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A COMPARATIVE STUDY OF THE VALUES AND BELIEFS HELD BY PARENTS AND TEACHERS REGARDING CURRICULUM

The Ohio State University

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A COMPARATIVE STUDY OF THE VALUES AND BELIEFS
HELD BY PARENTS AND TEACHERS
REGARDING CURRICULUM

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of the Ohio State University

By

Mary Alyce Lach, B.A., M.A.

The Ohio State University

1980

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Approved By
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Department Early and Middle Childhood Education
This study is dedicated

To my parents, Alice and Alexander, who gave me both life and a zest for living.

To Sister M. Janet DeFrance, my friend and sister, who encouraged and supported me throughout this study. To all School Sisters of Notre Dame who have graced my life.

To my friends, who like my parents and Sister Janet, believe in me, particularly Mary Desotell, Maria Theresa Le Mense, Raymian Berris, Dr. Shemky, Father La Mal and Dr. Ray Williams.

And lastly, to my students and their parents who give life and meaning to my work.
VITA


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Studies in Curriculum and Foundations

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INTRODUCTION

"We must develop a system of communication between home and school that is clear, reliable, honest, ongoing; a system that speaks with authority by parent as well as teacher; a system that is known and understood by the child to be in his or her best interest."

Mary B. Lane, 1975

Research activity in recent years has created widespread discussion regarding the role of parenting practices in childrearing as they influence school-age children (Caldwell, 1964; Hess, Shipman, 1965; Jencks, 1972; Croft, 1979). It is a well accepted historical fact that parents in the U.S.A. have always played a major role in the education of their children (Cremin, 1961; Lazerson, 1972). Today, parents in America continue to maintain a pervasive influence on their children throughout their school-life (Pickarts et Fargo, 1971; Weikart, 1971; Schaefer, 1973; McAffee, 1976). The current discussion does not question this fact but it does question whether the parents and teachers in today's society are in agreement relative to education and learning for young children in the school.

The Purpose of the Study

The purpose of this study is to examine the extent to which parents and teachers in today's society are in agreement relative to education and learning for young children in the schools. More specifically,
this study is designed to examine the extent to which the educational values and beliefs relative to some major areas of the curriculum held by teachers are congruent with those held by the parents whose children they teach.

This study was conducted in a small city in northeastern Wisconsin, where the researcher collected data from all of the primary teachers in that public school district, regarding the educational values and beliefs relative to curriculum, classroom discipline, teaching materials and classroom setting. Similar data were gathered from parents of third grade children in the same city. The data gathered from the parents and teachers were analyzed to determine the extent of the similarities and/or differences that exist between the values and beliefs held by the two groups.

**Historical Background**

Analysis of education within an historical context of 20th century America focuses on the World War II period as a crucial turning point in parent/child relationships. In the post WW II period, there is a noticeable change in the patterns of childrearing practices. This change may be conveyed in a single sentence: *Children used to be brought up by their parents.* The use of the past tense in this statement may seem to be presumptuous, but a close perusal of the literature indicates the correctness of this usage (Bronfenbrenner, 1972).

It is quite clear in the current trend that the role of the parent in childrearing is losing its strength and sharp inroads have been made to diminish parental influence. There has been a de facto shift of responsibility in the upbringing of each generation away from the family
to other segments of American society. Theoretically, there is still a residual feeling that the family has the primary moral and legal responsibility for childrearing, but in daily praxis one finds more and more parents abdicating this responsibility to outside forces in the community.

This diminution of parental role would be less alarming if it were part of a well-planned shift in responsibility that would provide for a smooth transition from family to outside agencies. Too frequently these outside forces have not recognized this role shift, or, if they were cognizant of it, appear not to be willing to accept the responsibility for the character development of children (Pickarts et Fargo, 1971).

It would be grossly unfair to fault parents and label them as irresponsible in this respect. It is simply that conditions in society have changed. The parents' control and opportunity to accomplish the time consuming task of instructing their children has been sharply altered by demographic constraints in family lifestyles. Parents are vocal in their desire to spend more time with their children, but the increasing pressure to keep-up-with-the-Joneses has caused parents to give top priority to providing material goods to their children in preference to warm and loving attention (LeMasters, 1974).

This was clearly not the case throughout the first 200 years in America where the child grew into adulthood within the confines of a solid and stable family structure. In the pre-industrialized America, with its small, rural, and self-contained communities, the family had a set of universals that were held as valuable and worthy of perpetuating from one generation to another (Weinberg, 1971). Parents had the time
to share their life-stock of skills and trades gathered from their own family experience which enabled the child to take a meaningful place in the world. These parents had skills that were visible to the child both in terms of teachability and their relevance to daily life. All the child had to know for a successful adult future could be learned from others within the circle of the family, the extended family or the Church.

Gradually, as the American frontier closed and society became more industrialized in its Gesellschaft, education of children had to deal with specialization and greater alternatives which caused a movement to forces outside of the home (Inkeles, 1966). In societies in which such a wide range of alternatives exists, a child cannot expect a consistent model of what is appropriate father behavior, mother behavior, or even religious behavior. Imitation of model behavior is extremely difficult as the "core" of universals becomes smaller and smaller (Pickarts et Fargo, 1971). Education in an industrial society must, then, by the nature of the culture, become increasingly formal and process-oriented. The industrial model has necessitated a change in the parental role in childrearing as its demands caused parents to feel inadequate to provide the complex skills and knowledge needed by their children to contend with industrial specialization. The public and private school movement gained great impetus from industrialization and the school began to take on more and more of the responsibilities once held to be uniquely within the province of the family (Goodlad, 1979).

As industrialization caused communities to increase in size, the corresponding growth of schools kept pace as well. Parents made sincere
efforts to maintain control over the schools, i.e., who was to be hired, what was to be taught, and what attitudes and values the school was to stress. The school curriculum grew naturally out of this close relationship between the community needs and parental needs so that the school clearly reflected an effort to satisfy both factions.

Throughout the late 20th century, progress in American society has altered the pattern of family life, changing the image of family life (Bronfenbrenner, 1972; T. Gordon, 1976). Now many of the character-development functions have been surrendered by the American family to the school, the television set, the peer group and other outside forces (Cremin, 1978). The transformation of the traditional American family, consisting of father and mother is causing a change in the development and lifestyle of children (LeMasters, 1974). For example, the U.S. Department of Health, Education, and Welfare (1970), reported that:

(1) Over 50 percent of all women are in the labor force; and over 30 percent of all women with children under the age of six work outside of the home.

(2) The U.S. divorce rate is now the highest in the world. One out of every two marriages will end in divorce.

(3) About 10 million children under the age of 18 come from homes with divorced parents.

(4) The number of single-parent families is increasing both because of divorce and because the parent never remARRIES.

(5) The number of women without husbands heading their families has increased to more than 7.2 million.

(6) Stable, multi-age communities and the extended family have been replaced with communities linked with interest, age, and income level. And . . .

(7) Childbearing among adolescents is increasing. These young people have had little or no exposure to childrearing.
Another way to view today's American family is through the eyes of the statistics from U.S. Statistical Abstracts, 1977, which describes current American households. Children are defined as persons under 18 and "households" (not family) include single individuals and unrelated individuals living together.

(1) 15.9 percent of all households include a father as the sole wage earner, a mother as a full-time homemaker, and at least one child.

(2) 18.5 percent of all households include a father as the sole wage earners, plus one or more children at home.

(3) 30.5 percent of households consist of married couples with no children living at home.

(4) 6.2 percent are headed by women who are single parents, with one or more children at home.

(5) 2.5 percent consist of unrelated persons living together.

(6) 20.6 percent are single-person households. (Of these, almost a third are women over 65, more than a third of whom live below the federal poverty level.)

(7) The remaining 5.3 percent consists of female- or male-headed households that include relatives other than spouses of children.

The traditional family is obviously changing. As a result there is growing concern on the part of the American people that schools and teachers are not adequately representing the child's present life—"life as real and vital to the child as that which he carries on in the home, the neighborhood, or on the playground" (Dewey, 1897).

Some parents believe that teachers are out of touch with the real world of their children in preparing them for a successful future. Glasser states that we must have teachers whose background is the same as the children's, but teachers must learn to teach more than what only is important to them in their own lives.
Teachers, on the other hand, believe that parents expect too much of them. Inkeles (1966), presents us with an exhaustive list of the attitudes, values and behaviors and skills a child will need in order to find life meaningful in present day society.

In the past, decisions and choices regarding the education of young children in America came directly from the will of the parents. Roles and responsibilities for parent and teachers were clear-cut. The parents with the help of the Church were expected to teach values, morals, ethics and proper social etiquette and behavior. The teacher, in turn, was required to keep within the framework of reading, writing, and arithmetic (Pickarts et Fargo, 1971).

Times have changed, and the roles and responsibilities of parents and teachers have changed, and interchanged during the last quarter of this 20th century. Teachers and parents are now more often forced to challenge each other's values and beliefs. They both reject traditional responsibilities and often impose false or mistaken goals and expectations upon each other to the personal loss of the children involved (Cremin, 1953; Pickarts et Fargo, 1971).

In the present century the development of the kind of adult who can function effectively in our increasingly complex society and who can master knowledge and learn from personal experience, has been seen too exclusively as the province of the school (Pickarts et Fargo, 1971). It is important that parents recognize the impact of their values on their children's capacity for growth and become involved in the learning process of their children.
A mutual awareness and understanding of the educational beliefs and values on the part of the parents and teachers is important to every school child. In our pluralistic society, the child can be caught in a struggle with a dual set of values and beliefs, e.g., those his parents hold and those which are dictated by the teacher (Hymes, 1974).

The previous discussion was intended to provide a general exploration of the historical foundations of parent involvement in school and the influence of the home in American education. History points out that even though life was different a few decades ago, parents today are of major importance and influential partners of the school in the education of their children.

Teachers bring their own sets of educational values and beliefs which shape the curriculum, affect the choice of classroom materials, influence the style of classroom setting, and motivate the behavioral expectations of the children in the classroom. The extent of agreement on the part of parents and the teachers of their children is significant to the progress and further success of early childhood education. Research points out that the interaction and pervasive influence of home and school variables is vitally important to the growth and development of every young child (Hess, Shipman, 1965). Therefore, this study intends to focus on the set of educational values and beliefs that parents and teachers hold regarding some of the major components of an educational program for young children.

The aim of this study is to provide new and/or additional information relative to the measure of agreement on the educational values and beliefs of parents and teachers of young children. Caldwell, et. al.
maintain that parents usually want the same educational goals for their children as the teacher. Alice Honig believes that children are better served by both parents and teachers when there is a mutual understanding of their unique role in the home and school (1973).

More specifically, the purpose of this study as measured by a questionnaire was to examine the extent to which the educational values and beliefs held by teachers are congruent with those held by the parents of the children they teach. This study was conducted in a small city in northeastern Wisconsin, where the researcher collected data from all of the primary teachers regarding the educational values and beliefs relative to curriculum, classroom setting, classroom discipline, and teaching materials. Similar data were gathered from the parents of third grade children in the same city. The data gathered from the parents and teachers were analyzed to determine the extent of the similarities and/or differences that exist between the values and beliefs held by the two groups. The problem addressed is based on the following hypotheses:

A Statement of the Hypotheses

The null form was used to test the hypotheses, that is whether or not the difference between the data is real or whether it is merely a chance variation. The purpose of stating the null form is to have a hypothesis that can be tested. It may be noted that such procedures are fundamental in social research in all areas of learning.

1. There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the school curriculum, e.g., the things which should be taught.
2. There is no significant difference on the part of parents and teachers in their belief that the same 16 items of the school curriculum should be a function of the Home, the School, or Both.

3. There is no significant difference in the educational values and beliefs held by teachers and those held by parents, relative to the disciplinary practices in the primary classroom (K-3).

4. There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kinds of teaching materials used in the classroom.

5. There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kind of classroom setting which should be employed by the teacher.

6. There is no significant difference in the educational values and beliefs held by parents and teachers relative to the major emphasis placed in the primary school curriculum.

7. There is no significant difference in the educational values and beliefs held by parents and teachers relative to troublesome issues in the primary school.

**Definition of Terms**

The key terms of this study were defined with the theoretical framework established as follows:

1. **Early Childhood Education** — that special kind of education directed to meet the needs of children three to eight years of age (Caldwell, 1965).

2. **The Parent Participation Principle** — is that principle grounded in a democratic leadership style which places emphasis on free participation of individuals within a framework of group-determined rules. Three strategic aspects of this structure are: **opportunity, respect, and power**. The principle of parent participation in the power system is aimed in part at increasing the sense of competence and thereby the capacity and motivation to be more effective as parents and as individuals (Chilman, 1967).

3. **Carl Roger's Theory** (1957) which facilitates learning — this theory delineates three components for facilitating learning:
   a. empathy, that is a like-mindedness, or fellow-feeling,
   b. congruence, that is to be in accord, a oneness,
   c. positive regard, that is a favorable view, and frame of reference of another.
Justification of the Study

The previous section has attempted to delineate the purposes of this study. The rationale for this study resulted from a lack of research in the specific areas considered here. This dissertation intends to contribute significantly to the field of early childhood studies because it is designed to add a new dimension to the research which has previously investigated certain areas of parent involvement within the school (Caldwell, 1973; Hess, Shipman, 1965). In addition, it is the purpose of this dissertation to contribute to three main areas: research, implications for education, and implications for society.

This study was undertaken to examine the extent to which the educational values and beliefs relative to some major areas of primary education that are held by teachers are congruent with those held by the parents whose children they teach. This study intends to generate a threshold for understanding and support between the parents and teachers of young children. No two other institutions form such an influential and pervasive alliance in the training and education of young children as the home and school.

This study is guided by four theoretical principles relative to the home and school. They are:

(1) Parents are the most influential and pervasive educators of children (Schaefer, 1971; Weikart, 1971; I. Gordon, 1976).

(2) The "Parent Participation Principle" (the Head Start movement, 1960; Bronfenbrenner, 1971).

(3) Carl Roger's theory which delineates three components for facilitating learning, e.g., empathy, congruence, and positive regard.
(4) Teachers share mutual concerns and responsibilities with parents
as they perform the single most important function of their
life, i.e., the development of human beings within a society
(Lane, 1975).

Historically, Americans have joined together in an effort to attain
a satisfying and successful educational system for their children as
well as for the good of American society. Parents as a community par-
ticipated in the major transformation of the American educational
system, which:

(1) is supported by the federal government with the responsibility
for the establishment of schools vested in each of the individ-
ual states of the Union.
(2) supports and maintains the separation of church and state in
the school.
(3) expands the curriculum to include modern vocational subjects.
(4) provides alternative educational systems to meet the changing
societal needs.
(5) extended education to include almost everyone.

American parents today face the same challenges in the education of
their children as their forefathers. Parents and teachers still share
mutual concerns and responsibilities in the performance of the develop-
ment of human beings within a changing society. William T. Harris be-
lieved that the school should teach only what the pupil is not likely to
pick up from the family circle, playmates, and fellow workmen (1898).

John Dewey believed that education should be life itself, not a
preparation for living. In the 1920s the home as the initial contextual
element in a child's life became an important factor in child develop-
ment studies. The '60s ushered in the war against poverty, and with it
came a vast array of home-school related programs. These programs focused on the parent's role in childrearing and on the influence parents possess over pupil achievement in the school.

During the decade of the '70s, early childhood education involving parents continued to spread in America. Clearly, a review of early childhood programs during the last 20 years which regard parents as a vital educational influence in the home as well as in the school supports the importance of this investigation (Hess, 1971; Levenstein, 1971; Medinnus, 1970; Caldwell, 1973).

Calvert (1971) feels it is important to include family involvement as a planned, purposeful part of an early education program. Active family participation in early education might well have lasting effects on the educational experiences the child will encounter later. This research will provide information which will support home-school involvement in the education of young children.

The well-being of the child is the central bond which ought to unite the parents and teachers in the work of educating the young child. However, the relationship between the home and school is tenuous and changing (Goodlad, 1979).

A major hindrance to parent-teacher relationships are the seemingly different views about learning and education (Gallup Polls, 1979). The neglect by the teaching staff to provide parents with information about educational goals and purposes of the school have a negative effect on home-school relationships (Broudy, 1974). Isolation and separation of parents in their homes from teachers in the classrooms with little
opportunity for supportive consultation or belief and value sharing may be one of the major problems of education today (Schaefer, 1971).

This study identifies with the recurring problems which relate to parent-teacher communication practices within early education (Croft, 1979). Parents seem to rely heavily upon the communication skills of the teacher. Teachers can provide the positive or negative cues to parents for inter-communication. The kind of regard which is expressed by teachers for parents and their values is important to the general well-being of the parent-teacher relationship.

Rogers believes that the sharing of significant information to another is a social sign of positive regard. According to Rogers' theory, positive regard is an essential ingredient for effective communication (Rogers, 1961). This study of the values and beliefs of parents and teachers of third graders relative to education and learning is supported by Carl Rogers' theory of positive regard as an essential component in the communication and understanding of the values which are shared by parents and teachers.

Often, as the young child goes off to school a parent will send the child there with an affectionate caution to "be good in school," "mind the teacher," or "work hard in school." This familiar scene represents to the child a statement of confidence and support for the teacher by the parent. In the eyes of the parent, teachers become "other parents" of their children. The child therefore needs to believe that his/her teacher is valued by his/her parents.

Parents often have reason for concern about what teachers "do" to their children (T. Gordon, 1974), because they do not have a functional
system of communication that enables them to discover the beliefs and values which comprise the instructional system of their child's school program. Without communication, parents cannot be certain that they and the teacher really want the same things for the children, even though basically they probably do agree (Caldwell, 1973). This study will address the concern which parents have about what teachers "do" to their children, by investigating the educational values and beliefs shared by both parents and teachers of young children in four areas of the school program: the curriculum, instructional materials, discipline and classroom setting.

Teachers generally view parents as "other teachers" and realize that "it is the business of the school to deepen and extend the life experiences that have been nurtured within the homes" (Dewey, 1897), assuming however, that in fact, the experiences of both home and school are helpful and positive factors in the growth and development of the child. The home and school must learn to purposefully interact with one another for the total social entity of education, in an organized and supportive approach (Goodlad, 1979). Thus, this study will investigate the educational beliefs and values of both the parents and teachers regarding selected instructional areas within the classroom and will focus on the measure of agreement between the values and beliefs of parents and the teachers of their children.

A realistic evaluation and appreciation of the beliefs and values of parents does not necessarily mean accepting them as ideal for the children; nor does it mean that they should be adopted by the teacher. However, such knowledge can make meaningful communication possible. This
emotional and intellectual interaction between parents and teachers is crucial to their mutual task and success as educators of young children (Lane, 1975). Therefore this study is important to both the parents and teachers as educators of their children.

Despite this need for mutual interest in each other's beliefs and values regarding the education of young children, parents and teachers seldom sustain a helping or significant relationship (Chilman, 1975). In fact parents have been ineffective in influencing teachers to change for the sake of their children. Likewise teachers have been unsuccessful for the most part in their attempts to modify parents' behavior for the improvement of the child's academic achievement (Lane, 1975).

According to T. Gordon (1974), awareness and openness about one's beliefs and values on the part of teachers and parents are necessary attributes to improve parenting and teaching. One of the initial steps in this task would be to discover their educational values and beliefs and thus declare them in an effective system to each other (Simon, 1974). It is important to their shared responsibility of teaching young children in the home and in the school that parents and teachers know, understand, and regard the values and beliefs which shape their simultaneous teaching behaviors to the young children. Teachers reflect personal beliefs and values in their teaching styles, selection and use of materials, choice of topics and areas of information to be taught, as well as the total instructional process (Winetsky, 1978). This study is important to the field of early childhood education because it is designed to concentrate on discovering the similarities and/or differences of the values and beliefs held by the parents and teachers in an effort
to improve the shared responsibility of teachers and parents in the edu-
cation of young children.

Early childhood research and literature supports a need to establish
reliable parent-teacher communication dealing directly with the values
and beliefs they hold regarding the education of young children (T.
Gordon, 1976; I. Gordon, 1977; Lane, 1975; Croft, 1979; Winetsky, 1978;
Caldwell, 1979).

Limitations of the Study

Although a researcher attempts to insure all safeguards of internal
and external validity, all studies inherently contain limitations which
the researcher must recognize. The researcher would like to state the
following limitations of this study.

The major limitation of this study involves the sample. The re-
searcher had hoped to have an intact population consisting of a small
school district in northeastern Wisconsin, comprising the parents and
teachers of third grade students enrolled in the school district. The
teacher portion of the population consisted of 16 teachers. However,
one of the two schools in the district chose not to participate in the
study. Their choice reduced the sample to 12 teachers. In addition,
the mere fact that a portion of the subjects chose to participate may
have resulted in a biased sample.

A second limitation of the study involves the qualitative data which
are a part of the collected information. A certain amount of subject-
vivity and interpretation error is risked in the selection of and analy-
sis of the data examined. All attempts, however, have been made to keep
the degree of subjectivity to a minimum.
The third limitation of the study is related directly to the researcher. The researcher is a Roman Catholic sister who teaches at the local college within the same school district where the study was conducted. Since the researcher lives and works within the same district, it is possible that this familiarity and position in the community influenced the survey responses.

A fourth limitation connected to the social status of the researcher is the religious background of the respondents. The religious commitment of some of the respondents to a religious sister might have been another influence to bias the responses of those surveyed.

The use of a self-administered mail survey questionnaire for this study determined the nature of the data received. The responses were necessarily limited to the choices provided in each of the statements of the survey.

And finally, the order in which the questions were asked might have affected the responses. Even the appearance of one question could have affected the answers which were given to subsequent questions of the survey.

A Preview of the Dissertation

Chapter I has presented a basic introduction to the dissertation. There will be a total of six chapters in the dissertation.

Chapter II has a three-fold purpose. It will establish the theoretical framework upon which the dissertation is based. It will then review previous research that relates to this study and finally generate a set of hypotheses that will direct this investigation.
Chapter III will describe the methodology used in conducting the research. It will include a description of the population, the development and description of the instruments, the data collection, and an analysis of the pilot study.

Chapter IV will present an analysis of the data. It will examine the hypotheses in terms of the results of the statistical analysis.

Chapter V will discuss the results of the study in terms of their relationship to the theoretical framework, other research and implications for the field of early childhood education and parent-teacher interaction in the school.

Chapter VI will propose further research which can be conducted in this area. It will also summarize the findings and provide some conclusions regarding this study.
CHAPTER II

Literature Review

This chapter is divided into six major sections. Each respective section will present the following:

I. the purpose of the study;

II. a brief chronological review of the historical foundations of the Parent Participation Principle both in Europe and in America;

III. the evidence of empathy, positive regard and congruence as defined by Carl Rogers as operational theory in achieving parent participation in the formal education of their children;

IV. the Parent Participation Principle as developed during the '60s;

V. some major research projects in early childhood education which reflect the implementation of the Parent Participation Principle;

VI. the role of parents in child development.

I. The Purpose of the Study

The purpose of this study is to examine the extent to which parents and teachers in today's society are in agreement relative to education and learning for young children in the schools. More specifically, this study is designed to examine the extent to which the educational values and beliefs relative to some major areas of the curriculum held by teachers are congruent with those held by the parents whose children they teach.

This study was conducted in a small city in northeastern Wisconsin, where the researcher collected data from all of the
primary teachers in that public school district, regarding the educational values and beliefs relative to curriculum, classroom discipline, teaching materials and classroom setting. Similar data were gathered from parents of third grade children in the same city. The data gathered from the parents and teachers were analyzed to determine the extent of the similarities and/or differences that exist between the values and beliefs held by the two groups.

II. A Brief Chronological Review of the Historical Foundations of the Parent Participation Principle in Europe and America

A. This section of the chapter attempts to list those leaders of European education who recognized and promoted the concept of parents as teachers of their children, and who called upon parents to participate in their formal education of children. Because numerous European educators have contributed to the theory and/or practice of the Parent Participation Principle, it is not possible to acknowledge all of them in this present review. The origins of early education and especially the directions of the Head Start Movement of the '60s were the criteria for choosing the following representative educators from Europe and America.

Plato (429-374 B.C.), was a philosopher and teacher who founded the "academy" in Athens. He wrote a treatise entitled, The Republic, in which he proclaimed his belief that reality consisted of an unchanging world of perfect ideas and
universal concepts such as truth, goodness, justice and beauty. In his efforts to establish and preserve Athens as a republic, Plato describes a network of nurseries in the treatise. These nurseries constituted a prepared environment in which ideas and practices Plato regarded as injurious to the child's proper development were screened. Plato created "mentors" or teachers of the children enrolled in the nurseries because he feared the profound influence which he believed families commanded over their young. Plato feared to entrust the education of young children to their parents precisely because he respected the profound influence which he believed families commanded over their young. Therefore, in order to preserve the Republic of Athens, Plato suggested that young children be separated from their parents and reared in state nurseries for the sake of the Republic (Price, 1962).

Plato held a negative view of parents' influence as teachers of their children because he believed that the values and beliefs of the "mentors" and parents were not the same. Plato's view of the differences in the beliefs and values between parents and teachers supports this study in that it involves a search for the measure of congruence which exists between parents and teachers of third grade children in a public school system in northeastern Wisconsin, relative to education and learning in some major areas of instruction.
Aquinas (1225-1274). Thomas Aquinas was a Dominican preacher at the University of Paris. It was Aquinas who brought scholastic education to full development during the 13th century. Aquinas recognized two major forms of education, informal, that is, within the context of the home, and formal education, which occurs within a disciplined school setting. According to Aquinas, informal education involved all of the agencies such as the family, friends, and environment which touch the life of the child. Thomas Aquinas believed that these significant agencies needed to be both recognized and employed for the future academic success of the young child (Donohue, 1968).

Erasmus (1464-1536). Erasmus was a leading classical scholar of the late Renaissance who believed that the teacher should be well acquainted with all of those disciplines which were related to the study of classical literature. He recognized the importance of early childhood as a time of significant learning and recommended that the child's education should begin as early as possible. He believed that parents were to take their educational responsibilities of their young seriously (Woodward, 1964).

Luther (1483-1546). Martin Luther was an Augustinian monk who became one of history's most significant preachers. His challenge to the Pope of Rome led to the Reformation. The family and the school were employed and regarded as Luther's
chief agents in his efforts for church reform. The family was important to Luther as the primary and significant agents in forming the character of the children. He looked to the family as the shaper of those values which were compatible with his view of Christian life. He called parents to teach their children to read before they entered the formal school. Luther believed that the family was responsible and capable of helping the child acquire right values in the home. According to Luther, only when the child's values were developed was he ready to benefit from a cognitive program of formal schooling (Towns, ed. 1975).

Comenius (1592-1670). Comenius was a student and graduate of the University of Heidelberg in Germany. He pursued a career as a teacher and administrator in the Moravian schools. Comenius pioneered ideas which stressed the establishment of a permissive school environment, based on the natural principles of child growth and development. One of Comenius' most important methodological principles was his belief that instruction should parallel the appropriate state of human development. Instruction should be arranged according to four, six-year periods, one of which was infancy, when the education is informal and is centered primarily in the home (Power, 1969).

Jean Jacques Rousseau (1712-1778). Rousseau was famous as a social and educational philosopher. His famous treatise, a novel entitled *Emile* (1762), describes his views of early
education. Rousseau, like Comenius, believed that education ought to be designed to match the developmental states of human growth. Rousseau, unlike Plato, did not trust the early education of the young child to society. He believed that the young child should be tutored with a selected home environment away from the "blandishments of a ruinous society" (Rousseau, 1762).

Rousseau's high regard for the home as the selected environment for educating the young and his fear of society's influence on the young supports this research in the investigation of the degree of congruence which exists between parents and teachers of young children relative to their beliefs and values regarding education and learning (Boyd, 1962).

John H. Pestalozzi (1747-1827), was a school master at Bergof, an orphanage in Stanz from 1799-1804. He was inspired by Rousseau's educational philosophy and experimented with new teaching techniques based on Rousseau's writings. One of Pestalozzi's tenets was his belief "that there are no better teachers than the house, and the father's and mother's love, and the daily labor at home and the wants and necessities of life" (Barnard, ed. 1862).

