Images of schools as reflected by the public of Seminole County Training School, Donalsonville, Georgia

Carolyn W. Sampson
Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations
Part of the Education Commons

Recommended Citation
Sampson, Carolyn W., "Images of schools as reflected by the public of Seminole County Training School, Donalsonville, Georgia" (1961). ETD Collection for AUC Robert W. Woodruff Library. Paper 3202.

This Thesis is brought to you for free and open access by DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. It has been accepted for inclusion in ETD Collection for AUC Robert W. Woodruff Library by an authorized administrator of DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. For more information, please contact cwiseman@auctr.edu.
IMAGES OF SCHOOLS AS REFLECTED BY THE PUBLIC
OF SEMINOLE COUNTY TRAINING SCHOOL,
DONALSONVILLE, GEORGIA

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
CAROLYN W. SAMPSON

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1961
DEDICATION

To

Dr. Linwood D. Graves, Chairman of Thesis Committee

and to

Harold, My Husband

and

Tammi, Our Daughter
ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to all those who, by their interest and cooperation, helped in the preparation of this study.

To Dr. Linwood D. Graves, Chairman of the Thesis Committee, and Dr. Laurence E. Boyd, Co-chairman, is extended a very special "THANKS" for their unremitting patience, sincere interest and enthusiasm and encouragement.

Grateful appreciation is expressed to Mr. R. D. Rambeau, Principal of the Seminole County Training School, Donalsonville, Georgia, for his kind cooperation, and to the pupils in grades five, six and seven and their teachers for the major part they played in this research.

Genuine gratitude is felt for my mother-in-law, Mrs. Creola Sampson, for her tolerance and patience with my daughter, Tammi, and for my husband, Harold, whose profound challenge goaded me forward to the completion of this study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Rationale</td>
<td>1</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>7</td>
</tr>
<tr>
<td>Evolution of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Some Possible Values of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>8</td>
</tr>
<tr>
<td>Scope and Limitation of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Purposes of the Study</td>
<td>9</td>
</tr>
<tr>
<td>Period and Locale of the Study</td>
<td>9</td>
</tr>
<tr>
<td>Method of Research</td>
<td>10</td>
</tr>
<tr>
<td>Description of the Instruments</td>
<td>10</td>
</tr>
<tr>
<td>Subjects</td>
<td>11</td>
</tr>
<tr>
<td>Procedural Steps</td>
<td>11</td>
</tr>
<tr>
<td>Criterion of Reliability</td>
<td>11</td>
</tr>
<tr>
<td>Survey of Pertinent and Related Literature</td>
<td>12</td>
</tr>
<tr>
<td>Nature of Public Opinion</td>
<td>12</td>
</tr>
<tr>
<td>Characteristics of Opinion</td>
<td>16</td>
</tr>
<tr>
<td>Polling Agencies and Organizations</td>
<td>19</td>
</tr>
<tr>
<td>Opinion Sampling</td>
<td>22</td>
</tr>
<tr>
<td>The Role of Lay Citizens</td>
<td>24</td>
</tr>
<tr>
<td>Public Participation Programs</td>
<td>31</td>
</tr>
<tr>
<td>Related Studies</td>
<td>32</td>
</tr>
<tr>
<td>Summary of Pertinent and Related Literature</td>
<td>37</td>
</tr>
<tr>
<td>II. PRESENTATION AND ANALYSIS OF DATA</td>
<td>41</td>
</tr>
<tr>
<td>Introductory Statement</td>
<td>41</td>
</tr>
<tr>
<td>Tabular Data</td>
<td>42</td>
</tr>
<tr>
<td>Poll I, &quot;What Do Good Schools Look Like?&quot;</td>
<td>42</td>
</tr>
<tr>
<td>Poll II, &quot;What Do You Think Schools Could Do?&quot;</td>
<td>53</td>
</tr>
<tr>
<td>Questionnaire Data</td>
<td>60</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>III. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.</td>
<td>67</td>
</tr>
<tr>
<td>Introductory Statement</td>
<td>67</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>69</td>
</tr>
<tr>
<td>Evolution of the Problem</td>
<td>70</td>
</tr>
<tr>
<td>Some Possible Values of the Study</td>
<td>70</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>71</td>
</tr>
<tr>
<td>Scope and Limitation of the Problem</td>
<td>71</td>
</tr>
<tr>
<td>Purposes of the Study</td>
<td>71</td>
</tr>
<tr>
<td>Period and Locale of the Study</td>
<td>72</td>
</tr>
<tr>
<td>Method of Research</td>
<td>72</td>
</tr>
<tr>
<td>Description of Instruments</td>
<td>72</td>
</tr>
<tr>
<td>Procedural Steps</td>
<td>73</td>
</tr>
<tr>
<td>Summary of Pertinent and Related Literature</td>
<td>73</td>
</tr>
<tr>
<td>Summary of Basic Findings</td>
<td>76</td>
</tr>
<tr>
<td>Prefatory Statement</td>
<td>76</td>
</tr>
<tr>
<td>Poll I, &quot;What Do Good Schools Look Like?&quot;</td>
<td>76</td>
</tr>
<tr>
<td>Poll II, &quot;What Do You Think Schools Could Do?&quot;</td>
<td>79</td>
</tr>
<tr>
<td>Questionnaire Data</td>
<td>81</td>
</tr>
<tr>
<td>Conclusions</td>
<td>81</td>
</tr>
<tr>
<td>Implications</td>
<td>82</td>
</tr>
<tr>
<td>Recommendations</td>
<td>83</td>
</tr>
<tr>
<td>A Concluding Statement</td>
<td>84</td>
</tr>
</tbody>
</table>

**APPENDIXES**

- Appendix A--Cover Letter                                        86
- Appendix B--Poll I, "What Do Good Schools Look Like?"           87
- Appendix C--Poll II, "What Do You Think Schools Could Do?"      89
- Appendix D--Questionnaire                                       91
- Appendix E--Vita                                                93

**BIBLIOGRAPHY**                                                   94
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table Number</th>
<th>Table Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percentage Distribution of the Responses of One Hundred Respondents from Seminole County to the 20 Statements on Poll I: What Do Good Schools Look Like?</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>Percentage of Correct Answers by the One Hundred Respondents for Each of the 20 Statements on Poll I: What Do Good Schools Look Like?</td>
<td>47</td>
</tr>
<tr>
<td>3</td>
<td>Frequency Distribution of Individual Scores on Poll I: What Do Good Schools Look Like?</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>A Comparison of the Percentages of Correct Answers by the Metropolitan School Study Council Communities with the 100 Seminole County Respondents for Each of the Twenty Statements on Poll I: What Do Good Schools Look Like?</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>Percentage Distribution of the Responses of One Hundred Respondents from Seminole County to the 16 Statements on Poll II: What Do You Think Schools Could Do?</td>
<td>54</td>
</tr>
<tr>
<td>6</td>
<td>A Comparison of the Percentages of the One Hundred Respondents in Seminole County with Those of 9,520 of the Metropolitan School Study Council Communities in Making Correct Selections of the Sixteen Statements on Poll II: What Do You Think Schools Could Do?</td>
<td>59</td>
</tr>
<tr>
<td>7</td>
<td>Responses of the One Hundred Respondents regarding: Sex, Breadwinner of the Family, Parenthood and Income</td>
<td>61</td>
</tr>
<tr>
<td>8</td>
<td>Responses regarding Property Ownership of the One Hundred Respondents</td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td>Occupational Classifications of the One Hundred Respondents</td>
<td>63</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>10.</td>
<td>Distribution of the Responses of the One Hundred Respondents to the Question: What Is the Last Grade You Completed in School?</td>
<td>64</td>
</tr>
<tr>
<td>11.</td>
<td>Distribution of the Responses of the One Hundred Respondents to the Question: Which of the following (Automobile-Television-Radio) Do You Own?</td>
<td>65</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Rationale.—Since the turn of the century, educational practices in the public schools have undergone considerable change. Possibly the greatest factor causing this change may be contributed to the change in America herself—the advent into the machine age, warfare, depressions, atomic age and inter-planetary travel. The quest for scientific knowledge became prevalent and brought with it a demand for improved educational standards. In many instances the school has not been able to adequately cope with the problems arising from our changing world.

Most citizens of any community are, and rightly so, concerned about their public schools because they are the ones who help furnish these public schools for the children and youth. Interestingly enough, the general public has varied concepts of a good school system. In all probability, these concepts are based on actual knowledge of the school's program. While on the other hand, the expressed views may be merely personal ideas. Often these personal ideas tend to destroy rather than help promote an effective educational program. If the educational policy makers rely solely upon what has been heard, about what the people of a given community are saying, there is often unwarranted delusion. Especially is this
true if it is believed that what is heard represents what the public as a total group really thinks. The investigator of this research believes that if the general public comprehends fully the role of the school in society, and if educational policy makers scientifically acquire an image of that role, a more harmonious relationship would exist between the school and community.

Because it is so important that the educational policy makers know the opinion of the public, in recent years public opinion research has increasingly attracted the attention of those interested in the educational program.

What makes public opinion? One authority suggests the following answer:

A public is considered to be a large number of people, most of whom are not known to one another but all of whom have at least one major interest in common. Public opinion is made up of the integration of many personal opinions. An individual's interpretation of a situation may be thought of as his personal opinion. Usually a person owes the opinion that he holds in part to the majority opinion or to the minority opinion of the groups in which he has lived and has been conditioned.¹

The foregoing source seems to say or imply that people of any given community owe it to each other to share and cooperate in opinions they possess relative to the common welfare. This the writer regards as allegiance. This the writer also regards as a positive force in working for community cohesiveness and betterment.

The term "public opinion" was coined in the late eighteenth century.

It appeared at that time because large publics were coming into existence owing to the rapidly increasing populations; their geographic concentration in cities where large mobs, crowds and assemblages made possible the speeding-up of the opinion process; the development of the means of communication, especially of printing, by which tracts, pamphlets and posters could be duplicated in larger numbers; the increase in literacy.\(^1\)

There was, at this time, a great deal of confidence in the common man. Public opinion widened considerably with the popular idea of democracy.

The members of primitive and folk societies were conscious of applying customary rules rather than discussion and opinions. There existed many communities in which public opinion can hardly be said to have had any existence. The members of such societies were influenced by habits rather than thoughts.\(^2\)

The publics were limited in number and size in ancient civilization. Communication was limited, yet public opinion played some part. For an example, the Hebrew, one of the earliest and influential societies, made direct appeals to crowds. However, there was very little opportunity for discussion. The dominating attitude was the acceptance of what was called the "real truth" proclaimed by the prophets.

Unlike the Hebrews, the Greeks used publicity and made popular appeals to the masses in their struggles against aristocracy and tyranny. The masses, in the meantime, included those persons considered citizens. This was actually only a democracy for the elite.


In Europe, the opinion process gained tremendous stride with the invention of printing. The Reformation questioned clerical authority and emphasized the individual, and arts, letters and science began to cast off the bonds of authoritarian revelation.

...The new means of communication, printing, coupled with a slowly growing literacy, distributed the ideas. The Enlightenment of the seventeenth and eighteenth centuries was the turning from the authority of divine revelation to the authority of reason and human understanding.¹

Consequently, the most decisive factors in the beginning of modern publics, in spite of limitations, were communication, spread of literacy, rise of a philosophy of rationalism and assumption of man's natural reason, and the democratic idea.

In our present day there is no declaration that public opinion is always correct, but faith must and can be placed in the soundness of popular judgments. With the growth of the democratic idea in our country, it became apparent to leaders of the state that the privileges of citizenship could be extended only if opportunity is made available to all. In accordance with this idea, "such early educators as Horace Mann, Henry Barnard and Calvin H. Wiley saw public welfare in America inextricably bound to public education."² These men were so motivated they sought to establish public education.

In 1938, the members of the Educational Policies Commission accepted as their initial responsibility the rethinking of the

¹Albig, op. cit., pp. 21-23.

purposes of education. The committee suggested four areas of purposes or objectives. These were self-realization, human relationships, economic efficiency and civic responsibility.\(^1\) As a result of such profound thinking, such pertinent questions may be raised as: Why get citizens into the act? Can they really help, or, will they only get in the way?

