding the line at the present level of spending; 1 or 5 per cent yes and 6 or 30 per cent no to eliminating services and reducing
expenditures; 2 or 10 per cent yes and 6 or 30 per cent no to just modernizing existing school building; 4 or 20 per cent yes and 12 or 60 per cent no to increasing taxes to build a new school.

More Information On (Table 11)

Of the twenty six items that you would like to have the school give you more information on: they range from 53 or 73 per cent to 0 per cent. Of the total respondents the items ranking highest were: 53 or 73 per cent building plans; 35 or 48 per cent teachers methods of teaching; 32 or 44 per cent jobs. The items ranking lowest were: 0 per cent present status of building plans, research findings, business management finance, costs, and supplies. Of the laymen, the highest ranking items were: 30 or 75 per cent building plans; 17 or 42.5 per cent teachers methods of teaching. The lowest ranking items were: 0 per cent behavior, upkeep, present status of building plans, research findings, business management finance, appropriations, costs and supplies. Of the teachers, the highest ranking items were: 8 or 62 per cent pupil progress; 6 or 46 per cent teachers methods of teaching and building plans. The items ranking lowest were: 0 per cent activities, present status of building plans, research findings, business management finance, appropriations, costs, supplies, and equipment. Of the students, the highest ranking items were: 17 or 85 per cent building plans; 16 or 80 per cent jobs; 9 or 45 per cent clubs and achievement. The items ranking lowest were: 0 per cent discipline, present status of building plans, research findings, budget, appropriations, costs, supplies and material.
Schooling You Received  
(Table 12)

Of the total respondents to: are you satisfied with the schooling that you received?, 29 or 40 per cent yes; 44 or 60 per cent no. Of the laymen 15 or 38 per cent yes; 25 or 62 per cent no. Of the teachers 11 or 85 per cent yes; 2 or 15 per cent no. Of the students 3 or 15 per cent yes; 17 or 85 per cent no.

Have You  
(Table 13)

Of the total respondents, 70 or 96 per cent yes and 3 or 4 per cent no to-visited the school; 65 or 89 per cent yes and 8 or 11 per cent no to-talked with a teacher; 68 or 93 per cent yes and 5 or 8 per cent no-talked with the principal; 48 or 66 per cent yes and 25 to 34 per cent no-to attended P.T.A. Of the laymen 37 or 93 per cent yes and 3 or 7.5 per cent no-visited the school; 32 or 80 per cent yes and 8 or 20 per cent no-talked with a teacher; 35 or 87 per cent yes and 5 or 12.5 per cent no-talked with the principal and attended P.T.A. Of the teachers, 13 or 100 per cent yes to-all four items. Of the students 20 or 100 per cent yes to all questions except 20 or 100 percent no to attended P.T.A.

Sources Of Information  
(Table 14)

Of the nine items through which information concerning the school is received, of the total respondents, the items receiving the highest percentages are; 70 or 96 per cent circular letters received from principal's office; 61 or 84 per cent hear friends talk about what happens to their children in school; 59 or 81 per cent visit school at
least once a year. The items ranking lowest are: 13 or 17 per cent teachers meetings; 43 or 59 per cent listen to radio programs about the school. Of the laymen, the highest ranking items are: 38 or 95 per cent circular letters received from principal's office; 33 or 82. 5 per cent visit school at least once a year. The items ranking lowest are: 0 per cent teachers meeting; 24 or 60 per cent listen to radio programs about the school. Of the teachers, the items ranking highest are: 13 or 100 per cent read about the school in newspapers, attend P.T.A. meetings regularly, visit school at least once a year, have friends who are teachers, hear friends talk about what happens to their children in school, circular letters received from principal's office, and teachers meetings. The lowest items are: 4 or 31 per cent have a child or relatives now in school, and listen to radio programs about the school. Of the students, the highest ranking items are: 20 or 100 per cent circular letters from the principal's office; 19 or 95 per cent hear friends talk about what happens to their children in school. The lowest in rank are: 0 per cent teachers meetings and P.T.A. meetings; 13 or 65 per cent have a child or relatives now in school.