Pestalozzi wrote a letter to his friend, Heinrich Gisanner, about an orphanage in Stanz, Switzerland (1799). In it he stated that if education was to have any real value it must imitate the methods of domestic education. He said, "it is my
opinion that if public education does not take into considera-
tion the circumstances of family and everything else that
bears on man's general education, it can lead to an artificial
and methodical dwarfing of humanity." Pestalozzi's belief in
close school and home relationships take on special relevance
to the study presented in this dissertation (Barnard, ed.
1862).

Maria Montessori (1870-1952). Montessori was a medical
doctor in Italy who developed a system and curriculum to edu-
cate the mentally handicapped children. Maria Montessori used
her experience in educating the handicapped children to de-
velop a method of teaching the disadvantaged poor of Rome.
She believed that if her methods would help the handicapped,
they would also be successful for the normal child. She con-
centrated her efforts on improving learning opportunities not
only for the children but for mothers as well. She believed
that parents, especially the mother, should be trained and edu-
cated along with the young child. She encouraged the mothers
to visit the "Cassa Bambini" often so that the parent would be
better able to educate her child at home. (Montessori, 1912).
This study is based on just such participation of parents in
school as well as in the home.

Margaret McMillan (1860-1931). Margaret McMillan began a
day and night school in Deptford, England with the help of her
sister, Rachel. They called it the "Open Air Nursery." The
McMillans believed that the health problems of poor English
children were already too advanced for adequate treatment by school age. In order to intervene, they offered a comprehensive service to young children between the ages of one to six. The goal of their program was to nurture the whole child by creating an environment that would attempt to meet their developmental needs.

Parent education was stressed by the McMillans. Working with parents to help themselves was a major component of the "Open Air Nursery" in England. Teachers were encouraged to visit the homes, work with parents, and meet with groups of parents to talk about childrearing techniques. The McMillans did not wish to have the school take the place of the home, or relieve the mother of her responsibility. The McMillan sisters believed that through education, close cooperation between the school and the home, mothers improve the standards of their homes. This study is supported by the belief that regard for the parents as primary educators be acknowledged by the school.

B. The Parent Participation Principle in America, 1911-1965

Early childhood education and parent participation had their beginning in this country around 1913 with the opening of the "Play School" by Caroline Pratt. In 1922, the "Merril Palmer School of Motherhood" and the "Ruggles Street Nursery" were begun and, like the "Play School," developed an educational program for young children which was designed and
committed to involve the parents in the school as knowledgeable and responsible members of the nursery program.

These early kindergartens also sought to change family living patterns through parent education programs. Children went to school in the morning and teachers visited families in the afternoon as part of the total education of the children (Hill, 1941).

Lawrence K. Frank (1890–1968). Frank was a major force in the growth of nursery schools. He administered the Laura Spelman Rockefeller Fund and, under his direction, Institutes of Child Study were established all over the United States to increase knowledge of child development and help both educators and families improve the quality of child care.

Parent education was an important part of establishing nursery school programs. The Institutes of Child Study were eager to share childrearing information with mothers. Parents were invited to observe, to participate in the schools, and to read the latest books on child care so that they could accept their roles as teachers of their children. Lawrence Frank believed that the nursery school could succeed only if it worked closely with the parents (interview with Ruth Hartley, 1979).

The free nursery school (W.P.A., 1939) was a pioneer movement in early education in America. During the depression (1929–1939), the federal Words Progress Administration allocated funds for the creation of nursery schools and day care
centers. Parents were encouraged to participate in parent education programs, visit classrooms and meet with teachers to discuss their children's progress (Hymes, 1974).

This movement raised the hopes that nursery schools would become a permanent establishment in this country. Perhaps if the parents had been duly regarded by the school as "other" teachers, then the W.P.A. program might have continued and developed into the comprehensive care program for young children that was envisioned by President Nixon in 1970 at the White House Conference.

With the outbreak of World War II, the federal government passed the Lanham Act which provided child care funds for children whose mothers were engaged in war-related industries. One of the most successful child care centers was established under the direction of James Hymes, Jr., in the Kaiser Shipyards, in Portland, Oregon. The child care center is cited here because it was designed with a focus on the parents as important, responsible members of the day care center (Hymes, 1970).

Early childhood education for the young, outside of the home, stood at a standstill from 1948 to 1965 except for the privileged few whose parents formed co-operatives or were part of a university campus school (Ohio State, 1925; Campbell Hall; Columbia, 1920; Bank Street, 1911; Merrill Palmer, 1920). It seems that any successful enterprise in the education of young children has a parent-involvement component based on a
shared set of beliefs and values about the learning and instruction of children. This suggests that an investigation of the beliefs and values relative to education and learning held by parents and teachers of young children is important to the home and school. The spread of kindergarten and nursery school programs, combined with the child study movement, focused attention on the importance of the early years in a child's development. Educators and families accepted different kinds of involvement for parents -- as an advisor, a classroom helper, or a participant in educational programs designed to improve childrearing skills.

III. The Learning Theory of Carl Rogers as it is Reflected in the Research-Oriented Head Start Projects of the Past 15 Years

The learning theory of Carl Rogers (1950) is significant to this study. It seems to support the research question of measuring the congruence of the educational values and beliefs of the parents and teachers of third grade students enrolled in the northeastern Wisconsin public school system.

Rogers believes that there are three conditions which constitute growth and learning. They are empathy, positive regard and congruence. Rogers defines congruence as a close matching between what is real and what is experienced. Positive regard is associated with an authentic attitude of acceptance characterized by a non-possessive caring. The third and important condition for learning is an empathetic understanding, through which the feelings and personal meanings are being experienced and communicated.
Carl Rogers holds that this three-fold active communication is one of the most potent forms for change.

The following reviews of projects and field research have been selected because they support and employ the Parent Participation principle. Secondly, they reflect Carl Rogers' theory of learning which is one of the basic principles of this study.

The Head Start Movement and follow-through programs of the last 15 years reflect all or some of Carl Rogers' learning theory. In reviewing the literature, this researcher did not discover any direct claim to the implementation and application of the theory of Rogers to the Head Start projects. The employment of empathy, the efforts toward congruence and mutual regard for parents as teachers seem nevertheless to be integral components of the Head Start Program Models and Follow-Through Projects contained in this study.

Merle Karnes, et. al, 1972, designed a preschool program for children ages 3-5. Mothers were encouraged to use their gifts as teachers in this program. They were invited to assist in the school as instructional aides. Efforts were made by the project team to study and understand the attitudes, goals and values of the parents, especially the mothers of the children.

The Bank Street School of Education developed their head start and follow-through programs with a commitment to developing parent involvement in the school. Positive regard for the parents as teachers and decision-makers within the school is actualized in
this program through their philosophy and program design (Biber, 1970).

High Scope (1970), Darcey (1970), East Harlem Block Schools (1971) and the Ameliorative program of Karnes (1972), included the establishment of mutual understanding, empathy, and positive regard for the parents of the young children as a major component of their project's design. Communication and training of the families was a significant goal of each of these action-research projects. Families were trained to help their own children develop specified skills, and attitudes. Parents were invited to participate fully as members of boards of directors, teachers, advisors and other staff related positions. The parents were regarded as equal members of a professional team in the education of their children outside of the home.

In the opinion of this researcher, Ira Gordon's parent education programs are built upon Carl Rogers' theory about learning. Gordon and his associates strove to establish parents as responsible members of the teaching community. Gordon envisioned parents totally involved as teachers of their children at home and in the school, as classroom volunteers in the service of the children of other parents, as responsible audience, learners and decision makers. Gordon's head start projects display a deep sense of empathy for the parents; an attitude of positive regard for parents as teachers; and a significant measure of congruence between the values and beliefs of the parents and teachers active in the Head Start and Follow-through programs (1966-1978).
IV. The Parent Participation Principle as Developed During the '60s

A. The Parent Participation Principle as Defined During the '60s

The home, viewed as an initial kind of contextual element in a child's life, entered into child development studies in the United States around the 1920s (G.S. Hall, Gessell, Thompson). But it was not until the '60s, during the Johnson administration, that the home influence on the young was taken seriously by educators. A vast array of home-school related programs and action-research projects developed throughout the United States. These research projects focused on the parent's role as teacher during the child's early years both in the home and within the school.

The particular feature of early education under the title of Head Start and Follow-through, 1965, was the introduction of the Parent Participation Principle. This principle was developed out of the ideal of participatory democracy (Chilman, 1968). A major thrust of the programs and action-oriented research has been to help parents gain more influence and recognition as educators of their children. It was believed that parents become more effective participants as educators of their children if they themselves will become knowledgeable and responsible in the direction of their children's schooling. In enriching and enhancing their own development as parents, they will serve more effectively as models for their children (Caldwell, 1973). This present study was developed upon the Parent Participation Principle of the '60s which
reflected empathy, congruence and positive regard between parents and teachers.

B. The Parent Participation Principle, 1965 to the Present

The Parent Participation Principle, sometimes referred to as Parent Impact (Gordon, 1969; Levenstein, 1971; Gray, 1971; Honig, 1975; Caldwell, 1973) that developed through the middle '60s and '70s, is foundational to this study. Most of the parent impact programs were developed for preschool children and their families. However, this researcher believes that the philosophy of the Parent Participation Principle which operates for parents and teachers of preschool children could be employed effectively throughout the primary school years.

Although there is considerable recognition that all parents need a degree of help in childrearing, the more recent tendency has been to limit the focus on the acute family problems of very poor or minority group families (Levenstein, 1971; Gray, 1971; Honig, 1975; Gordon, 1969; Caldwell, 1973). This researcher is committed to the theory and philosophy of the Parent Participation Principle as a positive force in the educational achievement of young children in America.

Those Head Start programs and research projects which were developed around the Parent Participation Principle resulted in measurably significant educational returns for the children and families who participated in them. These projects also generated useful and effective educational models
for the further development of early childhood programs for young children throughout the United States (Gordon, 1978; Caldwell, 1970; Weikert, 1979).

This study has been developed on the theory and philosophy of the Parent Participation Principle. This principle of parent involvement in the education their children was rejuvenated by the Head Start Movement of the 1960s. This study was designed to measure the congruence of the values and beliefs which exists between parents and teachers regarding some of the major areas of instruction in the primary grades within a small northeastern city in a Wisconsin public school system.

Operation Head Start initiated programs and action-oriented research which focused on the parental role during the early years of childrearing. The Head Start Movement launched a widespread concern and interest in preventative educational programs of early intervention which hoped to forestall the developmental deficiencies in young children. The aim of Head Start was to help young disadvantaged children, through the education and training of their parents, in order to enable the parents to become responsibly involved in the education of their children outside of the home and within the context of the school (Chilman, 1968).

The major target of the programs was children of low-income families. The major goals of the programs in addition to providing an equal opportunity for education for the young
children was to generate the participation principle through the education of the children. Parents were no longer to be isolated from the schooling agents of society. Head Start was going to enable the parents to take an active role in the formal education of their children. Low-income families were going to be enabled to gain more self-respect, personal power and influence so that they could bridge the gap between the defeating isolation of poverty and the rewards of the large and generally affluent society for themselves and their children (Chilman, 1969).

Head Start was intimately related to community projects in which mothers and neighborhood workers were brought into the classroom and encouraged to participate in mutual educational experiences with the teacher in the school (Bank Street, 1965; Karnes, 1970). The concept of responsible and knowledgeable parent involvement was important to the Head Start movement. Those who developed the Head Start movement assumed that the educational and instructional values and beliefs which were held by the teachers and project directors were congruent with those educational beliefs and values of the parents participating in the project with their children, although this assumption has since been questioned (Sroufe, 1970; Hess, 1971; Caldwell, 1973).

Schaefer has indicated that research findings in early education since 1965 suggest the need to return to a traditional comprehensive definition of education as opposed to a
restricted professional and institutional one. Schaefer suggests that a comprehensive system of education that integrates the collaborative efforts of the family, the community, the mass media with the schools must be developed to provide a continuing educational impact upon the child (Schaefer, 1970).

Schaefer believes that the new concept of education will be family and community centered. Education will ask, "How can we provide support for families so that they in turn, can care for and educate their children?" The ultimate goal, according to Schaefer, would be an integrated system of education where everyone is a teacher and a student throughout his/her lifespan (1970).

Former Secretary of the U.S. Department of H.E.W., Elliot Richardson, stated that "the challenge of the '70s will be to make every home a learning center." When we think of families as well as educational institutions, we need to begin to devote attention and resources to families and how they function and not just to schools and how schools operate. However, Burges warned us that "forming a bridge between home and school is initiated with a fundamental hostility to the home and lifestyle; that there might be a difference in the values between parents and teachers which could be a primary source of conflict" (1965). It is basic that the two institutions most concerned about the child work together cooperatively for his/her welfare. One way to minimize that threat to the family and school is to invite parents as partners in the
planning of the educational program. Parents have the right to information about the major aspects of the early childhood program of their child (Lane, 1975).

A realistic evaluation and appreciation of the beliefs and values of parents by teachers does not necessarily mean accepting them as ideal for children. Nor does it mean that they should be adopted by the school. However, such knowledge can make meaningful communication and involvement possible for the parents. This emotional and intellectual interaction between parents and teachers is crucial to their mutual success as educators (Lane, 1975).


It has been difficult to collect research regarding the shared values and beliefs of parents and teachers of young children relative to the instructional program of early childhood education. The review of literature that follows is based on the assumption that the beliefs and values were either imposed upon the clients by the project/program designers, or that there was a significant measure of congruence on the part of the teachers and parents educational beliefs and values (Caldwell, 1973; Hess, 1971; Gray, 1971; Sroufe, 1970; Levenstein, 1971; Biber, 1965).

Carl Rogers' theory that positive regard for the individual allows for and enables learning seems to have been employed by Gordon, et. al. as he led the development of early intervention models entitled, Parent Education Programs (1966-1978). Gordon
conceptualized six major roles which refer to the ways in which a parent may become involved in the education of his or her child. In carrying out these roles parents participate not only as clients but as effective participants and equal partners with the teachers, bound together by a shared belief in the basic values relative to education and learning. Families who have participated in the various representative sites across the nation have realized a measurable and lasting positive effect for themselves and the school-community (Olmsted et al., 1979).

One of the various parent educational programs was developed for preschool children by Ira Gordon. A major follow-through program was developed by him and his associates which would continue on through to the third grade education of the child. It is entitled P.E.F.T.P. It is presently operating in various parts of the United States. The major focus of this program is the transactional relationship which exists between the home and the school. The ultimate aims of the program are for parents and teachers to become educational working partners and, as a consequence, for the family and the school to coincide the needs and demands of each other. The basic assumptions in this program are that the parents and teachers have a mutually positive regard for one another as teachers and that they share an attitude of empathy for each other’s values and beliefs relative to education and learning. In this program, parents are not only encouraged to visit the school but are invited and expected to take an active part in working and instructing the children in the classroom.
Throughout the history of the Bank Street School, parents as well as their children were part of the educational program (Biber, 1970). Parents there are regarded as an important teaching agent. The Bank Street model for Head Start and Follow-through developed over a period of 70 years, combining and building on the research and theories of Piaget, Dewey and Isaacs. Bank Street encourages strong home-school ties and parent involvement in decision making. In-service training for parents is an integral part of the Bank Street project (Biber, 1970).

The educational staff of Bank Street regards parents with esteem and reverence. The school views them as capable partners in the education of their children. They also believe that parents agree in general with the educational values and beliefs of the teachers of the Bank Street School (Biber, 1969).

The Bank Street School projects and research continue to support the Parent Participation Principle upon which this study is based. It encouraged the researcher to seek the measure of congruence that exists between the parents and teachers of third grade pupils in a northeastern Wisconsin public school district.

The Early Training Project (Gray, Klaus, 1970), has been a field research study concerned with the development and testing over time of procedures for improving the educability of young children from low-income homes. The major concern of the project was to study whether it was possible to offset the progressive retardation observed in the public school careers of children living in deprived circumstances. The subjects were 88 Black children
enrolled in two different segregated schools in middle Tennessee. The children were selected on the basis of parent's occupation, education, income and housing conditions.

The overall rationale for the intervention program grew out of the literature on childrearing patterns in different social classes (Gray, 1970). On the basis of that study, the intervention program for children was organized around two broad classes of variable attitudes relating to the achievement and attitudes of parents, particularly in their aspiration for their children, as they related to schooling. Work with parents in the project was carried on largely through a home-visitor program. Specially trained preschool teachers made weekly visits to each mother and child. A larger portion of time was devoted to working with parents, helping them to understand the goals and methods of changing the children's attitude towards school and school type activities. The parents were also encouraged to take part in the process. When in 1968 all the children residing in middle Tennessee were given the Stanford-Binet, the results indicated to Gray and Klaus that their intervention project caused a rise in intelligence that was significantly higher than for those not participating in the intervention project. Differences between experimental groups and the control groups on the Stanford-Binet were still significant at the end of the third year after intervention ceased.

One important factor which Gray and Klaus (1970) attribute to the success of this field research was the home-visitor program.
The study also indicated vertical diffusion on the younger siblings who did not participate. The spread of effect down the family from the mother and possibly from the target child to a young child was related to the work with the parents in the home-visitor project (Gray, et. al., 1970).

There are indications in this study that the long-term and diffusive effects were coming from the mother. It is plausible to assume that the role of the mother was the more influential since considerable effort was expended by the home-visitor over a period of three years. The emphasis of the home intervention was on making the mother a more effective teacher, or more generally, an effective educational change agent for the child. Klaus and Gray (1970) concluded that to the extent that the findings on vertical diffusion have generalizability, they seem to point to the efficiency of a powerful process in the home, presumably mediated by the parent, which may serve to improve the educability of young children. Gray and Klaus believe that parent education/participation is the important factor to pupil success in the school (1971).

Karnes, Teska, Hodgins and Bader (1970), conducted a two-year program during which time weekly meetings were held with mothers in disadvantaged circumstances. Families were provided a sequential educational program to use at home in stimulating the cognitive and verbal development of their children. The mothers were instructed in principles of teaching that emphasized positive reinforcement. A portion of each meeting was spent in fostering a
sense of personal worth and dignity in the mother as she demonstrated her capabilities within the family and the community at large.

Twenty mothers were recruited from the economically depressed neighborhood of Champaign-Urbana, Illinois. They were asked to participate in a two-hour weekly meeting during which time mothers would be instructed in teaching techniques to use with their children at home. Both babysitting fees and transportation were provided. Though the parents were not paid for this participation, all materials and toys used to implement the program were given to their young children. All of the infants were tested to determine how successful the mother had been as a teacher.

This research project involving the parents was based upon the Parent Participation Principle and the assumption that the parents' beliefs and values about education and instruction are congruent with those of the teachers and project directors. Karnes (1969) found that the children of those parents who participated in the research project did significantly better than the control group that did not have parent participation. Also that portion of the project devoted to emphasizing the parent's personal worth and ability to contribute to the growth of his/her own child as teacher, supports Carl Rogers' learning theory of congruence and personal regard. Those two components of Karnes' research supports this study which seeks to discover the measure of congruence which exists between the educational values and beliefs held by the parents and teachers of third grade pupils in a
small city school in a northeastern Wisconsin public school system.

A. Parent Training Programs and Community Involvement in Day Care

R.H. Hess' study (1971) examined the effective influences on the child's cognitive and emotional development. This study indicated that the attitudes and values, as well as the expectations of the parents, seemed to have a significant influence on the child's behavior, aspirations and level of school achievement. Hess' study indicates the importance of parental involvement in the education of the child. The relatedness of attitudes and aspirations to values and beliefs signifies the importance of questioning the congruence of the educational beliefs and values held by parents and teachers of third grade students in a small school district in northeastern Wisconsin (Simon, 1974).

The Cognitive Curriculum Preschool Program developed by Weikart, et. al. (1970), is designed for three- and four-year-old educationally disadvantaged children but can be extended to ages five through eight years as well. The program is intended to promote intellectual growth and to help children begin to organize the complex world around them. It is a structured application of Jean Piaget's theories of the development of intelligence. Cognitive goals for children emphasize four intellectual skill areas: classification, serialization, temporal relations and spatial relations.
Learning activities are based on Piaget's levels of representation (index, symbol and sign) into which the motoric and verbal levels of operation are integrated.

The work with children in daily two-and-one-half-hour morning classes is reinforced in the home through bi-weekly 90 minute visits by the teacher designed to involve the mother in teaching. The mother of the child is trained in the home by trained teachers to enable the mother to participate in the education of the child in the school. During the home visits, the mother observes the teacher working with the child and is encouraged to use the same techniques when the teacher leaves. The teacher works to develop the mother's self-confidence in her ability to teach her child.

Parents are expected to participate in policy advisory committee work as well as in acting as both teacher and parent aides. Parent participation is one of the elements of the "Cognitive Curriculum Project" which has been a major factor in the success and life of this project now known as High Scope (1980).

In a study on Perception of Salient Issues Among Appalachi

chian Educators by R. Fletcher, Jr. and C. E. Golden (1980), the problem rated third in importance was inadequate parental involvement. The study surveyed 392 participants at the

Tennessee Technical University. The report indicated that the professional care-givers outside of the home and teachers look to parents for responsible participation in the in-school
education of their children. The report also related parent-involvement to financial support, which was the number one issue of the survey.

Carol S. Winetsky (1977) investigated the behavioral expectations for self-direction or conformity of parents and teachers of preschool-aged children who participate in group activities. She investigated two main questions in a study entitled, "Comparison of the Expectations of Parents and Teachers for the Behavior of Preschool Children" (1977). Winetsky looked at the issue of continuity between family and school systems rather than congruence. This researcher sees a significant relatedness between continuity and congruence of beliefs and values.

In the study conducted by Winetsky, she undertook to answer two main questions:

1. Are parents and teachers of preschool-aged children likely to differ from each other in their behavior expectations for children participating in school settings and if so,

2. How does role, social class, and ethnicity explain those differences.

The Winetsky study was made with subjects recruited from the San Francisco Bay area. Participation was requested from 15 public school districts sponsoring preschool and/or day care programs in the designated neighborhoods from 30 private preschools randomly selected from the same neighborhood.
Assessment of behavioral expectations was made by the Education Activities Index, an instrument designed specifically for this study and derived from anthropological models used by Spindler and Spindler (1965) in which pictures were used to symbolically portray the underlying values of culture.

Significant differences were found between the behavioral expectations of teachers and some parents. The findings of this study have important implications for those concerned with early childhood development and social policy. This study provided evidence that the dominant figures involved in multiple-system childrearing, the parent and the teacher, are not likely to share similar expectations for the behavior of young children in group settings unless the parents are anglo and middle class. This study supports the purpose of this dissertation since the Winetsky study indicates that behavioral expectations are not always "continued" by the school or, in the words of this present study, there is not a significant measure of congruence between the educational beliefs and values of the teachers and parents of primary grade children.

As the number of multiple systems of childrearing and education continues to increase and permeate the lives of young children and families, new questions are raised for those who are concerned with early childhood development. In the words of Susan Gray, "We need to discover to what extent we can expect the educational and learning beliefs and values
engendered by the home to be congruent with those engendered by the school (1971).

VI. The Role of Parents in Child Development

In a paper presented by Caroline Dillman at the Annual Meeting of the Rural Sociological Society (1978), the question of the rural lower/working-class values held by the parents and the middle-class value system taught at school as an impediment to the children's education was discussed. Dillman recommended that in-depth descriptive research be employed in order to understand the parents' value system and the impact it has on the development and formal learning of the children caught between two cultures.

Dillman's recommendation for descriptive research regarding the values of parents in order to bridge the gap between them and the school (teachers) supports this present study which is designed to measure the congruence of the beliefs and values which exist between parents and teachers of third grade children relative to some major areas of education and learning.

A current study by Chilman, entitled Parent Satisfactions, Concerns and Goals for Their Children (1980), was developed to learn if popular and scholarly literature that emphasizes the burdens of parenthood were accurate for a Milwaukee suburban population. A random sample of parents, based on school census, was drawn from two middle-class suburbs immediately adjacent to Milwaukee, Wisconsin. Four hundred fifty-four parents were interviewed (261 mothers and 193 fathers). The method used to gather
the data was a forced-choice precoded questionnaire for face-to-face interviews with parents. Many of the items were based on previous research in the areas of child and adolescent development, parent attitudes, behaviors, marital satisfaction, family planning and so on. Careful attention was paid to such matters as social acceptability, vocabulary level and clarity (Chilman, 1980).

One of the significant findings of the survey regarding parental concerns was that parent education received almost no support from mothers or fathers interviewed. Only 10 percent of the sample surveyed felt an active need for more information. This parent sample put little trust in the educational efforts of the various human-service professionals, aside from school teachers whom many saw as helpful with respect to specific learning problems of their particular children.

The trust and dependence parents placed in teachers of their children in this previous study indicates the positive regard parents have for the teachers. This trust in and positive regard for teachers by parents can be expected to be reflected in the attitudes and developmental behaviors of the children because the family exerts a powerful influence on the prospects, capacity for development, and the life chances of the young (Muscove, 1965).

This study, which revealed a definite positive trust and regard for teachers, is relative to this present study which is designed to measure the congruence of the beliefs and values which exists between parents and teachers of third grade children relative to some major areas of education and learning.
The Relationship Between Home and School in Influencing the Learning of Children (Kifer, 1976). This was a paper presented at the pre-convention conference on research of the National Council of Teachers of English, 1976. This paper discusses the influence of home and school environments on learning and children. The paper was based on the hypothesis that the home environment is the major predictor of school achievement. Two major variables of home environment cited are "status" variables and "process" variables. "Status" variables are such things as father's occupation and education, mother's education, and social and economic status of the family, "process" variables indicate what parents do to encourage or support (directly or indirectly) the educational achievements and related attitudes of their children. Process variables in both home and school are of interest because they provide clues to structuring optimal learning environments.

Kifer believes that there is a correlation between certain "process" variables in the home environment and school achievement. These "process" variables can be seen as facets of three main conceptual dimensions of the home environment: 1) the verbal dimension; 2) activities congruent with the expectations and demands of the school (teachers), and; 3) the general cultural level of the home. It is the second dimension, e.g. activities congruent with the expectations and demands of the school (teachers) which is of importance to this present study. It seems that Kifer believes that congruence of beliefs and values on the part of teachers and parents relative to some major areas of education and
learning is a predictor of school achievement by children. Kifer's paper therefore supports this present study.

**Parent Education: A Classroom Program on Social Learning**

Principles designed by Dubanoski and Tanabe (1980) as an action research project of nine weeks, utilized a classroom format in teaching parents the concepts and application of social learning theory to child behavioral development. It emphasized the view that children are primarily learners, continuously acquiring new patterns of behavior and that parents are their most important teachers.

This action-project supports the role of parents as the primary teachers of their children in their growth and development. The emphasis on the parents as the primary teachers by Dubanoski and Tanabe supports this present study which is designed to measure the congruence of the beliefs and values which exist between parents and teachers of third grade children relative to some major areas of education and learning.

This portion of the chapter has attempted to review some of the major educational research and projects involving young children and their families during the last 15 years in which the Parent Participation Principle is a strategic and vital component of the project or study. The literature review indicated the presence of the application of Carl Rogers' learning theory either totally or in part. The previous discussion sought to support the present study which is questioning the measure of congruence of
the educational values and beliefs held by parents and teachers of third grade pupils in a northeastern Wisconsin public school district.
CHAPTER III

Methodology

The purpose of this dissertation was to examine the extent to which parents and teachers in today's society are in agreement relative to education and learning for young children in the schools. More specifically, this study was designed to examine the extent to which the educational values and beliefs relative to some major areas of the curriculum which are held by teachers are congruent with those held by the parents whose children they teach.

This chapter explains the method and procedure employed in conducting this research study which was designed to describe the educational values and beliefs held by parents and teachers of third grade pupils relative to curriculum, classroom discipline, teaching materials and classroom setting. Chapter III is divided into three sub-topics. They are: the data-gathering instrument; the data-gathering system; and the population who participated in the study.

The Data-Gathering Instrument

A self-administered questionnaire was the method chosen (see Appendix A), to test the following hypotheses for this study:

H1 There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the school curriculum, e.g., the things which should be taught.
There is no significant difference on the part of parents and teachers in their belief that the same 16 items of the school curriculum should be a function of the Home, the School or Both.

There is no significant difference in the educational values and beliefs held by teachers and those held by parents, relative to the disciplinary practices in the primary classroom (K through 3).

There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kinds of teaching materials used in the classroom.

There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kind of classroom setting which should be employed by the teacher.