Many publics have often spoken their views relative to what the schools should offer. Agreeably, Campbell and Ramseyer state that,

> Decisions as to what schools should do are for the most part decisions which must be developed by school workers and school patrons in each school district. The people concerned with each public school should try to determine what the job of that school ought to be.\(^2\)

Campbell and Ramseyer seem convinced that schools ought to have somewhat different programs in different situations. They also maintain that the people of any one situation must have a large voice in determining what those programs are.\(^3\)

> It is inherently obvious that public participation is the key to more democratic and consequently better schools, and the surveying of the public's opinion as it participates will give many answers that are necessary and essential for interested controllers of education to take satisfactory steps in the area of evaluation.


\(^2\)Campbell and Ramseyer, *op. cit.*, p. 68.

\(^3\)Ibid., p. 69.
It is no secret that Americans are almost fiercely dedicated to the proposition that the schools belong to and are to be controlled by the local community. It necessarily follows, then, that a school is at best, of mediocre quality, if it is administered and taught by a staff of the "teacher knows best" variety. Such a staff believes that the public is to be ignored in all really important aspects, but for appearances' sake is to be politely tolerated on such ceremonial occasions as Education Week, parents' night, stereotyped P.T.A. meetings and graduation exercises. What the school should do and how it should do it are held to be almost exclusively the concern of the teachers and the principal. To exclude or to ignore the public in connection with the problem of appraising what the school is now doing and how it is doing it, and of planning what the school should be doing and how it should be doing it is to make operative the certain recipe for education stagnation.  

It is the contention of the writer of this research, that there is an important value implicit in the soliciting of the publics' opinion about schools. This value derives from the fact that the surveying of opinions is a participatory activity and that participation is the key to more democratic, and hence better, schools. Cross supports this position in stating: "public business is the public's business." The general public must comprehend fully the role of the

school in society and educational policy makers must scientifically acquire an image of that role, if a more harmonious relationship is to exist between the school and the community.

**Definition of Terms.**—For the purposes of this investigation the following terms are defined:

1. **Public**—the parents and non-parents of the community served by the Seminole County Training School, Donalsonville, Seminole County, Georgia.

2. **Public opinion**—the consensus of the persons polled regarding their attitudes and judgments about the specific concern under consideration.

3. **Respondents**—those persons who receive, answer and return copies of the public opinion instruments.

**Evolution of the Problem.**—This problem evolved as a result of the following observations and beliefs of this writer as well as the desire on the part of this writer to satisfy a natural curiosity that is apparently insatiable and more specifically to seek authentic substantiation of those observations and beliefs:

1. The general attitude of the public relative to the educational program of the school is negative.

2. Much of the laxity in the Parent-Teacher Association is prevalent because of school-community indifference.

3. The importance of the relationships between home and school is misconceived.

4. A knowledge of the opinion of the public is essential in promoting an effective, functional educational program.
This study has satisfied the stated assumptions and helped to develop an awareness of values which may be derived from a study of this nature.

Some Possible Values of the Study.—This investigator feels that this study has resulted in the following values:

1. Renders implications to school administration for improving the educational program.

2. Indicates significantly the opinions of the public of Donalsonville, Georgia as it concerns the Seminole County Training School.

3. Suggests avenues for promoting improved school-community relationships.

4. Enables educators to consider the results obtained in terms of educational offerings, where such seem warranted and expedient, and in terms of the opinions expressed by the public.

Statement of the Problem.—The general problem involved in this study was to obtain some indications or images of the community's concept of a good school system in terms of an appraisal of schools, and its faith and realism regarding what a good school may be expected to do.

Scope and Limitation of the Problem.—This investigation is limited to the extent that it concerns only the public served by the Seminole County Training School, parents and non-parents, and their views of schools in general with the expectation that the implications may be pertinent to the future progress of the Seminole County Training School, Donalsonville, Georgia.
Purposes of the Study.--The purposes of this research are characterized in the statements below:

1. To ascertain some indications of the type of school respondents think of when they refer to their mental images of what a good school looks like,

2. To ascertain the degree to which the respondents feel that the school in their community could play a part in the area described by the poll,

3. To determine the extent to which the opinions held by the respondents can offer possible implications for those responsible for educational policies at the Seminole County Training School,

4. To seek findings which do and/or do not substantiate the postulates set forth by this writer in the evolution of the problem,

5. To report whatever findings, conclusions, implications and recommendations the research warrants.

Period and Locale of the Study.--This investigation was pursued during the 1960-1961 school year in Region Nine, Georgia, with the parents and non-parents served by the Seminole County Training School in Donalsonville, Georgia. Donalsonville is located in the extreme southwest section of Georgia on the Florida, Alabama line. The town has a population of 2,700 citizens and Seminole County boasts of a population of 6,769 citizens, according to the 1960 census. Negroes comprise 32 per cent of this populace.

Seminole County's basic industry is agriculture and it is recognized as a leader in the development and production of cattle,
hogs, ewes, poultry and eggs. The major row crops grown are corn, cotton, peanuts and small grains. Truck crops such as watermelons, beans, peppers, tomatoes and peas are plentiful in this section.

In April 1957, as a result of the Consolidation Act, the county schools merged and entered a new plant. This modern building has four wings, three designed for elementary pupils and one for high school students. It has a well equipped library, health room, two conference rooms and a cafetorium. There are twenty-nine classrooms in this plant with separate rooms for home economics and agriculture. Including an instructional supervisor, the instructional force totals thirty-four. The enrollment for the 1960-1961 school year is 873. Two-thirds of these pupils are in the elementary department.

In this vicinity, there are fifteen Negro owned businesses and four churches. The provisions for recreation include a theater, seven cafes (Negro owned), and a Boy Scout organization. There is, also, in its embryonic stage, a plan for the construction of a Youth Center.

Method of Research.--The Descriptive Survey Method of research using the stratified-random method of sampling was employed to ascertain data.

Description of the Instruments.--The major instruments used in this research were two opinion polls. Poll No. 1 is entitled, What Do Good Schools Look Like? and Poll No. 2 is entitled, What Do You Think Schools Could Do? (See Appendixes B and C, pages 87-90). These two polls were prepared by W. Donald Walling and standardized by The Institute of Administrative Research, Teachers College, Columbia
University. A closed form questionnaire was also employed to secure personal data about the respondents. This writer feels that such data tend to add positiveness to the study. Appendix D is a reproduction of the questionnaire.

Subjects.--The parents and non-parents who are designated as the hundred respondents in this research are the subjects.

Procedural Steps.--In developing this research, the following steps were used:

1. Permission to carry out proposed study was obtained from the proper authority.

2. *Five boys and five girls were selected from the three sixth grades and three seventh grades to act as interviewers. The interviewers were selected, as nearly as possible, so that two came from homes of low economic level, two from homes of average level, and one from a home of high economic level. The interviewers were properly orientated.

3. *Each interviewer received two each of the following: (a) sealable envelopes; (b) copies of a covering letter explaining the nature of the poll and why answers are desired; and (c) copies of "A Study of Public Opinion About Schools."

4. *The process used by the interviewers automatically structures the sample for: (a) sex of respondents, (b) geographic distribution, (c) age distribution, (d) parents and non-parents, and (e) economic status.

5. A review, summation and presentation of related literature is in this thesis.

6. The findings, conclusions, implications and recommendations extracted from the analysis and interpretation of the data of this research are presented.

Criterion of Reliability.--

The picture in the public's eye of what a good school looks like, as measured by Poll I, is a good predicator of school

*These directions are dictated by the standardized instrument.
quality as measured by the Growing Edge Instrument (r = .47). The discrimination of judgment on the part of the public as to what schools can be expected to do, as measured by Poll II, is also significantly related to school quality (r = .48).1

Survey of Pertinent and Related Literature.—Public opinion research, in the past years, has been widely employed as a means of determining the public's sentiment on national, international and local issues of the day. Although there is little validity in the concept that all educational policies and programs should be determined by "nose counting," there are obviously frequent occasions when it is important even for the school administration to know the opinion of the public. The problem involved in this research has as its nucleus the concept of a democratic community, therefore, the pertinent related literature will be reviewed in this manner: (1) Nature of Public Opinion (characteristics of opinion); (2) Polling Agencies and Organizations; (3) Opinion Sampling; (4) The Role of Lay Citizens; (5) Public Participation Programs; and (6) Related Studies.

Nature of Public Opinion

In a changing world, the continued enlightenment of the adult population is being recognized increasingly as a major responsibility of a democratic society. "If America is to be physically and intellectually strong, the first need is an aroused public opinion that

will demand better education. This is the expressed philosophy of the Commission for the Defense of Democracy Through Education.

The program offerings of a school should always stand open to warranted modifications. The best schools of 1900 would hardly be satisfactory in 1960. Each year good schools endeavor to improve and if they do not they actually drop behind the rapidly changing times. Every school system determines what the offerings of the school should be. The determination, however, is not theirs alone. Other people and influences play major roles. One of these is: "...the philosophy in the United States that a democratic way of life should be an aim of education. Another is the changing opinion of the public as to what schools ought to teach."

To the degree that public sentiment is freely formed and fully expressed, democracy can function. What can it do? Public opinion, states Bogardus, "(1) gives sanctions to laws. It (2) sustains social agencies and institutions. It is (3) the leading force that maintains social standards and (4) the chief-moral-building force in the community."

Public schools are considered public agencies for their doors are open to all the children who inhabit a given community. It is the

---


3Bogardus, op. cit., p. 17.
sustaining power of a favorable public opinion that causes a public agency in a democracy to either shrink or shrivel up. In order to thrive and grow any public or private institution that functions in the name of democracy requires a measure of good will. Without status in the eyes of the community, a social agency cannot thrive if it can survive at all.¹

One of the best ways for a person to study the process of opinion-making is for him to consider what is going on in his own community. Unlimited means are pursued by most schools to acquire and sustain a favorable reaction in this regard. This is done because the invisible power of public opinion requires continual stimulation from all schools that seek to grow and to serve.

Seyfert emphasizes the point that "although it is important to discover what the public knows about its schools, it is even more important to learn what the public feels about its schools."²

At all times the school will do well to keep in mind the words of one of America's ablest statesmen, Abraham Lincoln. In his words:

Public sentiment is everything. With public sentiment nothing can fail, without it nothing can succeed. Consequently, he who molds public sentiments goes deeper than he who enacts statutes or pronounces decisions.³

¹Ibid., p. 20.


The investigator feels that the foregoing imply that a major concern of those promoting public schools must give continuous, evaluative attention to public sentiments. The lack of such, in a democracy, may determine greatly the success or failure of a public agency.

There are definite trends noted which support certain generalizations that can be made with respect to public opinion in a democracy. The laws which follow were drafted following a study to determine the effects of American opinion during the critical period between September 3, 1939 when World War II began and December 7, 1941, when the United States entered the conflict. The investigator feels that the following trends, though geared to the above mentioned situation, may have implications for the present investigation:

1. Opinion is highly sensitive to important events.

2. Events of unusual magnitude are likely to swing public opinion temporarily from one extreme to another.

3. Opinion is generally determined more by events than by words—when those words are themselves interpreted as an "event."

4. Verbal statements and outlines of courses of action have maximum importance when opinion is unstructured, when people are suggestible and seek some interpretation from a reliable source.

5. By and large, public opinion does not anticipate emergencies—it only reacts to them.

6. Psychologically, opinion is basically determined by self-interest.

7. Opinion does not remain aroused for any long period of time unless people feel self-interest is acutely involved or unless opinion—aroused by words—is sustained by events.

8. Once self-interest is involved opinion is not easily changed.

9. When self-interest is involved, public opinion in a democracy is likely to be ahead of official policy.
10. When an opinion is held by a slight majority or when opinion is not solidly structured, an accomplished fact tends to shift opinion in the direction of acceptance.

11. At critical times, people become more sensitive to the adequacy of their leadership—if they have confidence in it, they are willing to assign more than usual responsibility to it; if they lack confidence in it, they are less tolerant than usual.

12. People are less reluctant to have critical decisions made by their leaders if they feel that somehow they, the people, are taking part in the decision.

13. People have more opinions and are able to form opinions more easily with respect to goals than with respect to methods necessary to reach those goals.

14. Public opinion, like individual opinion, is colored by desire.

15. The important psychological dimensions of opinions are direction, intensity, breadth and depth. (Intensity refers to strength with which people hold their convictions. Breadth means its inclusiveness or generality and depth is the foundation of opinion.)

16. Although public opinion is by no means always consistent, many of the inconsistencies are more apparent than real when general frames of reference are discerned and when the basic standards of judgment are discovered from which specific opinions derive.