Comparison of Schooling
(Table 15)

Of the total respondents on the question, in comparison with what you learned in school, do you think the things children are being taught today are worth while and useful?, 73 or 100 per cent said yes. Of the laymen 40 or 100 per cent said yes. Of the teachers 13 or 100 per cent said yes. Of the students 20 or 100 per cent said yes.
All Phases Of The Educational Program
(Table 16)

Of the total respondents, considering all phases of the Educational program of the Vienna High and Industrial School, are you? 55 or 76 per cent said well satisfied; 17 or 23 per cent said fairly satisfied; 1 or 1 per cent said dissatisfied. Of the laymen, 29 or 72.4 per cent said well satisfied; 10 or 25 per cent said fairly satisfied; 1 or 2.5 per cent said dissatisfied. Of the teachers, 9 or 69 per cent said well satisfied; 4 or 31 per cent said fairly satisfied; none said dissatisfied. Of the students, 17 or 85 per cent said well satisfied; 3 or 15 per cent said fairly satisfied; none said dissatisfied.

Comparison of Teachers
(Table 17)

Of the total respondents, how would you rate teachers today, as compared with the one's you had in school? 61 or 84 per cent said better; 7 or 9 per cent said about the same; 5 or 7 per cent said not as good. Of the laymen, 31 or 77 per cent said better; 4 or 10 per cent about the same; 5 or 13 per cent said not as good. Of the teachers 12 or 92 per cent said better; 1 or 8 per cent said about the same; none said not as good. Of the students, 18 or 90 per cent said better; 2 or 10 per cent said about the same; none said not as good.

The Building
(Table 18)

Of the total respondents, are you satisfied with the building, in which your child is now going to school? 16 or 22 per cent said yes, and 57 or 78 per cent said no. Of the laymen, 12 or 30 per cent said yes and 28 or 70 per cent said no. Of the teachers 13 or 100 per cent
no; none said yes. Of the students 4 or 20 per cent said yes and 16 or 80 per cent said no.

**Size Of Child's Class**

(Old Table 19)

Of the total respondents, what do you think about the size of your child's class? 53 or 73 per cent too large; 7 or 9 per cent too small; 13 or 18 per cent about right. Of the laymen 25 or 62.5 per cent too large; 6 or 15 per cent too small; 9 or 22.5 per cent about right. Of the teachers 15 or 100 per cent too large. Of the students 15 or 75 per cent too large; 1 or 5 per cent small; 4 or 20 per cent about right.

**Comparing Schools**

(Old Table 20)

Of the total respondents, comparing today's schools with those you attended, do you think that a closer relationship and a better understanding exist today between teachers and parents? Between teachers and pupils? 56 or 77 per cent yes and 17 or 23 per cent no, between teachers and parents; 62 or 85 per cent yes and 11 or 15 per cent-between teachers and pupils. Of the laymen 35 or 87 per cent yes and 5 or 13 per cent no, between teachers and parents; 40 or 100 per cent yes and 0 per cent no, between teachers and pupils. Of the teachers 1 or 8 per cent yes and 12 or 92 per cent no, between teachers and parents; 4 or 31 per cent yes and 9 or 69 per cent no, between teachers and pupils. Of the students 20 or 100 per cent yes, between teachers and parents; 18 or 90 per cent yes and 2 or 10 per cent no, between teachers and pupils.
Public Evening Schools  
(Table 21)

Of the total respondents, do you think public evening schools should provide without cost to adults the courses which they think are important?, 73 or 100 per cent said yes. Of the parents 40 or 100 per cent said yes. Of the teachers 13 or 100 per cent said yes. Of the students 20 or 100 per cent said yes.

Parents-Teachers Association  
(Table 22)

Of the total respondents, are you getting a better understanding of your child’s education through the P.T.A. meetings?, 40 or 100 per cent of the parents said yes.