There is no significant difference in the educational values and beliefs held by parents and teachers relative to the major emphasis placed in the primary school curriculum.

There is no significant difference in the educational values and beliefs held by parents and teachers relative to troublesome issues in the primary school.

The data-gathering instrument employed for this study was a self-administered, three-part questionnaire. The questionnaire was administered to parents and the teachers of their third grade students. A personal interview with each of the third grade teachers was followed by the questionnaire. Twenty-five parents were randomly selected from the population frame for a face-to-face interview.

The questionnaire was constructed by the researcher, who used the ideas and items of other survey instruments administered in other studies (Croft, 1979; Cryan, 1977). The questionnaire was designed to be self-administered. The vocabulary and structure of the questionnaire was constructed with the parents in mind. The researcher tried to keep educational jargon out of the basic structure of the questionnaire. The
estimated time for the completion of the questionnaire was 15 minutes. The interview was also limited to 15 minutes. Fifteen-minute tapes were used as an outside limit for the time control of the face-to-face interviews.

The use of the questionnaire and the personal interview as a test for the hypotheses in this study was determined to be appropriate because this combination of data-gathering instruments meets the criteria for survey research as defined by Kerlinger:

"Survey research attempts to determine the incidence, distribution, and inter-relations among sociological and psychological variables. . . . The approach and techniques of survey research focus on people, the vital facts of people, and their beliefs, opinions, attitudes, motives and behaviors."

Kerlinger, 1973

The questionnaire consisted of three parts which are:

1. A rating scale from 1 to 5 for 16 possible areas of a curriculum for the primary school, and the indication of whether those items in question should be a function of the school, the home or both;

2. Seven questions regarding curriculum, classroom discipline, teaching materials and classroom setting; and

3. Three open-ended questions constructed by the researcher which are directly related to the beliefs and values held by the respondents.

The topics were based primarily on the work of Doreen Croft, of DeAnza College entitled: Parents and Teachers: A Resource Book for Home, School and Community Relations (1979), and a research project conducted from 1974 to 1977 by Dr. John R. Cryan, et. al (1978), from the University of Toledo, entitled: The Development of the Criterion Referenced Childhood Program Assessment Instrument (1978).
John Cryan enlisted the expertise of early-childhood education specialists in the development and validation of this list. Four school areas were selected from Cryan's assessment instrument in the construction of the questionnaire for this study. The four school areas were curriculum, classroom discipline, teaching materials and classroom setting.

The questionnaire was composed of three parts which are:

1. A rating scale from 1 to 5 for 16 possible areas of a curriculum for the primary school, and the indication of whether those items in question should be a function of the school, the home or both;

2. Seven questions regarding curriculum, classroom discipline, teaching materials and classroom setting; and

3. Three open-ended questions constructed by the researcher which are directly related to the beliefs and values held by the respondents.

The format for Parts I and II are modeled after the Likert Scale (1=low, 5=high). Part I is a rating scale from 1 to 5 for 16 possible areas of a curriculum for the primary school. Part I also asks the respondent to indicate if those items in question should be a function of the school, the home or both.

Part II of the questionnaire is a set of seven questions regarding curriculum, classroom discipline, teaching materials and classroom setting within a primary school (Croft, 1979). Each of the seven questions has a series of multiple choices to which the respondent is asked to rate all of them on a scale of 1 to 5. The value of 1 is lowest and the value of 5 is highest in the order of importance on this scale for both Parts I and II of the questionnaire.
The third and final part of this questionnaire is comprised of three open-ended questions which were constructed by the researcher. The questions are directly related to the beliefs and values parents and teachers hold regarding school and learning:

1. What do you believe is the principle responsibility of the primary school (K through 3)?

2. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain? (Croft, 1979)

3. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding:
   a. curriculum
   b. classroom setting
   c. teaching materials
   d. discipline in the classroom

The Data Gathering System

The questionnaire was presented to the teachers first by the researcher. The teachers were called together by the building principal in order to allow the researcher to present the research project to the faculty. The same questionnaire was later mailed to all of the parents of third grade pupils in the public school district in a small north-eastern city of Wisconsin. The presentation and administration of the questionnaire to both the parents and the teachers began the fourth week of September, 1979.

Along with the questionnaire (see Appendix A), each subject received some additional materials. These enclosures (see Appendix A) with the questionnaire were aides to the completion and return of the survey information. The enclosures included: 1) a cover letter with information and directions for the completion and return of the questionnaire; 2) a data sheet for all subjects; 3) a postcard with the address of the
respondent and the return address of the research office; and 4) a pre-addressed, stamped envelope in which to return the completed questionnaire.

The data sheet for both parents and teachers was brief. It asked only for that demographic information which this researcher considered important to this particular study (see Appendix A).

Protecting the privacy of the respondent was of great concern in the preparation of this survey and data sheet. One measure taken to insure privacy was to promise anonymity in writing to all of the subjects within the population of the study and therefore the name of the respondent was not requested on the data sheet.

The cover letter contained information and directions for the completion and return of the questionnaire. A brief introduction and a statement of purpose for the study accompanied the instructions and directions for the completion and return of the questionnaire. A clear statement of anonymity was declared in the cover letter. Confidentiality was promised to all of those who would participate in the face-to-face interviews.

The postcard which was included with the questionnaire was a strategy employed to record the returns without breaking the promise of anonymity. The subjects were requested to return it simultaneously with, but separate from, the completed questionnaire (Babbie, 1973). The postcard was prepared by the researcher as a check against a master address list of all mailed surveys. Each postcard included with the survey contained only the address of the respondent and the return address of the research office.
The use of the return postcard provided a means of recording survey returns by address without linking the completed questionnaire to the names of the respondent. This system assured the subjects of anonymity. It also provided a system of follow-up for non-response (Babbie, 1973). A return, self-addressed, stamped envelope was provided for each respondent. First class postage rates were used for all mailings and returns. Business reply permits were used on the return envelope.

The primary teachers involved in the study received their questionnaire from this researcher at a special faculty meeting. The principal had met on three different occasions with the researcher to discuss the purpose of the study and to familiarize himself with the data-gathering instrument. A schedule for interviewing and follow-up was determined at a special meeting. The principal published the date of the presentation by the researcher in two newsletters addressed to the faculty. He also gave a brief description of the project during one of his business meetings with the staff.

The school district in which this research study was conducted consists of two primary schools. There are a total of 17 primary teachers K-3. As was previously stated, all of the primary teachers were invited by the building principal to participate in the study. However, only the teachers from one of the primary schools attended the presentation meeting and participated in the study. None of the four teachers from the other building participated in the study. Therefore there were only 13 teachers who participated in this study from this school district in northeastern Wisconsin.
It was later reported unofficially by one of the faculty members of the non-participating school that a disagreement between the building principal and the district principal was the issue which blocked participation in this study. The researcher did not attempt any further participation by those teachers.

This study was conducted in a small city of northeastern Wisconsin, where the researcher collected data from all of the primary teachers in a small public school district regarding the educational values and beliefs relative to curriculum, classroom discipline, teaching materials and classroom setting. Similar data were gathered from the parents of third grade children in the same city. The data gathered from the parents and teachers were analyzed statistically to determine the extent of the similarities and/or differences which exist between the values and beliefs held by the two groups studied.

Those primary teachers who participated in the study received their questionnaire from this researcher at a special faculty meeting arranged by the district principal. The primary teachers were given the research material, e.g., data sheet, cover letter, postcard and envelope. The teachers were informed that the parents would receive the same materials through the mails within the week after the teacher presentation. All of the research materials were already prepared for mailing. The teachers completed the questionnaires immediately after the researcher's presentation to them of the purpose and description of the study.

This personal presentation of the questionnaire to the teachers prior to the mailing of the survey to the parents was intended to maximize the potential for cooperation and support by all of the primary
teachers involved in the study. This researcher believed that it was in the best interest of this study to have introduced the primary teachers to both the purpose and plan of this researcher at a special faculty meeting, immediately followed by the administration of the questionnaire. It was considered that the parents involved in this study would be inclined to contact the teachers for further information, or to get an opinion about the survey from a teacher-friend. It was also hoped that by establishing a mutual regard between the teachers and researcher during the faculty presentation, the teachers would provide parents with a better understanding of the purpose for the study.

Although there is no evidence that the teachers did anything explicit to encourage the parents to respond to the questionnaire, there is evidence of the teachers' personal investment of time and cooperation on the survey returns from them and the personal interviews. There is also a high rate of returns from the parents (76 out of 105).

The instructions and format of the three-part questionnaire were discussed in terms of clarity and readability. Since there were no major questions the researcher had to assume that the subjects understood the directions. All of the teachers in attendance for the presentation by the researcher remained after the meeting to complete the questionnaire. The meeting began at 3:15 p.m. The presentation lasted about 12 minutes. All of the questionnaires were completed by 4:00 p.m. As the teachers returned the completed survey, several of them took time to encourage the researcher in this study by words of continued support. They also stated an interest in reading the results of the survey. It was at this time that the researcher repeated the promise to send a copy
of the study to the district principal to be shared with the interested faculty members and parents.

The parents of the third grade students received the research materials which included the questionnaire, the data sheet, a cover letter, postcard and self-addressed, stamped envelope), through the mail. The research materials were mailed within a few days following the special presentation to the faculty of primary teachers.

A 100 percent response to the questionnaire was certainly the goal of this study. However, the problem of non-response is common to most survey research. Therefore a more realistic goal, closer to 70 percent (Babbie, 1973) was considered acceptable and hoped for in this study. Kerlinger (1973) advises that non-respondents be dealt with through some follow-up procedure. Kerlinger believes that non-respondents are significantly different than respondents and are important to a survey study. All non-respondents received a second and third mailing. All together there were three mailings; after which time there was a 77 percent return.

Anonymity was adhered to throughout the collection of all of the data gathered from the mailed questionnaires. The cover letter assured the subjects that there would be no link between them and their response. Therefore it was difficult to address the problem of non-response directly. The postcard included in each mailing and returned simultaneously but separately with the completed questionnaire provided a means of recording the returns and non-responses through the address of the subject without linking the completed questionnaires to the
respondents, thus assuring him/her of anonymity. The postcard system
did provide a means of follow-up for non-response.

In addition to the initial mailing of the questionnaire, two follow-
up mailings were made to those subjects whose responses were not
recorded on the first returns by means of the postcards. A second copy
of the questionnaire was sent with each follow-up letter.

A final effort was made to reduce non-response after the last
mailing through a phone call to all of the subjects in the population
frame. The phone call served a three-fold purpose for the researcher:

1. The phone call provided an opportunity to thank each subject
   personally for their cooperation in the study;

2. The phone call served as a final check and reminder to those
   who did not return the questionnaire; and

3. Lastly, the researcher was able to arrange the interview
   schedules with those parents who were selected at random
   for the personal interviews.

As the questionnaires were returned to the research office, a calen-
dar date was recorded on the questionnaire. Careful recording of the
returns was made on a table. Table 1, pages 64-67 illustrates the
number of questionnaires returned each day and reports the cumulative
number of returns for each day. All the mailing dates were recorded on
the table.

As the completed questionnaires were returned, each one was opened
immediately, perused, and assigned an identification number beginning
with #1. They were then filed according to their identification number
to be analyzed later.
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TABLE 1 (continued)

April 23
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April 27
April 28  X
April 29  X
April 30

May  X

Two weeks after the third and final mailing, the researcher made telephone contact with 25 parents. These parents were randomly selected by the researcher. All of the names of the population frame of this northeastern Wisconsin school district were placed in a box. The 25 names were randomly selected, one at a time, to participate in the face-to-face interview.

All of the subjects of the teacher population frame from the primary school in the northeastern city of Wisconsin were interviewed within the following five weeks after they completed the questionnaire. Only those teachers who completed the questionnaires were interviewed. The five non-participants did not want anything to do with the study.

The personal interviews were arranged with the parents through telephone appointment. One of the initial questions in arranging the personal interview was to discover whether or not the subject responded to the questionnaire. The random selection of subjects for the personal
interview provided this researcher with five of the non-respondents to the written questionnaire. Only one of them was willing to conduct the personal interview. The other four claimed they had no time and/or did not want to participate in the study. The researcher was aided by two students of early childhood studies in conducting the interview sessions. The student aides were prepared by the researcher in interview techniques. They were given a set of questions and asked to tape record the interviews. Analyzing Social Settings by Lofland (1977) was the guide for conducting the interviews. Each of the interviewers was provided with a tape recorder but was encouraged to take running notes of the interviews. The interviewers later stated that they could not take the running notes. This was a disappointment to the researcher. For each interview, the permission of the subjects was asked before taping. The majority of the subjects were very willing to have the interview recorded. However, some subjects stated that they couldn't talk with that "thing" on. Of course those interviews were not recorded. The interviewers found it harder to record the interviews since not one of them was able to take notes in shorthand.

The data collected from the written responses of Part III of the questionnaire were tallied by the researcher. Descriptors pre-determined by the researcher about education and learning, or the items already stated in the other parts of the questionnaire were selected. Different ideas about education not covered in the questionnaire were also tallied and noted by the researcher. The researcher looked for a repetition of the items mentioned in the written responses within the
recorded dialogues for purposes of comparison and consistency (see Table 2, pages 70-71).

These data were tabulated and compared with the tallies of parents and teachers. One of the limitations of the study is within this section of the study because the written responses which were tallied were totally dependent on the selection biases of the researcher.

Population Description - Parents

The population for this study was composed of teachers and parents of children enrolled in the third grade in two primary schools in a small city in northeastern Wisconsin. There were 105 parents within this population frame. Of the 105 parents surveyed, 77 parents returned completed questionnaires. It should be noted that this population frame comes from the same city which prides itself on its 100 percent voting record. It is also important to remember that the population frame for both parents and teachers is small.

It is also interesting to note that 74 percent of the questionnaires were completed and returned by women. The questionnaire was not addressed to either parent of the families. Neither is there any proof that the questionnaire was answered only by one indicating parent. In some cases both parents participated in the face-to-face interviews. The age range of the parents who participated in the study was between 26 and 45 years of age.

Eighty-two percent of the families indicated that an adult male was part of the household. The researcher would like to assume that this indicates that a father figure and mother comprise the family. This
### TABLE 2

Comparative Item Analysis of Parents and Teachers Responses to Part III of the Questionnaire (Percent of Frequency)

Question 1: What do you believe is the principle responsibility of the primary school (K through 3)?

<table>
<thead>
<tr>
<th>Item</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics</td>
<td>57.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Socialization</td>
<td>23.4</td>
<td>66.7</td>
</tr>
<tr>
<td>Emotional Development</td>
<td>14.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Individuality Emphasized</td>
<td>9.1</td>
<td>8.3</td>
</tr>
<tr>
<td>Physical Development</td>
<td>5.2</td>
<td>16.7</td>
</tr>
<tr>
<td>Parent/Teacher Cooperation</td>
<td>5.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Responsibility</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>Learning is Fun/Rewarding</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>Moral Development</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>1.3</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Question 2: What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

<table>
<thead>
<tr>
<th>Item</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Others</td>
<td>29.9</td>
<td>8.3</td>
</tr>
<tr>
<td>Education is Important</td>
<td>24.7</td>
<td>91.7</td>
</tr>
<tr>
<td>Learning is Fun/Rewarding</td>
<td>22.1</td>
<td>16.7</td>
</tr>
<tr>
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<tr>
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<tr>
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<td>8.3</td>
</tr>
<tr>
<td>Socialization</td>
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</tr>
<tr>
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<td>16.7</td>
</tr>
<tr>
<td>Moral Development</td>
<td>5.2</td>
<td>8.3</td>
</tr>
<tr>
<td>Good Study Habits</td>
<td>3.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Physical Development</td>
<td>1.3</td>
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</tr>
<tr>
<td>Love for Life</td>
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<td>0.0</td>
</tr>
</tbody>
</table>
TABLE 2 (continued)

Question 3: How do you think parents and teachers of primary children differ in their educational beliefs and values regarding:

<table>
<thead>
<tr>
<th>a. Curriculum</th>
<th>b. Classroom setting</th>
<th>c. Teaching materials</th>
<th>c. Discipline in the classroom</th>
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<tbody>
<tr>
<td>Parents</td>
<td>Teachers</td>
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<tr>
<td>No Apparent Differences</td>
<td>15.9</td>
<td>25.0</td>
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</tr>
<tr>
<td>Too Lax</td>
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</tr>
<tr>
<td>More of the Basics</td>
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<td>8.3</td>
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<td>Improvement Needed in All Areas</td>
<td>3.9</td>
<td>25.0</td>
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<tr>
<td>Parent/Teacher Discussion Improved</td>
<td>3.9</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Too Strict</td>
<td>3.9</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Does Not Believe in Physical Discipline</td>
<td>3.9</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Teachers Responsibility</td>
<td>2.6</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Parents Should Administer Any &quot;Extreme Discipline&quot;</td>
<td>2.6</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Does Not Always Approve Open Classroom</td>
<td>1.3</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

assumption is supported by the 1970 census of this city used for the study.

Like the teachers who participated in this study, 90 percent of the parents are of European background. Sixty-one percent of the parents who returned the questionnaire indicated that they have completed high school. About 24 percent of the parent population who completed and returned the questionnaire have a college or advanced degree.

The most significant information received from the demographic data sheet for this researcher was the percent of parents who responded to the study and indicated that they have never been teaching aides in the school where their third grade child is presently enrolled. Eighty-nine percent of the participating parents stated that they have never been aides in this school (see Table 3, pages 72-73).
### TABLE 3

**Demographics of Parents**

<table>
<thead>
<tr>
<th><strong>SEX OF PARENT ANSWERING QUESTIONNAIRE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26%</td>
</tr>
<tr>
<td>Female</td>
<td>74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AGE OF PARENT ANSWERING QUESTIONNAIRE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26-30</td>
<td>26.0%</td>
</tr>
<tr>
<td>31-35</td>
<td>39.0%</td>
</tr>
<tr>
<td>36-40</td>
<td>18.2%</td>
</tr>
<tr>
<td>41-45</td>
<td>14.3%</td>
</tr>
<tr>
<td>45+</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NUMBER OF ADULT MALES IN HOUSEHOLD</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>8.2%</td>
</tr>
<tr>
<td>1</td>
<td>82.2%</td>
</tr>
<tr>
<td>2</td>
<td>6.8%</td>
</tr>
<tr>
<td>3</td>
<td>1.4%</td>
</tr>
<tr>
<td>4</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NUMBER OF ADULT FEMALES IN HOUSEHOLD</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90.7%</td>
</tr>
<tr>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>3</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ETHNIC BACKGROUND OF RESPONDENTS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>7.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
</tr>
<tr>
<td>European</td>
<td>90.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EDUCATIONAL BACKGROUND</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>61.0%</td>
</tr>
<tr>
<td>Technical School</td>
<td>11.7%</td>
</tr>
<tr>
<td>Community College</td>
<td>2.6%</td>
</tr>
<tr>
<td>4 Year College/University</td>
<td>20.8%</td>
</tr>
<tr>
<td>Advanced Degree</td>
<td>3.9%</td>
</tr>
</tbody>
</table>
TABLE 3 (continued)

**INCOME LEVEL**

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>15.6%</td>
</tr>
<tr>
<td>Average</td>
<td>71.4%</td>
</tr>
<tr>
<td>Above Average</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

**BOTH PARENTS EMPLOYED**

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34.2%</td>
</tr>
<tr>
<td>No</td>
<td>64.5%</td>
</tr>
<tr>
<td>No Answer</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**BOTH PARENTS EMPLOYED FULL-TIME IF EMPLOYED**

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33.3%</td>
</tr>
<tr>
<td>No</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

**LENGTH OF TIME LIVED IN CITY**

<table>
<thead>
<tr>
<th>Years</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 Years</td>
<td>46.1%</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>23.7%</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>10.5%</td>
</tr>
<tr>
<td>16+ Years</td>
<td>19.7%</td>
</tr>
</tbody>
</table>

**PARENTS WHO HAVE BEEN AIDES AT SCHOOL**

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10.4%</td>
</tr>
<tr>
<td>No</td>
<td>89.6%</td>
</tr>
</tbody>
</table>

**PARENTS WHO HAVE SERVED IN ADMINISTRATION OF SCHOOL**

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1.3%</td>
</tr>
<tr>
<td>No</td>
<td>98.7%</td>
</tr>
</tbody>
</table>

**TRAVEL DISTANCE FROM HOME TO SCHOOL**

<table>
<thead>
<tr>
<th>Distance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 mile</td>
<td>52.6%</td>
</tr>
<tr>
<td>1 mile or more</td>
<td>47.4%</td>
</tr>
</tbody>
</table>
Population Description - Teachers

This study was conducted in a small city in northeastern Wisconsin, where the researcher collected data from all of the primary teachers in a small public school district regarding the educational values and beliefs relative to curriculum, classroom discipline, teaching materials and classroom setting.

The northeastern Wisconsin school district in which this study was conducted consists of two primary school buildings which employ a total of 17 primary teachers, K through 3. One school building is new indicating a commitment by its design to environmental studies and conservation. The other building is old and typical of the 1930 vintage. This older building has been the subject of closing and consolidating by moving the student population to the newer building. Both teachers and parents have resisted this transfer for the last five years.

All of the primary teachers in this school district were women when the study was begun. The building principal was a woman. She was also a teaching principal. All of the teachers who participated in the study hold a college degree or more and are certified teachers in the state of Wisconsin.

In addition to being women, primary teachers and certified by the state of Wisconsin, these teachers also indicated in the data their personal belief that if they would choose a career again, it would be a teaching career. All but one teacher indicated that they preferred teaching in the primary grades.

Some of the teachers in this school district are also parents of school-age children (45 percent). So they share a double-role as both
parents and teachers of this school district. This same 45 percent of the teachers also indicated that they lived within the same school district in which they were teachers. (100% = 13)

The teachers of this study, like the parents, are mostly of European background. One respondent indicated that she was a Native American. And so it seems that this population of teachers is a slice of the general population in which this study was conducted.

In contrast to the 89 percent of the parents who indicated that they have never acted as aides within the school, all of the teachers indicated that they rely on parents of the children they teach to help them in their work of teaching (see Table 4, pages 76-77). This researcher would like to have anticipated that information and built in some structured questions regarding this point. There is an indication in the results of this study that parents and teachers have different definitions for the word "aide".
TABLE 4

Demographics of Teachers

<table>
<thead>
<tr>
<th>SEX OF TEACHER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE RANGE OF TEACHERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20s</td>
<td>36.4%</td>
</tr>
<tr>
<td>30s</td>
<td>18.2%</td>
</tr>
<tr>
<td>40s</td>
<td>27.3%</td>
</tr>
<tr>
<td>50s</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHERS WHO HAVE SCHOOL-AGE CHILDREN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45.5%</td>
</tr>
<tr>
<td>No</td>
<td>54.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNIC BACKGROUND</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>9.1%</td>
</tr>
<tr>
<td>European</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATIONAL BACKGROUND</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers College</td>
<td>18.2%</td>
</tr>
<tr>
<td>College/University</td>
<td>63.6%</td>
</tr>
<tr>
<td>Advanced Degree</td>
<td>9.1%</td>
</tr>
<tr>
<td>Other</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

| PERCENT CERTIFIED | 100.0% |

<table>
<thead>
<tr>
<th>TEACHING EXPERIENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 Years</td>
<td>27.3%</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>27.3%</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>27.3%</td>
</tr>
<tr>
<td>16-20 Years</td>
<td>9.1%</td>
</tr>
<tr>
<td>Over 20 Years</td>
<td>9.1%</td>
</tr>
</tbody>
</table>
TABLE 4 (continued)

PERCENT WHO LIVE IN SCHOOL DISTRICT WHERE THEY TEACH 45.5%

WOULD YOU ENTER THE TEACHING PROFESSION AGAIN?

| Yes | 100.0% |

DO YOU PREFER TEACHING THE PRIMARY GRADES?

| Yes | 90.9% |
| No  | 9.1%  |

PERCENT WHO BELONG TO STATE OR NATIONAL TEACHER ORGANIZATIONS 100.0%

PERCENT WHO USE PROFESSIONAL MAGAZINES AS PART OF PREPARATION 100.0%

PERCENT WHO RELY ON PARENTS FOR TEACHING HELP 100.0%
"be knowledgeable in the areas of reading, writing, math and the sciences, in order to equip themselves to make decisions for their well-being as adults. . . help them to be social beings who realize the importance of other human beings and respect for them." This quotation seems to sum up the major percent of tally marks for Question #1 of Part III.

Question #2 of Part III was answered by both parents and teachers with the majority of the written responses indicating that "enthusiasm for learning" was a primary belief and value that they both wanted the young child in the primary school to develop and retain. Twenty-three parents stated that they believed respect for others was important for the young child.

The response to Question #3 of Part III by the parents indicated that they did not believe there was any major difference between them and the teachers of their children regarding curriculum, classroom setting, teaching materials or discipline in the classroom. However, nearly all of the teachers stated that there were some differences.

One teacher states "I believe very few parents are concerned about curriculum, as long as their children get the 'basics'." Another teacher believes, "there are differences because of personal values and in some cases lack of sufficient information." This same teacher believes that discipline is "a much debated subject between parents and teachers."
Analysis - Hypothesis #1

"There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the school curriculum, e.g., the things which should be taught."

Part I of the written questionnaire contains 16 items relating to the curriculum for primary children (see Appendix A). Each item was placed on a Likert scale from 1 to 5 (1=low, 5=high). The items included for the primary curriculum were arranged in alphabetical order so as to aid in the reduction of bias on the part of the researcher. The parents and teachers were asked to rank each of the 16 curriculum items on the scale from 1 to 5 (see Tables 5 and 6, pages 81 and 82). The following is the item analysis of the data for Part I for both parents and teachers. The percent of parents and teachers who ranked the items as a 4 or 5 (high) is addressed in this section (see Tables 7 and 8, pages 83 and 84).

Part I: Rate each of the following items according to the order of importance on a scale of 1 to 5, based on your beliefs and values about education and learning for young children.

(A) Arts, crafts, hobbies were ranked as "high" by 46.5 percent of the parents whereas 54.6 percent of the teachers ranked arts, crafts and hobbies as a 5.

(B) Carpentry was ranked as "high" by only 19.4 percent of the parents. There were 25 percent of the teachers who selected to rank carpentry as a 5 or "high."

(C) Cooking, baking were ranked as a 5 or "high" by 29.3 percent of the parents, whereas 33.3 percent of the teachers ranked cooking and baking as high in the order of importance.
(D) Environmental studies were ranked a 5 or "high" by 59.7 percent of the parents while 66.6 of the teachers ranked them with a 5 or "high."

(E) Field trips were ranked as "high" or 5 by 55 percent of the parents. Field trips were ranked "high" by 83.3 percent of the teachers.

(F) Health, nutrition were ranked a 5 by 82.2 percent of the parents and 96.6 percent of the teachers ranked health and nutrition as a 5.

(G) Human sexuality was ranked by 62.5 percent of parents as a 5 whereas 58.3 percent of the teachers ranked human sexuality as a 5.

(H) Moral values were ranked as "high" on the scale by 87.5 percent of the parents. Moral values was ranked "high" in importance by 91.7 percent of the teachers.

(I) Music and dancing were ranked as a 5 or "high" by only 33.3 percent of the parents and only by 41.7 percent of the teachers.

(J) Patriotism was ranked as a 5 by 66.6 percent of the parents and 91 percent of the teachers.

(K) Personal hygiene, grooming were ranked "high" by 81.9 percent of the parents and 91.7 percent of the teachers.

(L) Physical education was ranked as a 5 by 61.1 percent of the parents and ranked "high" by 75 percent of the teachers.

(M) Reading, writing, spelling, etc. were ranked as a 5 by 97.3 percent of the parents and were chosen by every teacher who returned the survey as a 5.

(N) Science was ranked by 76.7 percent of the parents as 5 and 100 percent of the teachers ranked science with 5.

(O) Sports: personal were chosen by only 38.8 percent of the parents as a 5 and only 58.4 percent of the teachers chose sports: personal as a 5. However, only 16.7 percent of the teachers ranked personal sports with a 5.