17. By and large, if people in a democracy are provided educational opportunities and ready access to information, public opinion reveals a hard-headed common sense.¹

**Characteristics of Opinion**

There is a definite distinction made between two kinds of opinion: (a) the specific and direct and (b) general and the indirect. Specific opinions give rise to immediate executive acts, for example, to buy or sell. General opinions give to delegated, indirect,

symbolic, intangible results; for example, to vote. The specific viewpoint may lead to a decision to act within the limits set by law and custom, personal powers and personal desires. On the other hand, general opinion leads only to some sort of expression.¹

If the attitudes people possess regarding a particular issue are not expressed, reference may be made to internal opinion. If they are expressed and hence are the important but not the exclusive determinants of action, reference can be made to external public opinion. Public opinion may also be actual. Actual public opinion indicates that attitudes have been aroused and they are having some kind of effect upon internal and external behavior. It is frequently possible to anticipate public sentiment before the issue arises. Thus, the term latent public opinion may be employed to refer to attitudes of people regarding an issue, when those attitudes have not yet been crystallized, when they are not being evoked or are not affecting behavior. Finally, public opinion on issues that are definitely related to the cultural heritage may be called enduring public opinion. Whereas, that which appears to be unrelated to solutions and decisions already agreed upon in the culture may be termed momentary public opinion.²

Public opinion, to be worthy of the name, to be the proper motive force in a democracy, must be really public. In order that


it may be public a majority is not enough, and unanimity is not required, but the opinion must be such that while the majority may not share it, they feel bound, by conviction not by fear, to accept it; and if democracy is complete the submission of the minority must be given ungrudgingly.¹

The members of a public who generalize from samples have been given the name of "stereotypes," by Walter Lippmann. These are more or less standardized ideas or beliefs.

During the World War, a little American girl heard her parents refer to an individual in the community, whom the family knew quite well, as a German. "Is he a German?" she asked in surprise. "Why I thought he was a man." Her childish stereotype of a "German" as something different from a human being was a result of the war-prejudiced talk that she had heard from her associates.²

From human associations within the environment beliefs emerge and persons often find reasons for believing what they already believe. So is the nature of public opinion.

It is expedient not to think of the public simply as composed of all the people capable of thought in a particular area or group. Rather, the public should be limited to those who have an interest in, or a viewpoint on, group affairs. Agreeably, Smith has so abstrusely stated:

In a broad sense, and a very real sense, all persons have an interest in public affairs in any particular community. The attitudes and concerns of even the humblest persons have some significance. All must obey the same laws. All would say the


proper things and read the proper books and walk in the shadow of the concentration camp if dictatorship succeeded democracy. All are members of the public because all are linked together by their common existence.¹

If the above is acceptable, that human beings are linked together by common existence, then the investigator believes it is imperative that rapport between school and community be functional, and that a poll of opinions can and should be an initial gesture in quest of such an objective.

When thinking of publics of varying sizes, in each instance there is thinking of a group of people bound to one another by living together. Public opinion, then, is made up of opinions of men living an associational life and affected by their contacts with one another. Common interests, common elements of environment and inheritance, similar sources of information and discussions among individuals—all these characterize and give momentum to public opinion.

Polling Agencies and Organizations

Every communicator is interested in knowing the state of public sentiment about himself or his medium. The publisher wants to know how the public "feels" about his newspaper, magazine or books. The broadcaster and film producer are equally sensitive to public approval. Public relations and advertising men want to know if they have succeeded in creating a favorable "image" for their

companies or products in the public's mind. Surveys of attitudes held by specific customer groups, and by the public generally, give them some answer.¹

Some nationally known polling agencies and opinion research organizations are: The Fortune Survey (Elmor Roper), The Gallup Polls (George Gallup), The Purdue Opinion Poll, U. S. Poll of Kenneth Fink, The American Institute of Public Opinion, Office of Public Opinion Research Surveys, The Crossley Survey (Archibald M. Crossley), the Literary Digest, and the National Opinion Research Center. The Public Opinion Quarterly, one of the most extensive periodicals of the day, has as its purpose "to contribute to the study of the nature and working of public opinion in the contemporary world."² It was first published in 1937.

These agencies and organizations offer a check on prevailing opinion. The polls are sold to many newspapers. Large companies subscribe to opinion-survey services as a part of their public relations program.

The Government also uses public opinion research—the United States Information Agency has a survey research division whose sole function is to measure public sentiment toward the United States in other countries, and the effects of our various foreign information programs.³

³Emery, Ault and Agee, op. cit., p. 351.
Politicians are increasingly using public opinion surveys to gauge campaign progress and important issues.

On November 2, 1948, the American people elected Harry S. Truman as President over Thomas E. Dewey. Despite a months-long barrage of expert opinion that they would only be recording a cut and dried decision in favor of Dewey, these stubborn believers in the American system insisted on that moment of privacy when every citizen exercises his privilege and duty to vote for the man of his choice. They confounded the experts.\(^1\) Democratic government is based on the principle that the opinion and desires of all citizens should determine important decisions.\(^2\)

Public opinion analysis can be helpful to those who are faced with the necessity of formulating particular elements of our foreign policy in the following ways:

1. Public opinion and analysis can show the general mood or attitude of the country toward a particular line of policy,

2. To extent and intensity of the views of the contending interest, groups must be known and also the opinions of non-self-interested groups,

3. It is important to know the extent and the accuracy of public information concerning the elements of the problem.\(^3\)

Publications and discussions of opinion studies make significant contributions to the people's understanding of the foreign policy and alternatives which are available to them.

---


It is the contention of the investigator that an analysis of public opinion on national, international, local and even personal issues can give, when properly evaluated, criteria for improvements.

Opinion Sampling

It is the contention of Burkhardt and Sawyer, that "probably the best way to understand the importance, the merit and the complexity of gauging the sentiment of a group of people is to try to sample their opinion on a topic of interest to them."¹

Most agencies use a common method of sampling—controlled sampling. With this method the population is divided into numerous layers and units are drawn, as nearly as possible, at random from each layer. The proportionate representation of each layer in the sample is the same as its proportionate representation in the whole population. "Poll samples are often referred to as accurate miniatures of the population."²

It is of utmost importance to secure a representative sample which accurately reflects the entire group. When the Literary Digest in 1936 predicted that Mr. Roosevelt would be defeated by his opponent, Mr. Landon, it committed a serious error. It polled only people whose names were in telephone books. The sample turned out


²Cantril, op. cit., pp. 141-142.
to be representative, not of the voting population as a whole, but of
the upper-economic group. This was the "great debacle of the first
supposedly authoritative political poll."2

Because of the validity and faith which many have put in polls,
Monroe states:

Knowing the opinion or views of the public provides a means for determining:

(a) the strength of public sentiment and securing guidance in major shifts in policy;

(b) the degree of acceptance of proposed policies;

(c) reactions of groups to specific questions;

(d) values attached to the educational program;

(e) strengths and weaknesses in the public-relations program;

(f) areas of ignorance on erroneous ideas and opinions;

(g) alertness to educational needs;

(h) understanding of the purposes and achievements of the public schools.3

Opinion polls also provide a means for:

(a) opening channels for suggesting new policies to the public;

(b) informing and educating the community on educational issues;

(c) developing understanding of what good schools can do;


2Ibid., p. 75.

(d) by-passing pressure groups and obtaining an unbiased expression of public desires;

(e) strengthening the democratic processes through the sharing of decisions.¹

Because of the very nature of polling, because of the tremendous values which may result from a picture portraying the thinking of the people about that which concerns them, this investigator believes an opinion poll on one's thinking of schools in general will, of necessity, given dynamic implications for that particular school situated in the locale where the poll is conducted. Chamberlain and Kindred seem to agree for they say:

"The static nature of the curriculum in many schools is a product of public belief in the value of traditional education. Because it represents the only kind of education most adults have experienced, they are reluctant to support changes they do not understand. Unless school people undertake a definite program for educating the public to the truth about the nature of learning and the needs of children in our culture today, the same traditional pattern will continue for some years to come."²

The Role of Lay Citizens

If the idea can be inculcated in the minds of those responsible for quality program offerings in schools, the ability to bring lay citizens and professional school people together will, in all probability, be the initial concern. If one accepts the fact that the school is the creature of a community, public information and

¹Ibid.

public participation then become the most powerful tools for improving schools. Schools will improve only to the extent that the public's conception of what a school is and what it can do improves first. Then the school reflects this conception.

There are principles underlying public participation in educational planning which have been set forth by the Metropolitan School Study Council in, "Public Action for Powerful Schools," which seem pertinent for this study:

1. Public schools constitute an essential part of the democratic process. Social action brings them into existence to meet the needs of a democratic society. At the same time, public schools on their own part stimulate and produce social action.

2. Public participation in educational planning finds positive justification, because a democracy demands full participation of everyone concerned. Democracy opposes the separation of government from the people.

3. The process of education includes the reconstruction and evaluation of all experiences, continually throughout life. It does not confine itself to the classroom, but penetrates the home, the community and the state.

4. All resources of the community, found both in people and things, should be used to develop the best educational program possible in a community.

5. The needs, interests, aptitudes and capacities of each individual must be studied in order to determine the extent and nature of his participation. The maximum contribution of each individual is obtained in this way.

6. The local board of education, which represents the people in our system of government, possesses certain powers and prerogatives. Participation in educational planning should recognize the responsibilities of this group by placing before it all recommendations for approval or action.
7. As a representative of the people, the board of education must establish channels for securing the contributions of the public to educational planning.¹

When confronted with new social, economic and political needs, the American people throughout history have made new demands on the public schools. The American system of public education has grown out of these ever-increasing needs of democratic society.

Schools, as integral parts of society, are working today as never before in an effort to change human behavior and prepare boys and girls for their responsibilities as citizens. Individuals, then, will work cooperatively toward achieving social action.

Public schools are becoming stronger parts of the community. Desirable change is being created because the school and community are working together. The time will come when a citizen will no longer be able to detect where the community ends and the walls of the school house begin. The community will be the school.

In most American communities there has been a move from a personal form of democracy to a more representative type of democracy. This is quite evident in American school systems. This change is obvious because of two reasons, the growth in size of communities and the tendency for the people of a given community to turn over the responsibility for planning the school program to professionally trained personnel. Mort points out that:

The sciences that have become basic to education and the increase in scientific experimentation have left the public unbelievably behind the procession. As an extensive body of subject matter evolved the teacher had to learn it. The layman had no incentive to do so.... Knowledge bred self-satisfaction in the teacher and lack of knowledge caused the layman gradually to leave the field to the professional educator.1

In many cities people have very little to say about their schools unless a crisis occurs. A real working democracy demands an active full participation of all its citizens if it is to operate efficiently. The Educational Policies Commission has recognized that little has been accomplished in changing the thinking of the community with respect to the full powers of twentieth century education. Even though it is verbally claimed by many that such is of vast importance, it is rarely found to be functional in the public schools. This group declares in one publication:

Perhaps the most crucial problem now confronting American education is the discovery and development of ways and means for securing competent lay control over the school. Our desire to preserve the form and spirit of democracy confronts us with the necessity for discovering and opening up channels by which the American people may really exercise effective control over their interests in education. Our desire for efficiency and service demands some feasible working relations between lay control and professional work.1

Recently, educators have talked extensively about giving the schools to the people in the sense that the people share in determining what the school program should be.

1Paul R. Mort, "These Schools Are Ours," National Parent Teacher (November, 1942), 24.

2Educational Policies Commission, op. cit., p. 142.
The investigator maintains that public participation must be a realized fact if results are to be achieved. Such a program must be initiated and continued until every citizen in the community understands what a good school looks like and what a good school can do for the people.

Lewis Mumford describes the role of the school in this manner: 
"...the dwelling house and school...constitute the essential nucleus of the new community."1 The entire community, then, becomes an educational institution for an analysis of the social structure. The effects of its institutions upon people demonstrates that the school is the one institution reaching into every aspect of society.

Just as it is becoming increasingly clear that the school must move out from behind the walls it has built to separate it from the community, so must the community understand and become a vital part in the educational life of its children.

If one examines the entire educational process, he discovers that its meaning is derived from two basic objectives: (1) Schools should contribute to the realization of abundant life for as large as possible a percentage of each generation and (2) Schools should help maintain and better the social and economic system.2 The task is of no meager essence, but becomes simpler when the public is able to visualize these objectives toward which the school is working.