Promotion  
(Table 23)

Of the total respondents 63 or 86 per cent said consider the child’s individual achievement in relationship to his own abilities, rate of learning, stage of physical, mental, emotional, and social development and also the likelihood of his success in the next grade. 30 or 75 per cent laymen; 13 or 100 per cent teachers; 20 or 100 per cent students agreed with this statement. Of the total respondents 10 or 14 per cent said compare the child’s individual achievement with an average child was able to accomplish in the same amount of time, using the mathematical average of all child’s marks; 10 or 25 per cent of the laymen agrees.

Teachers Qualifications  
(Table 24)
Of the total respondents on, which two qualifications from the following list would you regard as the most important, the two ranking highest were: 67 or 92 per cent ability to understand and work with children; 48 or 66 per cent educational training. The lowest, 1 or 1 per cent family background; 13 or 17 per cent successful teaching experience while in training; 19 or 26 per cent moral character.

Of the laymen, the ranking two were: 34 or 85 per cent ability to understand and work with children; 21 or 52 per cent educational training. The lowest, 1 or 2 per cent family background; 10 or 25 per cent successful teaching experience while in training; 16 or 40 per cent moral character. Of the teachers, the highest were: 13 or 100 per cent ability to understand and work with children; 11 or 78 per cent educational training. The lowest, 0 per cent successful teaching experience while in training, and family background; 2 or 15 per cent moral character. Of the students, the highest were: 20 or 100 per cent ability to understand and work with children; 16 or 80 per cent educational training. The lowest, 0 per cent family background; 1 or 5 per cent moral character; 3 or 15 per cent successful teaching experience while in training.

Public School Curriculum
(Table 25)

Of the total respondents, do you think the public school curriculum is satisfactory as it now stands?, 24 or 33 per cent yes and 49 or 67 per cent no. Of the laymen, 19 or 48 per cent yes and 21 or 52 per cent no. Of the teachers, 9 per cent yes and 13 or 100 per cent no. Of the students, 5 or 25 per cent yes and 15 or 75 per cent no.
Additional Taxes
(Table 26)

Of the total respondents, items which you are willing to pay additional taxes to obtain, ranking highest, 73 or 100 per cent constructing buildings to provide for increased enrollment to replace worn out and obsolete schools, adding gymnasiums, auditoriums, physical areas and cafeterias to schools built without these facilities. The lowest, 0 or 0 per cent improving lighting in older buildings, putting aside enough money to repair and to assure the continuous maintenance of all existing school buildings, and providing adequate books, stationery and other learning material to permit an efficient educational program.

Knowledge About The School
(Table 27)

Of the total respondents, do you know as much about the school as you would like? 44 or 60 per cent yes; 18 or 25 per cent no; 11 or 15 per cent uncertain. Of the laymen, 16 or 40 per cent yes; 7 or 17 per cent uncertain; 17 or 43 per cent no. Of the teachers, 11 or 85 per cent yes; 2 or 15 per cent uncertain; none said no. Of the students, 17 or 85 per cent yes; 2 or 10 per cent uncertain; 1 or 5 per cent no.

Knowing Teachers
(Table 28)

Of the total respondents in general, do you know teachers as well as you would like? 46 or 63 per cent yes; 11 or 15 per cent uncertain; 16 or 22 per cent no. Of the laymen, 21 or 52 per cent yes; 5 or 13 per cent uncertain; 14 or 35 per cent no. Of the teachers, 9 or 69 per
yes; 4 or 31 per cent uncertain; none said no. Of the students, 16 or 80 per cent yes; 2 or 10 per cent uncertain; 2 or 10 per cent no.

**Treatments On School Visits**
*(Table 29)*

Of the total respondents, are you treated as you think you ought to be treated when you visit the school? 66 or 91 per cent yes; 6 or 8 per cent sometimes yes, sometimes no; 1 or 1 per cent no. Of the laymen, 36 or 90 per cent yes; 4 or 10 per cent sometimes yes; sometimes no; none said no. Of the teachers, 12 or 92 per cent yes; 1 or 8 per cent sometimes yes, sometimes no; none said no. Of the students, 18 or 90 per cent yes; 1 or 5 per cent sometimes yes, sometimes no; 1 or 5 per cent no.

