

THE TASKS OF ELEMENTARY EDUCATION
AS PERCEIVED BY PARENTS,
TEACHERS AND PUPILS IN
SELECTED NEWFOUNDLAND COMMUNITIES

CENTRE FOR NEWFOUNDLAND STUDIES

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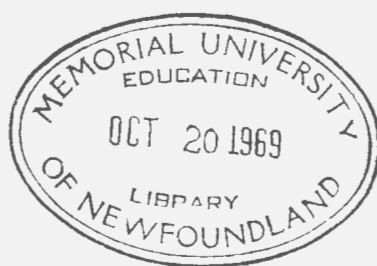
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BETTY RUTH STOCKLEY

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THE TASKS OF ELEMENTARY EDUCATION
AS PERCEIVED BY PARENTS,
TEACHERS AND PUPILS IN
SELECTED NEWFOUNDLAND COMMUNITIES

A THESIS
SUBMITTED TO
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
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ABSTRACT

This study was designed to determine the system of priorities held by parents, teachers and pupils regarding the task of elementary education in Newfoundland. An attempt was made to identify relationships that existed between personal characteristics and opinions held by parents and pupils.

The study was carried out in seven Newfoundland communities which included (1) an urban community, (2) an urban-rural community, (3) a rural-urban community, and (4) four rural communities. An adaptation of the T. P. E. Opinionnaire was administered to 311 parents, 126 teachers, and 339 pupils in grades ten and eleven. The questionnaire was composed of two parts. In Section I, the respondent was asked to give certain personal information. In Section II, he was asked to rank 16 tasks of the elementary school according to his perception of their relative importance. The median test was applied to each of the 16 tasks for each group or category of that group to determine whether statistically significant differences of opinion existed concerning the tasks of the elementary school.

Analysis of the data revealed that parents, teachers and pupils agreed basically on the tasks of the elementary school which should receive primary attention. These tasks were

the social and intellectual elements of the function of the school. It was revealed that teachers and pupils showed most difference of opinion regarding the tasks of the elementary school. Personal characteristics of parents and pupils influenced their perceptions of the school's tasks.

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CHAPTER I

INTRODUCTION

Dynamic forces are working with incredible speed in today's world. No one can deny that this is an era of phenomenal change; this change has swept across practically every field of human endeavor. One hears constantly of breakthroughs in medicine. Man continues to probe expectantly into the bowels of the earth, into the depths of the sea, for the riches contained therein. His sights soar, too, above the earth to the far reaches of outer space. He is becoming ever more cognizant of the total world as improved transportation and communication bring the far-flung areas of the earth closer together. Advances are being made so rapidly that new problems and opportunities confront man before he has fully analyzed past developments.

Probably nowhere else does this rapid change present greater problems than in the educational sphere. It is indeed startling to think that the majority of the children in today's elementary schools will spend part of their lives in the first quarter of the twenty-first century, in a society that will probably be as different from ours as ours is from that of the nineteenth century. Continuous study is essential to discern just what problems of life our children are likely to encounter, the qualities they will need as adults in tomorrow's world, just what they will need to know to manage their lives effectively in a world of complexities. Such questions should guide us in the formulations of our objectives and in the drafting of our curricula.

I. THE PROBLEM

It is the contention of the writer that the tasks of the elementary school are not clearly perceived by parents, teachers, pupils or by various other groups that have a share in the educational process. It is the aim of this study to identify the tasks of the elementary school and to determine the degree of importance accorded these individual tasks by parents of elementary school students, by principals and teachers of the elementary school, and by students in grades ten and eleven in the secondary school.

More specifically, this study attempts to answer the following questions:

- 1) What are the views of parents, teachers and high school pupils regarding the tasks of the elementary school?
- 2) Are there significant differences in the opinions held by parents, teachers and pupils regarding the tasks of the elementary school?
- 3) Are the opinions of parents regarding the tasks of the elementary school affected by such personal characteristics as educational level, occupation, community, income, age, sex and proximity of relationship to the school?
- 4) Are the opinions of pupils regarding the tasks of the elementary school affected by such personal characteristics as sex, ambition and community type?
- 5) Are the opinions of parents and pupils within a particular community different?