---


The members of the public in any community hold a huge wealth of ideas in their experiences. There is a vast need for schools to realize the importance of utilizing the valuable contributions which the people of the community can make in helping with research, in coming to school to talk about their hobbies or specialities and in performing various services needed by the school daily. "Every community must be thought of as an extension of the school plant if the best possible educational program is to be developed."\(^1\) There is a wide challenge offered to those who want to secure public participation by using the community resources found in people and things.

In every community there are citizens who are willing and able to help in educational planning. The key to this problem is to find such people over the years in sufficient number. These groups can do two things: (1) provide a group of active participants who will study the problems facing the schools; (2) build, through participation, the center of an informed public group that will be competent to speak constructively when their voices are needed to help in improving the quality of education.\(^2\)

The board of education is composed of the representatives of the people and has been vested with certain powers and rights, yet the real responsibility takes its roots in the people. It is this group's untiring duty to remain close to the hearts and minds of the people.

---

\(^1\) Metropolitan School Study Council, *op. cit.*, p. 12.

\(^2\) Ibid., p. 13.
Public Participation Programs

After a poll has been taken and an estimate of knowledge of the public about schools in general has been ascertained and substantiated, a program of lay participation may be desired. If such is the case, the following factors have been set forth which need considering:

1. Channels of communication need to be improved.
2. Better understanding between lay people and school staff will inspire confidence.
3. A wide diffusion of community groups may be an asset.
4. Lay people need to be asked to do things.
5. People enjoy working together to solve their common problems.
6. Capitalize on the strengths of the community (people and resources) and develop each.¹

As in any program which is being initiated or promoted, there are cautions and advantages to be considered. These are the advantages of lay participation:

1. Provides the means for the education of lay persons concerning the program of the school.
2. Provides a basis of understanding and support for projects needed in the local system.
3. Provides an opportunity for the expression of lay opinion of all kinds.
4. Permits the Board of Education to avail itself of the expert knowledge existing in every community.
5. Creates a feeling of individual and community responsibility for the educational program provided.
6. Keeps the work of the schools closer to the people.

¹Tbid., p. 22.
public schools should offer fair and equal opportunities to all youth; (c) the public wants freedom for teachers and does not favor static educational programs.¹

The San Diego Board of Education embarked on a scientific survey of public opinion in the spring, 1951. It is reported that this school is actually the first to authorize a comprehensive public opinion survey without being under pressure of public opinion engendered by some kind of crisis situation. Fifteen hundred adults, selected at random on the basis of population in each census tract in the city, were interviewed. Equal numbers of men and women were questioned. The results of this study gave the following three basic findings: (1) San Diegans predominantly approve of their public schools and were ready to give support whenever necessary with bond issues or higher taxes, as the need for more facilities and increased salaries becomes acute, (2) a reminder of the need to constantly review the educational program to make sure that it is effective in those areas of instruction in which the public is vitally concerned and accept public interest as a mandate to provide an effective program, and the third implication, which posed the greatest challenge to the entire school staff, the matter of what is being taught and how it is being taught, revealed large segments of the population admitting ignorance.²

¹Monroe, op. cit., p. 900.

These findings seem to suggest that it is very important to keep the public adequately informed before the anti-school propaganda groups create doubts and opposition.

Of the "Do's" and "Don'ts" in the article, the following are listed:

1. Don't wait until a crisis situation has developed before undertaking a survey.

2. Don't publicize the poll in advance. Lack of publicity will enable one to get a true expression of public opinion, where premature publicity could result in conditioning of opinions. Especially would this be true if vocal school critics should oppose the undertaking.

3. Have survey findings carefully interpreted to all members of the school system, preferably in group meetings.

4. Acknowledge any unfavorable findings along with the favorable, accepting them frankly as challenges facing the school system and its personnel.

5. Analyze the report carefully to determine how it can be used to best advantage in public information and public relations programs; also how it can be used to evaluate the program in terms of public needs.¹

The study showed, beyond a doubt, that two groups of persons, those who had actually visited a classroom where instruction was in progress and those who had attended at least two Parent Teachers Association Meetings, were most favorable toward the schools and showed the best understanding of the program.

Are parents less upset about the nation's educational anemia than the educators themselves? This penetrating question is the

¹Ibid., p. 38.
impression left by a Gallup Poll of 3,000 parents and 1,000 high school principals.¹

The Metropolitan School Study Council records the experiences of one school system that surveyed the human resources of the community and found, as the title of the report puts it, Fifty Teachers to a Classroom.²

Life magazine asked public opinion expert Elmo Roper to conduct a nationwide survey to find out what the people really felt about schools. In response to the question: Are you satisfied with the public school system in your own community? Only 33.4 per cent are really satisfied with their local school, 38.2 per cent of them are "only fairly satisfied" and 16.8 per cent are not satisfied at all. The survey makes one inescapable point. When Americans think about education they are complacent as a whole and dissatisfied in particular; they feel that the over-all situation is sunny but not as good as the school down the street. Today's parent is inclined to feel that the school, good or bad, is just as responsible as he for most of the upbringing of his child.³

In 1934, the history of a movement in a rural community which had as its aim the creation of a united front on the part of the community in favor of establishing a new consolidated school within the

¹"Parents v. Teachers," Time, April 14, 1958, p. 77.


community city limits, is described by Schanck. The people of the community were asked to express their opinion upon an attitude scale. A sample of the attitudes showed many neutral individuals, people with no preference and many checked only under pressure. The investigator was convinced that only a small proportion of the community was vitally concerned with the question, and most of these individuals were among the extremists—those who had only their personal, financial interest in mind. When the Department of Education condemned the school three years later, every tax payer was unmistakably concerned. A new school had to be built whether it was wanted or not. The community was again surveyed and the result showed extremity in one direction. In the first survey the town's selection as first choice was now regarded as the only choice. "Public opinion in a community is not necessarily a continuous development. It moves by jumps. There are evidently critical points in the social relationships of the community which, if crystallized, lead to complete qualitative changes." Schanck believes that a feeling of community loyalty exists that causes many individuals to feel that if they must take a stand they should espouse the opinion held by the majority of their group.¹

Finally, this writer takes the position that knowledge of a given community's opinion of schools will serve to help eliminate much of the guesswork as to what the public really thinks about

their school, and will also serve to help identify the areas of
definite satisfaction and dissatisfaction. Since it is assumed that
taxpayers have a right to be satisfied with their schools, the opinion
poll should give people an effective medium to express their satisfac-
tions or dissatisfactions.

A key principle of modern curriculum building is the belief
that the approach should be cooperative, involving parents...as well
as school personnel. The process of getting opinions is in itself
cooperative and thus offers further opportunity to the desire to
operate democratically as well as talk democracy. Herein lie many
opportunities to place cooperation as the firm foundation of better
mutual understanding.¹

The results obtained from surveys of public opinion have
served as "eye-openers" upon noting the responses received. Such
studies should, in all probability, help school authorities to realize
their constant responsibility to review the school's program and to
keep the public informed on what is being undertaken.

These studies show, quite clearly, in the thinking of this
investigator, that the American people have no hesitation in speaking
their minds on questions that affect their daily lives.

Summary of Pertinent and Related Literature.—The reviewed
literature pertinent to this research is epitomized below.

1. The philosophy in the United States, that a democratic way
   of life should be an aim of education; the changing opinion

¹J. E. Grinnell and Raymond J. Young, The School and the
of the public as to what schools ought to teach—these two factors play major roles in determining the success of schools.1

2. Although it is important to discover what the public knows about its schools, it is even more important to learn what the public feels about its schools.2

3. Public opinion is made up of men living an associational life and affected by their contacts with one another. Common interests, common elements of environment and inheritance, similar sources of information, discussions among individuals—these characterize and give momentum to public opinion.3

4. Surveys have given answers to every communicator who is interested in knowing the state of public sentiment about himself or his medium.4 Poll samples are often referred to as accurate miniatures of the population.5

5. The best way to understand the importance, the merit, and the complexity of gauging the sentiments of a group of people is to try to sample their opinion on a topic of interest to them.6

6. School people must undertake a definite program for educating the public to the truth about the nature of learning and the needs of the children in our culture today or the traditional education pattern will continue for some years to come.7

7. Perhaps the most crucial problem now confronting American education is the discovery and development of ways and means for securing competent lay control over the school. Our desire to preserve the form and spirit of democracy confronts us with the necessity for discovering and opening up channels by which the American people may really exercise effective

---

1Haskew, op. cit., p. 107.
2Seyfert, op. cit., p. 420.
4Emery, Ault and Agee, op. cit., p. 351.
5Cantril, op. cit., p. 142.
6Burkhardt and Sawyer, op. cit., p. 1.
7Chamberlain and Kindred, op. cit., p. 270.
control over their interests in education. Our desire for efficiency and service demands some feasible working relations between lay control and professional work.¹

8. Every community must be thought of as an extension of the school plant if the best possible educational program is to be developed.²

9. The channels between the school and community should have a two-way flow: One channel to convey the ideas and program of the administration to the public; the second channel to allow individuals and groups to express their ideas and suggestions to the board of education and the administration.³

10. A nation-wide survey found that: (a) the public holds generally favorable views toward education; (b) the public believes that public schools should offer fair and equal opportunities to all youth; (c) the public wants freedom for teachers and does not favor static educational programs.⁴

11. Two groups of persons, as shown by a study, those who had actually visited a classroom where instruction was in progress and those who had attended at least two Parent-Teacher Association meetings, were most favorable toward the schools and showed the best understanding of the program.⁵

12. Today's parent is inclined to feel that the school, good or bad, is just as responsible as he for most of the upbringing of his child.⁶

13. Public opinion in a community is not necessarily a continuous development. It moves by jumps. There are evidently critical points in the social relationships of the community which, if crystallized, lead to complete qualitative changes.⁷

¹Educational Policies Commission, op. cit., p. 142.
²Metropolitan School Study Council, op. cit., p. 12.
³Ibid., p. 15.
⁴Monroe, op. cit., p. 900.
⁵Crawford, op. cit., p. 35.
⁶Roper, op. cit., p. 11.
⁷Schanck, op. cit., p. 93.
14. When Americans think about education they are complacent as a whole and dissatisfied in particular.\(^1\)

15. A key principle of modern curriculum building is the belief that the approach should be cooperative, involving parents... as well as school personnel. The process of getting opinions is in itself cooperative and thus offers further opportunity to the desire to operate democratically as well as talk democracy. Herein lie many opportunities to place cooperation as the firm foundation of better mutual understanding.\(^2\)

\(^1\)Roper, *op. cit.*, p. 11.

\(^2\)Grinnell and Young, *op. cit.*, p. 133.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.--This chapter proposes to present and interpret the data derived from the two opinion polls executed by the parents and non-parents which comprise the community served by the Seminole County Training School, Donalsonville, Georgia, who participated in this research.

The instrument used to secure this data was a "Study of Public Opinion About Schools" which is made up of two opinion polls entitled "What Do Good Schools Look Like?" and "What Do You Think Schools Could Do?" (See Appendixes B and C). The opinion polls were sent to one hundred and twenty-five parents and non-parents following the procedure stipulated by the standardized instrument as described under the heading "Procedural Steps," page 11 of this research. One hundred and three respondents returned the instrument. Only one hundred of the responses received are incorporated in this research. On three of the copies no choices had been made, for this reason the copies were eliminated.

A questionnaire, (see Appendix D) distributed with each opinion poll, was used to obtain general information about the public of Seminole County. The areas on the questionnaire referred to:
(1) family, (2) property ownership, (3) occupational classifications, (4) educational data, and (5) luxurious necessities.
The data derived from the opinion polls and the questionnaire are presented in both textual and tabular forms. The presentation is intended to set forth analyses of the data derived and make comparisons and reflections on the analyzations with regard to the purposes for this research.

### Tabular Data

**Poll I, "What Do Good Schools Look Like?"**—Table 1, page 43, shows the percentage distribution of the responses of the one hundred respondents from Seminole County to the 20 statements on Poll I, "What Do Good Schools Look Like?" Responses on this poll indicate whether the respondent would be "Pleased" or "Displeased" by each of the twenty conditions described if these conditions were prevalent in schools. Statements which have P (Pleased) listed as the correct answer are more characteristic of 1956 schools than 1900 schools. Statements which have D (Displeased) listed as the correct answer are statements which have been challenged by educational research and practices since the turn of the century. In addition, Table 1 shows the percentage of respondents making no response on the polls.