**Amount Of Classwork**
*(Table 30)*

Of the total respondents, in general, do the children have to do too much or too little work in order to "Keep Up" in their studies? 52 or 72 per cent about the right amount; 6 or 6 per cent much too little, too much; 5 or 7 per cent much too much; 4 or 5 per cent too little. Of the laymen, 31 or 77 per cent about the right amount; 13 or 5 per cent much too little; 3 or 8 per cent too little; none said much too much. Of the teachers, 12 or 92 per cent about the right amount; 1 or 8 per cent too little; 0 or 0 per cent much too little; too much; much too much. Of the students, 9 or 45 per cent about the right amount; 5 or 25 per cent too much, and much too much; 1 or 5 per cent much too little; none said too little.
Treatment Of Pupils
(Table 31)

Of the total respondents, in general, are you satisfied or dissatisfied with the way pupils are treated by the teachers and other school officials of your school? 31 or 43 per cent satisfied; 27 or 37 per cent very well satisfied; 14 or 19 per cent about half and half; 1 or 1 per cent dissatisfied; none very much dissatisfied. Of the laymen 20 or 50 per cent very well satisfied; 11 or 27 per cent satisfied; 9 or 23 per cent about half and half; none dissatisfied or very much dissatisfied. Of the teachers, 9 or 69 per cent satisfied; 3 or 23 per cent very well satisfied; 1 or 8 per cent about half and half; none dissatisfied or very much dissatisfied. Of the students, 11 or 55 per cent satisfied; 4 or 20 per cent very well satisfied; 4 or 20 per cent about half and half; 1 or 5 per cent dissatisfied; none very much dissatisfied.

Sympathetic Understanding
(Table 32)

Of the total respondents, how many of the teachers in your school really seem to care about each pupil as a person who needs sympathetic understanding and attention? 35 or 48 per cent most; 26 or 36 per cent all or almost all; 8 or 11 per cent about half; 3 or 4 per cent few; 1 or 1 per cent none or almost none. Of the laymen, 18 or 45 per cent all or almost all; 14 or 35 per cent most; 4 or 10 per cent about half; 3 or 7.5 per cent few; 1 or 2.5 per cent none or almost none. Of the teachers, 8 or 62 per cent most; 5 or 38 per cent all or almost all; none said about half, few, none or almost none. Of
the students, 13 or 65 per cent most; 4 or 20 per cent about half; 3 or 15 per cent all or almost all; none said few; none or almost none.

Sex Education
(Table 33)

Of the total respondents, should sex education be included in the school curriculum? 72 or 99 per cent yes; 1 or 1 per cent uncertain; none said no. Of the laymen, 39 or 97 per cent yes; 1 or 2.5 per cent uncertain; none no. Of the teachers, 13 or 100 per cent yes. Of the students, 20 or 100 per cent yes.

Controversial Issues
(Table 34)

Of the total respondents, should controversial or "Hot Issues" be included in the learning experiences (curriculum) of the school? 60 or 83 per cent yes; 9 or 12 per cent uncertain; 4 or 5 per cent no. Of the laymen, 32 or 80 per cent yes; 4 or 10 per cent no; 4 or 10 per cent uncertain. Of the teachers 11 or 85 per cent yes; 2 or 15 per cent uncertain; none no. Of the students, 17 or 85 per cent yes; 3 or 15 per cent uncertain; none no.

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

1. The data revealed that the members of the laymen, teachers, and students groups, considering all phases of the educational program are generally satisfied.

2. The data further reveals that laymen, teachers and students are more interested in the instructional function of the school than they are in the more technical problems of
organization, administration, and the like.

3. The data reveals that laymen, teachers, and students, in general, favor a functional type of instructional program. Actually, they are inclined to favor curricular content and teaching techniques which are geared to current conditions and present need of the pupils.