(P) Sports: team games were chosen by only 29.1 percent of the parents as a 5. Team games were ranked with a 5 by 50 percent of the teachers.
### TABLE 5

Analysis of Percentage of Agreement Between Parents' Responses to Part I of the Questionnaire

<table>
<thead>
<tr>
<th>Area</th>
<th>LOW 1</th>
<th>LOW 2</th>
<th>LOW 3</th>
<th>LOW 4</th>
<th>LOW 5</th>
<th>HIGH 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, crafts, hobbies</td>
<td>2.8</td>
<td>7.0</td>
<td>43.7</td>
<td>26.8</td>
<td>19.7</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>18.1</td>
<td>22.2</td>
<td>40.3</td>
<td>8.3</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>11.1</td>
<td>16.7</td>
<td>43.1</td>
<td>13.9</td>
<td>15.3</td>
<td></td>
</tr>
<tr>
<td>Environmental studies</td>
<td>1.4</td>
<td>9.7</td>
<td>29.2</td>
<td>37.5</td>
<td>22.2</td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td>1.4</td>
<td>9.9</td>
<td>33.8</td>
<td>29.6</td>
<td>25.4</td>
<td></td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>1.4</td>
<td>2.7</td>
<td>13.7</td>
<td>23.3</td>
<td>58.9</td>
<td></td>
</tr>
<tr>
<td>Human sexuality</td>
<td>8.3</td>
<td>12.5</td>
<td>16.7</td>
<td>23.6</td>
<td>38.9</td>
<td></td>
</tr>
<tr>
<td>Moral values (Thomas Lickona, 1974) suggested such an array of subjects. Asked if role of the school</td>
<td>2.8</td>
<td>4.2</td>
<td>5.6</td>
<td>18.1</td>
<td>69.4</td>
<td></td>
</tr>
<tr>
<td>Music, dancing</td>
<td>4.2</td>
<td>15.3</td>
<td>47.2</td>
<td>23.6</td>
<td>9.7</td>
<td></td>
</tr>
<tr>
<td>Patriotism</td>
<td>1.4</td>
<td>8.3</td>
<td>23.6</td>
<td>31.9</td>
<td>34.7</td>
<td></td>
</tr>
<tr>
<td>Personal hygiene, grooming</td>
<td>2.8</td>
<td>2.8</td>
<td>12.5</td>
<td>22.2</td>
<td>59.7</td>
<td></td>
</tr>
<tr>
<td>Physical education</td>
<td>1.4</td>
<td>12.3</td>
<td>19.2</td>
<td>37.0</td>
<td>30.1</td>
<td></td>
</tr>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>1.4</td>
<td>0.0</td>
<td>1.4</td>
<td>4.1</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>0.0</td>
<td>2.7</td>
<td>20.5</td>
<td>37.0</td>
<td>39.7</td>
<td></td>
</tr>
<tr>
<td>Sports: personal</td>
<td>5.6</td>
<td>11.1</td>
<td>44.4</td>
<td>31.9</td>
<td>6.9</td>
<td></td>
</tr>
<tr>
<td>Sports: team games</td>
<td>12.5</td>
<td>26.4</td>
<td>31.9</td>
<td>20.8</td>
<td>8.3</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 6

Analysis of Percentage of Agreement Between Teachers' Responses to Part I of the Questionnaire

<table>
<thead>
<tr>
<th>Category</th>
<th>LOW</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, crafts, hobbies</td>
<td>0.0</td>
<td>9.1</td>
<td>36.4</td>
<td>18.2</td>
<td>36.4</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>16.7</td>
<td>25.0</td>
<td>33.3</td>
<td>8.3</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>8.3</td>
<td>25.0</td>
<td>33.3</td>
<td>8.3</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>Environmental studies</td>
<td>0.0</td>
<td>8.3</td>
<td>25.0</td>
<td>33.3</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td>0.0</td>
<td>8.3</td>
<td>8.3</td>
<td>50.0</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>0.0</td>
<td>0.0</td>
<td>8.3</td>
<td>8.3</td>
<td>83.3</td>
<td></td>
</tr>
<tr>
<td>Human sexuality</td>
<td>0.0</td>
<td>16.7</td>
<td>25.0</td>
<td>25.0</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Moral values</td>
<td>0.0</td>
<td>8.3</td>
<td>0.0</td>
<td>25.0</td>
<td>66.7</td>
<td></td>
</tr>
<tr>
<td>Music, dancing</td>
<td>0.0</td>
<td>8.3</td>
<td>50.0</td>
<td>25.0</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Patriotism</td>
<td>0.0</td>
<td>0.0</td>
<td>9.1</td>
<td>45.5</td>
<td>45.5</td>
<td></td>
</tr>
<tr>
<td>Personal hygiene, grooming</td>
<td>0.0</td>
<td>8.3</td>
<td>16.7</td>
<td>8.3</td>
<td>66.7</td>
<td></td>
</tr>
<tr>
<td>Physical education</td>
<td>0.0</td>
<td>8.3</td>
<td>16.7</td>
<td>33.3</td>
<td>41.7</td>
<td></td>
</tr>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>41.7</td>
<td>58.3</td>
<td></td>
</tr>
<tr>
<td>Sports: personal</td>
<td>0.0</td>
<td>8.3</td>
<td>33.3</td>
<td>41.7</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Sports: team games</td>
<td>0.0</td>
<td>16.7</td>
<td>33.3</td>
<td>33.3</td>
<td>16.7</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 7

A Comparison of the Combined Percentage Agreement by Parents to Part I Who Ranked the Items 4 or 5 With the Percentage Agreement by Parents to Part I Who Ranked the Items a 5

<table>
<thead>
<tr>
<th>Activity</th>
<th>High = 5</th>
<th>High = 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>93.2</td>
<td>97.3</td>
</tr>
<tr>
<td>Moral values</td>
<td>69.4</td>
<td>87.5</td>
</tr>
<tr>
<td>Personal hygiene, grooming</td>
<td>59.7</td>
<td>81.9</td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>58.7</td>
<td>82.2</td>
</tr>
<tr>
<td>Science</td>
<td>39.7</td>
<td>76.7</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>38.9</td>
<td>62.5</td>
</tr>
<tr>
<td>Patriotism</td>
<td>34.7</td>
<td>66.6</td>
</tr>
<tr>
<td>Physical education</td>
<td>30.1</td>
<td>67.1</td>
</tr>
<tr>
<td>Field trips</td>
<td>25.4</td>
<td>55.0</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>22.2</td>
<td>59.7</td>
</tr>
<tr>
<td>Arts, crafts, hobbies</td>
<td>19.7</td>
<td>46.5</td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>15.3</td>
<td>29.2</td>
</tr>
<tr>
<td>Carpentry</td>
<td>11.1</td>
<td>19.4</td>
</tr>
<tr>
<td>Music, dancing</td>
<td>9.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Sports: team games</td>
<td>8.3</td>
<td>29.1</td>
</tr>
<tr>
<td>Sports: personal</td>
<td>6.9</td>
<td>38.8</td>
</tr>
</tbody>
</table>
TABLE 8

A Comparison of the Combined Percentage Agreement by Teachers to Part I Who Ranked the Items 4 or 5 With the Percentage Agreement by Teachers to Part I Who Ranked the Items a 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>High = 5</th>
<th>High = 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>83.3</td>
<td>91.6</td>
</tr>
<tr>
<td>Personal hygiene</td>
<td>66.7</td>
<td>75.0</td>
</tr>
<tr>
<td>Moral values</td>
<td>66.7</td>
<td>91.7</td>
</tr>
<tr>
<td>Science</td>
<td>58.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Patriotism</td>
<td>45.5</td>
<td>91.0</td>
</tr>
<tr>
<td>Physical education</td>
<td>41.7</td>
<td>75.0</td>
</tr>
<tr>
<td>Arts, crafts, hobbies</td>
<td>36.4</td>
<td>54.6</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>33.3</td>
<td>66.6</td>
</tr>
<tr>
<td>Field trips</td>
<td>33.3</td>
<td>83.3</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>33.3</td>
<td>58.3</td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>25.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Music, dancing</td>
<td>16.7</td>
<td>41.7</td>
</tr>
<tr>
<td>Carpentry</td>
<td>16.7</td>
<td>25.0</td>
</tr>
<tr>
<td>Sports: personal</td>
<td>16.7</td>
<td>58.4</td>
</tr>
<tr>
<td>Sports: team games</td>
<td>16.7</td>
<td>50.0</td>
</tr>
</tbody>
</table>
This aspect of the data enabled the researcher to explore the order of importance for the 16 items on Part I of the questionnaire by rearranging the data in rank order of the parents' selection of those items valued as 5 and the teachers' selection of those items valued as 5 (see Tables 7 and 8, pages 83 and 84).

Hypothesis #1 was also addressed in Question #7 of Part II of the questionnaire. Hypothesis #1 was upheld. Both the parents and teachers agreed that intellectual, emotional and social development should receive major emphasis in the primary school curriculum. What is interesting is that less than 10 percent of either parents or teachers indicated that major emphasis should be placed on aesthetic and artistic development in the primary school curriculum.

The researcher then marked off the first or top five of the parents' data. The same thing was done to the data gathered from the teachers. In the selection and rankings as a 5, the same items for both parents and teachers were found within the upper five. In fact the parents and teachers were also in agreement in the ranking of the five items which they indicated as of least importance in the curriculum (see Table 9, page 86). Table 9 indicates the parents and teachers from this small public school district are in close agreement relative to the things which should be taught in the primary grades (K through 3), as Hypothesis #1 states.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>93.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Moral values</td>
<td>69.4</td>
<td>66.7</td>
</tr>
<tr>
<td>Personal hygiene, grooming</td>
<td>59.7</td>
<td>66.7</td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>58.9</td>
<td>83.3</td>
</tr>
<tr>
<td>Science</td>
<td>39.7</td>
<td>58.3</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>38.9</td>
<td>33.3</td>
</tr>
<tr>
<td>Patriotism</td>
<td>34.7</td>
<td>45.5</td>
</tr>
<tr>
<td>Physical education</td>
<td>30.1</td>
<td>41.7</td>
</tr>
<tr>
<td>Field trips</td>
<td>25.4</td>
<td>33.3</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>22.2</td>
<td>33.3</td>
</tr>
<tr>
<td>Arts, crafts, hobbies</td>
<td>19.7</td>
<td>36.4</td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>15.3</td>
<td>25.0</td>
</tr>
<tr>
<td>Carpentry</td>
<td>11.1</td>
<td>16.7</td>
</tr>
<tr>
<td>Music, dancing</td>
<td>9.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Sports: team games</td>
<td>8.3</td>
<td>16.7</td>
</tr>
<tr>
<td>Sports: personal</td>
<td>6.9</td>
<td>16.7</td>
</tr>
</tbody>
</table>
Analysis - Hypothesis #2

"There is no significant difference on the part of the parents and teachers in their belief that the same 16 items of the curriculum should be a function of the Home, the School or Both."

The second portion of Part I of the questionnaire asked the subjects to indicate whether they believed these same 16 items of the curriculum should be a function of the Home, the School or Both. For each of the 16 items listed, over 50 percent of the parents indicated that they believed 14 of the items of the curriculum were a function of both the home and the school (see Table 10, page 88). Sports: personal were indicated by 48.6 percent of the parents as an item they thought should be a function of the school.

Sports: team games were chosen by 43.7 percent of the parents as an item they believed should be a function of the school (see Table 10, page 88), whereas 75 percent of the teachers indicated that sports: personal was a function of both the home and the school (see Table 11, page 89). The teachers also differed from the parents in that 81.8 percent of the teachers indicated that sports: team games were a function shared by both the home and the school. Though there was a slight difference between the percentage of the parents and teachers who indicated that instruction regarding human sexuality was a function of both the home and the school, neither parents or teachers indicated that they believed it was a function of the school only as illustrated in Tables 10 and 11, pages 88 and 89.

The researcher is fully aware of the mix-matched size of the parent sample and the teacher sample. All of the statistics actually indicate a trend or a movement in one direction or another.
TABLE 10

Percentage Agreement of Responses by Parents to Part I of the Questionnaire

<table>
<thead>
<tr>
<th>Activity</th>
<th>Home</th>
<th>School</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, crafts, hobbies</td>
<td>5.7</td>
<td>0.0</td>
<td>94.3</td>
</tr>
<tr>
<td>Carpentry</td>
<td>29.6</td>
<td>16.9</td>
<td>53.5</td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>40.0</td>
<td>0.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>0.0</td>
<td>25.7</td>
<td>74.3</td>
</tr>
<tr>
<td>Field trips</td>
<td>0.0</td>
<td>30.9</td>
<td>69.1</td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>2.8</td>
<td>1.4</td>
<td>95.8</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>22.2</td>
<td>0.0</td>
<td>77.8</td>
</tr>
<tr>
<td>Moral values</td>
<td>13.9</td>
<td>0.0</td>
<td>86.1</td>
</tr>
<tr>
<td>Music, dancing</td>
<td>2.8</td>
<td>27.8</td>
<td>69.4</td>
</tr>
<tr>
<td>Patriotism</td>
<td>1.4</td>
<td>5.6</td>
<td>93.1</td>
</tr>
<tr>
<td>Personal hygiene, grooming</td>
<td>19.7</td>
<td>0.0</td>
<td>80.3</td>
</tr>
<tr>
<td>Physical education</td>
<td>0.0</td>
<td>30.6</td>
<td>69.4</td>
</tr>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>0.0</td>
<td>22.5</td>
<td>77.5</td>
</tr>
<tr>
<td>Science</td>
<td>0.0</td>
<td>49.3</td>
<td>50.7</td>
</tr>
<tr>
<td>Sports: personal</td>
<td>2.8</td>
<td>48.6</td>
<td>48.6</td>
</tr>
<tr>
<td>Sports: team games</td>
<td>12.7</td>
<td>43.7</td>
<td>43.7</td>
</tr>
<tr>
<td>Activity</td>
<td>Home</td>
<td>School</td>
<td>Both</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Arts, crafts, hobbies</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Carpentry</td>
<td>41.7</td>
<td>0.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>33.3</td>
<td>0.0</td>
<td>66.7</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>0.0</td>
<td>18.2</td>
<td>81.8</td>
</tr>
<tr>
<td>Field trips</td>
<td>0.0</td>
<td>18.2</td>
<td>81.8</td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>41.7</td>
<td>0.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Moral values</td>
<td>8.3</td>
<td>0.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Music, dancing</td>
<td>8.3</td>
<td>8.3</td>
<td>83.3</td>
</tr>
<tr>
<td>Patriotism</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Personal hygiene, grooming</td>
<td>8.3</td>
<td>0.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Physical education</td>
<td>0.0</td>
<td>16.7</td>
<td>83.3</td>
</tr>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>0.0</td>
<td>9.1</td>
<td>90.9</td>
</tr>
<tr>
<td>Science</td>
<td>0.0</td>
<td>25.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Sports: personal</td>
<td>8.3</td>
<td>16.7</td>
<td>75.0</td>
</tr>
<tr>
<td>Sports: team games</td>
<td>9.1</td>
<td>9.1</td>
<td>81.8</td>
</tr>
</tbody>
</table>
Analysis – Hypothesis #3

"There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to disciplinary practices in the primary classroom (K through 3)."

Question #4 from Part II of the questionnaire addressed Hypothesis #3 (see Appendix A). The hypothesis was confirmed. As Figure 47, page 230 indicates, neither the parents nor the teachers value physical punishment as a disciplinary practice in the primary classroom. Praise was chosen by the majority of respondents. Both parents and teachers selected praise over the other four options. Praise was chosen by 77 percent of the parents as the disciplinary practice in the primary grades (see Figure 50, page 233). Reward and deprivation and praise were chosen by 66.7 percent of the teachers as the best disciplinary practice in the primary grades (see Figures 49 and 50, pages 232 and 233.

Analysis – Hypothesis #4

"There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kinds of teaching materials used in the classroom."

Questions #1 and #3 from Part II of the questionnaire addressed Hypothesis #4 (see Appendix A).

Question #1 shows some differences between the values and beliefs held by teachers and parents relative to the kinds of teaching materials to be used in the classroom. Fifty-six percent of the parents indicated that they believe that books teaching information ought to be purchased (see Figure 33, page 216). Although 66.7 percent of the teachers also agreed that books of information should be selected for primary
children, 50 percent of the teachers also ranked the selection of books based on children's interest, compared to the 21.3 percent of the parents who believed that books should be selected on the basis of children's interest (see Figure 35, page 218).

Question #3 illustrated major support for Hypothesis #4. Figures 42-46, pages 225-229, show considerable agreement between the parents and teachers relative to the selection of teaching materials for the primary grades. The selection of teaching materials for the primary grades should be guided by the child's need and/or stage of development was indicated by 61.3 percent of the parents (see Figure 46, page 229). Teaching materials which are creative were indicated by 57 percent of the parents as a factor which should influence their selection for instruction in the primary grades (see Figure 45, page 228). The criteria of skill development was chosen by only 26 percent of the parents compared to that same selection made by 66.7 percent of the teachers (see Figure 42, page 225).

Analysis - Hypothesis #5

"There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kind of classroom setting which should be employed by the teacher."

Question #2 from Part II of the questionnaire addressed Hypothesis #5 (see Appendix A).

Hypothesis #5 was not confirmed. As Figures 36-41, pages 219-224, indicate, there does not seem to be a significant agreement on the part of the parents and teachers on this issue. Sixty-six and 7/10 percent (66.7%) of the teachers chose the physical conditions of the classroom
as a consideration in deciding a new classroom arrangement for the primary grades (see Figure 39, page 222). Twenty-nine percent (29%) of the parents indicated that they believed the classroom arrangement that would match the units of instruction should be considered (see Figure 41, page 224). Not one of the options given in Question #2 was chosen as "high" or 5 by 50 percent of the parents.

Analysis - Hypothesis #6

"There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to that which should determine what ought to be taught in the primary classroom."

Question #5 from Part II of the questionnaire addressed Hypothesis #6. Figures 52-56, pages 235-239, illustrate that there is a difference in the values and beliefs among parents and teachers. The needs of the child were ranked by 66.2 percent of the parents as the major determiner in deciding what ought to be taught in the primary classroom, and 91.7 percent of the teachers selected the same item as high (see Figure 52, page 235).

Analysis - Hypothesis #7

"There is no significant difference in the educational values and beliefs held by parents and teachers relative to troublesome issues in the primary school."

This hypothesis was supported by the results of the study. There were no differences in the responses to Question #6 of Part II between the parents and teachers except for the issue of overcrowding. Teachers selected that as a highly important issue. Parents did not seem to view "overcrowding" as a current problem (see Figure 61, page 244). In this
response Hypothesis #7 does not hold. Knowing the school district quite well, the researcher wonders if this concern by the teachers is a present problem or a threatening problem of the future based on the economy.

**Frequency Data**

Part III of the questionnaire consisted of three open-ended questions. The non-directed data were of particular interest to the researcher. The data enabled the researcher to explore further into the measure of congruence between parents and teachers relative to learning and education for primary grade children. This third portion of the questionnaire also provided a measure of consistency between the forced-choices of Parts I and II and the open-ended responses of Part III.

In each of the responses, the researcher searched for significant and recurring words or phrases relative to education and learning as directed by the questions. A list was constructed from the responses and then a tally was taken to determine the number of times the same things are discussed in responses to the open-ended questions by both the parents and the teachers. Table 2, pages 70-71, illustrates these findings.

The tally seems to indicate that both teachers and parents believe that the principle responsibility of the primary school should be to "be knowledgeable in the areas of reading, writing, math and the sciences, in order to equip their young children to make decisions for their well-being as future adults...help them to be social beings who realize the importance of other human beings and respect for them." This quotation seems to sum up the major percent of tally marks for Question #1 of Part III.
Question #2 of Part III was answered by both parents and teachers with the majority of the written responses indicating that "enthusiasm for learning" was a primary belief and value that they both wanted the young child in the primary school to develop and retain. Twenty-three parents stated that they believed respect for others was important for the young child.

The response to Question #3 of Part III by the parents indicated that they did not believe there was any major difference between them and the teachers of their children regarding curriculum, classroom setting, teaching materials or discipline in the classroom. However, nearly all of the teachers stated that there were some differences.

One teacher states "I believe very few parents are concerned about curriculum, as long as their children get the 'basics'." Another teacher believes, "there are differences because of personal values and in some cases lack of sufficient information." This same teacher believes that discipline is "a much debated subject between parents and teachers."

Another repeated belief on the part of the teachers is that parents are very accepting or trusting of what happens in the classroom. Teachers do not believe that parents are informed about school issues. A few teachers agreed with one teacher when she said, "They don't know enough" to disagree.

**Descriptive Data**

In addition to the self-administered questionnaire which was given to both the parents and the teachers of third grade children, a face-to-face interview was conducted. There were only 13 teachers within the
population frame of 17 who were willing to participate in this study. All of them were invited to participate in the interviews. However, only eight of the teachers were actually interviewed and recorded. There were appointment difficulties and/or transcription problems and therefore five out of the 13 teachers were not interviewed.

The parents were chosen for the face-to-face interview by placing the names of all the population frame in a box. No consideration was given to the fact that some names selected from the box might be the names of parents who did not return the written questionnaire. In fact this was one means by which the researcher hoped to involve some non-respondents.

One of the introductory questions asked during the interview was, "Did you complete and return the written questionnaire?" By some chance all of the parents who participated in the interview had also returned the written questionnaire.

Twenty-five names of parents were drawn from the box by the researcher. Only 15 of the parents chose to participate in the interview. Some parents of the 15 could not be reached by telephone to make an appointment. Other parents selected simply did not want to participate. Three telephone calls were made in an effort to contact the sample.

As previously stated, the same questions of Part III of the written survey were repeated in the interview. The questions posed by the researcher are stated below, followed by a sample of the responses by the parents and teachers. These responses were judged by the researcher to be representative of the parents and teachers interviewed.
Question #1: What do you believe is the principle responsibility of the primary school, K through 3?

Parent: "I would say the principle responsibility would be your basic reading, math; the three 'R's'."

Teacher: "First of all, I think the most important thing is to formulate a good basis in reading, math and writing areas; your 3 'R's'."

The above statements were not edited in any way. The quotations seem so alike that they could have been said by the same person. These two beliefs are found in nearly all transcripts for both the parents and teachers.

Question #2: What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

Parent: "Basic skills of course are one thing to learn but that's not really a value. I think the most important thing for them is that learning can be fun and doesn't have to be just the same. It can be stimulating. They (children) can have a good time doing it (learning) and it doesn't have to be a worry or a drudge. 'Learning is forever'."

Teacher: "I would say if nothing else were gained in the K to 3 grades I would like to see a third grader leave realizing that learning goes on forever. And also that learning can be a lot of fun. The things you learn are not necessarily in books, but can be from anywhere and in any situation. I'd like them to maintain that feeling of curiosity in wanting to learn."

The notion of safety and security for the child within a stimulating environment for learning was mentioned in various ways by both the parents and the teachers. One teacher stated, "I want them (children) to find school to be a happy place. I want them to feel secure and warm and that they can trust the teacher. Teachers should be resource persons for children. Children should feel that teachers really care about them."
Question #3: How do you think parents and teachers of primary children differ in their educational beliefs and values regarding the curriculum, classroom setting, teaching materials and discipline in the classroom?

Parent 1: "When it comes to curriculum, classroom setting and teacher materials (did not mention discipline), from what I've seen so far, I leave it up to the discretion of the teacher and administration. Most people are willing to trust the judgment of the people who are working in the school."

Parent 2: "Some teachers exercise too much discipline and stifle students creativity. I would prefer a more relaxed atmosphere."

Teacher 1: "My feeling is that I don't think enough parents are aware of the total spectrum of what school involves. . .I don't think there is an overall conflict between parents and teachers."

Teacher 2: "I know there is a big gap when you get down to discipline in the classroom."

Summary of Results

The hypotheses on which this research was based seem to have received substantial support, but some revisions in the methodology are necessary. The data collected from the interviews and open-ended questions are certainly controlled by the researcher. The demographic composition of the population should have been given more importance.

Hypothesis #1, that there is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the school curriculum, e.g., the things which should be taught, was supported by the data collected from the spectrum of items ranked by the parents and teachers in Part I of the questionnaire and Question #7 of Part II of the survey.
Hypothesis #2 states there is no significant difference on the part of the parents and teachers in their belief that the same 16 items of the curriculum should be a function of the Home, the School or Both. Parents and teachers were in significant agreement on this question of Part I of the survey.

Hypothesis #3 stated that there is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to disciplinary practices in the primary classroom (K through 3). Parents and teachers indicated that they valued praise and reward over physical punishment.

Hypothesis #4 stated that there is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kinds of teaching materials used in the classroom.

This hypothesis was supported but the other data collected from Part III and some interviews indicate that the agreement may come from lack of information on the part of the parents.

One of the parents wrote a suggestion on Part III of the survey. "I feel parents don't know that curriculum is set up for the kids. Why don't teachers have children write a letter about what they are learning in school?"

Hypothesis #5 stated that there is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kinds of classroom settings which should be employed by the teacher. I don't believe this data has much significance since the parents indicated by their wide range of choices that they
really think of the classroom setting as "straight rows." It seems to the researcher that classroom setting is not considered an important value to the parents.

Hypothesis #6 stated in the null form that there is no significant difference in the educational values and beliefs held by parents and teachers relative to the major emphasis placed in the primary school curriculum. The data collected indicate that parents and teachers believed the needs of the children ought to determine the curriculum taught in grades K through 3.

The main question addressed in this study is the extent of congruence between parents' and teachers' values and beliefs relative to education and learning. Although the sample of subjects was limited to one small geographic area the results seem to match the Caldwell, Elardo study (1973) which concluded that parents and teachers for the most part seem to share the same beliefs and share the objectives and goals for their children as do the people who plan the educational program.
CHAPTER V

Discussions & Conclusions

Chapter V serves several functions. First, a discussion of the analysis of the data by cross tabulation which will include a description of the data by percents and all of the Chi-square tests for significance. The level of confidence at .10 will be stated as an indication of a significant trend for the population studied.

Second, the contributions of this study established in Chapter I are reviewed. The implications of this study for early childhood education and society; and the enhancement of the research area are discussed in this chapter.

Third, the need for further research in this area is explored. The effectiveness of the methodology used is pointed out along with some recommendations. And finally, a summary of the dissertation is furnished.

Analysis of the Data by Cross-Tabulation

$H^1$ There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the school curriculum, e.g., the things that should be taught.

This hypothesis was confirmed in Part I. The cross tabulation by percents and by the Chi-square test for significance at the 10 percent
level of confidence for each of the 16 items of Part I of the question-
naire reflect that parents and teachers are in agreement as to which of 
the 16 items they ranked as a "5" (see Tables 7 and 8, pages 83 and 84). 
This finding indicates support of the Caldwell and Elardo study (1973)
which indicated that parents and teachers value the same things for 
their children in formal education in the primary school.

There was an interesting difference that showed up in the parent/
teacher responses to Question #7 in Part II. Parents and teachers did 
not agree in the placement of emphasis on aesthetic and artistic de-
velopment in the school curriculum for young children. Hypothesis #1 is 
rejected at the 10 percent level of confidence on this question.

This result seems to agree with the current trends toward returning 
education to the basics (reading, writing, arithmetic). It also is con-
sistent with the parents' preference for choosing books based on the 
skill factor of the book. It seems that educators have another task in 
communicating to parents the vital truth and values of aesthetics and 
art as part of the basic needs of every child for growth and develop-
ment.

H2 There is no significant difference on the part of the parents 
and teachers in their belief that the same 16 items of the 
curriculum should be a function of the Home, the School or 
Both.

This hypothesis illustrated major agreement between parents and 
teachers. The data clearly indicated that for this population frame, 13
of the 16 items of Part I were regarded by both parents and teachers as 
a function both of the home and the school (see Tables 10 and 11, pages 
88 and 89). This finding supports previous research on other aspects of
the mutual functions of the home and school (Hess, 1971). There was a significant difference between the parents and teachers in determining the function of the home and school for "sports: personal" and "sports: team games" using the Chi-square statistic. There was no apparent data available to explain this difference between parents and teachers. Neither group brought up the issue in their written responses or in the face-to-face interviews. The belief held by parents that both personal and team sports should be a function of the school rather than the home is a surprise to this researcher.

This community in which the study was conducted has a respected reputation because of their community support of personal sports as well as team sports. This small city of 7.5 square miles houses a college sports arena and year-round ice rink. It would seem that they had already accepted the responsibility for sports, personal and team, within the home.