II. THE NEED FOR THE STUDY

People today are more aware than ever before of the need for education at both the elementary and secondary school levels. Special commissions and committees have convened to discuss education and its many implications. More and more people are talking and thinking critically about many aspects of our educational system. Mortimer Smith, writing of this development, said:

One healthy sign of the times is that education is currently such a lively subject; today it is a topic of controversial discussion in a manner which was not true even ten years ago. More and more people are showing some interest in the subject, are curious about theories of learning, philosophies of education, and particularly the relation of public education to the welfare of society. Books and magazines do not reach the quick oblivion that used to be their fate but are actually read and discussed.¹

Yet, despite the general agreement on the importance of education, there is little consensus on the goals of the school. Many claim that education today lacks a true sense of direction since few clear-cut philosophies exist as to the aims of the school. John Gardner, formerly President of the Carnegie Corporation, writing of the desperate need for a clear sense of national purposes in education, said:

Most Americans honor education; few understand its larger purposes. Our thinking about education has been shallow, constricted and lacking in reach or perspective. Our educational

¹Mortimer Smith, The Diminished Mind (Chicago: Henry Regnery Co., 1954), p.131.

purposes must be seen in the broader framework of our convictions concerning the worth of the individual and the importance of individual fulfilment. It is now time to insist that this larger framework be universally explored and understood.¹

It is essential that education be guided by a keen insight into the problems of contemporary life with their implications for the future. Margaret Mead has pointed out that many teachers reflect a world which no longer really exists.² If this is true of teachers, then it is equally true of our curriculum and of our aims which must of necessity precede the formulation of a curriculum.

H.P.Moffatt wrote:

It would be profitable...to remember that education is one of the few human activities in which a community gets just about what it really desires. The community which has the interest, intelligence and the courage to define its school objectives will usually approximate these objectives. The community which is vague or muddled, or insincere in setting its school objectives usually derives little but trouble and disappointment from its educational experiences, no matter how generous these may be.³

All the provinces of Canada have attempted to give direction to education by developing a set of educational goals.

¹John Fischer, "Our Changing Conception of Education". Phi Delta Kappan, XLII (October, 1960), pp. 16-17.

²Margaret Mead, School in American Culture (Cambridge: Harvard University Press, 1951), p.41, as cited by S.T.Lund, "A Probable Image of the Future". Educational Leadership, XV (October, 1957), p.7.

³H.P.Moffatt, Educational Finance in Canada (Toronto: W.J. Gage Ltd., 1957), p.91.

In 1959, a bulletin was drawn up and published by the Department of Education for Newfoundland and Labrador. In this bulletin the general philosophy underlying the province's system of education was discussed and this was followed by a statement of objectives of education for Newfoundland and Labrador schools. These were:

1. To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
2. To help pupils to develop moral values which will serve as a guide to living.
3. To acquaint pupils with the principles of democracy and to provide opportunities for the practice of these principles.
4. To help pupils to mature mentally.
5. To help pupils to mature emotionally.
6. To ensure that all pupils master the fundamental skills of learning to the limit of their abilities.
7. To provide opportunities for the development of pupils' abilities to think critically.
8. To help pupils to understand, appreciate and benefit from what is good and valuable in history, literature, science and the arts.
9. To help pupils make the best use of their leisure time.
10. To help pupils understand the human body and practice the principles of good health.
11. To help pupils appreciate their privileges and responsibilities as members of their families and the wider community and so live in harmony with others.
12. To give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life.

13. To encourage pupils to strive for high standards in their work and to develop an appreciation for the work of others.
14. To seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and in overcoming or¹ adjusting to handicaps and weaknesses.

No one could say of any of these objectives that they are not desirable ends for education. When they are examined closely, however, it is seen that they are general and abstract. Little is said about the relative importance of the varied tasks of the elementary school. In other words, no attempt has been made to assign priorities.

All groups will never agree on the specific tasks to be assigned priority by the school. It is perhaps good that this is so for divergent viewpoints should help lead to continual revision and clarification of the function of the school. Parents, teachers and pupils together need to question just what is the special function of the school in our society, at this particular time in our history, for it is pointless to ask whether our elementary schools are performing their function until we have agreed basically on what that function is. Planning for improvement will otherwise be retarded and confused. Change in our objectives cannot effectively be left to chance.

¹Department of Education, Aims of Public Education for Newfoundland and Labrador (St. John's: Department of Education, 1959).