4. The data also reveals that the school must be vitally concerned about pupils welfare if it is to gain strong public confidence and support.

5. The data also indicated that there is a rather positive relationship between the interests of varied groups in the community and their attention to and views upon educational programs and problems.

Implications.—The analysis and interpretation of the data of this study would appear to reveal the following significant implication:

First, it is apparent that the curriculum offerings of the Vienna High and Industrial School should be expanded around those educational needs that had endorsement from the three groups studied. Second, the findings have shown the need for a strong effective public relations program that would enlighten the public on all aspects of the educational program of the Vienna High and Industrial School.

Third, there are some areas of educational needs of youth that are not included in the curriculum of the Vienna High and Industrial School as indicated by the unfavorable opinions of the three groups.
Fourth, the data strongly indicates that there is an urgent need for an adult education program in Vienna, Georgia and the school should give its full attention to such a program.

**Recommendations.**—The conclusions when considered together with the findings of the study appear to justify the following recommendations.

1. The school officials of the Vienna High and Industrial School should give close attention to the establishment and frequent appraisal of the aims of their educational programs as well as to the development and continuous evaluation of curricular and teaching methods designed to fulfill these aims.

2. That the curriculum offerings of the Vienna High and Industrial School should be studied, revised and expanded to meet the educational needs that had the favorable endorsement from the members of the three groups.

3. That the school officials should give close attention to the development of a functional program of instruction.

4. That the teachers of the Vienna High and Industrial School should always give first consideration to the pupil and his welfare. All other considerations should be secondary.

5. That the school officials of the Vienna High and Industrial School, encourage the use of the school building for adult education and recreation programs.
Harlow, Rex F. "The School Public Relations Program," The Education Digest, X (December, 1944), 27-29.


Stripling, Robert O. "Sloan Project Points the Way Schools Can Improve Living," School Executive LXXI (October, 1951), 39-44.

Bulletin

QUESTIONNAIRE ON WHAT NEGRO CITIZENS OF VIENNA, GEORGIA THINK ABOUT THEIR SCHOOL

QUESTIONNAIRE

DIRECTIONS:

Please check or write out your analysis if you wish to make additional comment. It is not necessary to sign your name.

A truthful answer from you means a better Vienna High and Industrial School.

May I thank you at this time for your interest and cooperation in returning the questionnaire immediately.

1. What is your sex? (Check one)
   1. ______ Male
   2. ______ Female

2. What kind of a job do you think the school is doing in educating the children?
   1. ______ Good job
   2. ______ Fair job
   3. ______ Poor job

3. What do you think about discipline in the Vienna High and Industrial School?
   1. ______ Much too easy.
   2. ______ A little too easy.
   3. ______ About right.
   4. ______ Too strict.
   5. ______ Much too strict.

   Comment: ___________________________________________.

4. What are some of the outstanding things about the school that you like or dislike?
   (1. ______ Like)  1. Lunchroom ________
   (2. ______ Dislike)  2. Teachers ________
                       3. Teacher-Pupil relationship ________
                       4. Pupil-Pupil relationship ________
                       5. Principal-teacher relationship ________
                       6. Social activities ________
5. If you were going to improve the school, what things would you want to improve at once?

1. __________ Bus schedules.
2. __________ Attention given each child.
3. __________ Subjects in grades 1 to 8.
4. __________ Subjects in grades 9 to 12.
5. __________ Buildings and classrooms.
6. __________ The lunch program.
7. __________ Instructional equipment.
8. __________ The physical education program.
9. __________ Movies used in teaching.
10. __________ Arts and crafts.
11. __________ School assembly programs.
12. __________ Reading, writing, arithmetic.
13. __________ Vocational courses.
14. __________ Provide job placement.
15. __________ More homework.
16. __________ The guidance program.
17. __________ Athletic teams.
18. __________ Citizenship.
19. __________ The health program.
20. __________ Children quitting school.
21. __________ Evening adult program.
22. __________ Buy new buses.
23. __________ Quality of education.
24. __________ Music program.
25. __________ Providing school nurses.
26. __________ Club activities.
27. __________ Spelling.
28. __________ Morals.