There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to disciplinary practices in the primary classroom (K through 3).

None of the data collected for either the parents or the teachers indicated that they valued or believed in physical punishment as a disciplinary practice in the primary classroom. This hypothesis was supported. Both parents and teachers indicated in the face-to-face interview that classroom discipline was highly valued in order to learn. Reward and deprivation and praise as part of discipline were ranked as high by both parents and teachers (see Figures 49 and 50, pages 232 and 233).
Isolation was not highly rated as a measure of discipline for young children by the parents (see Figure 48, page 231). There is a significant difference between the parents and teachers regarding the use of isolation as a means of discipline. On this issue at the five percent level of confidence, the hypothesis is rejected. "Time-out" is a popular form of discipline and is a form of isolation. Again, parents from this population did not agree that it was a good means of discipline. Perhaps they have a different understanding of isolation. One parent wrote in on the question that (children) "knowing in advance what is expected and that deviation will be dealt with are the best means of discipline in the primary classroom."

There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kinds of teaching materials used in the classroom.

The percent of parents and teachers who chose the selection of teaching materials on the basis of child's need and/or stage of development was high, however, an additional option was chosen by 66.7 percent of the teachers; i.e. materials selected for skill development in contrast to the 26 percent of parents who ranked skill development as a "5" (see Figure 42, page 225).

It is an interesting observation that in the open questions and face-to-face interviews very little is said by the parents regarding teaching materials. One of the parents said, "I never gave teaching materials a thought. I guess I only think of textbooks." Another said, "I really don't know anything about that. I leave it up to the teachers."
H\textsuperscript{5} There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the kind of classroom setting which should be employed by the teacher.

Not one of the options given in Question \#2, Part II was chosen as a "5" by even 50 percent of the parents. Whereas a rather high percentage of the teachers chose the physical conditions as a deciding factor in a new classroom arrangement for the primary classroom. Parents, unlike the teachers, did not rate the physical conditions as highly important in deciding a new classroom arrangement for the primary grades (see Figure 39, page 222). On this issue Hypothesis \#5 is rejected even at the one percent level of confidence. This difference seems important to all educators of the young child. Research indicates (Krychefsky, 1970) that the physical conditions and the use of space in the classroom are important factors for learning.

It is interesting to point out that during the face-to-face interviews, the parents stated that they really never gave classroom arrangement much thought, they rather expected the classroom to be arranged in rows, "You know, like it was when I was in school." Other parents stated that they thought the classroom arrangement was "up to the teacher."

H\textsuperscript{6} There is no significant difference in the educational values and beliefs held by parents and teachers relative to the major emphasis placed in the primary school curriculum.

The percent of the teachers (91.7 percent) and the percent of the parents (66.7 percent) who selected to rank the needs of the child the "high" determinant for what ought to be taught in the primary classroom
seems to confirm this hypothesis (see Figure 52, page 235). In general there was total agreement between parents and teachers on this question. It was refreshing to realize that the needs of the child was the teachers' major determinant for what ought to be taught.

H7 There is no significant difference in the educational values and beliefs held by parents and teachers relative to troublesome issues in the primary school.

There was no difference in the response to Question #6 in Part II between the parents and teachers except over the issue of overcrowding. Teachers selected "overcrowding" as a highly important issue. Parents did not seem to view "overcrowding" as a current problem (see Figure 61, page 244). In this response, Hypothesis #7 does not hold. Knowing the school district quite well, the researcher wonders if this concern by the teachers is a present problem or a threatening problem of the future based on the economy.

Analysis Using the Chi-square Statistic

Parts I and II of the written survey contained questions relating to the hypotheses which supported this research study. The purpose of this study, as was previously stated, was to examine the extent to which parents and teachers in today's society are in agreement relative to education and learning for young children in the primary schools. More specifically, this study was designed to examine the extent to which the educational values and beliefs relative to some major areas of the curriculum which are held by teachers are congruent with those held by the parents whose children they teach.
The Chi-square was the statistic used to test the null hypothesis of this study including only Parts I and II of the questionnaire. The Chi-square statistic is a one-tailed test. It seemed appropriate for this study because no particular assumptions have to be made about the shape of the distributions of the frequencies being tested. In the past, Chi-square has been used when data are in frequencies such as in the number of responses in different categories.

It has been useful in the past for the social psychologist involved in research upon the attitudes, values and beliefs of people. Therefore, the Chi-square was selected to analyze the data gathered to measure the congruence of the values and beliefs held by teachers and those held by parents relative to education and learning for young children.

Results of the Cross-Tabulation Using the Chi-Square Statistic - Part I of the Questionnaire

There were 16 items in Part I of the written questionnaire which related to the curriculum for primary children (see Appendix A). Each item was placed on a Likert scale from 1 to 5 (1=low, 5=high).

The existence of any significant difference between the parents' and teachers' responses was determined by a Chi-square test for significance computed for each of the responses in the 16 items given in Part I of the questionnaire.

The hypotheses were tested by using the general formula for Chi-square, \[ x^2 = \frac{(O-E)^2}{E} \]. The Yates correction was used whenever there was df=1. The results of Chi-square test for significance are found in
Table 12, page 108. Even those items of difference as indicated or minds of significance at the 10 percent level of confidence will be presented and discussed in this portion of the chapter.

H^1 There is no significant difference in the educational values and beliefs held by teachers and those held by parents relative to the school curriculum, e.g., the things that should be taught.

This hypothesis was supported by the data. There was no significant difference even at the .10 percent level of confidence (see Table 12, page 108). The responses by the parents and teachers were similar for all of the 16 items of Part I of the questionnaire.

However, the second consideration of Part I of the questionnaire does not fully support Hypothesis #2.

H^2 There is no significant difference on the part of the parents and teachers in their belief that the same 16 items of the curriculum should be a function of the Home, the School or Both.

Parents and teachers were to indicate whether they believed the items of the curriculum should be a function of the home, the school or both (see Appendix A). There is a trend toward a significant difference if the 10 percent level of confidence on the selection of function (H, S, B) by the parents and the teachers regarding (O) Sports: personal and (P) Sports: team games (see Table 13, page 109) would be acceptable.

Results of the Cross-Tabulation Using the Chi-Square Statistic - Part II of the Questionnaire

As was previously stated, Part II of the questionnaire was also analyzed by using the Chi-square for the test of significance. There were
TABLE 12

Chi-Square Analysis of the Rating Responses by Parents and Teachers to Part I of the Questionnaire (curriculum)
(Significant difference at .10 level of confidence)

<table>
<thead>
<tr>
<th>Area</th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, crafts, hobbies</td>
<td>1.95921</td>
<td>4</td>
<td>.74326</td>
</tr>
<tr>
<td>Carpentry</td>
<td>.43913</td>
<td>4</td>
<td>.97915</td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>1.53316</td>
<td>4</td>
<td>.82075</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>.83172</td>
<td>4</td>
<td>.93415</td>
</tr>
<tr>
<td>Field trips</td>
<td>3.96737</td>
<td>4</td>
<td>.41044</td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>2.79712</td>
<td>4</td>
<td>.59233</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>1.62803</td>
<td>4</td>
<td>.80375</td>
</tr>
<tr>
<td>Moral values</td>
<td>1.64691</td>
<td>4</td>
<td>.80034</td>
</tr>
<tr>
<td>Music, dancing</td>
<td>1.33518</td>
<td>4</td>
<td>.85538</td>
</tr>
<tr>
<td>Patriotism</td>
<td>2.81748</td>
<td>4</td>
<td>.58882</td>
</tr>
<tr>
<td>Personal hygiene, grooming</td>
<td>2.42067</td>
<td>4</td>
<td>.65889</td>
</tr>
<tr>
<td>Physical education</td>
<td>.80776</td>
<td>4</td>
<td>.93740</td>
</tr>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>.87321</td>
<td>3</td>
<td>.83187</td>
</tr>
<tr>
<td>Science</td>
<td>3.69698</td>
<td>3</td>
<td>.29610</td>
</tr>
<tr>
<td>Sports: personal</td>
<td>2.49537</td>
<td>4</td>
<td>.64547</td>
</tr>
<tr>
<td>Sports: team</td>
<td>3.35558</td>
<td>4</td>
<td>.50017</td>
</tr>
</tbody>
</table>
### TABLE 13

Chi-Square Analysis of the Rating Responses by Parents and Teachers to Part I of the Questionnaire (function)  
(Significant difference at .10 level of confidence)

<table>
<thead>
<tr>
<th>Category</th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, crafts, hobbies</td>
<td>.00418*</td>
<td>1</td>
<td>.94843</td>
</tr>
<tr>
<td>Carpentry</td>
<td>2.55093</td>
<td>2</td>
<td>.27930</td>
</tr>
<tr>
<td>Cooking, baking</td>
<td>.01373*</td>
<td>1</td>
<td>.90673</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>.02641*</td>
<td>1</td>
<td>.87091</td>
</tr>
<tr>
<td>Field trips</td>
<td>.25258</td>
<td>1</td>
<td>.61527</td>
</tr>
<tr>
<td>Health, nutrition</td>
<td>.51852</td>
<td>2</td>
<td>.77162</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>1.16667*</td>
<td>1</td>
<td>.28009</td>
</tr>
<tr>
<td>Moral values</td>
<td>.00436*</td>
<td>1</td>
<td>.94736</td>
</tr>
<tr>
<td>Music, dancing</td>
<td>2.72222</td>
<td>2</td>
<td>.25638</td>
</tr>
<tr>
<td>Patriotism</td>
<td>.88608</td>
<td>2</td>
<td>.64208</td>
</tr>
<tr>
<td>Personal hygiene</td>
<td>.29419*</td>
<td>1</td>
<td>.58755</td>
</tr>
<tr>
<td>Physical education</td>
<td>.41076*</td>
<td>1</td>
<td>.52158</td>
</tr>
<tr>
<td>Reading, writing, spelling, etc.</td>
<td>.38919*</td>
<td>1</td>
<td>.53273</td>
</tr>
<tr>
<td>Science</td>
<td>1.56041*</td>
<td>1</td>
<td>.21161</td>
</tr>
<tr>
<td>Sports: personal</td>
<td>4.63919</td>
<td>2</td>
<td>.09831</td>
</tr>
<tr>
<td>Sports: team games</td>
<td>5.85995</td>
<td>2</td>
<td>.05340</td>
</tr>
</tbody>
</table>
seven questions (see Appendix A). The questions addressed six of the hypotheses established in this study. In general, the hypotheses are rejected at the 10 percent level of confidence. There were a few items of Part II which had to be rejected at the 10 percent level of confidence, at the five percent level and even at the one percent level of confidence. Those which reject the null hypotheses at the 10 percent level of confidence are underscored in Table 14, pages 111-113 and are repeated here.

Those items which are significantly different at the 10 percent level of confidence are:

- **H^5**: Question #2 - Physical conditions as a consideration for room arrangement in the classroom.
- **H^3**: Question #4 - Isolation as a form of discipline.
- **H^7**: Question #6 - Overcrowded classrooms as an issue of concern.
- **H^4**: Question #3 - Development of skills as an influence in the selection of teaching materials.
- **H^1**: Question #7 - Aesthetic development as a major emphasis in the primary curriculum.

Those items which are significantly different at the five percent level of confidence are:

- **H^5**: Question #2 - The physical conditions of the classroom as a consideration for room arrangement in the classroom.
- **H^3**: Question #4 - Isolation as a form of discipline.
- **H^7**: Question #6 - Overcrowded classrooms as an issue of concern.

The item which is significantly different at the one percent level of confidence is:

- **H^5**: Question #2 - The physical conditions of the classroom as a consideration for room arrangement in the classroom.
### TABLE 14

Chi-square Analysis of Rating Responses by Parents and Teachers to Part II of the Questionnaire

*(Significance at the .10 level of confidence)*

1. The primary classroom has been allocated $100 to spend for the initial purchase of a selection of children's books. You would:

<table>
<thead>
<tr>
<th>Choice</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Select books teaching information</td>
<td>2.28022</td>
<td>4</td>
<td>.68437</td>
</tr>
<tr>
<td>b. Select books dealing with social issues</td>
<td>1.93630</td>
<td>4</td>
<td>.74747</td>
</tr>
<tr>
<td>c. Select books based on children's interests</td>
<td>7.42416</td>
<td>4</td>
<td>.11510</td>
</tr>
</tbody>
</table>

2. A new classroom arrangement is to be decided for the primary grades (K through 3). You would:

<table>
<thead>
<tr>
<th>Choice</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Consider the most efficient set-up for the teacher</td>
<td>4.34803</td>
<td>4</td>
<td>.36095</td>
</tr>
<tr>
<td>b. Consider a totally spontaneous, day-by-day set-up</td>
<td>2.78638</td>
<td>4</td>
<td>.59419</td>
</tr>
<tr>
<td>c. Consider a set-up based on the ideas and interests of the students</td>
<td>2.30619</td>
<td>4</td>
<td>.67964</td>
</tr>
<tr>
<td>d. Consider the physical conditions of the room</td>
<td>17.23177</td>
<td>4</td>
<td>.00174</td>
</tr>
<tr>
<td>e. Consider the teacher-pupil travel patterns in the classroom</td>
<td>7.18586</td>
<td>4</td>
<td>.12639</td>
</tr>
<tr>
<td>f. Consider a room set-up which would match the units of instruction</td>
<td>4.47510</td>
<td>4</td>
<td>.36204</td>
</tr>
</tbody>
</table>
TABLE 14 (continued)

3. Which of the following descriptions would most influence your choice in the selection of teaching materials for the primary grades (K through 3)?

<table>
<thead>
<tr>
<th>Description</th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. They develop a particular skill</td>
<td>8.22586</td>
<td>4</td>
<td>.08365</td>
</tr>
<tr>
<td>b. They are attractive and pleasing to children</td>
<td>4.33918</td>
<td>4</td>
<td>.36204</td>
</tr>
<tr>
<td>c. They are versatile</td>
<td>1.34499</td>
<td>4</td>
<td>.71848</td>
</tr>
<tr>
<td>d. They are creative</td>
<td>3.52031</td>
<td>4</td>
<td>.31814</td>
</tr>
<tr>
<td>e. They reflect the child's need and/or stage of development</td>
<td>1.49324</td>
<td>4</td>
<td>.68383</td>
</tr>
</tbody>
</table>

4. Which disciplinary practices do you believe work best in the primary classroom (K through 3)?

<table>
<thead>
<tr>
<th>Practice</th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Physical punishment</td>
<td>3.62696</td>
<td>3</td>
<td>.30467</td>
</tr>
<tr>
<td>b. Isolation</td>
<td>11.17158</td>
<td>4</td>
<td>.02470</td>
</tr>
<tr>
<td>c. Reward/deprivation</td>
<td>6.82803</td>
<td>4</td>
<td>.14526</td>
</tr>
<tr>
<td>d. Praise</td>
<td>1.32358</td>
<td>4</td>
<td>.85736</td>
</tr>
<tr>
<td>e. Re-direction of behavior</td>
<td>2.08073</td>
<td>4</td>
<td>.72091</td>
</tr>
</tbody>
</table>

5. What should determine what ought to be taught in the primary classroom (K through 3)?

<table>
<thead>
<tr>
<th>Determinant</th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The needs of the child</td>
<td>3.26579</td>
<td>2</td>
<td>.19536</td>
</tr>
<tr>
<td>b. The policy and curriculum goals of the school district</td>
<td>3.16972</td>
<td>4</td>
<td>.52984</td>
</tr>
<tr>
<td>c. The expectations of the parents</td>
<td>2.66131</td>
<td>4</td>
<td>.61600</td>
</tr>
</tbody>
</table>
TABLE 14 (continued)

<table>
<thead>
<tr>
<th></th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>d.</td>
<td>1.89550</td>
<td>4</td>
<td>.75497</td>
</tr>
<tr>
<td>e.</td>
<td>4.42051</td>
<td>4</td>
<td>.35208</td>
</tr>
</tbody>
</table>

6. What one issue troubles you most in the primary school (K through 3)?

<table>
<thead>
<tr>
<th></th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1.03194</td>
<td>4</td>
<td>.90491</td>
</tr>
<tr>
<td>b.</td>
<td>1.76704</td>
<td>4</td>
<td>.77851</td>
</tr>
<tr>
<td>c.</td>
<td>4.45345</td>
<td>4</td>
<td>.34810</td>
</tr>
<tr>
<td>d.</td>
<td>6.70441</td>
<td>4</td>
<td>.15236</td>
</tr>
<tr>
<td>e.</td>
<td>11.32238</td>
<td>4</td>
<td>.02317</td>
</tr>
<tr>
<td>f.</td>
<td>4.83841</td>
<td>4</td>
<td>.30428</td>
</tr>
</tbody>
</table>

7. Where should the major emphasis be placed in the primary school curriculum?

<table>
<thead>
<tr>
<th></th>
<th>$x^2$</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>2.78607</td>
<td>3</td>
<td>.42580</td>
</tr>
<tr>
<td>b.</td>
<td>1.23578</td>
<td>3</td>
<td>.74444</td>
</tr>
<tr>
<td>c.</td>
<td>6.63141</td>
<td>4</td>
<td>.15670</td>
</tr>
<tr>
<td>d.</td>
<td>1.00667</td>
<td>4</td>
<td>.90878</td>
</tr>
<tr>
<td>e. Aesthetic and artistic</td>
<td>8.20369</td>
<td>4</td>
<td>.08440</td>
</tr>
<tr>
<td></td>
<td>development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In general, several observations can be made regarding the results of this study. Although the researcher would like to generalize that among parents and teachers there is no significant difference between the educational values and beliefs relative to some major areas of the curriculum held by parents and teachers of third grade children, such a generalization must be made with caution. It must be remembered that the sample size was small ($N_p=77$, $N_t=13$), and that it was a population frame and not randomly selected. Thus one cannot say with certainty that this population frame is representative of all parents and teachers of primary school children.

It is also important to note that previous studies dealt with a larger population or with a more urban population. Therefore, it is possible that the belief and value system about schools for the parents and teachers of this school district are more alike than they would be in a larger urban area school district.

Other factors may have contributed to the results of this study. The location and area of the population frame was small. The education and age of the parents and the teachers might be more alike than different. The researcher is a known member of this small town. Being a faculty member of the nearby college could have influenced some of the parent and/or teacher responses.

It is only fair to keep in mind that this was the first time this particular survey instrument was used in research, even though its design was influenced by other recent studies. Although every attempt was made to insure initial reliability and validity of the scoring systems, further use of the survey instrument will lend credence to its accuracy.
and usefulness. Future work with the questionnaire should include studies of test-retest reliability.

Research Contributions and Recommendations

This study has contributed to the research on the values and beliefs held by parents and teachers relative to certain areas of the curriculum for primary children. Findings of previous studies on other aspects of parent-teacher values and beliefs were confirmed relative to education and learning for young children.

This study points to a deeper awareness of the extent of agreement between parents and teachers relative to learning and education for primary children. This new information ought to initiate certain home and school practices which are mutually supportive and beneficial to the children at home and in the school by the parents and teachers.

More research related to the values and beliefs of parents and teachers relative to learning needs to be conducted in various school districts, different from the one used for this study. Replications of this study could provide useful information for greater parent participation in the formal education of their children. The measure of agreement between parents and teachers relative to curriculum and school in general could be an important factor in raising the quality of education for young children.

Another interesting study using this same method for a totally different demographic area with the purpose of comparing the findings with this present study is suggested by this researcher. The researcher believes now that if the teachers were from a different socio-economic
strata than the school district, parents and teachers might hold significant differences between the beliefs and values relative to curriculum and learning.

**Effectiveness of Methodology**

The construction of a three-part, self-administered questionnaire seemed to serve as an effective method for gathering information relative to the values and beliefs of parents and teachers of third grade children.

"the educational setting is nearly ideal for survey research: the prospective subjects are articulate and familiar with questionnaires, they are easily enumerated and sampled and questionnaires can be administered under controlled conditions in the classroom."

Martin Trow, 1980

This researcher agrees with Trow that the subjects were articulate and that the survey questionnaire administered in the "library" at least for the teachers was helpful. Being able to address the teachers all at once certainly aided to control the survey conditions for the population of teachers.

The use of the questionnaire was also an effective instrument which facilitated better understanding and new information about the values and beliefs parents and teachers hold relative to learning and education. Since the survey research involves the collection and quantification of data; this data that has been collected can become a permanent source of information for re-analysis and/or viewed at from a different theoretical perspective.
The questionnaire used for this study provided many characteristics and possible correlations between parents and the teachers who participated in the study. And, the large number of variables which are at the disposal of the researcher through the findings of the open questions of Part III and the face-to-face interview, placed the researcher in a position to examine the relevance of each finding. Finally, this format of methodology can be replicated among the larger population. The general reliability of the findings can be tested and retested.

Implications for Education

There are many aspects of this study which have implications for education. First, the data have revealed a high percentage rate of agreement by parents and teachers relative to some areas of the curriculum. It is nice to know that the two most important educators in the lives of the children are in agreement in what they value and believe is important in education and learning for young children.

Another interesting aspect of parent-teacher agreement is their solidarity in their selection of the "basics" as the high value and belief for education and learning. It therefore seems critical to the mutual support of parents and teachers in their efforts for the good of children to communicate the solidarity over the basics to one another in a trusting and effective manner. It would be in the best interest of the children for the parents and teachers to re-examine what is basic education.
Implications for Society

This dissertation also has some implications for society. First, the findings which indicate that the major percent of parents and teachers do not seem to value or believe in the importance of cooking, baking; carpentry; music, dancing; sports: team games; and sports: personal as a "5" in the curriculum for young children, yet indicate that they value and believe that young children should be enabled by the school curriculum to develop emotionally and socially seems inconsistent. This observation should provide further study into the basic needs of the total child.

Secondly, this dissertation can serve society as it seems to reinforce the concept of the Parent Participation Principle and the belief and recognition by society that the parent is the primary educator of his/her child. The data indicated a strong and consistent choice of Both (home and school) by parents and teachers relative to the 16 items of Part I of the questionnaire.

Summary and Conclusions

The purpose of this study is to examine the extent to which parents and teachers in today's society are in agreement relative to education and learning for young children in the schools. More specifically this study is designed to examine the extent to which the educational values and beliefs relative to some areas of the curriculum that are held by teachers are congruent with those held by the parents whose children they teach.

In order to achieve this purpose parents and teachers from a school district in a small northeastern city in Wisconsin were surveyed by
means of a self-administered questionnaire. The questionnaire was com­
posed of three sections. After the written responses were returned a small number of the respondents were then personally interviewed.

The data were then recorded. An item analysis was computed for each response returned by the parents and teachers. The percentages of parents and teachers for each response for every item on the question­naire was calculated. The responses between the parents and the teachers were then compared. This analysis led to the following con­
cclusions:

1. Parents and teachers of this population ranked the following items of the curriculum as a "5":

   reading, writing, spelling
   moral values
   personal hygiene, grooming
   health, nutrition
   science

2. Parents are in major agreement with teachers that most of the areas of the curriculum found in the school are also a function of the curriculum of the home.

3. Parents and teachers as a whole prefer praise and reward as the best disciplinary methods for young children. Parents do not support isolation as a disciplinary measure for young children.

4. Teaching materials do not seem to be an issue of concern on the part of the parents. However, when asked to make a choice in Part II of the questionnaire both parents and teachers indicated that they believed that teaching materials should be selected on the basis of the needs and/or developmental stage of the child.

5. Parents and teachers do not seem to agree on the kinds of classroom settings to be employed by the teacher, however, not one of the options in the questionnaire was chosen by at least 50 percent of the parents. It seems that they believe that it is "up to the teacher."
6. Both parents and teachers rank the needs of the child as the "high" determinant for what ought to be taught in the primary classroom.

7. Sports, music, dancing and carpentry were four areas in which both the parents and teachers indicate little value or belief in these areas of the curriculum for young children. However, parents indicated that sports: personal and sports: team games ought to be a major function of the school.

8. The open-ended questions and the face-to-face interviews revealed that the basics were of number one importance to teachers and parents followed by socialization of the young child.

9. Little value for the aesthetics is indicated as highly important to the parents or teachers, yet some of the parents stated that they felt that the structure of the school "stifled creativity."

10. The implications for teachers and parents is the need to communicate their beliefs and values relative to education and learning for young children.

11. Teachers would benefit from communicating the trends and development of curriculum for young children.

12. Parents trust educators. This trust should be rewarded with rightful participation and information.

13. The full needs and concerns of both teachers and parents ought to be shared on an equal basis.
CHAPTER VI

Personal Summary

"Educating a child is a partnership between the family and the professional educator. I think the senior partner is the family".

White, 1980

As stated in previous chapters, the purpose of this study is to examine the extent to which parents and teachers in today's society are in agreement relative to education and learning for young children in the schools.

More specifically, this study is designed to examine the extent to which the educational values and beliefs held by teachers are congruent with those held by the parents whose children they teach.

The study was conducted in a small city in northeastern Wisconsin. The researcher collected data from all of the district primary teachers regarding their educational values and beliefs relative to curriculum, classroom discipline, teaching materials and classroom setting. Similar data were gathered from parents of third grade children in the same city and school district.

This study provided a vehicle for personal growth and discipline for the researcher. Throughout the study research skills were developed and improved. New skills of analyzing the literature have been incorporated
in the researcher's approach to the literature review. Organizational skills and techniques were learned and improved during the study. The total impact of this research study has been both personally positive and productive in other areas of this researcher's academic field. Organizational skills and discipline required of survey research had to be developed one day at a time. This researcher was forced to re-evaluate her procedures used during the study. The huge task of thinking through the methodology also forced me to return to the research literature of Campbell (1966) and Babble (1973). All of my personal shortcomings, approximations and blunders during this study returned to haunt me throughout the research procedure.

The survey study was begun for the purpose of contributing some descriptive assertions about a small population in northeastern Wisconsin. The study was inspired by the work of Caldwell and Elardo (1976). Their study indicated that parents and teachers of young children believe and value just about the same things relative to education and learning. I wanted to confirm my own belief that parents and teachers are in more agreement over curriculum issues than in disagreement.

I believed we needed to acknowledge the fact that professional educators who are working directly with children, especially children over six years of age, have much less influence on development than was previously thought (Coleman, 1966). Though this study does not deal directly with this belief, it certainly influenced the study.

This study is of significance to me as a leader in the field of early education. I wanted to collect more conclusive data that would
support Simon's statement, "It is important to their (parents/teachers) shared responsibility of teaching young children in the home and in the school that parents and teachers know, understand, and regard the values and beliefs which shape their simultaneous teaching behaviors of the young children" (1974). Educating a child must grow into a partnership between the family and the professional educator. The trends suggested by this study will be a major influence for further research as well as updating the syllabus for my courses.

If parents and teachers do agree in areas of the curriculum and share the same values and beliefs relative to learning and education, then, the implication is that parents and teachers need to establish a productive communication system which can insure that they will succeed in their shared responsibility of teaching young children. My experience as an elementary teacher and principal led me to agree with the findings of Caldwell and Elardo (1976).

It seems that parents really believe that school is just as it was when they went to school. During one interview a parent stated, "I haven't given it much thought. I guess I think it is like when I was in school." The survey indicated that one percent of them acted as an aide within the school. Obviously they could not have much firsthand information about the school. Nevertheless, the majority of parents seemed to accept the school as adequate and matter of fact. They did not have many questions about it. In fact they led the researcher to understand that they seldom questioned the teacher or the school.

The results of the data gathered did indeed support the major hypotheses of this research. There does not seem to be any significant
difference in the values and beliefs of parents and teachers of primary children relative to some areas of the curriculum. I became aware of other information that was not directly part of the expected outcomes of the study but was accumulated unobtrusively through the self-administered questionnaire. The the face-to-face interviews and a spectrum of interactions which the respondents of the home and school generated through this study were not planned for. The surprise results of the study are also important to the advancement of home and school relations and parent participation in the school.

Parents appreciate the many ways the school aids in extending the children's environment. They recognize the value and varied experiences the school offers. However, it is up to the school and teachers in particular to help parents realize that they as individuals can make contributions to the school community for the benefit of the children. They can take an active role for improved conditions in the school community. They have a right and an obligation to participate in the schooling of their children.