The data reveal that from 30-36 per cent of the respondents made no response relative to recent practices in education. This would seem to suggest the necessity of an effort to enlighten the public served by Seminole County Training School on their school's educational program. The per cent selecting any statement ranges from 0-70.
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>P (Pleased)</th>
<th>D (Displeased)</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Many classes where you can hear a pin drop.</td>
<td>50</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>2.</td>
<td>Students reading and discussing daily newspapers in school.</td>
<td>54</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>3.</td>
<td>Students facing and solving real-life problems in school.</td>
<td>57</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>4.</td>
<td>Students developing their memories by memorizing poems, names of presidents, and dates in history.</td>
<td>62</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>5.</td>
<td>High school girls assisting teachers with kindergarten children</td>
<td>53</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>6.</td>
<td>Students learning arithmetic entirely from a textbook without such activities as operating a school store or school bank.</td>
<td>37</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>7.</td>
<td>Children memorizing parts of the constitution as one of the best ways of developing patriotism.</td>
<td>46</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Per Cent Selecting</td>
<td>No Response</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Schools spending time during the regular school day on music, art, and clubs.</td>
<td>41</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>Students working in a school garden during the school day.</td>
<td>32</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>10</td>
<td>Most high school students taking Latin, whether they are going to college or not.</td>
<td>52</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>Pupils and teachers seeking and discussing all available facts on controversial issues.</td>
<td>53</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>12</td>
<td>Schools in which education is based entirely on lectures by the teachers, textbooks, homework, and recitations by the students.</td>
<td>48</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>13</td>
<td>Children enjoying school very much.</td>
<td>70</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>14</td>
<td>Children taking trips to farms and factories during the regular school day.</td>
<td>43</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Per Cent Selecting</td>
<td>No Response</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>P (Pleased)</td>
<td>D (Displeased)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Schools recognizing that reading books written by the great thinkers is the best way to learn how to think.</td>
<td>54</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>16</td>
<td>Children marching between classes, supervised by teachers.</td>
<td>43</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>17</td>
<td>Schools recognizing that book knowledge sticks better than knowledge gained in clubs, activities, and plays.</td>
<td>45</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>18</td>
<td>Placement offices helping students to secure employment.</td>
<td>59</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>19</td>
<td>Schools placing a great emphasis on marks and grades.</td>
<td>50</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>20</td>
<td>High school students getting work experience during the school day in community banks, stores, and factories.</td>
<td>39</td>
<td>29</td>
<td>32</td>
</tr>
</tbody>
</table>
Table 2 is designed to show the percentages of correct answers for each of the 20 statements on Poll I entitled, "What Do Good Schools Look Like?" The percentages of correct answers range from a low of 7 per cent to a high of 70 per cent.

Only 7 per cent of the parents and non-parents served by Seminole County Training School feel they would be "Displeased" to have "Students developing their memories by memorizing poems, names of presidents and dates in history." Of the one hundred respondents, 12 per cent would be "Displeased" to see "Most high school students taking Latin, whether they are going to college or not," while 14 per cent indicated "Displeased" to see "Schools placing a great emphasis on marks and grades."

In responding to statement number 1 and 15, the percentages of correct answers were 18 per cent and 16 per cent respectively. These percentages indicate that the minority would be "Displeased" to see "Many classes where you can hear a pin drop," and "Displeased" to see "Schools recognizing that reading books written by great thinkers is the best way to learn how to think."

These foregoing practices, which have received such small percentages of respondents giving the correct answers, are all characteristic of schools in 1900. Chamberlain and Kindred state that:

...the static nature of the curriculum in many schools is a product of public belief in the value of traditional education. Because it represents the only kind of education most adults have experienced, they are reluctant to support changes they do not understand. Unless school people undertake a definite program for educating the public to the truth about the nature
<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Correct Answer</th>
<th>Per Cent of Respondents Giving Correct Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>P</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>P</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>P</td>
<td>41</td>
</tr>
<tr>
<td>9</td>
<td>P</td>
<td>34</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>P</td>
<td>53</td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td>21</td>
</tr>
<tr>
<td>13</td>
<td>P</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>P</td>
<td>43</td>
</tr>
<tr>
<td>15</td>
<td>D</td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td>24</td>
</tr>
<tr>
<td>17</td>
<td>D</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>P</td>
<td>59</td>
</tr>
<tr>
<td>19</td>
<td>D</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>P</td>
<td>39</td>
</tr>
</tbody>
</table>
of learning and the needs of children in our culture today, the same traditional pattern will continue for some years to come.\(^{1}\)

This seems to render added substantiation to this investigator's contention that the most of the public served by Seminole County Training School is unaware of the educational practices and offerings of their school, and warrants the suggestion that the school personnel should accept the responsibility to assist the public in becoming informed much better about its educational program.

The highest percentages of correct responses on Poll I, as shown by Table 2, reveal that of the one hundred respondents, 70 per cent would be "Pleased" to see "Children enjoying school very much," while 59 per cent checked correctly they would be "Pleased" to see "Placement offices helping students to secure employment."

Over half of the respondents, 57 per cent, showed they would be "Pleased" to see "Students facing and solving real-life problems in school." There were three other statements which received the correct answers by over half of the respondents. These statements are numbers 2, 5 and 11 in Table 1. For the statement, "Students reading and discussing daily newspapers in school," 54 per cent were "Pleased." For the statements, "High school girls assisting teachers with kindergarten children and pupils" and "Teachers seeking and discussing all available facts on controversial issues," 53 per cent, in both instances, indicated they would be "Pleased."

It appears significant to note that two of the statements receiving such high percentages of correct answers are not included in the school's program or given any consideration by the school which serves the public polled. They are: "Placement offices helping students to secure employment," and "High school girls assisting teachers with kindergarten children." It also seems suggestive that such features, because the percentages indicate their apparent importance, be given consideration by the personnel of the Seminole County Training School.

Table 3, page 50, shows the frequency distribution of individual scores on Poll I. It is very revealing to note that twenty-nine of the one hundred polled made no score on Poll I. The poll was returned without being executed. The largest frequency shows that thirteen persons answered correctly twelve of the statements on Poll I.

According to the percentile ranks for community medians on Poll I, based on scores of the Metropolitan School Study Council Communities, the community median score for Seminole County is 10.0. The percentile rank is 20. This means that 20 per cent of the Metropolitan School Study Council Community schools which participated in the original Poll, scored the same, or less, while 80 per cent scored higher. Accordingly, eighty per cent of those communities have a more up-to-date picture of what good schools look like than the parents and non-parents served by Seminole County Training School.

Table 4 presents a comparison of the percentage of correct answers for each of the 20 statements on Poll I by the 60 Metropolitan School Study Council communities with the 100 respondents of Seminole
<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>99</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>97</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>97</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>94</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>52</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>0</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>
In comparing the per cent of correct answers given by 9,520 respondents of the 60 Metropolitan School Study Council communities polled, with the 100 respondents polled in the community of Seminole County, it is significant to observe that:

1. Statement number 4, "Students developing their memories by memorizing poems, names of presidents, and dates in history," in both instances, received the lowest percentage of respondents giving the correct answer.

2. Statement number 13, "Children enjoying school very much," in both instances, received the highest percentage of respondents giving the correct answer.

3. Statement number 10, "Most high school students taking Latin, whether they are going to college or not," received a very low percentage, 12 per cent, of the 100 respondents in Seminole County giving the correct answer. Yet, over half, 65 per cent of the 9,520 Metropolitan School Study Council communities answered correctly.

4. Statement number 18, "Placement offices helping students to secure employment," had over half of the one hundred respondents in Seminole County, 59 per cent, giving the correct answer, while 94 per cent of the 9,520 Metropolitan School Study Council communities correctly answered this statement.

5. Statement number 3, "Students facing and solving real-life problems in school," received high percentages of answers given correctly. Over half of the Seminole County respondents,
TABLE 4

A COMPARISON OF THE PERCENTAGES OF CORRECT ANSWERS BY THE METROPOLITAN SCHOOL STUDY COUNCIL COMMUNITIES WITH THE 100 SEMINOLE COUNTY RESPONDENTS FOR EACH OF THE TWENTY STATEMENTS ON POLL I: WHAT DO GOOD SCHOOLS LOOK LIKE?

<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Correct Answer</th>
<th>Per Cent of 9,520 Respondents giving Correct Answer in 60 MUGC Communities</th>
<th>Per Cent of 100 Respondents giving Correct Answer in Seminole County</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>52</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>87</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>P</td>
<td>86</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>P</td>
<td>77</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>78</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>P</td>
<td>87</td>
<td>41</td>
</tr>
<tr>
<td>9</td>
<td>P</td>
<td>60</td>
<td>34</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>65</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>P</td>
<td>88</td>
<td>53</td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td>61</td>
<td>21</td>
</tr>
<tr>
<td>13</td>
<td>P</td>
<td>97</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>P</td>
<td>87</td>
<td>43</td>
</tr>
<tr>
<td>15</td>
<td>D</td>
<td>47</td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td>65</td>
<td>24</td>
</tr>
<tr>
<td>17</td>
<td>D</td>
<td>62</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>P</td>
<td>94</td>
<td>59</td>
</tr>
<tr>
<td>19</td>
<td>D</td>
<td>49</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>P</td>
<td>74</td>
<td>39</td>
</tr>
</tbody>
</table>
57 per cent answered correctly, and of the 9,520 Metropolitan School Study Council communities, 86 per cent revealed their knowledge correctly.

Statement number 4 is one of the ten statements which has been challenged by educational research and practices since the turn of the century, and statement number 13 has been interpreted as characteristic of schools since 1956. That parents and non-parents are basically interested in every possible advantage being offered their children by the school they attend, even though they may be unaware of the school's program, seems evidenced by the variations in the answers given by the respondents in the foregoing statements.

Paul Mort gives some added insight into such situations by stating:

The sciences that have become basic to education and the increase in scientific experimentation have left the public unbelievably behind the procession. ...Knowledge bred self-satisfaction in the teacher and lack of knowledge caused the layman gradually to leave the field to the professional educator. ¹

Poll II, "What Do You Think Schools Could Do?"--Table 5 presents data which show the percentage distribution of the responses of one hundred respondents from Seminole County to the 16 statements on Poll II, entitled, "What Do You Think Schools Could Do?" These statements were designed to get the respondents images of schools as they could be if they were using the best practical methods of instruction the respondents knew about. Respondents were directed

## Table 5

**Percentage Distribution of the Responses of One Hundred Respondents from Seminole County to the 16 Statements on Poll II: What Do You Think Schools Could Do?**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Per Cent Selecting</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N (Nothing)</td>
<td>AL (A Little)</td>
</tr>
<tr>
<td>1.</td>
<td>Schools could do N AL M VM to improve the physical health of youngsters.</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Schools could do N AL M VM to improve the mental health of youngsters.</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>Schools could do N AL M VM to prepare youngsters who, as adults, will be able to manage their own family business affairs.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Schools could do N AL M VM to show youngsters how to spend leisure time happily.</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>5.</td>
<td>Schools could do N AL M VM to aid students to select the vocation for which they are best suited.</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Per Cent Selecting</td>
<td>No Response</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>6.</td>
<td>Schools could do N AL M VM to produce an American people who can &quot;see through&quot; propaganda and misleading information.</td>
<td>1 14 19 31 35</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Schools could do N AL M VM to produce an American people who can vote critically and intelligently.</td>
<td>0 9 17 40 34</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Schools could do N AL M VM to improve interfaith and race relations.</td>
<td>8 13 16 30 33</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Schools could do N AL M VM to reduce the automobile accident rate in America.</td>
<td>2 21 14 26 37</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Schools could do N AL M VM to reduce juvenile delinquency.</td>
<td>0 13 22 27 38</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Schools could do N AL M VM to conserve our national resources of oil, timber, and soil.</td>
<td>11 19 15 19 36</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>N (Nothing)</td>
<td>AL (A Little)</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>12.</td>
<td>Schools could do N AL M VM to achieve and maintain world peace.</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>13.</td>
<td>Schools could do N AL M VM to improve labor-management relations.</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>14.</td>
<td>Schools could do N AL M VM to raise the art and music appreciation in America.</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>15.</td>
<td>Schools could do N AL M VM to give the American people an understanding of and respect for law.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>16.</td>
<td>Schools could do N AL M VM to give youngsters an understanding of what is required of them as young people and later as adults in happy home and family living.</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
to put a circle around the letter or letters which completed the sentence. The choices were N—Nothing, AL—A Little, M—Much, VM—Very Much. (The complete Poll is exhibited in Appendix C). In every instance, the largest per cent of respondents felt that schools could do, over a period of time, "Very Much" about each problem listed on the Poll.