6. Should parents help children with homework?

1. __________ Yes.
2. __________ Uncertain.
3. __________ No.

7. What do you think is the best way for a school to report pupil progress to a parent?

1. ______ Conference with the teacher.
2. ______ Paragraph description.
3. ______ A standardized check list.
4. _____ Report card and letter grades.
5. _____ Report card and number grades.
6. _____ By telephone.

8. Do you think of local public school educators as:
   1. _____ Very important community leaders?
   2. _____ Important community leaders?
   3. _____ Fairly important community leaders?
   4. _____ Of little importance as community leaders?
   5. _____ Of no importance as community leaders?

9. Are you generally satisfied with the services of the following personnel?
   1. _____ Yes, _____ No The Supervisor.
   2. _____ Yes, _____ No The Principal.
   3. _____ Yes, _____ No Classroom Teacher.
   4. _____ Yes, _____ No Janitors.
   5. _____ Yes, _____ No Bus drivers.
   6. _____ Yes, _____ No Lunchroom.

10. Would you be in favor of:
    1. _____ Yes, _____ No Increasing salaries for school personnel?
    2. _____ Yes, _____ No Increasing taxes to build a new school?
    3. _____ Yes, _____ No Just modernizing the existing school building?
    4. _____ Yes, _____ No Just holding the line at the present level of spending?
    5. _____ Yes, _____ No Eliminating services and reducing expenditures?

11. Check (x) any of the following items that you would like to have the school give you more information on:
    1. _______ Pupil progress.
    2. _______ Achievement.
    3. _______ Health.
    4. _______ Behavior.
    5. _______ Clubs.
    6. _______ Jobs.
    7. _______ Teachers-Methods of teaching.
    8. _______ Discipline.
    9. _______ Grading general procedures.
    10. _______ Administration policies.
    11. _______ Objectives.
    12. _______ Practices.
    13. _______ Building-plans.
15. _______ Upkeep.
16. _______ Present status of buildings.
17. _______ Parent-teacher activities.
18. _______ Plans.
19. _______ Research findings.
21. _______ Budget.
22. _______ Appropriations.
23. _______ Costs.
24. _______ Supplies.
25. _______ Materials.
26. _______ Equipment.

12. Are you satisfied with the schooling that you received?

1. _______ Yes.
2. _______ No.

13. During the past school term, have you:
   (Check X)

1. _______ Visited the school? _______ Number of times.
2. _______ Talked with a teacher? _______ Number of times.
3. _______ Talked with the principal? _______ Number of times.
4. _______ Attended P.T.A.? _______ Number of times.
5. _______ Attended P.T.A.? _______ Number of times.

14. Please check (x) in the list below all of the sources through which you have learned about and you have become acquainted with what the Vienna High and Industrial School is doing today:

1. _______ Have a child or relatives now in school?
2. _______ Read about the school in newspapers?
3. _______ Attend P.T.A. Meetings regularly?
4. _______ Visit school at least once a year?
5. _______ Have friends who are teachers?
6. _______ Listen to radio programs about the school.
7. _______ Hear friends talk about what happens to their children in school.
8. _______ Circular letters received from the principal's office.
9. _______ Other sources of information. (List them below)

   a. _______________________
   b. _______________________
   c. _______________________
15. In comparison with what you learned in school, do you think the things children are being taught today are worthwhile and useful?

1. __________ Yes.
2. __________ No.

16. Considering all phases of the Educational program of the Vienna High and Industrial School, are you well satisfied, fairly satisfied, dissatisfied?

1. __________ Satisfied.
2. __________ Fairly satisfied.
3. __________ Dissatisfied.

17. How would you rate teachers today, as compared with the ones you had in school?

1. __________ Better?
2. __________ About the same?
3. __________ Not as good?