I also discovered that teachers are very cooperative people to have as subjects for a research study. They became fast friends in my research efforts. The teachers put up with my blunders and botched up schedules. They never seemed to be too busy to help me out of my research problems. When I had to scratch the first survey instrument because of a poor design, they expressed sympathy and support, rather than exasperation. My educational cause seemed to become their battle cry. Those same teachers who responded to the rejected questionnaire completed the second survey.
Sometimes subjects might not support a research study because they have other issues at stake. These political issues can conflict with a study's progress as was the case with one group of teachers who elected not to participate in the research project. Their decision had nothing to do with the topic of my study but rather cooperation with it was in conflict with an important current school issue. All of them, wonderful people and dedicated teachers, but committed to a purpose that could not include cooperation in my study.

I spent much time and effort in providing information to both the teachers and administration. I wanted to get to know the teachers as well as introduce myself to them. I hoped that my sincere effort at communication with all of them on a professional level would build a sense of trust in me, as the researcher. I intended that this trust would also motivate the teachers participating in this study to encourage and support my work of research with the parents.

Actually, I have no data which indicates to me that my efforts in trust-building with the teachers were the cause of the high rate of response on the part of the parents. On the other hand, neither do I have any data to indicate that the measures I took to develop good public relations with the teachers were without merit. In any case I would repeat my efforts to work with the school personnel first as an introduction to the parents.

Some of the parents were eager to further the research study through volunteered help. One father offered to call non-respondents. This was interesting since the data indicated that few (1%) of the respondents had been aides/volunteers in the school. I don't believe that parents
have a clear definition of an aide/volunteer in school. Parents in this school district stated that they did not act as volunteers or classroom aides. A vital means of bridging the gap between the home and the school is neglected if this is true. One thing seems clear to this researcher. Even though parents are volunteers and/or aides in this school district, they do not perceive themselves as school aides or volunteers. The teachers indicated that they do rely on the parents but that seems to be at a far distance within the home not in the school. The success of the parent-teacher-child relationship will be visible in the home. Parents who are active in the school who have been trusted by the school, will be enabled to practice activities at home similar to those the children have experienced in school (Honig, 1975).

Some family members called to inquire about the progress of the study. They reminded me that I had promised to share the report with them. Since I live in the same northeastern city in Wisconsin, meeting the parents or the teachers in the supermarket was a common and frequent occurrence. It was not unusual for a parent to ask if they could help me with something in the study. It was encouraging to me, to sense that the parents realized that they were playing an important role in the work of education.

A meeting with the district principal to plan the publication strategy of this study has been arranged. A means of presenting the results of this study to both parents and teachers will be prepared.

Parent involvement should begin long before the child starts school. If we expect parents to assume an active participatory role, schools and programs must take the initiative and communicate their interests in
working with families. It seems that the trust parents placed in teachers indicated in this study, greater than the trust teachers expressed for parents, requires a serious commitment. The teachers have an obligation to communicate with all of the school families. A willingness to invite and accept parents within the realm of the school should be a general operation of procedure for schools. If parents are encouraged as volunteers and aides they would soon discover the wonder of children learning in school and will be able to apply their new knowledge to routine home activities. I think that informed parents are a definite asset to children and teachers.

I have always held to the belief that parents and teachers really want the same things for the young children they teach both within the home and the school. Like Dewey (1965), I believe parents hope for the best that can be offered to their children through a formal education. But they don't seem to have a vehicle for securing the optimum education for their children which I believe is participation in the school. The face-to-face interviews seem to indicate a dependence on and separation of roles in the school.

As a result of this study, I am aware of the differences that do seem to exist between parents and teachers relative to education and learning. These differences are not covered in this study, but they have showed up. That difference is separation and isolation in parent and teacher roles in the school. These differences could be divisive in their efforts to educate young children.

These differences are not "what" is to be taught to children but rather the "how" and "why" of what is being taught in the school. I
realize that parents working in the school is only one means of participating in the formal education of their children. Since none of the respondents indicated that they have acted as volunteers in the school, I am inclined to think that they do not have any firsthand information on the "why" or "how" of instruction in the primary grades. It seems that what they know about schooling comes to them from their past, from the children and whatever one-way information the school provides.

It seems that every teacher has the responsibility to create a setting of trust where open dialogue can help the home and school better meet the needs of children. Trust is the basic ingredient of parent involvement within the school. Trust and confidence in individuals at school and at home mean security for children (Lane, 1975). Teachers need to change their mode of operation and encourage parents to assume more active roles. Educators must recognize that the family is ordinarily the first educational delivery system and the most pervasive (White, 1980; Schaefer, 1978).

During the face-to-face interviews, parents expressed confidence and trust in the teachers of their young children. Some of them added that they think about school "like it was when I was a kid." The demographic data indicated that not one of the respondents spent any time in the school as a volunteer. I am interested to learn just what it was that allowed these parents to be in such close agreement with the teachers relative to education and learning.

I suspect that it might be that parents simply leave "schooling" to the school. Or perhaps the academic achievement of the children, in this school district, is such that parents have no need to disagree with
the teachers. These teachers provided the educational success for their children. I, however, agree with Burton White, who says, "We must strengthen the family for its roles as the child's primary educational delivery" (1980).

As educators, we realize the value of homes that provide a strong verbal environment; where goals and educational beliefs are consonant with the school. Perhaps the greatest challenge in education today involves helping these two significant forces to work together toward their common goal--the nurturing of successful adults (Strickland, 1980).

The low percentage rate for parents and teachers who ranked items like music, art, crafts, cooking and carpentry important to the school curriculum was a surprise to me, since the written responses of Part III indicated that both the parents and teachers believed that socialization was an important responsibility of the school. This researcher considers the arts and crafts a part of socialization for all children in and out of the school. Those findings point out that I have a mission to accomplish as I endeavor to prepare future teachers of young children, both as parents and formal educators in the school.

The research data indicated a low regard by both the parents and teachers for music, art, crafts, carpentry and dancing. These courses are the first to go when there is a shortage of funds, time or personnel. They are separated from the basics of reading, writing and arithmetic. I have a hunch that teachers who valued art or music could teach parents that they are basics to the child's education.
When I replicate this study in another school district I shall make some technical changes. I will try using the telephone to conduct the personal interviews. It was very difficult and sometimes impossible to make appointments with busy parents in their home. Sometimes their schedules did not fit with mine. I think it might be worth trading off face-to-face interviews with more interviews by using the telephone. In some cases parents did not want to be interviewed in their home. I guess they felt that their private life was threatened. With the use of the phone, I might be able to contact more subjects.

I will pay more attention to the demographic situation of the population. I will try to keep a low profile as the researcher in a community where I am known and might influence the subject's responses.

The personal interviews and open-ended questions of the questionnaire provided me with some key phrases about education and learning. I thought they might be useful interview cues. For example: "Learning is a life-long thing." "School should be a comfortable place, a place where you feel o.k." "Parents don't know what school is all about."

And finally, this study enabled the researcher to realize the splendid but alarming trust that parents place on the teachers to provide the best education of the children. The parents had little to say about their role within the school as teachers.

Nearly all of the teachers either during the formal interview, or from the written responses to Part III, stated a sincere commitment to the trust given them by the parents. This can be illustrated by a quote from a teacher, respondent.
"The principle responsibility of the primary school is to give the child the tools that she/he needs to prepare her/himself for life, and fulfill a complete and rewarding life for her/himself. I believe it is our job to give her/him the skills that she/he needs so that she/he can do the things that she/he wants to do with her/his life.

I want children to feel secure and warm and that they can trust the teacher. I want children to feel that school is a place where they feel we've done something for them...that we really care about them.

I would like to see the educational system employ the quality and style of learning during the child's young life that would strengthen and include the role of educator for the family. I want to bring congruence to what we know about family influence and what we do in educating young children."
APPENDIX A

Survey Materials
Dear Parents:

I am Sister Mary Alyce Lach, a School Sister of Notre Dame. I am a faculty member in the education department at St. Norbert College. I am investigating some beliefs and values related to education and learning which are held by both parents and teachers of primary children.

This study is approved and endorsed by Mr. Trachte and Dr. Allen. Your school was selected because it seems to represent the educational goals and achievements of the primary schools in northeastern Wisconsin.

The survey method employed for gathering information is divided into two major activities. One is a short, self-administered questionnaire. The second portion of the survey is a 15 minute personal interview with randomly selected participants and the researcher. The interview participants will be selected by 25 draws from a box containing all of the names of the possible subjects for this survey. The 25 participants will be contacted through a telephone request to participate in the personal interview. The personal interview as well as the self-administered questionnaire will take up no more than 40 minutes of your time.

This researcher promises you anonymity. There will be no names attached to the written questionnaire. Confidentiality will be maintained throughout the research program by me and all of those involved in this study.

In order to control and schedule my mailing, I have devised a recording system of the questionnaire returns. Along with the questionnaire is a reply card. It has on it your house address which matches a number from 1 to 200. Please return that card at the same time but separately to this office. That way I will know that you have returned the questionnaire but I will not be able to match your return with your house address or name.

Enclosed is: 1. a questionnaire and a data sheet

2. a self-addressed envelope

3. a self-addressed reply card

Thank you for your cooperation. The results of this survey are intended to aid both parents and teachers with information which will help them in their treasured work of educating young children.

Sincerely yours,

Sister Mary Lach
This is a three-part questionnaire designed to discover your beliefs and values about school and learning for young children. This is Part I of the questionnaire. This portion of the survey asks you to decide about two different questions for each of the curriculum items listed below.

First: Rate each of the following items according to the order of importance on a scale of 1 to 5, based on your beliefs and values about education and learning for young children (grades K-3). Consider 5 highest on the scale, and 1 as lowest in the order of importance. Draw a ring around your choice.

Second: Indicate at the right-hand column whether you believe these same items of the curriculum should be a function of the Home, the School, or Both. Draw a ring around your choice.

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<td>1 2 3 4 5</td>
<td>(A) Arts, crafts, hobbies</td>
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<td>(C) Cooking, baking</td>
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<td>(D) Environmental studies</td>
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<td>(J) Patriotism</td>
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<td>(K) Personal hygiene, grooming</td>
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<td>(L) Physical education</td>
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<tr>
<td>1 2 3 4 5</td>
<td>(M) Reading, writing, spelling, arithmetic</td>
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<td>1 2 3 4 5</td>
<td>(N) Science</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>(O) Sports: personal (that is, gymnastics, etc.)</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>(P) Sports: team (that is, ice hockey, etc.)</td>
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This is the end of Part I of the questionnaire.
This is Part II of the questionnaire. There are seven questions listed in this portion of the survey. Each of the questions have multiple responses. You are asked to rate each response on a scale of 1 to 5, based on your beliefs and values about school and learning for young children (grades K-3). Consider 5 highest on the scale and 1 as lowest in the order of importance. Draw a ring around each of your responses.

1. The primary classroom has been allocated $100 to spend for the initial purchase of a selection of children's books. You would:
   a. Select books teaching information (for example: numbers, the alphabet, etc.).
   b. Select books dealing with social issues (for example: the family, the neighborhood, etc.).
   c. Select books based on children's interests (for example: fairy tales, animal stories, etc.).

2. A new classroom arrangement is to be decided for the primary grades (K-3). You would:
   a. Consider the most efficient set-up for the teacher.
   b. Consider a totally spontaneous, day-by-day set-up.
   c. Consider a set-up based on the ideas and interests of the students.
   d. Consider the physical conditions of the room.
   e. Consider the teacher-pupil travel patterns in the classroom.
   f. Consider a room set-up which would match the units of instruction.

3. Which of the following descriptions would most influence your choice in the selection of teaching materials for the primary grades (K-3)?
   a. They develop a particular skill.
   b. They are attractive and pleasing to children.
   c. They are versatile (many and varied uses by both teacher and child).
   d. They are creative (the child can develop new ways to use them).
   e. They reflect the child's need and/or stage of development.
4. Which disciplinary practices do you believe work best in the primary classroom (K-3)?
   a. Punishment (physical)  
      Lo | Hi | |
      1 | 2 | 3 | 4 | 5
   b. Isolation  
      1 | 2 | 3 | 4 | 5
   c. Reward/deprivation  
      1 | 2 | 3 | 4 | 5
   d. Praise  
      1 | 2 | 3 | 4 | 5
   e. Re-direction of behavior  
      1 | 2 | 3 | 4 | 5
   f. (other)  
      1 | 2 | 3 | 4 | 5

5. What should determine what ought to be taught in the primary classroom (K-3)?
   a. The needs of the child.  
      1 | 2 | 3 | 4 | 5
   b. The policy and curriculum goals of the school district.  
      1 | 2 | 3 | 4 | 5
   c. The expectations of the parents.  
      1 | 2 | 3 | 4 | 5
   d. The goals and objectives of the classroom teacher.  
      1 | 2 | 3 | 4 | 5
   e. The policy and curriculum goals of the principal.  
      1 | 2 | 3 | 4 | 5

6. What one issue troubles you most in the primary school (K-3)?
   a. Lack of respect for authority.  
      1 | 2 | 3 | 4 | 5
   b. Noise and disorder within the classroom.  
      1 | 2 | 3 | 4 | 5
   c. Lack of parent involvement.  
      1 | 2 | 3 | 4 | 5
   d. Low pupil achievement.  
      1 | 2 | 3 | 4 | 5
   e. Over-crowded classrooms.  
      1 | 2 | 3 | 4 | 5
   f. Mainstreaming (absorbing exceptional and handicapped children in the regular classroom).  
      1 | 2 | 3 | 4 | 5

7. Where should the major emphasis be placed in the primary school curriculum?
   a. Intellectual development  
      1 | 2 | 3 | 4 | 5
   b. Emotional and social development  
      1 | 2 | 3 | 4 | 5
   c. Physical development  
      1 | 2 | 3 | 4 | 5
   d. Moral development  
      1 | 2 | 3 | 4 | 5
   e. Aesthetic and artistic development  
      1 | 2 | 3 | 4 | 5

This is the end of Part II of the questionnaire.
This is Part III of the questionnaire and the final portion of the survey. This section of the questionnaire consists of three open-ended questions. There are no right or wrong answers. Your responses will contribute to the understanding of your values and beliefs regarding school and learning in the primary grades (K through 3). Please answer each of the following questions. You may use the paper that is provided on this survey sheet and/or use any other paper available to you. Please number each response with the number of the matching question.

1. What do you believe is the principle responsibility of the primary school (K through 3)?

2. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

3. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding:
   a. curriculum
   b. classroom setting
   c. teaching materials
   d. discipline in the classroom

This is the end of Part III of the questionnaire.
Dear Respondent,

Please answer the following questions about your family and household. This data sheet seeks information about the community of families of third grade children in the East De Pere public school district. No question is intended to offend you, the respondent. Feel free to omit any question you consider too personal.

Directions: Write the matching letter for your response in the space provided at the left-hand side of this sheet. Or write the specific information in the space provided at the left-hand side of this sheet.

1. What is your sex?
   (a) Male   (b) Female

2. What is your age?
   (a) 20-25   (b) 25-30   (c) 30-35   (d) 35-40   (e) 40-45   (f) 45-

3. How many adult males in your household (18 years or older)?

4. How many adult females in your household (18 years or older)?

5. Circle the age(s) of the male children in your household.
   \[1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17\]

6. Circle the age(s) of the female children in your household.
   \[1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17\]

7. What is your ethnic background?
   (a) African   (b) American Indian   (c) Asian   (d) European
8. What is your educational background?
   (a) Elementary   (b) High School   (c) Technical School
   (d) Community College   (e) 4 year College/University
   (f) Advanced Degree

9. Do you consider your income level to be:
   (a) Below average   (b) Average   (c) Above average

10. Are both parents employed outside of the home?
    (a) Yes   (b) No

11. If yes: Are both employed full-time outside of the home?
    (a) Yes   (b) No

12. How long have you lived in this city?
    (a) 1-5 yrs.   (b) 5-10 yrs.   (c) 10-15 yrs.   (d) longer than 15

13. Are you, or have you ever been, an aide in the school?
    (a) Yes   (b) No

14. Have you ever served in an official capacity in the adminis-
    tration of the school?
    (a) Yes   (b) No

15. Is your travel-distance from your home to the school:
    (a) Less than 1 mile   (b) 1 mile or more
Dear Respondent,

Please answer the following questions. This data sheet seeks information about you, a primary teacher of children in the East De Pere public school district. No question is intended to offend you. Feel free to omit any question you consider too personal to answer.

Directions: Write the matching letter for your response in the space provided at the left-hand side of this sheet. Or write the specific information in the space provided at the left-hand side of this sheet.

1. What is your sex?
   (a) Male   (b) Female

2. What is your age range?
   (a) 20s   (b) 30s   (c) 40s   (d) 50s

3. Do you have school-age children?
   (a) Yes   (b) No

4. Circle the age(s) of the male children in your household.
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

5. Circle the age(s) of the female children in your household.
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

6. What is your ethnic background?
   (a) African   (b) American Indian   (c) Asian   (d) European
7. What is your educational background?
(a) Teachers' College   (b) College/University  
(c) Advanced Degree

8. Are you a certified primary teacher?
(a) Yes   (b) No

9. What is your teaching experience?
(a) 1-5 yrs.  (b) 6-10 yrs.  (c) 11-15 yrs.  (d) 16-20 yrs.  
(e) over 21 yrs.

10. Do you live in the school district in which you teach?
(a) Yes   (b) No

11. If you could do it all over again, would you enter the teaching profession?
(a) Yes   (b) No

12. Are the primary grades your teaching preference?
(a) Yes   (b) No

13. Do you belong to state or national teacher organizations?
(a) Yes   (b) No

14. Do you use professional magazines as part of your preparation for teaching?
(a) Yes   (b) No

15. Do you rely on parents of the children you teach to help you in your work of teaching?
(a) Yes   (b) No
Sister Mary Alyce Lach, SSND
St. Norbert College
De Pere, Wisconsin 54115

Check one.

Respondent is:  Mother ( )
Father ( )
Other ( )
Interviewer: Name of respondent:

**Interview format**

Greeting:

Introduce yourself:

Explain your position: You are part of the follow-up team working with Sister Mary Alyce, who is a teacher at St. Norbert College. Sister is interested in the values and beliefs about education and learning for young children which are shared by parents and teachers.

Sometime in December you received a questionnaire regarding the educational values and beliefs relative to some areas of the curriculum. You have been randomly selected to be interviewed for the purpose of discovering your personal views concerning the educational beliefs and values relative to some areas of the curriculum.

Ask: Did you return the completed questionnaire to the education office? Yes No

Would you do it now? Yes No

In order to document your responses I would like your permission to record this interview (if not allowed, then take very careful notes). Yes No

The information gathered from this interview will be kept anonymous. There will be no connection with you and the information which will be printed.

Begin the interview: There are three questions. I will ask each of them separately.

1. What do you believe is the principle responsibility of the primary school (K through 3)?

2. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

3. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding:

   a. curriculum
   b. classroom setting
   c. teaching materials
   d. discipline in the classroom
APPENDIX B

Transcriptions of Face-to-Face Interviews
This portion of the survey of the face-to-face interview consists of asking the same three open-ended questions that you responded to on the written questionnaire. The purpose of the interview is to provide time for further clarification of the three questions and to add new information. After I ask the question, I want you to respond as fully as possible. Your response will be taped (if this is all right with you). I wish to remind you that there will be no connection to your tape responses and your name.

Q. What do you believe is the principal responsibility of the primary school, K through 3?

A. To, I think, expose the child to the basics, reading, writing, grammar, some basic mathematics, the ability to work with peers, recognize his place in society, that sort of stuff, very important in establishing personality, and I think more important than anything else is to...spark curiosity, a desire to learn.

Q. I couldn't add anything to that myself.

A. I see in our daughter...She goes to early school, there is an excellent primary teacher there. To her learning is excitement and I think it's very important.

Q. Is it just through the school you believe she gets that excitement or does she get it from home too?

A. She probably gets it at home also but it would I'd think die, if school became boring and it's not, boring. So she's getting the basics, the three r's or philosophy but also a curiosity or enthusiasm to begin with.

Q. What grade is your daughter in?

A. Third.

Q. So she's been right through there. Okay, then the next question would be what beliefs and values about schools and learning do you want a young child in the primary school to develop and retain?

A. Trust of values... not a blind faith... but not a sounding board. (?) and the ability to feel comfortable to approach the system with questions and challenge values in society. I think the whole system ought to be open... openness. A child is free expression and developed by an atmosphere that's a wholesome atmosphere... one again which is very personal... to make learning fun, when it becomes straight road, dictatorial and boring then I don't think a whole lot is accomplished. And I think those sorts of values ought to be... by the parent. The school system... I think you destroy that ability to learn at that primary level, but I think on the other side
of the coin, if you can stimulate the desire to learn in the first three grades I think it will carry through with you the students' education as well. . .

Q. For someone who hasn't thought about these questions. . . The next question is basically four parts. She wants to know how you think the teachers and the parents differ about the educational beliefs and values regarding these four areas. Okay the first one is. . .

A. I don't think I understand the question. How do we perceive the way we think about it, what the teachers think about it and how we differ? (repeats question). . . I don't think we differ, in my personal experiences with some of the teachers I know in elementary schools in De Pere.

** Yeah, but you talked to people like my brother. You know where he's got the type of parents in his school out there that think that the teachers should have total responsibility for the children.

A. No. Teaching the basics, is a continual sort of thing. . . I still consider myself a student, not a professional student, I think that when one considers education as being done whenever you quit, 12th grade, or after college, you lost something, in life, and well I think there are probably differences, differences in the sets of parents but looking at the curriculum, I'm encouraged with what's going on in the schools now, on a broad spectrum not just here in De Pere, but, there are challenging sorts of things, new challenges, for the students, I definitely endorse that, I think there should be as much challenge as the students can get. . . keep them active, keep them challenged.

Q. But adapt it to the individual.

A. Yes, I think the school system in De Pere has forced me to. . . with my daughter. Giving her the necessary challenge.

Q. You're basing everything according to Irwin's own experience. . . of course the survey itself is being conducting in an Irwin area so she's gotta expect that.

A. Well, I endorse the more traditional. . . maybe I'm just naive about the open system. . . the classroom system. The traditional, not so much the straight row sort of thing, but the. . . teacher-student sort of thing. . . Not to just lesson plan through the day. . . and things to be accomplished, teaching the basics, and the teacher is just continually involved, the student sort of experiments on their own. So if you've got the curriculum the parent-teacher perspective, my personal opinion then is not much disagreement. I don't quite understand "classroom setting."
Q. That would be more the way the classroom itself is set up. Instead of the straight rows, the K.

A. The classroom becomes fun; groups of all kinds of fun things, the students mind doesn't have a chance to get bored. It seems to work, you can see differences, Kelly's in the more traditional, the straight row, is more dictatorial, and she's seemingly not having as much fun and not learning as much, I don't think as let's say last year, when she had the smaller formal sort of setting, which I think added more...you will accomplish what I think should be accomplished...like more of a traditional educational thing without being the old schoolhouse sort of thing, little study corners, pet mouse, bird cage, fish tank, special times during the year -- dinosaur day, that sort of thing, make a great big huge cardboard dinosaur you go sit inside a dinosaur and read books on dinosaurs, it might be kind of difficult to say, you on dinosaurs but if you can go sit inside a dinosaur, if you're having fun, you're having fun, and again Kay Adams and those kids...having such a good time you don't really realize but they are learning. Diversified sort of approach but also have emphasized the basic skills. Like the kind of teaching that's real exciting. Textbooks sometimes have interesting stories. They have meaning too, it is not just a lesson in grammar, writing, in reading they have stories with moral issues, the historical perspective prose, poetry well illustrated. Next one:

Q. What about teachers materials other than textbooks?

A. All sorts of things, in fact she used to take me annually to show and tell -- that sort of thing...and in the classroom from that.

Q. I think I'm told that you've been so impressed with the Irwin section.

A. The kids at that age...touch, feel sort of things...you have a basic section on geology -- they touch rocks. Biology -- stuff like that, I took a carload of specific things that they could touch and feel anything like that, it doesn't have to be through third grade but all the way through college. It makes more sense if you can have the...at hand, very impressive sort of things to those people. If you're talking about mammals -- if you have a real mammal then, everyone knows porcupines and they've prickly quills but not everyone has been able to experience a porcupine that sort of thing. Again practice diversity -- offer a challenge. Discipline in the classroom? Most certainly.

Q. Most certainly how?

A. Oh, it might be a switch but I think if you develop a good rapport with the students you're not going to have as serious a discipline problem, that might be a...statement...but I don't have discipline problems on the college level. If you develop the good rapport...
Q. On your level I would think at least, the student going on to St. Norbert.

A. I hope so. I used to tell me I'm too much around here, on discipline. I don't think there's much to discipline a switch on the butt or something. there has to be discipline what is called the subtle, indirect.

** Positive reinforcement.

Q. That's acceptable too rather than some sort of physical punishment or.

A. Do you think there should be? (to the other person speaking)

** I mean there's times when a child is so disruptive in the class that I think they have to be removed from the situation, that that could be done without a physical abuse, just to say all right here your behavior is wrong and that it is not socially acceptable, we're going to put you over here for a while until you realize that your behavior is wrong and that you're not going to be with us, while you... this out.

A. I think that's the most effective sort of negative. just be saying you are now removed from group activities.

Q. So by giving attention to him by saying, you're wrong.

A. The corner sort of thing. just remove yourself, now here you are, and. .. knows why you're here. But still that is secondary to positive reinforcement, you'll be rewarded for.

** I think you can see this in the teachers awfully early they highly praise the children and the parents.

A. They'll have little stickers and rubber stamps and things you know the old gold stars routine. I think it works a lot more effectively than the stickers. But still I think you need the stickers. If you start with the Gold Star, rubber stamp, pat on the back sort of thing, it's just common sense that the student is going to try for a gold star or a pat on the back.

Q. Do you believe if it gets out of hand, the big stick should come in, do you believe that?

A. .. .. swat on the butt, the negative removal, no, I don't endorse swats — that sort of thing.

** I think they deal with it effectively, the way they are.

Q. Is there anything else you are able to think of you would like to. ..
A. I'm just very much in question about schools...being in elementary education...that would be where I'd like to teach, there are some great people over there...

Q. I'd like to go and observe them...

A. Most you can, super people. They've got those kids just hyper about learning. They don't want to stay home when they're sick!

Q. Well, I have Mural Adams in class myself, and he's got some good ideas, I'm sure they share them, it helps a lot.

END OF INTERVIEW.

This interview was translated and typed hopefully as accurate as possible however, there were times during the interview when some words could not be understood, i.e. also who was speaking.

** means a speaker who was also there.
This portion of the survey of the face-to-face interview consists of asking the same three open-ended questions that you responded to on the written questionnaire. The purpose of the interview is to provide time for further clarification of the three questions and to add new information. After I ask the question, I want you to respond as fully as possible. Your response will be taped (if this is all right with you). I wish to remind you that there will be no connection to your tape responses and your name.

Q. What do you believe is the principal responsibility of the primary school, K through 3?

A. Motivation. This is more important than the reading, writing, etc. aspect of grades K through 3. Teachers should make school exciting, make students want to be in school.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. Not develop an attitude that school is a grind, in accordance with my answer to number 1. Children should be motivated towards wanting to be in school and enjoying the challenge put to them.

Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom? You can handle that as a group or individually or more selectively. That's up to you.

A. As far as curriculum goes, pertaining to my own third grader, there is not enough content, no challenge. The child was retained in kindergarten because of family problems upon request of school personnel, and went into first grade reading very well but nonetheless had to trudge through repetitive lessons with other students. Math is also repetitive and offers few new concepts for the child. I don't feel that the school has fulfilled its obligation to the student and parent after retention. Classroom setting should be determined by both students and teacher; some classes necessitate a structured environment. More often the teacher is not willing to experiment with various set-ups. Although the children are important, it should be the teacher's final decision as to the classroom setting. I feel that many of the teachers at Dickinson School are very, almost too, traditional concerning their classroom set-up (traditional in the sense of straight rows of desks with the teacher at the front of the class). I don't have much to say either way about teaching materials, never really thought much about teaching materials other than textbooks. Some teachers exercise too much discipline and stifle students' creativity; would prefer a more relaxed atmosphere. I don't feel that the students at Dickinson are encouraged to be creative because of the excessive discipline demands put on them.