Table 5 reveals that the highest percentage of respondents, 47 per cent, checked "Very Much" for statement number 16, that "Schools could do very much to give youngsters an understanding of what is required of them as young people and later as adults in happy home and family living."

The second highest percentage of respondents, 42 per cent, checked "Very Much" for statements 3, 14 and 15, which indicate that, "Schools could do very much to prepare youngsters who, as adults, will be able to manage their own family business affairs," "Schools could do very much to raise the art and music appreciation in America," and "Schools could do very much to give the American people an understanding of and respect for law." The standardized answer for statement number 3 is "Much." For statement number 14, the correct circled answers were "Much" and "Very Much" and best choices for statement number 15 were "Nothing," "A Little" and "Much."

The third highest percentages were given statements 4 and 7. Here the respondents feel, with the majority of the communities completing Poll II, that "Schools could do very much to show youngsters how to spend leisure time happily" and "Schools could do very much to produce an American people who can vote critically and intelligently."
Table 6 presents a comparison of the percentage of the 100 respondents making the correct selection with the 9,520 respondents of the Metropolitan School Study Council communities. Following the procedure for calculating the community's total score, the per cent of respondents selecting the circled responses were added and the two blocked-in responses were subtracted. Statement number 5 and 11 were the blocked-in responses to be checked. All other responses were circled. By referring to the Table indicated in the manual, the percentile rank for the community can be determined. The total score of those polled in the community served by Seminole County Training School was 472. This score is lower than the lowest score found on the Table to determine percentile rank.

It further was revealed in Table 6, that of the five statements where schools could do "Very Much" about the problem listed was the desired response, the responses given by both groups seem decidedly low. More specifically the following indications are given:

1. Statement 4—"Schools could do very much to show youngsters how to spend leisure time happily"—Metropolitan School Study Council communities 41 per cent, Seminole County, 33 per cent.

2. Statement 7—"Schools could do very much to produce an American people who can vote critically and intelligently"—Metropolitan School Study Council communities, 59 per cent, Seminole County, 40 per cent.

3. Statement 8—"Schools could do very much to improve interfaith and race relations"—Metropolitan School Study Council communities, 52 per cent, Seminole County, 30 per cent.
### TABLE 6

A COMPARISON OF THE PERCENTAGES OF THE ONE HUNDRED RESPONDENTS IN SEMINOLE COUNTY WITH THOSE OF 9,520 Respondents of the Metropolitan School Study Council Communities in Making Correct Selections of the Sixteen Statements on Poll II: What do you think schools could do?

<table>
<thead>
<tr>
<th>Number of Statement</th>
<th>Per Cent Selecting Circled Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (Nothing)</td>
</tr>
<tr>
<td></td>
<td>MSSC SC</td>
</tr>
<tr>
<td>1</td>
<td>19 6</td>
</tr>
<tr>
<td>2</td>
<td>18 12</td>
</tr>
<tr>
<td>3</td>
<td>37 17</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9 8</td>
</tr>
<tr>
<td>6</td>
<td>7 14 25 19</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>32 14 40 26</td>
</tr>
<tr>
<td>10</td>
<td>13 13 32 22</td>
</tr>
<tr>
<td>11</td>
<td>14 11</td>
</tr>
<tr>
<td>12</td>
<td>32 24</td>
</tr>
<tr>
<td>13</td>
<td>17 5 32 13</td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>0 1 6 3 33 12</td>
</tr>
<tr>
<td>16</td>
<td>1 2 10 2 33 11</td>
</tr>
</tbody>
</table>
4. Statement 9—"Schools could do very much to reduce automobile accident rate in America"—Metropolitan School Study Council communities, 40 per cent, Seminole County, 26 per cent.

5. Statement 14—"Schools could do very much to raise the art and music appreciation in America"—Metropolitan School Study Council communities, 42 per cent, Seminole County, 42 per cent.

A comparison of the percentage of the 100 respondents making the correct selection in Seminole County with those of the Metropolitan School Study Council communities seems to reveal that Seminole County public's knowledge of what schools could do is more inadequate than that of the Metropolitan School Study Council communities, however, it seems that the data also suggest that in both situations the people of the communities did not evidence any unusual amount of knowledge regarding what schools could do to improve.

**Questionnaire Data.**—Tables 7 through 11 present data derived from the questionnaire. (See Appendix D, pages 91-92).

**Sex, Breadwinner of Family, Parenthood and Income**—Table 7 renders evidence that 61 per cent of the respondents were females and 31 per cent were males. Eight per cent gave no identification of sex. Of the one hundred respondents, 57 per cent indicated that they are the "breadwinner" of their family. This seems to indicate that a majority of the families polled have females as the "breadwinners" of the household since only 31 per cent of the respondents gave male identification.

Seventy per cent of the respondents had a total of 122 children—60 boys and 62 girls. Thirty per cent of the respondents
TABLE 7
RESPONSES OF THE ONE HUNDRED RESPONDENTS REGARDING: SEX, BREADWINNER OF THE FAMILY, PARENTHOOD AND INCOME

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is your sex?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>No Identification</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Are you the &quot;breadwinner&quot; of your family?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>If you are a parent, how many children do you have? (Specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys: 60</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Girls: 62</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Which of the following is your yearly income bracket?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$3,000 or more?</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>$2,000 to $3,000?</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>$1,000 to $2,000?</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Less than $1,000?</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>23</td>
</tr>
</tbody>
</table>

gave no indication of being parents. The largest number of each sex listed by a single respondent was 7 boys and 8 girls.

Almost one fourth, 23 per cent, of the respondents did not indicate their yearly income bracket. The data reveal also, that the largest percentage, 39 per cent, checked their yearly income
bracket as less than $1,000, 16 per cent from $1,000 to $2,000, 10 per cent from $2,000 to $3,000 and 12 per cent $3,000 or more. It is possible that the low income bracket, checked by the majority, is the result of the county being predominately a farming area.

**Property Status**—From the data in Table 8, the following findings are set forth: Only 40 per cent own property. Of this 40 per cent, 39 per cent own the property on which they live. Fourteen per cent of the respondents are buying property, and of this total, 12 per cent are buying the property on which they live. It appears from these findings that property ownership in the community served by the Seminole County Training School is nearing the 54 per cent level, which is not a depressing index.

**Occupational Classification**—Table 9 presents the occupational classifications of the one hundred respondents. The highest per cent of those employed, 22 per cent, checked farming as their occupation. Only 19 per cent are professional workers, 8 per cent skilled laborers, 7 per cent semi-skilled laborers and 24 per cent unemployed. It was very revealing to note that those unemployed attained the highest percentage. Since most of the respondents have farming as their occupation, it may be that the time the poll was received was during a recess in the usual farming routine which led them to check unemployed. Such an observation, however, is an assumption and does not alter the findings.

**Education Attainment**—Educational data of the respondents are depicted in Table 10. The largest percentage of respondents, 17 per cent, completed the twelfth grade, 10 per cent grade six, 7 per cent
### Table 8

**Responses Regarding Property Ownership of the One Hundred Respondents**

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1.</td>
<td>Do you own property?</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>If you own property, is it the property on which you live?</td>
<td>39</td>
</tr>
<tr>
<td>3.</td>
<td>Are you buying property?</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>If you are buying property, is it the property on which you live?</td>
<td>12</td>
</tr>
</tbody>
</table>

### Table 9

**Occupational Classifications of the One Hundred Respondents**

<table>
<thead>
<tr>
<th>No.</th>
<th>Occupation</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professional worker</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Farming</td>
<td>22</td>
</tr>
<tr>
<td>3.</td>
<td>Skilled laborer</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Semi-skilled laborer</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Unskilled laborer</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>Unemployed</td>
<td>24</td>
</tr>
<tr>
<td>7.</td>
<td>No response</td>
<td>13</td>
</tr>
</tbody>
</table>
## TABLE 10

DISTRIBUTION OF THE RESPONSES OF THE ONE HUNDRED RESPONDENTS TO THE QUESTION: WHAT IS THE LAST GRADE YOU COMPLETED IN SCHOOL?

<table>
<thead>
<tr>
<th>Last Grade Completed</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary and High School</strong></td>
<td></td>
</tr>
<tr>
<td>Never Attended</td>
<td>1</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
</tr>
<tr>
<td>Fourth</td>
<td>5</td>
</tr>
<tr>
<td>Fifth</td>
<td>6</td>
</tr>
<tr>
<td>Sixth</td>
<td>10</td>
</tr>
<tr>
<td>Seventh</td>
<td>4</td>
</tr>
<tr>
<td>Eighth</td>
<td>6</td>
</tr>
<tr>
<td>Ninth</td>
<td>7</td>
</tr>
<tr>
<td>Tenth</td>
<td>7</td>
</tr>
<tr>
<td>Eleventh</td>
<td>3</td>
</tr>
<tr>
<td>Twelfth</td>
<td>17</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>7</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2</td>
</tr>
<tr>
<td>Senior</td>
<td>7</td>
</tr>
<tr>
<td><strong>Other Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
</tr>
<tr>
<td>Graduate</td>
<td>3</td>
</tr>
<tr>
<td>Theological Seminary</td>
<td>1</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>7</td>
</tr>
</tbody>
</table>

grades nine and ten, 6 per cent grades five and eight, 5 per cent grade four, 4 per cent grades three and seven, 3 per cent grade eleven and 2 per cent, second grade. Seven per cent indicated they had attended college for four years, 2 per cent two years and 7 per cent
one year. Only one respondent indicated not having attended school. Other schools specified were: graduate school, 3 per cent, professional school, 1 per cent and Theological Seminary, 1 per cent.

**Luxurious Necessities**—Data regarding the luxurious necessities of respondents, Table 11, show that 73 per cent own radios, 55 per cent own televisions and 46 per cent own automobiles. Fourteen respondents gave no response to the request.

**TABLE 11**

DISTRIBUTION OF THE RESPONSES OF THE ONE HUNDRED RESPONDENTS TO THE QUESTION: WHICH OF THE FOLLOWING (Automobile—Television—Radio) DO YOU OWN?

<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Automobile?</td>
<td>46</td>
</tr>
<tr>
<td>2. Television?</td>
<td>55</td>
</tr>
<tr>
<td>3. Radio?</td>
<td>73</td>
</tr>
<tr>
<td>4. No Response</td>
<td>14</td>
</tr>
</tbody>
</table>

This chapter has undertaken to present and analyze the data derived from the questionnaire. In summation, the questionnaire results give evidence that:

(a) More females than males are the "breadwinners" of the family.

(b) Large families have maintained a state of importance in this community.

(c) The majority of those polled earn less than $1,000 yearly.

(d) More than half of those polled own and are buying property, and most of the property owners own the property on which they live.
(e) Farming is the occupation of the majority.

(f) Approximately one-fourth of the respondents were without employment.

(g) Fifty-five per cent indicated they had attained less than twelve years of formal education, and 21 per cent evidenced having had formal training at and above the college level. Of this 21 per cent, 5 per cent specified contact with graduate and professional education.

(h) The majority of those polled own radios, over half televisions and a little less than half automobiles.

This chapter has also attempted to present and analyze the data obtained from "A Study of Public Opinion About Schools" which consists of two opinion polls. Poll I is entitled, "What Do Good Schools Look Like?" and Poll II is entitled, "What Do You Think Schools Could Do?" These polls reveal the respondents' images of schools in general, with implicit implications for the school in the community where the poll was conducted.
CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introductory Statement.--In any community, most citizens are, and rightly so, deeply concerned about their public schools. Interestingly enough, the general public has varied concepts of a good school system. In all probability, these concepts are based on actual knowledge of the school's program. While on the other hand, the expressed views may be merely personal ideas. Often these personal ideas tend to destroy rather than help promote an effective educational program. The investigator of this research believes that if the general public comprehends fully the role of the school in society, and if educational policy makers would scientifically acquire an image of that role, a more harmonious relationship would exist between the school and community.

Many publics have often spoken their views relative to what the schools should offer. Agreeably, Campbell and Ramseyer state that,

Decisions as to what schools should do are for the most part decisions which must be developed by school workers and school patrons in each school district. The people concerned with each public school should try to determine what the job of that school ought to be.1

---

Campbell and Ramseyer seem convinced that schools ought to have somewhat different programs in different situations. They also maintain that the people of any one situation must have a large voice in determining what those programs are.\(^1\)

It is inherently obvious that public participation is the key to more democratic and consequently better schools, and the surveying of the public's opinion as it participates will give many answers that are necessary and essential for interested controllers of education to take satisfactory steps in the area of evaluation.