III. SCOPE AND LIMITATIONS

The emphasis in this study was on what people perceive the role of the elementary school to be. No attempt was made to determine what individuals believed the secondary school should accomplish. Neither was there any effort made to determine the extent to which any of these aims are carried out in actual practice in the elementary schools of our province.

At first, the writer planned to include other groups in the study, such as clergy, school superintendents, school board members and youth leaders, but it was later decided that, for the purposes of this research, it was most feasible to solicit only the opinions of the three major groups involved in the educational process - parents, teachers and pupils. If the other groups considered initially had been included, there would have been considerable overlapping of opinion since the parent group would have included members from the other groups mentioned.

In the analysis of data, major emphasis was placed on an examination of the opinions of parents and pupils.

A certain amount of difficulty was experienced in reaching parents from lower socio-economic levels. To counteract this, where possible, the writer visited the homes of individuals who could not participate by coming to the school. Questionnaires were then administered at the home where parents evinced a keen interest and willingness to help.

No attempt was made to ask people to eliminate tasks which they felt were not the concern of the elementary schools. As a result, such tasks are still included in the study but are

rated consistently lower if regarded as of little or no importance by the questioned groups.

The data were obtained through the use of a questionnaire. In the administration of the questionnaire, the writer had a degree of direct individual contact with the respondents since the questionnaire was administered either in schools or in homes with the writer present to discuss the purpose of the study and to give directions when needed. Admittedly, it is difficult to secure true responses through this method. However, an effort was made to ensure validity. Further discussion of this point is included in Chapter III.

IV. DEFINITION OF TERMS

Task

Throughout this study, the term task means the objective or goal toward which the procedures of the elementary school are directed. Tasks define the nature of priorities that parents, teachers, children and society are trying to achieve. A statement of tasks of the school helps the educator decide the emphasis which should be placed on various aspects of an educational program in order that proper balance and focus may be achieved. The term task in this study is used interchangeably with the terms desired end, goal or objective.

Community Types

Community, as used here, is a localized society, whether that society be urban, rural or some particular combination of

these two major types. The four community types studied were urban, rural, urban-rural and rural-urban.¹ For the purposes of this study urban is used to designate communities of population five thousand and over. Rural refers to communities with a population of five hundred or below. Urban-rural is used to describe a community with a population between two thousand five hundred and five thousand, and with an influence which is more urban than rural. Rural-urban is used to denote a community somewhat smaller in size than the urban-rural with a population of approximately one thousand five hundred.

Elementary School

An Elementary School is a school or a section of a school containing those grades from kindergarten to grade eight. The Elementary School Principal is the individual who administers the affairs of the elementary school. Elementary School Teacher is a teacher who teaches any grade or subject in a grade from Kindergarten to grade eight.

Degree of Proximity to the School

Degree of Proximity to the School is the degree of familiarity the parent has with the school and its activities.

¹Further information on the selection of communities for This study is presented in Chapter III.

V. SUMMARY

Change is evident in today's world. As a result, it is essential that the philosophies, aims and curricula of the elementary and secondary school be subject to continuous evaluation and reappraisal. Each of the ten provinces of Canada has drafted and presented written statements of the aims of education. However, few efforts have been made to establish priorities. This study attempts to determine the relative importance assigned various tasks of the elementary school by parents, teachers and pupils in selected communities in Newfoundland.

CHAPTER II

REVIEW OF RELATED LITERATURE

Since the inauguration of the world's first school, numerous and vastly diversified opinions have been presented regarding the tasks of the school. Individuals and groups of individuals throughout the world have formulated statements of objectives for education. Some feel that the school exists for the express purpose of transmitting knowledge; others believe that the school should assist in the preservation of cultural mores; still others think that the school should concern itself mainly with the inculcation of desirable moral and social values. An attempt will be made in this chapter to review various statements of objectives and to discuss research related to this topic.

I. EARLY STATEMENTS OF AIMS

The goals of education have differed in various historical periods.¹ The classical education of Greece and Rome aimed to make the child into a man. It was an adult-centered rather than a child-centered program. It was concerned with the whole man, with the development of bodily as well as mental powers. Classical education was also concerned with moral values, with teaching the child

¹Joseph Katz, Elementary Education in Canada (New York: McGraw-Hill Company of Canada Ltd., 1961), pp. 24-26.

how to behave. The ideally educated man, the Greeks declared, should be so well trained in all things as to be capable of excellence in anything toward which he might later turn his attention. Literature and poetry, not mathematics and science, provided the key to wisdom and intellectual development.