18. Are you satisfied with the building in which your child is now going to school?

1. __________ Yes.
2. __________ No.

(If you checked "No", list your criticisms)

a. __________________________

b. __________________________

c. __________________________

19. What do you think about the size of your child's class?

1. __________ Too large.
2. __________ Too small.
3. __________ About right.

20. Comparing today's schools with those you attended, do you think that a closer relationship and a better understanding exist today between teachers and parents? Between teachers and pupils?

1. __________ Yes  
2. __________ No  Between teachers and parents?
3. __________ Yes  
4. __________ No  Between teachers and pupils?
21. Do you think public evening schools should provide without cost to adults the courses which they think are important?

1. _______ Yes.
2. _______ No.

22. Are you getting a better understanding of your child's education through the meetings of your parent-teacher association?

1. _______ Yes.
2. _______ No.

23. In deciding whether or not to promote your child to the next grade, which would you want a teacher to do?

1. _______ Consider the child's individual achievement in relationship to his own abilities, rate of learning, stage of physical, mental, emotional and social development, and also the likelihood of his success in the next grade, or

2. _______ Compare the child's individual achievement with what an "average" child was able to accomplish in the same amount of time, using the mathematical average of all the child's marks.

24. If you were appointing a school teacher, which two qualifications from the following list would you regard as the most important?

1. _______ Successful teaching experience while in training.
2. _______ Moral character.
3. _______ Family background.
4. _______ Ability to understand and work with children.
5. _______ Educational training.

25. Do you think the public school curriculum is satisfactory as it now stands?

1. _______ Yes.
2. _______ No.

(If you checked "No" list any change you would make)

a. ___________________________________.
b. ___________________________________.
c. ___________________________________.


26. Place a star (*) beside those items which you are willing
to pay additional taxes to obtain.

1. ______ Constructing buildings to provide for in-
creased enrollment and to replace worn-out
and obsolete schools.
2. ______ Improving lighting in older buildings.
3. ______ Adding gymnasiums, auditoriums, play areas,
and cafeterias to schools built without these
facilities.
4. ______ Putting aside enough money to repair and to
assure the continuous maintenance of all
existing school buildings.
5. ______ Increasing teachers' salaries so as to se-
cure and to retain adequately trained teachers.
6. ______ Providing more class rooms to reduce class
size.
7. ______ Extending free public education to include
nursery schools (3-4 year olds).
8. ______ Providing adequate books, stationery, and
other learning materials to permit an
efficient educational program.
9. ______ Increasing health services to public school
pupils.
10. ______ Providing educational recreation courses for
the elderly and for persons retired from
gainful employment.

27. Do you know as much about the school as you would like?

1. ______ Yes.
2. ______ Uncertain.
3. ______ No.

28. In general, do you know teachers as well as you would like?

1. ______ Yes.
2. ______ Uncertain.
3. ______ No.

29. Are you treated as you think you ought to be treated when you
visit the school?

1. ______ Yes.
2. ______ Uncertain.
3. ______ No.

30. In general, do the children have to do too much or too little
work in order to 'keep up' in their studies?

1. ______ Much too little.
2. ______ Too little.
3. ______ About the right amount.
4. ______ Too much.
5. ______ Much too much.

31. In general, are you satisfied or dissatisfied with the way pupils are treated by the teachers and other officials of your school?

1. ______ Very well satisfied.
2. ______ Satisfied.
3. ______ About half and half.
4. ______ Dissatisfied.
5. ______ Very much dissatisfied.

32. How many of the teachers in your school really seem to care about each pupil as a person who needs sympathetic understanding and attention?

1. ______ All or almost all.
2. ______ Most.
3. ______ About half.
4. ______ Few.
5. ______ None or almost none.

33. Should sex education be included in the school curriculum?

1. ______ Yes.
2. ______ No.
3. ______ Uncertain.

34. Should controversial or "hot issues" be included in the learning experiences (curriculum) of the school?

1. ______ Yes.
2. ______ No.
3. ______ Uncertain.