It is no secret that Americans are almost fiercely dedicated to the proposition that the schools belong to and are to be controlled by the local community. It necessarily follows, then, that a school is at best, of mediocre quality, if it is administered and taught by a staff of the "teacher knows best" variety. Such a staff believes that the public is to be ignored in all really important aspects, but for appearances' sake is to be politely tolerated on such ceremonial occasions as Education Week, parents' night, stereotyped P.T.A. meetings and graduation exercises. What the school should do and how it should do it are held to be almost exclusively the concern of the teachers and the principal. To exclude or to ignore the public in connection with the problem of appraising what the school is now doing and how it is doing it, and of planning what the school should be

\(^1\)Ibid., p. 69.
doing and how it should be doing it is to make operative the certain recipe for education stagnation.¹

It is the contention of the writer of this research, that there is an important value implicit in the soliciting of the public's opinion about schools. This value derives from the fact that the surveying of opinions is a participatory activity and that participation is the key to more democratic, and hence better schools. Cross supports this position in stating: "public is the public's business."² The general public, then, must comprehend fully the role of the school in society and educational policy makers must scientifically acquire an image of that role, if a more harmonious relationship is to exist between the school and the community.

**Definition of Terms.**—For the purposes of this investigation the following terms are defined:

1. **Public**—the parents and non-parents of the community served by the Seminole County Training School, Donalsonville, Seminole County, Georgia.

2. **Public opinion**—the consensus of the persons polled regarding their attitudes and judgments about the specific concern under consideration.

3. **Respondents**—those persons who receive, answer and return copies of the public opinion instruments.


4. Enables educators to consider the results obtained in terms of educational offerings, where such seem warranted and expedient, and in terms of the opinions expressed by the public.

Statement of the Problem.--This study sought to obtain some indications or images of the community's concept of a good school system in terms of an appraisal of schools, and its faith and realism regarding what a good school may be expected to do.

Scope and Limitation of the Problem.--This investigation was limited to the extent that it concerned only the public served by the Seminole County Training School, parents and non-parents, and their views of schools in general with the expectation that the implications may be pertinent to the future progress of the Seminole County Training School, Donalsonville, Georgia.

Purposes of the Study.--The specific purposes of this investigation are as follows:

1. To ascertain some indications of the type of school respondents think of when they refer to their mental images of what a good school looks like,

2. To ascertain the degree to which the respondents feel that the school in their community could play a part in the area described by the poll,

3. To determine the extent to which the opinions held by the respondents can offer possible implications for those responsible for educational policies at the Seminole County Training School,
To seek findings which do and/or do not substantiate the postulates set forth by this writer in the evolution of the problem,

To report whatever findings, conclusions, implications and recommendations the research warrants.

Period and Locale of the Study.—This investigation was pursued during the 1960-1961 school year in Region Nine, Georgia, with the parents and non-parents served by the Seminole County Training School in Donelsonville, Georgia. Donelsonville is located in the extreme southwest section of Georgia on the Florida, Alabama line. The town has a population of 2,700 citizens and Seminole County boasts of a population of 6,769 citizens according to the 1960 census. Negroes comprise 32 per cent of this populace.

Method of Research.—The Descriptive Survey Method of research using the stratified-random method of sampling was employed to ascertain data.

Description of the Instruments.—The major instruments used in this research were two opinion polls. Poll No. 1 is entitled, What Do Good Schools Look Like? and Poll No. 2 is entitled, What Do You Think Schools Could Do? (See Appendixes B and C, pages 87-90). These two polls were prepared by W. Donald Walling and standardized by The Institute of Administrative Research, Teachers College, Columbia University. A closed form questionnaire was also employed to secure personal data about the respondents. This writer feels that such data tend to add positiveness to the study. Appendix D is a reproduction of the questionnaire.
Procedural Steps.—In developing this research, the following steps were used:

1. Permission to carry out proposed study was obtained from the proper authority.

2. *Five boys and five girls were selected from the three sixth grades and three seventh grades to act as interviewers. The interviewers were selected, as nearly as possible, so that two came from homes of low economic level, two from homes of average level, and one from a home of high economic level. The interviewers were properly orientated.

3. *Each interviewer received two each of the following: (a) sealable envelopes; (b) copies of a covering letter explaining the nature of the poll and why answers are desired; and (c) copies of "A Study of Public Opinion About Schools."

4. *The process used by the interviewers automatically structures the sample for: (a) sex of respondents, (b) geographic distribution, (c) age distribution, (d) parents and non-parents, and (e) economic status.

5. A review, summation and presentation of related literature is in this thesis.

6. The findings, conclusions, implications and recommendations extracted from the analysis and interpretation of the data of this research are presented.

Summary of Pertinent and Related Literature.—The reviewed literature pertinent to this research is epitomized below:

1. The philosophy in the United States, that a democratic way of life should be an aim of education; the changing opinion of the public as to what schools ought to teach—these two factors play major roles in determining the success of schools.1

*These directions are dictated by the standardized instrument.

1Laurence D. Haskew, This is Teaching (Chicago: Scott, Foresman and Company, 1956), p. 107.
2. Although it is important to discover what the public knows about its schools, it is even more important to learn what the public feels about its schools.1

3. Public opinion is made up of men living an associational life and affected by their contacts with one another. Common interests, common elements of environment and inheritance, similar sources of information, discussions among individuals—these characterize and give momentum to public opinion.2

4. Surveys have given answers to every communicator who is interested in knowing the state of public sentiment about himself or his medium.3 Poll samples are often referred to as accurate miniatures of the population.4

5. The best way to understand the importance, the merit, and the complexity of gauging the sentiments of a group of people is to try to sample their opinion on a topic of interest to them.5

6. School people must undertake a definite program for educating the public to the truth about the nature of learning and the needs of the children in our culture today or the traditional education pattern will continue for some years to come.6

7. Perhaps the most crucial problem now confronting American education is the discovery and development of ways and means for securing competent lay control over the school. Our desire to preserve the form and spirit of democracy confronts


us with the necessity for discovering and opening up channels by which the American people may really exercise effective control over their interests in education. Our desire for efficiency and service demands some feasible working relations between lay control and professional work.¹

8. Every community must be thought of as an extension of the school plant if the best possible educational program is to be developed.²

9. The channels between the school and community should have a two-way flow: One channel to convey the ideas and program of the administration to the public; the second channel to allow individuals and groups to express their ideas and suggestions to the board of education and the administration.³

10. A nation-wide survey found that: (a) the public holds generally favorable views toward education; (b) the public believes that public schools should offer fair and equal opportunities to all youth; (c) the public wants freedom for teachers and does not favor static educational programs.⁴

11. Two groups of persons, as shown by a study, those who had actually visited a classroom where instruction was in progress and those who had attended at least two Parent-Teacher Association meetings, were most favorable toward the schools and showed the best understanding of the program.⁵

³Ibid., p. 15.
12. Today's parent is inclined to feel that the school, good or bad, is just as responsible as he for most of the upbringing of his child.1

13. Public opinion in a community is not necessarily a continuous development. It moves by jumps. There are evidently critical points in the social relationships of the community which, if crystallized, lead to complete qualitative changes.2

14. When Americans think about education they are complacent as a whole and dissatisfied in particular.3

15. A key principle of modern curriculum building is the belief that the approach should be cooperative, involving parents as well as school personnel. The process of getting opinions is in itself cooperative and thus offers further opportunity to the desire to operate democratically as well as talk democracy. Herein lie many opportunities to place cooperation as the firm foundation of better mutual understanding.4

Summary of the Basic Findings

Prefatory Statement.—The summaries below have been extracted from the basic findings of this investigation which are presented more comprehensively by the utilization of both textual and tabular data in Chapter II of the thesis.

Poll I – What Do Good Schools Look Like?

Poll I consists of twenty statements. Responses on this poll indicate whether the respondents would be "Pleased" or "Displeased" by


3Roper, op. cit., p. 11.

each of the twenty conditions described, if these conditions were prevalent in schools. (See Table 1). The following statements, portraying the mental images of what a good school looks like, characterize the opinion of the majority:

1. Many classes where you can hear a pin drop.—"PLEASED" 50 per cent.

2. Students reading and discussing daily newspapers in school.—"PLEASED" 54 per cent.

3. Students facing and solving real-life problems in school.—"PLEASED" 57 per cent.

4. Students developing their memories by memorizing poems, names of presidents, and dates in history.—"PLEASED" 62 per cent.

5. High school girls assisting teachers with kindergarten children.—"PLEASED" 53 per cent.

6. Students learning arithmetic entirely from a textbook without such activities as operating a school store or school bank.—"PLEASED" 37 per cent.

7. Children memorizing parts of the constitution as one of the best ways of developing patriotism.—"PLEASED" 46 per cent.

8. Schools spending time during the regular school day on music, art, and clubs.—"PLEASED" 41 per cent.

9. Students working in a school garden during the school day.—"DISPLEASED" 34 per cent.

10. Most high school students taking Latin, whether they are going to college or not.—"PLEASED" 52 per cent.

11. Pupils and teachers seeking and discussing all available facts on controversial issues.—"PLEASED" 53 per cent.

12. Schools in which education is based entirely on lectures by the teachers, textbooks, homework and recitations by the students.—"PLEASED" 48 per cent.

13. Children enjoying school very much.—"PLEASED" 70 per cent.

14. Children taking trips to farms and factories during the regular school day.—"PLEASED" 43 per cent.
15. Schools recognizing that reading books written by the great thinkers is the best way to learn how to think. "PLEASED" 54 per cent.


17. Schools recognizing that book knowledge sticks better than knowledge gained in clubs, activities, and plays. "PLEASED" 45 per cent.

18. Placement offices helping students to secure employment. "PLEASED" 59 per cent.

19. Schools placing a great emphasis on marks and grades. "PLEASED" 50 per cent.

20. High school students getting work experience during the school day in community banks, stores, and factories. "PLEASED" 39 per cent.

In comparing the per cent of correct answers given by 9,520 respondents of the 60 Metropolitan School Study Council communities polled with the 100 respondents polled in the community of Seminole County, Georgia it is significant to observe that:

1. Statement number 4 on Poll I, "Students developing their memories by memorizing poems, names of presidents, and dates in history," in both instances, received the lowest percentage of respondents giving the correct answer which is "DISPLEASED."

2. Statement number 13 on Poll I, "Children enjoying school very much," in both instances, received the highest percentage of respondents giving the correct answer. (See Table 4).

Statement number 4 is one of the ten statements which has been challenged by educational research since the turn of the century, and statement number 13 has been interpreted as characteristic of schools since 1956.
Poll II - What Do You Think Schools Could Do?

Poll II was administered to ascertain the respondents' thinking of schools as they could be if they were using the best practical methods of instruction that the respondent knew about. The directions instructed the respondent to put a circle around the letter or letters which completed the sentence. The choices were: N—Nothing, AL—A Little, M—Much, VM—Very Much. (See Table 5).

In every instance, the largest per cent of respondents felt that schools could do, over a period of time, "Very Much" about each problem listed on the Poll.

The highest percentage of respondents, 47 per cent, checked "Very Much" for statement number 16, that "Schools could do very much to give youngsters an understanding of what is required of them as young people and later as adults in happy home and family living."

The second highest percentage of respondents, 42 per cent, checked "Very Much" for statements 3, 14 and 15, which indicate that, "Schools could do very much to prepare youngsters who, as adults, will be able to manage their own family business affairs," "Schools could do very much to raise the art and music appreciation in America," and "Schools could do very much to give the American people an understanding of and respect for law." The standardized answer for statement number 3 is "Much." For statement number 14, the correct circled answers were "Much" and "Very Much" and best choices for statement number 15 were "Nothing," "A Little" and "Much."

The third highest percentages were given statements 4 and 7. Here the respondents feel, with the majority of the communities
completing Poll II, that "Schools could do very much to show youngsters how to spend leisure time happily" and "Schools could do very much to produce an American people who can vote critically and intelligently."

A comparison of the percentage of the 100 respondents making the correct selection with the 9,520 respondents of the Metropolitan School Study Council communities reveals that of the five statements where schools could do "Very Much" about the problem listed was the desired response, the responses given by both groups seem decidedly low. More specifically the following indications are given:

1. Statement 4—"Schools could do very much to show youngsters how to spend leisure time happily"—Metropolitan School Study Council communities 41 per cent, Seminole County, 33 per cent.