END OF INTERVIEW.
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Q. What do you believe is the principal responsibility of the primary school, K through 3?
A. I would say the principle responsibility would be your basic reading, math; the three r's.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?
A. Well, I think it is real important that you establish very young motivation to do well and like school. I think they ought to enjoy it and feel good about it because they have to go for at least 12 years and I think it is important for them to realize that maybe they should make the best of it and try their hardest even if they don't care for every subject. Try and learn.

Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom?
A. I often question it at parent and teacher conferences, well, I agreed with her when she got done I thought that my daughter wasn't writing neatly or coloring so nice and I thought she wasn't doing well and she kind of told me that to her that it was not that important. It was more the content and that she doing real well in fact I was pleasantly surprised that she was doing so well because her work to me seemed...

Q. What grade is she in?
A. First grade. Kindergarten also, just kind of sloppy work but always a good report that she got; I think a teacher through experience even before she is a teacher knows that someone is grasping, even if she's not writing her numbers backwards, her name backwards, she's catching it. I agree with her that she had a better idea of how well she was doing. And I would have compared her work to be kind of sloppy or that she wasn't doing well and actually she was doing just fine. Classroom setting...I don't know, I never paid much attention to it.
Q. I think now they are trying to get rid of the rows and setting them up, like this area would be science area or a lot of times I've seen them where there are five or six groups of desks in a circle together.

A. I think those are good, rather than the rigid rows, and the alphabetical order or how we were. Teaching materials I think are great that they use.

Q. Do your children bring home anything other than texts that you would see?

A. Yes, lots of papers and people in the reader and they cut them out and they know them, and are familiar with them, colorful things also. Discipline...I think there should be a lot of discipline and I hope for my children I hope there is.

Q. And how would you say your idea of discipline would differ from say if I went in as a teacher, do you think there would be a difference?

A. I think that if a child had a real easy teacher who lets you roam or disrupt a class one year then perhaps the next year you're going to have a hard time settling down if you get a different type of teacher. I could never concentrate if there were people running around. I like kind of an organized — not where you can't smile or move or express yourself, but some type of order. With discipline I think you learn better and children are easily distracted, little kids when they are trying to do some work and if they see someone else running or flying around that they cannot concentrate.

Q. They are too interested in what everyone else is doing?

A. Yes, and I think it is just as helpful to them if everything is a little more organized and disciplined.

END OF INTERVIEW.
This portion of the survey of the face-to-face interview consists of asking the same three open-ended questions that you responded to on the written questionnaire. The purpose of the interview is to provide time for further clarification of the three questions and to add new information. After I ask the question, I want you to respond as fully as possible. Your response will be taped (if this is all right with you). I wish to remind you that there will be no connection to your tape responses and your name.

Q. What do you believe is the principle responsibility of the primary school, K through 3?

A. First of all I think it's twofold. Number one would be in the academic area, to get the foundations of reading and math so that it's very solid by the time they reach third grade. Reading is solid and math is solid so that the interest is there but they can continue this and also it will give them a firm foundation by which they can add on later and be able to function intelligently like an adult. I think in the primary, reading is so important to get the basic word attack because once you know you can do anything as long as you get that down pat. The second part I think is the social responsibility we have and that is to make each child feel important, worth something, loved, cared about, the kind of thing where you pat them, you hug them, tell them how great they are when they're great, tell them you expect more when they do such a good job but I think that to make them feel good about themselves at a time when it is so important. Important to all of us but I know it seems in education you run into a lot of broken homes. I know we do have quite a few. Parents are working or they only have one parent and that parent is supposed to work and the child doesn't get a whole lot of time to spend with anybody. I like to find that child and spend some time with him, extra time, recess, after school, during class hours. So I think it's twofold, one the academic to get them the basics to function as adults intelligently and the second one is a social, loving kind of responsibility.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. Probably the most important of the value and belief about school and learning would be that they would value an education as being desirable something you like, something that's going to help you as an adult, not that it's something you have to do and get it over with. I think that they should understand that, believe that school is something where you try to reach a potential, do more than what's expected of you, get on with what you have to do. I guess I just want to give them a good feeling about learning, wanting to learn more than just because it makes them feel good and makes them aware of more things in the world if they read and observe.
Q. How do you think parents and teachers of primary children differ in educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom? You can handle that as a group or individually or more selectively. That's up to you.

A. Curriculum. I think where we are right now there is not a whole lot of discrepancy in curriculum between what parents think should be here and what teachers think should be here because in the early grades like K-3 you teach the reading most of the day, you teach the math and the spelling. I think it's pretty much agreed what should be taught in the curriculum. I think it's when you get in the high school and more electives are offered that there becomes a conflict so as far as K-3 I think the parents and teachers are pretty much in agreement with one another. Classroom setting - that could be constituted either way because I have the feeling that for a time many of the parents wanted or felt the liberated thing, that the open classroom was the thing for their child, freedom to let them go but I always felt the more structured was a better learning environment. So my classes are always organized, there has to be quiet in order for concentration and there may be some parents that disagree with mine. I think that in De Pere and after having a taste of the open concept I think more of the parents are satisfied or are for the more structured classroom and classroom setting where each child is responsible for their desk, their area and it's more scheduled kind of day. I think more parents in De Pere are for that.

Q. Would you think that De Pere represents Wisconsin, northeastern Wisconsin, the United States, the Western world in general?

A. It probably represents the conservative Midwest, I think so. That may not be the case out West. It may for larger numbers and larger classrooms such as ours, we have 27 and 28. I think for the larger classrooms it's a better learning environment if it is more structured. If I had 10 kids it would be great, everyone could do their own thing but I think it's harder to keep track of whether or not each child is doing what they can when you have some reading problems and you have a lot of interruptions during the day. I think it's easier to keep track of how much they learn and students digest more when it is more structured. Their life is pretty routine. You notice when I do something that's out of the routine there "Oh, what's happening? That isn't how we do it." Maybe that's good, maybe that's bad but I think when they are that small, seven and eight years old, they do like to know what's coming. I think they like routine so I expect this much from you and they try to meet that. Requirements aren't that stringent in second grade that they can't meet what you expect of them. Then you find the ones that can't and it's easier to spend more time with those who are not up to what you would like them to be doing. But I think maybe that is more desirable. I just feel as when you get out to the western states they might be a little more liberal but then I don't know the
class size, I don't know how many aides they have a lot depends on
that I think. If you have a teacher with each group that would be
great. But it is pretty hard for seven year olds to be independent
workers, they need guides, as a matter of fact they want you there
and say "look what I'm doing." It is easier if it is organized to
get around to each one to see what they are doing. Teaching materi-
als - That's funny because sometimes I have parents that come in and
say the books they are reading today are so hard, because when we
were in second grade we had Dick and Jane series. The same thing
over and over again and they are reading about astronauts and space-
ships and so forth. I think a lot of them are impressed that the
materials are more colorful, more interesting. I don't think they
really have a big complaint about the looks of the kids workbooks
and what they are bringing home. I think both sides are pretty sat-
isfied with that. I can only speak for the second grade level but I
think both sides are pretty satisfied with that.

Q. What about discipline in the classroom?

A. I personally believe that the nucleus family has gone by the wayside
and is being replaced by a lot of single parents, a lot of parents are
at work. There isn't that home that I grew up in. When I got home
from school my mom was there. She did all my cooking for me and
cleaning for me. I think that is gone now and the discipline in the
home seems different from ages 0-5. There isn't as much in the home
as there used to be. Now that of course carries into the classroom
and for me it is a little difficult to get the children settled down
at the beginning of the year. There doesn't seem to be - they are
more - they're not as much tuned in to things, they are a little
bit - I don't want to use the word flaky, but their minds don't
really zero in on things. Now this is out of an early childhood
course - you have to really get to them in a certain way to get
them to understand what you're saying, to listen to you for a period
of 10 solid minutes. They're usually off somewhere else so disci-
pline as far as I'm concerned is a crutch and I have no problem with
it. I think I set the guidelines pretty strict when they come in
and other than a child that is emotionally disturbed or something
there is no real problem for me but I think I see like as far as at
home there isn't as much as there used to be. I know it is true in
the higher grades from talking to other teachers. I think the
parents have given a lot more leeway or else they just have not
taken the time to see what's going on like, I have seven year olds
who are staying out till 10 o'clock at night and I feel they should
be in bed by 8:30. They are staying out there just because mom and
dad don't take the time to say "Hey you're not going to come in any
time you think, it's late." So that now if that is discipline has
to be better to give them time to do their homework but I do expect
that to be done. It takes maybe 15 minutes at the most a night and
then when they come back and it's not done I say "Why isn't it
done?" and they say "We went to the store or we went to visit my
aunt." I think to myself and say to them "Do you mean you didn't have 15 minutes from the time you got home till you went to bed?" They say "No." But you see I want a parent at home to say, okay now you must have homework to do. Every night second graders read their stories, practice their math cards and we usually make games out of it so it's not so terrible to do and I just feel like if a parent knows they are expected to do that, that more of them should be setting a schedule for their children. I hear a lot about TV but not about what they read or how I spent time on math cards or like I'll say "We have a game with a deck of cards for studying facts, a fun game but it takes an adult and a child to play it. How many were able to do that last night?" Maybe half of them will, why not the other half? Well they say my mom did this or my mom wasn't home and I feel like I wish there were more of a discipline — not a yelling and punishment — I'm talking about the discipline of caring about them, seeing if they are in bed, that kind of discipline. Self-discipline for the child, to teach them but I really feel like the entire discipline is that the children just haven't been raised in the home to listen to adults, to follow directions. I think it is easy to handle them in second grade but I think the problems do get worse when you get higher up and there is less respect, not just for teachers but less respect for fellow beings. But as far as second grade, I haven't had a whole lot of problems in keeping them in line but it is more like the discipline of being in bed on time and getting a good nights rest.

Q. You see this as a discipline at home and preparing them for school?

A. Right, I think that when the parents have them at home from 0-5 more rules have to be set down. It sounds like I'm a pretty structured person but I feel it's the best way to operate and I think that the guidelines I set aren't really very difficult to follow and most of them are out of caring, that they function with them as children and learn as much as they can in the classroom setting. So I really don't think it's too much to ask and I just am not sure the parents aren't paying more attention to those kinds of things and I'm like I don't know what percentage I'm talking about -- it changes from year to year.

INTERVIEW ENDS HERE.
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Q. What do you believe is the primary responsibility of the primary school, K through 3?

A. Well, first of all, I think we are. The most important thing is to formulate a good basis in reading and math and writing areas, your "3 R's." I feel that is very important to give them a sound basis for that. That's the primary thing. Next, the thing that is most important is that we give the child a sense of self-worth, give him a good self-concept of himself because I think it's good to develop this early so that they can do well later on in school. It's good to start that right in kindergarten and first grade so they can do better in their other grades. I don't think that a child will feel motivated enough nor willing to learn as much if he doesn't feel good about himself. To help the child develop friendships, lasting friendships, and relationships not only with peers but with adults too.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. Good attitude in reading especially because you are going to have to do that for the rest of your life. A good attitude and outlook on life. I don't know if this is a belief or not or a value, but to help a child learn how to be self-motivated, even though for some of them it's hard, for slower learners to try to get them to be as self-motivated as they can and as independent as possible so they can do more things on their own and discover more on their own. As far as for values, I feel that some of the more important values that should be stressed are getting along with others, manners in general, such as learning to take turns and sharing and learning to help others when others need help.

Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom?

A. Would you like me to take each one separately, or as a whole would you like me to discuss them?
Q. You might take them as a whole first, and then if there are certain ones that have particular differences that you believe are there, you might want to talk about that.

A. O.K. My feeling is that I don't think enough parents are aware of the total spectrum of what school involves. I'm sure that some of them are aware of some of the discipline problems. I don't think that they are involved enough in curriculum for one thing for sure. I don't think a lot of teachers are involved enough in curriculum. Planning, that is, as a whole for a school system. I think there should be more curriculum planning as a whole involving the community and teachers together, maybe work through a P.T.A. or something like that. But then again, I feel that parents aren't aware of some of the things that do go on in the school system, unless they are very active within a P.T.A. organization or something like that. Classroom setting, I really don't know how parents would really have any arguments about INTERVIEW ENDS HERE.
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Q. What do you believe is the principle responsibility of the primary school, K through 3?

A. Well, since I started out in kindergarten, and I'm now teaching second grade again, I feel that through the grades there should be a certain continuity of learning and experiences, only moving along perhaps at a greater degree or a little more involved as the children proceed through the classes. This would, I think, involve the children in learning experiences of all types: social adjustment to being with other children, other people, having a new person or persons in their lives, the teachers and the children after being home with Mother all the years. So, being exposed to this would be very important. Then, of course, once they are exposed to them and get to learn and know about these people and get to know them a little better, I should say they would then be able to learn through the person who they are involved with and that person, their teachers and their extra teachers, special teachers could all be a part of their learning experience. And this, of course, would mean everything from their academic work to their aesthetic classes. And, of course, the principle responsibility, if you want to place it in one thing, I can't really say there would be one principle responsibility, I would say that it has to be more involved than that, it would have to be a kind of a conglomerate. You would be working these things together: learning, remembering, memory work, audio-visual experiences, learning to share, learning to be a part of a unit, so that the children could work/become part of a new community. Their work that they would do, of course, is directed at developing academically through reading and math, social studies, and all the studies they would take. But, I think it is touching upon each one of these areas to give them a taste of all of this so that their experiences would be a growing experience and (I'm repeating the word experience several times), but, I do feel they should be exposed to as much of a varied type of life as possible. Many are limited at home so in the school we try to give them a chance to do and see and learn and be a part of the class and to absorb all they can in knowledge and the fun things too.

Q. What beliefs and values about school and learning to you want a young child in the primary school to develop and retain?
A. Well, I believe the first question and this are interrelated. But, if you want to be more specific, in school of course they should be learning to get along with others and also learn to be a helpful part of the group. Their social adjustments to other children and their ability to absorb what they can do that would make them a more productive person in their little community is very important too. So, I think getting along with one another, learning to meet and be a part of another world, another environment, would be a very important aspect in their school development.

Q. How do you think parents and teachers of primary children differ in educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom? You can handle that as a group or individually or more selectively. That's up to you.

A. I think that depends upon the parents and their background. I think a parent who has had more education in the line of formal education, college training, would perhaps expect more of teachers in and along the line of directing their children's education to maybe a little above what another average person might expect. I do think that in many cases, parents do expect teachers to do a lot more that they perhaps have done with their child at home, and think that this is part of the teacher's responsibility. But, I do think that the training begins right from the time when the child is born and right straight on through, so whatever the teacher does is just a continuation of what the parents started. But, many parents who have perhaps not disciplined their children in a particular way might find that once they get to school that there have been problems that have been developing that they either have not recognized or have chosen to ignore. Then they might expect the teacher to take over and correct all those just all at once, which is not a real possibility. It could be done if the child is a very cooperative child and wants to learn and wants to be helpful, but many times I do feel that parents sometimes expect miracles of teachers once their child gets to school. But, the differences in their educational beliefs, I don't believe there is too much difference if a parent is an intelligent-thinking parent, whether they've had a college degree or not, I think they're all interested in seeing their child develop in social and educational and aesthetic and other ways.

Q. Are you saying that it really doesn't matter how you get there? That the parents basically have the same goal as teachers and they simply trust the teacher to get their child through to that achievement level?

A. Yes, I would say so. There might be a few who expect more than a child can deliver, more than a teacher can get out of a child too, because many times we have such high goals for our own children and
they cannot attain that scholastically. They might find their niche in some other way, in some other place. But, basically I think a parent who knows what his child is capable of doing and even though they may feel that a teacher is not doing as much as he or she, as the parent might want for their child, I think basically they know their child's limitations and abilities too and they can go just so far.

Q. Do you see any major discipline differences? You talked about them in some way about the parents expecting "miracles." But, for example, this school is a traditional school, right?

A. Primarily, yes.

Q. Do you ever have parents question that or think that perhaps (they) have any notion about the way the classroom is managed or of the behavioral development of the classroom?

A. I think there might be a few that would want things to go in a different way -- be a little bit defensive of the way their child is being handled. But for the most part, our parents have been quite cooperative and if something is explained to them or if it is talked out between parent, teacher and, say principal, and even a child may be included in that conversation, in that conference. I think they generally can reach an agreement and will find that there has been a reason why the discipline was given out or if there is a need for additional discipline, then somewhere along the line then, either parent, teacher, or principal has not come through with what the parent feels is important. I think it could be worked out very nicely. I do feel though today, that our schools, that there are many cases where there has been relaxed discipline and this has caused additional problems. I just sort of feel that permissive era is almost passe today, and parents are saying, "What have I done, we've allowed our child do to do this and that, we should have maybe been a little more firm about certain things." I don't think it hurts to be firm and insist upon certain modes of behavior with your children and I think the parents who have neglected to do this at home will be sorry that they did. You can let a child go just so far with some things, but with other things I think they need that firm hand. I think they need to be said no to in many occasions instead of being allowed to do just anything they please.

Q. It sounds from what you say that parents really trust the teacher and help them then.

A. I do think so. Yes. I think that in every school there are teachers who may not INTERVIEW ENDS HERE.
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Q. What do you believe is the principle responsibility of the primary school, K through 3?

A. I may be slightly slanted since I'm not a classroom teacher, maybe this needs to go on the tape. I am the librarian, although I am trained as a teacher. But, I think we need to teach them how to learn, because learning is a lifetime thing. How to find answers to questions, how to respond to people, how to bounce off things so that they know how to learn. Learning is a lifetime thing, not something that when you graduate, you're done. I believe we need to give them the tools for that and that includes learning how to read, learning how to use math, learning how to use books, learning how to use other tools or machines. I think they should know how to use all these tools.

Q. How did you come or arrive at this firm conviction about what is important for learning?

A. Well, partly from my own children and their responses to school, and partly because I guess, as an adult, I can look back and see that I don't really remember who the 32 presidents were of the United States, but I know where to find it, and I can know what to do with it when I've found it if I need it. I guess I feel reading and writing is very important because that has carried me a long way through life and has taught me to speak correctly and I think these are the things I want to give our children. How to learn, not facts, facts, facts, facts, although they do build for some children an important part of their life. But most of them don't remember all the facts that we think are so important to "cram" in.

Q. Some of the teachers cited the social graces that they thought was the responsibility of the primary teacher. How do you feel about that?

A. I suppose in kindergarten, it is very important, but I think we find our children coming to school more and more with these already learned. They've been to nursery school, they've been taken here and there by their parents, and I find each year that they have more and more social graces when they come. There are the exceptional students that don't have any, but I think we need to build
on those. But, that's part of learning how to learn, how to get along with people, I sort of lump in there, I guess, this.

Q. So you think that the interpersonal skills, getting along with people, is part of the learning process in the classroom?

A. Yes.

Q. And do you think that that's important?

A. Yes. I suppose maybe I don't build that as much as the classroom teacher does. So I don't see it, I see the good part of it when they come down to work, they've already done.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. Well, I think we want to have school a comfortable place. A place where he's accepted whether he's in Special Education or Handicapped or whether he's a normal child or an exceptionally gifted child. That we understand and accept what we are and we want to come and go from there. It also should be a comfortable place, a place where you feel O.K. I also think that school should be a place where you can learn that it's disciplined enough. Nobody's going to bother you, and you can get your thing done. I also think it's a growing place and a learning place, I think both. We're friendly and we're here to help you grow. I also think it needs to be a challenging place. A place where we can say, "O.K., you know that, now let's go on." Look at the fifth graders, at what they're doing, the first graders are going to be there some day. There's alot to learn this year in an exciting, challenging place, besides being a comfortable place. But, I think we need to start there with the self-concept, you know you are O.K., we can deal with you in whatever way you are. We are adults and that's what we're here for. I think we need to start that earlier and earlier. "It's O.K. if you're six and you're in with the five-year-olds, it's alright." I think we're going to see more and more of this, as we mainstream. We're going to have to, as adult educators, do alot more accepting than we've been accustomed to. We learn to deal with the learning problems, but the physical problems don't, we have to learn to say it's O.K. You're fine just like you are and we'll go from here. I try to do that in here with our reading. It's alright if you're taking home a book that's not looking like a fifth grade book. Or you can take home a bigger book, it doesn't have to look like a first grade book just because you're in the first grade. It's O.K., take what you think is going to fit your needs. So, I think we need those three things: a comfortable place to be in, a challenging and exciting place to be, and a safe place. You're taken care of, we're adults and we're doing our job.
Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding the curriculum, classroom setting, teaching materials, and discipline of the classroom?

A. I don't remember how I answered this when I wrote, but I know there's a big gap. I feel very strongly especially when you get down to discipline in the classroom. I think even at the kindergarten through three level and I think I'd like to start with that one and the rest of them sort of fit in probably into this discipline. They have a very strong feeling for a disciplined classroom and I know that everybody should be in their desk and everybody should be doing the same thing at the same time, everybody should line up. People, who have nice children, don't understand the few naughty ones that we have, that we should discipline them and it's not that simple when you're dealing with a whole group of children. So, I think, the teacher's idea of discipline is to conduct her classroom in the way she sees learning happening. Some teachers' classrooms are very quiet and some are not and still there is learning of different kinds and maybe it varies from day to day, or period to period, according to what she is doing. But, I think the old-fashioned discipline that some of the parents still carry does not always happen in classrooms anymore.

Q. Do you think it is an issue of conflict between parent and teacher?

A. Yes, and the parent will come into the conference and say, "Well, just discipline him."

Q. But what do they mean by that, when they say, "Discipline them."

A. I don't think they know, (they) make him learn, make him get his work done and the teacher says we're having this problem and most of our teachers do this kind of thing now. It's our joint problem, it's your problem and mine together and we need to do something about it. Well, I think the attitude is the school should be doing something about it and the teacher should be disciplining him, should be making him "tow the mark." I really think this is partly a parent cop-out on some occasions. But not always. But, alot of parents feel, "Now I work all day, and you're getting paid alot of money, you take care of the child while you have him and you make him shape up." But, it's not always that easy. I think teachers are starting to drop the business of parents having all the answers, to he's a problem at school, you shape him up at home. So, it is a two-way street too, and I think this used to be a teacher's attitude, "Call the parents, have them shape him up," and it's not that easy. I have two children at home too, and I can't follow them to school to make sure that they're turning in their assignment. So, even at this young age, I can do alot of things if I'm willing. You know I can make sure that they get enough sleep, that
they're ready for school, that their attitudes are O.K. and so forth. But, I think the teachers have left behind some of that in this concept although there still are some. But, then I think the classroom setting too, that fits into the discipline. Parents still see the classroom with desks all lined up in a row and all looking at the blackboard and looking at the teacher and the teacher should be up there talking. She has a lot to teach. And everybody should be filling in pages and pages of work that we can see the progress. In this building, we do do a lot of that, the structured type of teaching. But, I have been in the open concept, and I've seen parents who do not understand what's going on in this busy classroom. A lot of our classrooms have a different kind of teaching concept within the walls and they move the desks and they do things and I think parents need to do a lot more of understanding that kind of learning in that kind of classroom setting.

Q. Do you think there's a way to bridge the gap that you've stated—the parent-teacher interaction?

A. Yes. I think we do a lot of that in this building. We have a lot of our parents here working to see what goes on from day to day. I think more, but parents have less and less time now to be concerned about school. Working mothers, for instance, have less time to run down and see what's going on. I think parent-teacher conferences go a long way toward this, whereas, the child who is rather basically naughty or if the parents have a little different feeling at home, they feel, why be so strict on them, they are just children. We have both ends of the scale. I think most parents agree with the discipline that we have. But, you do have the opposite ends according to personal needs of their child or their own beliefs about discipline.

Q. Do you see any conflict here, an area of conflict between parents and teachers?

A. I don't think that there is an overall conflict, there are individual cases where there is a conflict. I've had parents who will come in to me and say, "Is my child behaving?", and I'll say, "Yes, he's doing fine, his behavior is acceptable.", and they will say, "I want it that way, I want a very strict discipline for my child!" So, in some cases, they really feel strongly about wanting a strong discipline, and a strict discipline. However, I guess my philosophy is not that every child be quiet is the answer to optimum learning, I don't feel that that's the only answer, and I think most parents don't either, some of them probably do.

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Q. What do you believe is the principle responsibility of the primary school, K through 3?

A. The principle responsibility of the primary school is to give the child the tools that he needs to prepare himself for his life and to fulfill a complete and rewarding life for himself. I believe it's our job to give him the skills that he needs so that he can do the things that he wants to do with his life.

Q. Have you arrived at this conclusion and this conviction, this belief through your experience or is there some other information that comes to you that makes you believe that that's what you think is the principle responsibility of the primary school?

A. I think it's a combination of both, from what you learn in the classes that you're taking on the bachelor's level and also when you're working on the graduate, that your classes do teach you that. But, I think it's more something that you learned in your everyday life. You see it in your own family, as you are growing up that you need to be a whole person and you need to be able to if you can have the skills and you can do whatever you want with your life, but you need the skills to get you somewhere. You don't need facts, you need the skills.

Q. So you think that that's the primary responsibility?

A. Yes, I think so.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. Well, I want them to find it to be a happy place. I want them to feel secure and warm and that they can trust the teacher, myself, and I hope all the other people in the school. I want them to feel it's a place where they feel we've done something for them. We should be able to be a resource person that they can ask questions of and feel that we really care about them.

Q. Someone else mentioned that they wanted the children to realize school, like life, was not easy. How do you feel about that?
A. Well I'm not sure I completely agree with that. I think it ought to be as easy as possible because the more able a child is to do something, the more satisfaction he gets out of it and the happier he feels about it. I don't think there's any reason to make things too hard for a child. I think we ought to make it as easy as possible for them to feel rewarded in what they are doing.

Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom? You can handle that as a group or individually or more selectively. That's up to you.

A. Well, that's a big question. Curriculum, I suppose a lot of parents aren't really concerned and then there are those who are very concerned. I think there's a wide range, there's very little in the middle. I think people are either very concerned or else they hardly know what their children are doing in school. I think those who are very concerned probably see it in the regard, in the light of their own child, where if they have a gifted child, they want everything geared to the gifted. If they have a child who is slow, they think things should be geared to the slower child, and I suppose that's only natural. Do you want the counterpart of this, how the educator feels differently about this?

Q. Do you think that the concern is different?

A. Well, in a way because we have to educate all the children, we have to reach all of their needs, and we have to have a program that is encompassing enough to get to every child. So, our emphasis cannot be totally one way or another, (although) some parents would like it, I suppose, geared right to their child's need.

Q. And you think parents disagree with that? What are you saying about the curriculum, and teachers and parents?

A. Well, I just meant that parents probably are more likely to want to zero in on one end of the scale. If their child is very bright, they want us to center out education toward the bright child, and if their child is very slow, they want it centered toward the slow child. In other words, it is sort of a selfish approach because of the needs of their child.

Q. Do you think there's a difference in the classroom setting between the beliefs of teachers and parents? Someone said recently that parents like to see the classroom structured in rows because that's what they came from, their history refers to that. Others like to see the classroom in which it is arranged without much planning. How do you feel about this?
A. Well, I think we have both ends of the scale there too. Probably what they grew up with, they think is the right thing. However, I think that we have enough open-minded parents who really don't feel that the classroom setting is what is important as much as what is being taught, and the attitude of the teacher in teaching the child. I doubt if that is one of the heavier criteria or one of the more important things to parents.

Q. What about teaching materials?

A. Well, I think parents are happy that we have more than when they were children. I think a lot of parents realize the value of concrete objects for teaching, and the more materials we have, the better job we can do. I think that's the attitude that most parents have.

Q. And the discipline in the classroom?

A. Well, there again, I've had children who are very, very good and the parents would like to have very strict discipline so that their child can have the opportunity to do the most things in a quiet room and I think it's just going to be a gradual thing of them understanding that they can't be that strict with their children at home anymore either. Children need to make more decisions earlier. Teachers are trying to build that kind of thing. We decide not to do our work, then we stay in at recess. It's your decision.