2. Statement 7—"Schools could do very much to produce an American people who can vote critically and intelligently"—Metropolitan School Study Council communities, 59 per cent, Seminole County, 40 per cent.

3. Statement 8—"Schools could do very much to improve interfaith and race relations"—Metropolitan School Study Council communities, 52 per cent, Seminole County, 30 per cent.

4. Statement 9—"Schools could do very much to reduce automobile accident rate in America"—Metropolitan School Study Council communities, 40 per cent, Seminole County, 26 per cent.

5. Statement 14—"Schools could do very much to raise the art and music appreciation in America"—Metropolitan School Study Council communities, 42 per cent, Seminole County, 42 per cent.
A comparison of the percentage of the 100 respondents making the correct selection in Seminole County with those of the Metropolitan School Study Council communities seems to reveal that Seminole County public's knowledge of what schools could do is more inadequate than that of the Metropolitan School Study Council communities, however, it seems that the data also suggest that in both situations the people of the communities did not evidence any unusual amount of knowledge regarding what schools could do to improve.

**Questionnaire Data**

The questionnaire results give evidence that:

1. More females than males are the "breadwinners" of the family.
2. Large families have maintained a state of importance in this community.
3. The majority of those polled earn less than $1,000 yearly.
4. More than half of those polled own and are buying property, and most of the property owners own the property on which they live.
5. Farming is the occupation of the majority.
6. Approximately one-fourth of the respondents were without employment.
7. Fifty-five per cent indicated they had attained less than twelve years of formal education, and 21 per cent evidenced having had formal training at and above the college level. Of this 21 per cent, 5 per cent specified contact with graduate and professional education.
8. The majority of those polled own radios, over half televisions and a little less than half automobiles.

**Conclusions.**--The analysis and interpretation of the findings of this study would seem to warrant the following conclusions:
1. The majority of the respondents who made choices felt they would be "PLEASED" if each of the twenty conditions described by Poll I were prevalent in schools. This probably means their mental images are more characteristic of the 1956 schools than the 1900 schools. Nevertheless, their mental images of what a good school looks like are still much less up-to-date than the respondents of the Metropolitan School Study Council communities. (See Table 4).

2. The largest number of respondents polled in Seminole County as well as the largest number of respondents of the Metropolitan School Study Council communities showed that they would be "PLEASED" to see "Children enjoying school very much," This seems to justify the conclusion that both publics' mental images place prime value on the happiness of children.

3. The respondents, on Poll II, in every instance, made positive choices when negative choices would have shown the respondents' mental images of schools reflected a more up-to-date knowledge. This seems to justify the conclusion that the public representing Seminole County Training School in this research is inadequately informed about what schools could do to improve. The mental images are certainly less adequate than those of the respondents of the Metropolitan School Study Council communities. (See Table 5 and 6).

4. From the questionnaire data, it seems feasible to conclude that large families have maintained a state of importance in the community polled with more females than males the "bread-winners" of the family.

5. That the public served by Seminole County Training School participating in this research needs "value elevation" is concluded from the data presented in Tables 10 and 11.

6. The findings from the questionnaire data seem to suggest further that people, even in small communities, do not deprive themselves of some of life's luxuries and provide for themselves living conditions equivalent to their earning powers.

7. The mental images of schools expressed by the respondents on the opinion polls may have been as expressed because of the apparent status given a formal education on the questionnaire. (See Table 10).

Implications.—The findings and conclusions derived in this investigation appear to justify the following significant implications:
1. The public in any given community is genuinely interested in the quality of the educational experiences provided children even though the public's knowledge of the school's educational program may be very inadequate.

2. The large number of polls returned not fully executed seems to suggest or imply that the public polled needs more experiences of this nature. It is possible that the perilous conditions within and around the locale of the respondents, where integration acclaims the attention of many of those interested in education, may have motivated the respondents' fear of expressing their opinions.

3. The information in Table 2, page 47, appears to suggest the need for the public served by Seminole County Training School to be made more aware of the educational offerings and practices of their school.

4. The information in Tables 5 and 6 seems to suggest the need for a more harmonious relationship between school and community.

Recommendations.—The findings, conclusions, and implications derived from this investigation seem to warrant the following recommendations:

1. That the school personnel of Seminole County Training School initiate some program to assist the public in becoming better informed about the offerings and practices of their school, as well as becoming more adequately informed about what features characterize a good school.

2. That if a program is initiated for helping the public of the Seminole County Training School to become better informed, it will have as one of its basic objectives: "An endeavor to enhance school-community relationships."

3. That many opportunities be provided by the school's personnel to get parents and non-parents to actually see the school in their community as it really operates. Some specific suggestions are: Parents Night, classroom mothers, classroom exhibits, demonstrations and culminating programs for parents, pupils taking information to parents, educational school activities branching out to church and community organizations, and providing programs for the Parent-Teachers Association which are geared toward enlightening the public on recent educational trends.
4. That steps be taken to ascertain the feasibility of a kindergarten being established and placement offices being provided to help students in securing employment since a large percent of the respondents indicated their desire to see such features a part of the school's program.

5. That a similar study using as an instrument "A Study of Public Opinion About Schools" be conducted in any community where those interested in education agree that public participation is the key to a more democratic, and hence, better school.

6. That evaluations of the Seminole County Training School's program be made periodically in an effort to ascertain an estimate of the effectiveness of the school's efforts.

A Concluding Statement.—In helping to secure the primary data essential for this research, "A Study of Public Opinion About Schools" was used which is composed of two Polls. Poll I is entitled, "What Do Good Schools Look Like?" and Poll II is entitled, "What Do You Think Schools Could Do?" These polls requested the respondents' opinion in an effort to obtain some indications or mental images of the community's concept of a good school system in terms of an appraisal of schools, and its faith and realism regarding what a good school may be expected to do. It appears that the respondents exercised some reluctance in accepting and executing the polls, yet enough returns were received to establish reliability of the measurements obtained. From the data received, there seems to be the justification that there are implicit implications for the school personnel of the area polled. The writer feels, very intensely, that school-community relationships will be enhanced and quality education will be the results, only to the degree that the public is a part of, and has a knowledge of, the school's program. It is the responsibility of the school in a
community where a harmonious, democratic relationship is desired, to initiate and continue a program to educate the public until the majority of its citizens understand what a good school looks like and what a good school can do and will do.
APPENDIX A

COVER LETTER

Seminole County Training School
Donalsonville, Georgia
November, 1960

Dear Patron:

In an effort to complete the requirements for an advanced degree of the School of Education of Atlanta University, Atlanta, Georgia, a study is being conducted entitled, "Images of Schools as Reflected by the Public of Seminole County Training School, Donalsonville, Georgia."

Enclosed are two public opinion polls and a questionnaire. The polls and the questionnaire have their own directions. What you think of schools in general may have implications which can be used at our own Seminole County Training School.

We solicit, and will gratefully appreciate, your cooperation in this study as well as your interest in the findings which will be presented at one of the regular Parent-Teacher Association meetings.

Appreciatively yours,

Carolyn W. Sampson
Investigator

R. D. Rambeau, Principal
Seminole County Training School

86
APPENDIX B

POLL No. 1: WHAT DO GOOD SCHOOLS LOOK LIKE?

If you should visit a school, some things you might see would please you and some displease you. Here are some things you might see. Read each statement, indicating whether you would be pleased or displeased to see it.

If you would be pleased, put a circle around the letter P. If you would be displeased, put a circle around the letter D.

P D 1. Many classes where you can hear a pin drop.
P D 2. Students reading and discussing daily newspapers in school.
P D 4. Students developing their memories by memorizing poems, names of presidents, and dates in history.
P D 5. High school girls assisting teachers with kindergarten children.
P D 6. Students learning arithmetic entirely from a textbook without such activities as operating a school store or school bank.
P D 7. Children memorizing parts of the constitution as one of the best ways of developing patriotism.
P D 8. Schools spending time during the regular school day on music, art, and clubs.
P D 9. Students working in a school garden during the school day.
P D 10. Most high school students taking Latin, whether they are going to college or not.
P D 11. Pupils and teachers seeking and discussing all available facts on controversial issues.
P D 12. Schools in which education is based entirely on lectures by the teachers, textbooks, homework, and recitations by the students.
P D 13. Children enjoying school very much.
P D 14. Children taking trips to farms and factories during the regular school day.
P D 15. Schools recognizing that reading books written by the great thinkers is the best way to learn how to think.
P D 17. Schools recognizing that book knowledge sticks better than knowledge gained in clubs, activities, and plays.

P D 18. Placement offices helping students to secure employment.

P D 19. Schools placing a great emphasis on marks and grades.

P D 20. High school students getting work experience during the school day in community banks, stores, and factories.
APPENDIX C

POLL No. 2: WHAT DO YOU THINK SCHOOLS COULD DO?

We want to find out what you think public schools could do. We do not necessarily mean the schools which you attended or the schools which your youngsters attend. We are interested in schools as they could be if they were using the best practical methods of instruction that you know about. What could schools do over a period of time, about the problems listed below?

Read each statement and put a circle around the letter or letters which complete (s) the sentence.

N—Nothing       AL—A Little       M—Much       VM—Very Much

1. Schools could do N AL M VM to improve the physical health of youngsters.

2. Schools could do N AL M VM to improve the mental health of youngsters.

3. Schools could do N AL M VM to prepare youngsters who, as adults, will be able to manage their own family business affairs.

4. Schools could do N AL M VM to show youngsters how to spend leisure time happily.

5. Schools could do N AL M VM to aid students to select the vocation for which they are best suited.

6. Schools could do N AL M VM to produce an American people who can "see through" propaganda and misleading information.

7. Schools could do N AL M VM to produce an American people who can vote critically and intelligently.

8. Schools could do N AL M VM to improve interfaith and race relations.

9. Schools could do N AL M VM to reduce the automobile accident rate in America.

10. Schools could do N AL M VM to reduce juvenile delinquency.

11. Schools could do N AL M VM to conserve our national resources of oil, timber, and soil.
12. Schools could do N AL M VM to achieve and maintain world peace.

13. Schools could do N AL M VM to improve labor-management relations.

14. Schools could do N AL M VM to raise the art and music appreciation in America.

15. Schools could do N AL M VM to give the American people an understanding of and respect for law.

16. Schools could do N AL M VM to give youngsters an understanding of what is required of them as young people and later as adults in happy home and family living.
APPENDIX D

QUESTIONNAIRE

PLEASE check or fill in the appropriate blank space(s) in each of the items below which most nearly refers to you. **DO NOT** sign your name. Thank you for your cooperation.

1. What is your sex?
   Male_____ Female_____   

2. Are you the "breadwinner" of your family?
   Yes_____ No_____   

3. If you are a parent, how many children do you have? (Specify)
   Boys_____ Girls_____   

4. Which of the following is your yearly income bracket:
   $3,000 or more?
   $2,000 to $3,000?
   $1,000 to $2,000?
   Less than $1,000?

5. Do you own property?
   Yes_____ No_____   

6. If you own property, is it the property on which you live?
   Yes_____ No_____   

7. Are you buying property?
   Yes_____ No_____   

8. If you are buying property, is it the property on which you live?
   Yes_____ No_____   

9. What is the classification of your occupation?
   Professional worker
   Farming
   Skilled laborer
   Semi-skilled laborer
   Unskilled laborer
   unemployed
10. What is the last grade you completed in school?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>College</th>
<th>Other Schools (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

___Never attended

11. Which of the following do you own? (Check all that apply)

a. ___ Automobile?  b. ___ Television?  c. ___ Radio?
APPENDIX E

VITA

Carolyn W. Sampson

Education: Attended Elementary and Secondary School at Peach County Elementary and Hunt High School, Fort Valley, Georgia. Received B.S. degree in Business Education at Morris Brown College, Atlanta, Georgia.

Experience: Secretary, 1951-1952. Elementary teacher, grades fifth and/or sixth, 1952-

Field of Concentration: Education, with major interest in upper elementary grades.

Personal Information: Age 29; married, one child. Member of the African Methodist Episcopal Church. Husband, Manager of The Pilgrim Health and Life Insurance Company, Valdosta, Georgia.
BIBLIOGRAPHY

Books


Haskew, Laurence D. *This is Teaching.* Chicago: Scott, Foresman and Company, 1956.


**Periodicals**


**Unpublished Materials**


Williams, Napoleon. "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 Administration." Unpublished Master's thesis, School of Education, Atlanta University, 1954.