Q. You're responsible for what you decide or choose to do, is that what you're saying?

A. Yes, I think the parents are going to have to move more and more in this direction. I see more and more all the time. But, I think it's going to be difficult for a long time until the strict discipline in the school is very evident that it's not there anymore. Although we run a very tight school here, probably more so than other schools. Our curriculum will be changing and I don't know what effect that is going to have. I think the kinds of things we use for teaching I would say, we are a very traditional building in that we use some audio-visual, but not as much as I've seen in some elementary schools. I think though that there isn't a gap there so much. Parents are used to their kids watching television at home. Some of them may not think that's a learning tool or that films are not really a learning tool. But, I think parents, well, as a parent, I pretty well accept that my kids learn both from me as well as from writing. But, most of our teachers here are pretty much, as I watch what they check out, they use it as a tool but they get the kid involved, it's not just passive learning. It's more of an active thing, or pencil and paper at least. I know that's the way I teach it in here or try to. I did show a filmstrip this morning, but next week we will get out the card catalog and we will use it, and hopefully they have gotten enough from the filmstrip that they can go from there. I don't use it as my only
learning tool and figure they got it. I think there's a lot of active learning going on in this building and not very much passive. In fact, a lot of my teachers here don't use, well, we're talking about kindergarten through three though, most of them do use the television programs and some filmstrips, but most of the learning is very active at that age, very involved.

Q. So you think the major gap is between the discipline in the classroom and the classroom setting?

A. Yes, it's understanding what goes on in that classroom all day long. I don't think it would be realistic for us any more than for a parent to expect that a child to sit in a line up desk that has his name on it for seven hours and listen to the teacher. You would be defeating the things that education is supposed to be. But I think most parents have that view of the classroom. Everybody's in their seat and lined up.

Q. They get that view from their own experiences, from their past?

A. Yes, we did do a lot of our learning that way but we had no choice. We were told, that's what you do — you sit and we were maybe more active at home. I can remember days that I was glad to sit. We didn't go home and watch T.V. and sit around the house, we were out playing and had lots of things to do. Besides we probably walked two or three miles to school in the cold and it was just a blessing to be in a warm building. The expectations were different, we were expected to sit there, there was nothing else you could do. The teachers had expectations laid on them, that's what they did -- they taught all day -- you did not learn, but they taught. Maybe that's why I don't remember so many facts and figures so much. I remember that learning was fun and a challenge, but that a lot of it was very boring and it was facts that went on and on and on that I could see no purpose for. But, I did have teachers with enough insight to teach me how to learn.

Q. Thank you very much.

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Q. What do you believe is the principal responsibility of the primary school, K through 3?

A. As I mentioned on my sheet, I feel that children should be given a feeling of respect for themselves and for other people and it should be sort of a socialization process in which they learn to get along with others, to compromise, conform and be flexible to the requirements of different adults, the special teacher, the gym and art and the classroom teacher, reading teacher, etc. I view it as more of a socialization process, in addition to the basic skills which are important, such as learning to add and subtract, and understanding the vowels and consonants and alphabet. That's very important, but the social skills part of it are more important. They need that later on to get along in life. If they don't know the sound of a long "A", they will probably get by, but if they haven't learned to share with other people and come to some kind of compromise so that they're not always in conflict, they're in big trouble.

Q. Someone said that the socialization ought to take place at home. What do you think about that?

A. Well, I think part of it can, but unless there are more children in the family it's really hard for them to get along with a group of children their own age. Also, I would think that parents would have more of a tendency to relax things according to their own moods, sometimes things are okay, sometimes not. There are some situations that never come up in the home.

Q. For example?

A. I wouldn't think a playground situation would come up at home, especially from age 0 to five. I don't think the child would have to worry as much about being flexible according to the wishes of different people. There's only mom and dad generally, maybe a sitter, but there's fewer people for them to mold or fit with than there is at school. There are more people and of course, children their own age, which is very seldom possible at home. Some of the social things could probably be taught. The common courtesy type things, like how to behave at the dinner table, picking up after yourself, and some personal hygiene things could be taught at home. Things that would happen in a large school, like the large group just can't come from the home.
Q. Are you saying that school better prepares them for living in the world than the home does these days?

A. In respect to as a working person, I think it does, because people who go out and have a job of some sort, and most people do, have to be able to be very flexible and deal with all sorts of other people, and compromise and learn how to deal with their feelings and maybe that's an area where the school is better equipped to help than the home.

Q. You mean, because there's more things available?

A. Yes.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. I would say if nothing else were gained in the K to three grade years, I would like to see a third grader leave third grade realizing that learning goes on forever. You don't stop learning when you graduate from school or finish eighth grade, and also, that learning can be a lot of fun, and things that you learn are not necessarily in books, but can be anywhere and in any situation. I'd like them to maintain that feeling of curiosity in wanting to learn and feeling in them that it's a valuable thing forever, not just age 18.

Q. Is there anything else you'd like to say about that, or is that it?

A. I think that would be it.

Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom? You can handle that as a group or individually or more selectively. That's up to you.

A. Well, if I were going to pick something that parents and teachers are closest in agreement in, I think it would be discipline. It's not always handled the same way at home as it is at school and sometimes the people who say they want stricter discipline at school are not the ones who are very strict at home, and it's pretty easy to spot that when the kids come in, but overall, the desire of a level of discipline is about the same or the closest with the parents and teachers. When it comes to curriculum, and classroom setting and teacher materials, from what I've seen so far, and from what my own parents were concerned about when I was in school, they left it up to the discretion of the teacher and the administration of the system. Most people are willing to trust the judgement of people who are working in the school on those things. Once in awhile, there's a strong area of disagreement as in this building. This is definitely a closed a self-contained situation and some parents who
would prefer an open classroom setting would probably have a hard
time with this. But that would probably be the only major time
something would come up. I think from what I've seen that most
parents are willing to trust us to take care of those three areas
and discipline is the one in which both sides agree.

Q. What is the reason that parents trust you in the areas of classroom
setting, teaching materials, and curriculum? Since those are so
vital, why do you think that they trust you the way they do?

A. I feel that I'm trusted to do those things because I've been trained
in it. I've spent a lot of time at it and I've had a lot of experi-
ence with things that work well and things that don't work well, and
unless you've been in a situation where you've been exposed to a lot
of different methods, different settings, and different systems of
textbooks, etc., it's hard to come in as parents who've only seen
one, and that's what the child has been using, and say, "I don't
like the way this math is being taught." It's really hard, and I
found it hard when I first started teaching because I'd only seen
a few. Now that I've seen more, I feel that I can make a better
choice on what things to use and what things not to use.

Q. Have you ever had a parent come and take issue with a selection of
a book or materials that you were using? Has that ever occurred in
your experience?

A. Never.

Q. Has anybody ever talked to you about it?

A. I can't recall a teacher ever mentioning that a parent had com-
plained about a text that was being used. I can't recall that,
ever.

Q. Do you think that's good?

A. Well, I guess it goes according to the competency of the teaching
staff. If the teaching staff is good and conscientious, it's A-OK.
But if you get some dead wood in there, and the parents are saying,
"Oh-Okay, whatever you think," then it's a real bad idea, and I
guess that's pretty hard to detect and unless the parents are really
on the ball they might not pick that up either, so it would take a
parent that's really concerned in the first place, at least to look
through it and ask their children what is going on at school, more
than once.

Q. Do you think parents really participate in the school and question
the primary teachers of the children, or do you think they place
them in a school and hope everything works out fine?
A. I would think that placing them in a school and hoping everything works out fine is probably about 60 percent and I think about 40 percent are involved to different degrees, either through PTA or room mothers or they called and said that something was wrong, or there were notes sent to school with the kids. That might be about 40 percent that were keeping close tabs, and the other 60 percent wave goodbye at the front door and hope things turn out okay. My feeling is sometimes it's easier to do your job with the ones who just say goodbye because the child is yours all day long and you can do things. In the case where the parents are overconcerned it invades your time in the classroom and you really can't get the things done that you'd like to get done.

Q. Well then, is there anything else you'd like to add to these four areas, or can we call this complete?

A. I would call this complete. Thank you very much.

END OF INTERVIEW.
This portion of the survey of the face-to-face interview consists of asking the same three open-ended questions that you responded to on the written questionnaire. The purpose of the interview is to provide time for further clarification of the three questions and to add new information. After I ask the question, I want you to respond as fully as possible. Your response will be taped (if this is all right with you). I wish to remind you that there will be no connection to your tape responses and your name.

Q. What do you believe is the principal responsibility of the primary school, K through 3?

A. I think we should teach these children to be able to accept one another, teach them respect for one another and for themselves, to give them a good view of what they are looking forward to in their lives. Secondly is read, there is always that read first but no matter how intelligent the child is, he or she must be able to get along.

Q. So you think reading is second to social development?

A. Yes I do.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. I believe they have to be responsible for themselves first of all.

Q. Can you explain that a little more, what you mean by responsible for themselves?

A. If something goes wrong in your life you do not blame somebody or something, you have to be responsible for yourself. You must accept your place in this world and you should be able to handle it.

Q. Do you think children come to school bent on shrugging responsibility? Is that why you think it is so important to learn it now. I am not sure what you are trying to tell me. It sounds so important to you.

A. It is very important but I do think they hear from others well it wasn't their fault and this is instilled in children quite young. They must learn to accept certain things and learn to be responsible for their own actions towards others as well as finishing their work, perhaps losing a mitten, this is part of their work and their social being also. They must learn this is a very important thing in life, to be responsible for yourself, not to depend on others to do things for us which many children are learning. Naturally we want them to learn the curriculum deal but this is all part of what we are here for. Learning to get along with one another is very
important and this is all part of being responsible for your own actions too. You are responsible for your daily work. Learning good work habits and good social habits.

Q. You are not alone in that belief. Many of the teachers here repeat that over and over again. How much time then in relation to the curriculum and the basics is spent in relation to activities that help develop self and ability to work in the world and ability to be responsible for ones own actions?

A. I think we work curriculum but try to teach responsibility while we are working on curriculum.

Q. So you integrate?

A. Yes, definitely.

Q. With the primary value and secondary you use curriculum as a vehicle?

A. I think that's what you would call it, yes.

Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom? You can handle that as a group or individually or more selectively. That's up to you.

A. I would say the majority of the parents believe as their teachers do. Once in awhile we get parents that get off the same track that we are on at the school however sometimes it comes to because of some little incident that happens, that they didn't fully understand and once they have been informed of the things we are doing they are in full agreement.

Q. So you think that the amount of information that is shared with parents is equal to the amount of cooperation that you get in school? Are you saying that? That if you keep parents informed?

A. They have to be informed, yes, however I think the majority of the people today are educated better and they are knowing what is going on in schools because of the contact with the school, because of reading themselves and other contact they have had, some of the mothers are teachers, some of the mothers are businesspeople, they are quite aware of what is going on.

Q. Do you think De Pere is unique? Do you think we'd match the national norm for parent-teacher relationship?

A. I think we'd do better than that.
Q. So you think that we are not normal, that we are a unique group of people, educated teachers and parents who are really competent?

A. Yes.

Q. Let's say if you were talking to a teacher in Milwaukee, do you think she would give as much confidence to the parents as you just have?

A. Depending on which area of Milwaukee she was in. Is she in a suburb or a ghetto? We have a few parents that aren't very transient but I think our numbers aren't much less than an average city.

Q. If it were your job to pinpoint where the conflict came between parents and teachers, is there some place or is it all across the board anytime anywhere, can it be focused in? Could it be that we can take care of this because we know where this happens or do you think it just occurs?

A. Are you saying some particular reason the parents disagree with? (Yes). Some parents may disagree with the amount of homework, which I as a teacher and a parent can agree with because I think there are some teachers who give alot of homework although I think it's alot better than watching TV. The majority of the parents try to discipline but parents don't all know how. Even after raising my family I look back and think well I could have done this or I could have done that. I think we need some parenting being taught because we could all use it. Discipline what do you do with a child that won't sit down. Does he need medication or is it just that he's not disciplined. We get more than just one of this child that won't sit. And then we always try to draw out the shy child but we don't have very many of those anymore. This is perhaps one of the things too that the parents agree with because they find that the children are doing alot more talking than they did.

Q. What about the classroom setting itself? Do you find parents interested, concerned with the way the building is? For example, bringing all the walls back into the Green Bay District. Who did that, the parents?

A. I think it was the parents asking and the teachers. I think it was a combination.

Q. Would you think parents have a concern?

A. Yes I do. Very definitely.

Q. What about the teaching materials?

A. In this area I don't think the parents have been concerned because we have a good supply of teaching materials. So there hasn't been
any problem there. Occasionally a parent may bring something to the classroom which would add something. It's never occurred to me the parents trying to tell what we should use. If they are interested they will come to the PTA. Parents are very much trying to earn a living, both parents usually have to work and it is their major responsibility to raise a family and of course we have many more social things going on for parents than we used to and so they have been in quite a bind to be busy working and socializing rather than just socializing on weekends it is usually every night of the week.

Q. Do you think they say then that is the school's job? Do they delegate a lot of power to you, responsibility?

A. Yes I think they do.

Q. More than you would like to have?

A. One of the things I don't think we should have is taking care of the kids in the morning. Some parents drop them off very early and some of them are here at 7:30. I think this is a problem.

Q. Well thank you.

END OF INTERVIEW.
This portion of the survey of the face-to-face interview consists of asking the same three open-ended questions that you responded to on the written questionnaire. The purpose of the interview is to provide time for further clarification of the three questions and to add new information. After I ask the question, I want you to respond as fully as possible. Your response will be taped (If this is all right with you). I wish to remind you that there will be no connection to your tape responses and your name.

Q. What do you believe is the principal responsibility of the primary school, K through 3?

A. A lot of it has to do not only with teaching them the basic skills but making them aware of their surrounding, what is open to them and trying to help them develop a good positive self-image, a good positive attitude about school, that they have that positive attitude and then the rest will be a little easier; although some of them will have trouble no matter what, but if they have a positive attitude their learning will become easier for them.

Q. Some people say that it's important for them to learn the basics?

A. It is important for them to learn their basics but if you have two children with equal ability and one has a very negative self attitude and a negative attitude about learning they are not going to learn nearly as much as the child who has a good feeling about himself and a good feeling about school and what's around them and just have a good positive attitude around that child will really enhance their learning and they'll want to learn. I think we can sit here and teach them ABC's and they'll learn it but if we teach it in a way to make them feel more positive about themselves, they'll want to go on and learn the next thing. Whereas if we don't they are not going to want to go on, don't want to learn the next thing. You can't teach them anything if they don't care. The basic skills are the important part but it's also the attitude around them.

Q. What beliefs and values about school and learning do you want a young child in the primary school to develop and retain?

A. Basic skills of course are one thing to learn but that's not really a value. I think the most important thing for them again is that learning can be fun and doesn't have to be just the same. It can be fun, it can be stimulating, they can have a good time doing it and it doesn't have to be worrying or a drudge.

Q. Do you think you would be saying the same thing if you were an upper grade teacher? Learning can be fun?
A. I would hope so. I think it would be more difficult because at this level anything is fun. I mean you can give them a piece of paper and tell them just about anything and it's fun because it's new. Although I think that television is taking a lot of the fun out of learning because we can't be popping in and out and jumping around like they can but I think it would be much more difficult at a higher level.

Q. How do you think parents and teachers of primary children differ in their educational beliefs and values regarding curriculum, classroom setting, teaching materials, and discipline in the classroom? You can handle that as a group or individually or more selectively. That's up to you.

A. For the greatest part I don't think parents are aware of the curriculum. I think all that they are really aware of is that we teach reading and writing. I don't think they're aware of it and I don't think a lot of them care. There are a few that are always going to be concerned and those are the people that come to the school and get on the committees that are choosing the curriculum goals and going over it but I'd say the majority of them are not even aware of it.

Q. Do you find that helpful? Would you rather there'd be more parent concern, awareness?

A. More parent concern in some areas, now I'm not sure about curriculum because there is so much in curriculum that if they really were aware of it all they'd have to be here almost every day just to see what was going on. I'd like to see more parent involvement in setting up the curriculum, also to be coming in, to be willing to come in and give a little bit of time like a demonstration or something that would be part of the curriculum. We don't have a lot of that and I know it's impossible for a lot of people to take a day off and work something out, to be involved. But I think there should be more involvement. I guess my whole attitude about a lot of parents is that they just don't care. They don't give their children a positive attitude. They're all, "Oh that teacher doesn't know what she's talking about." They are very negative about the school room, about the school setting, about school discipline and I find that a real drawback in any area but in curriculum too they are -- I just don't think they're aware, I know they know we teach reading and writing and that's about it.

Q. Do you think they might not be concerned about the school or that they also expect too much of the school?

A. Yes.
Q. In what areas do you think they expect too much of the school?

A. Well they are not concerned about the school but if you tell them their child isn't doing well they blame a lot of it on the school. It's the school's fault that these children are graduating and can't read, it's the school's fault, the teacher's fault. If you don't get any positive anything from so many parents it really gets depressing some days because if those parents would — when a child comes home from school and the parent would say, what did you do today or what happened today — you can try — or let's play a game now the $64,000 question, I'll ask you a question and then you can ask me a question and if we answer then someone gets a prize. O.K. then I ask you a question, did Johnny get all his work done today and the child says yes and then the child asks what did you do today mom and then you tell him so that you are interacting. There just isn't enough parent interaction with the children. The children come home, put their books down and the parents go don't you have any homework? And then the child says no, then why did you bring those books home? I just don't know. O.K. that's fine, that's good. I can't believe that, I just can't believe that, why do they think they carried those books home? I just don't think there is enough in the home, enough parents that are concerned, enough parents who if they took five minutes and talked to those kids and asked them what did you do? That would be a positive home thing and it would follow through in school I think. The classroom setting I don't think -- I think that when I went to school there were 60 kids in a classroom and I was scared to death, I was in a Catholic school and we were scared to death. We were afraid we could get spanked but I'm not sure fear is the best way. These kids have no fear at all. Their moms and dads say, they can't do anything wrong, don't worry about them. It's not good to have fear but it is not good to have just the opposite. I don't think parents are aware of the change. In just the 10 years that I have taught there has been a tremendous change in discipline and I don't think they are aware of just how different it is. I don't think they could do it. As far as the number of children in the classroom, I guess I wasn't thinking of exactly the classroom setting. A lot of them when they come into class and chairs are a different way they question that and they expect to see it the same way but I like to change that around I think they want more cut and dry.

Q. Do you think the parents had an influence in the Green Bay system, where they put the walls back?

A. Oh I'm sure. I'm not that familiar with all their problems here but for me to go into a school like that too and teach, I couldn't do it. I haven't been taught myself. I would want to learn how to use that type of a system and what I think may have happened is that maybe a lot of those people teaching didn't feel positive about it. And maybe some people can only teach in one type of situation maybe
they can't -- they don't feel comfortable and that comes across to the kids. You have to feel comfortable about yourself and I think maybe I don't know. I think that it could work with certain kids. I've never worked in that situation and I've only seen it once. I'm sure that the parents because I know that there were some parents very unhappy with that but I think a lot of parents -- the children are slower and they are blaming it on the change in the school and they are saying my child is not slow whereas the child may very well be slow. But they are finding it is hard to accept that their child is slow so they find an excuse.

Q. What about discipline in the classroom?

A. Discipline in the classroom I think that a lot of parents are expecting us to teach them manners to teach respect. I don't think parents -- I really sound negative don't I? But I think if they were -- you can see it a lot in some of these children and parents that come in. The kids just run right over them and I know it is hard from my own kids at home. I know they are always testing, they are always going to push you and try and get away with something. I just think that they are not aware that when you have 25 in a classroom -- I don't believe in spanking although sometimes I think one little swat on the butt wouldn't hurt anyone. So I don't agree with physical discipline. I just -- it gets worse every year it is more difficult. They just don't seem to have respect.

Q. Do you think that it's the parents fault?

A. I think so. I think that you have to teach respect and you start at day one when they are six months old. There is not alot you can do they don't understand much anyway but it is just like picking up. Some of these children just don't have to pick up after themselves, well when are they going to start? When they are seniors in high school? And the same thing with morals and manners. It starts when they can talk and you teach them please and thank you -- you don't teach them that in second grade. If you haven't taught them that at home it's too late and that is why with this discipline a lot of parents don't -- I know it is hard because I have kids of my own but you have got to start when they are real young. You can't all of a sudden say now I am going to teach you this. If they have never said please and thank you it is going to be difficult. I think we went through a trend of being too strict, now too lenient and now maybe we will come back to a happy median. I think it will be better for them.

Q. Is there anything else you would like to add?

A. No.
Q. You have been very helpful and I thank you. It is interesting that with the other teachers how most of you feel about social development of young children, how vital that is and how each of you approach it in a different way. That you all have that same common bond which will make a very strong school. The self-image of the children really have a chance.

END OF INTERVIEW.
APPENDIX C

Bar Graphs Comparing Responses of Parents and Teachers
IMPORTANCE OF ARTS, CRAFTS, HOBBIES

Figure 1
Figure 2
IMPORTANCE OF CARPENTRY

Figure 3
The importance of cooking and baking is illustrated in Figure 5, showing the percentage of parents and teachers. The figure indicates that parents generally consider cooking and baking to be of lower importance compared to teachers.
COOKING--BAKING

Figure 6
IMPORTANCE OF ENVIRONMENTAL STUDIES

Figure 7

PARENTS

TEACHERS

Figure 7
ENVIRONMENTAL STUDIES

Figure 8

Parents

- Home: 74.3%
- Both: 25.7%

Teachers

- School: 81.8%
- Both: 18.2%
IMPORTANCE OF FIELD TRIPS

Figure 9
FIELD TRIPS

Figure 10

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Teachers</th>
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</thead>
<tbody>
<tr>
<td>Home</td>
<td>30.9%</td>
<td>18.2%</td>
</tr>
<tr>
<td>BOTH</td>
<td>69.1%</td>
<td>81.8%</td>
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</table>

Figure 10
IMPORTANCE OF HEALTH AND NUTRITION

Figure 11
HEALTH—NUTRITION

Figure 12

PARENTS

HOME

80TH

SCHOOL

1.4%

95.8%

2.8%

100.0%

HOME

80TH

SCHOOL

Figure 12
IMPORTANCE OF HUMAN SEXUALITY

Figure 13
Figure 14
IMPORTANCE OF MORAL VALUES

Figure 15

Parents

Teachers

Low

High

7.0% 8.3%

87.5% 91.7%
MORAL VALUES

Figure 16
IMPORTANCE OF MUSIC AND DANCING

**Figure 17**

- **Low**
  - Parents: 19.5%
  - Teachers: 8.3%

- **High**
  - Parents: 33.3%
  - Teachers: 41.7%
Figure 18

MUSIC DANCING

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Teachers</th>
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</thead>
<tbody>
<tr>
<td>Home</td>
<td>27.8%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Both</td>
<td>69.4%</td>
<td>83.3%</td>
</tr>
<tr>
<td>School</td>
<td>2.8%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
IMPORTANCE OF PATRIOTISM

Figure 19

PARENTS  

TEACHERS  

Figure 19
Figure 20

Patriotism

Parents

Teachers

- Home
- Both
- School

5.6%
93.1%
1.4%
100%

Figure 20
IMPORTANCE OF PERSONAL HYGIENE AND GROOMING

Figure 21
PERSONAL HYGIENE

Figure 22
Figure 23

Figure 25
Figure 26
IMPORTANCE OF SCIENCE

PARENTS

TEACHERS

Figure 27
Figure 28
Figure 29
SPORTS PERSONAL

Figure 30
IMPORTANCE OF SPORTS: TEAM

Figure 31
Figure 32

SPORTS TEAM

PARENTS

TEACHERS

HOME

BOTH

SCHOOL

43.7%

81.8%

12.7%

9.1%
PART II

QUESTION 1: Priority given to selecting books teaching information.

![Bar chart showing priority given to selecting books teaching information for teachers and parents.](image)

- For low priority: PARENTS: 2.6%, TEACHERS: 0%
- For high priority: PARENTS: 0%, TEACHERS: 81.6%

Figure 33
PART II

QUESTION 1: Priority given to selecting books dealing with social issues.

![Bar chart showing the percentage of parents and teachers who prioritize books dealing with social issues.](Figure 34)
PART II

QUESTION 1: Priority given to selecting books based on children's interests.

Figure 35
QUESTION 2: Priority given to considering the most efficient set-up for the teacher.

Figure 36
PART II

QUESTION 2: Priority given to considering a totally spontaneous, day-by-day set-up.

![Chart showing the percentage distribution of parents and teachers for low and high levels of priority.]

- Parents: 64.0% (Low), 66.7% (High)
- Teachers: 16.0% (Low), 0% (High)

Figure 37
PART II

QUESTION 2: Priority given to considering a set-up based on ideas and interests of students

![Bar chart with data]

Figure 38
PART II

QUESTION 2: Priority given to considering the physical conditions of the room.

Figure 39

PARENTS  

TEACHERS
PART II

QUESTION 2: Priority given to considering the teacher-pupil travel patterns in the classroom

![Bar chart showing priority given to considering teacher-pupil travel patterns by parents and teachers.](image)

- Parents: 17.4% (Low), 83.3% (High)
- Teachers: 0% (Low), 42.7% (High)

Figure 40
PART II

QUESTION 2: Priority given to considering a room set-up which would match the units of instruction

Figure 41
PART II

QUESTION 3: Priority given to teaching materials which develop a particular skill.

Figure 42
PART II

QUESTION 3: Priority given to teaching materials that are attractive and pleasing to children

Figure 43
PART II

QUESTION 3: Priority given to teaching materials that are versatile

Figure 44
PART II

QUESTION 3: Priority given to teaching materials that are creative.

Figure 45
PART II

QUESTION 3: Priority given to teaching materials that reflect the child's need and or stage of development.
PART II

QUESTION 4: Priority given to punishment as a disciplinary practice

![Bar chart showing percentage of parents and teachers. Parents have a priority of 81.2%, while teachers have a priority of 2.7%.](image-url)
PART II

QUESTION 4: Priority given to isolation as a disciplinary practice.

![Bar chart showing the percentage of parents and teachers' views on isolation as a disciplinary practice. The chart is divided into two sections labeled "Low" and "High". In the "Low" section, 75.6% of parents and 33.3% of teachers support isolation. In the "High" section, 33.3% of parents and 10.9% of teachers support isolation.]

Figure 48
PART II

QUESTION 4: Priority given to reward/deprivation as a disciplinary practice.
PART II

QUESTION 4: Priority given to praise as a disciplinary practice

TEACHERS

PARENTS

LOW

HIGH

Figure 50
PART II

QUESTION 4: Priority given to re-direction of behavior as a disciplinary practice.

Figure 51

PARENTS

TEACHERS

Figure 51
PART II

QUESTION 5: Priority given to the needs of the child.

Figure 52
PART II

QUESTION 5: Priority given to the policy and curriculum goals of the school district

Figure 53
PART II

QUESTION 5: Priority given to the expectations of the parents

Figure 54
PART II

QUESTION 5: Priority given to the goals and objectives of the classroom teacher.

Figure 55
PART II

QUESTION 5: Priority given to the policy and curriculum goals of the principal.

![Bar chart showing the percentage of parents and teachers who prioritize the policy and curriculum goals of the principal, with 48.6% of parents and 25.0% of teachers at the low end, and 21.4% of parents and 25.0% of teachers at the high end.]

Figure 56
PART II

QUESTION 6: Priority given to lack of respect for authority as an issue troubling teachers/parents

![Bar Chart]

**Figure 57**
PART II

QUESTION 6: Priority given to noise and disorder in the classroom as an issue troubling teachers and parents

![Bar chart showing percentage of teachers and parents concerned about noise and disorder.](Figure 58)
QUESTION 6: Priority given to lack of parent involvement as an issue troubling teachers/parents

![Bar graph showing the percentage of teachers and parents who prioritize lack of parent involvement as an issue troubling them.](Figure 59)
PART II

QUESTION 6: Priority given to low pupil-achievement as an issue troubling parents and teachers

![Bar graph showing the percentage of parents and teachers giving priority to low pupil-achievement issues.](image)

- **Parents**
  - Low: 22.8%
  - High: 0%

- **Teachers**
  - Low: 42.9%
  - High: 66.7%

Figure 60
PART II

QUESTION 6: Priority given to over-crowded classrooms as an issue troubling teachers and parents

Figure 61
PART II

QUESTION 6: Priority given to mainstreaming as an issue troubling teachers and parents

Figure 62
PART II

QUESTION 7: Priority given to intellectual development

Figure 63
PART II

QUESTION 7: Priority given to emotional and social development

Figure 64
PART II

QUESTION 7: Priority given to physical development

Figure 65
PART II

QUESTION 7: Priority given to aesthetic and artistic development

Figure 67
PART II

QUESTION 7: Priority given to moral development

Figure 66
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