With the decline of the Roman Empire and the growth of Christianity, educational aims took on a predominantly religious aura. To make oneself more Christlike became the chief aim of Christian education; preparation for immortality took precedence over preparation for life in this world.

With the Renaissance Movement came a fusion of classical and traditional views on education. It was believed that schools should prepare the individual for participation in the practical affairs of business and the state, and develop within him the grace and charm of the courtier, an appreciation of the human qualities of man, and a spirit of reverence towards God. The Renaissance spirit in the schools, however, soon dwindled to a narrow humanism which involved mainly a study of the literary style of Greek and Roman authors, particularly Cicero.

Elementary education up to this time had some possible benefits for a future aristocrat but few for ordinary children. To meet the needs of these children, elementary schools having aims of a practical nature began to emerge. These new schools taught children the arts of reading and writing in the vernacular and such arithmetic as could be applied in bookkeeping or business. The orientation of the schools was fundamentally religious.

The ideas of such men as Comenius, Herbart and Spencer helped bring about changes in the educational field. Comenius attempted to establish a school system based upon the needs of the society and upon an understanding of the child. He also believed that the highest aim of education was to know God alright.¹ Herbart saw the development of moral character as the ultimate aim of education. He said that the function of education was to develop those interests of man which were best suited for individual and social living.

Spencer attacked the earlier view of education symbolized by a preoccupation with the classics.² His statement of the objectives of education was:

1. The conduct of life is central in education. Therefore, education must tell us how to treat the body; how to treat the mind; how to manage our affairs; how to bring up a family; how to behave as a citizen; how to utilize all those sources of happiness which nature supplies - how to use our facilities to the greatest advantage of ourselves and others. To prepare us for complete living is the function which education has to discharge.
2. Self-maintenance is the basis of education.
3. Knowledge concerning the rearing of children ranks higher in importance than knowledge of the state.

¹Ibid., p.27.

²H.Spencer, What Knowledge Is of Most Worth? as cited by F. Mayer, A History of Educational Thought (Ohio: Charles E. Merrill Books, Inc., 1960), pp. 325-327.

4. Intellectual training should stress the humanities. With a rapid increase in leisure these will rightly occupy a large space in the minds of all.
5. The most important part of knowledge is science.

The thinking of Spencer had a marked influence on the selection and content of subjects for many years.

In this section, the writer has endeavored to discuss very briefly certain early statements of educational aims. Classical education was adult-centered, concerned with the whole man. With the growth of Christianity came an added emphasis on religious aspects of education. The Renaissance accomplished a fusion of classical and traditional ideas and gradually education took on an air of practicality. Comenius stressed religious development, Herbart the development of good moral character, and Spencer the preparation of the individual for a complete life.

II. AMERICAN STATEMENTS OF AIMS

Since the turn of the century, numerous attempts have been made in the United States to delineate the tasks of education. Among the most significant of these attempts have been statements by (1) The Educational Policies Commission, (2) The Mid-century Committee on Outcomes in Elementary Education, (3) The White House Conference on Education, and (4) The National Education Association's Project on Instruction.

Educational Policies Commission

The Educational Policies Commission was created by the National Education Association to help determine the characteristics that an educated adult in a democracy should possess. In 1938, the Commission considered four aspects of an adult's citizenship: (1) the person himself, (2) his relationship to others in the home and community, (3) the creation and use of material wealth, and (4) his socio-civic activities. The major categories under which specific objectives were listed were:

1. Self-realization

- a. Development of the inquiring mind.
- b. Command of fundamental processes, including speech, reading, writing, arithmetic, sight and hearing, recreation, health knowledge and habits, interest in public health, intellectual and aesthetic interests, and formation of character.

2. Human relationships.

- a. Respect for humanity, friendship, cooperation.
- b. Appreciation of the home, conservation of the home, homemaking and democracy in the home.

3. Economic efficiency.

- a. Importance of good workmanship.
- b. Occupational information.
- c. Occupational choice.
- d. Occupational efficiency.
- e. Occupational adjustment.
- f. Occupational appreciation
- g. Personal economics.
- h. Consumer judgment.
- i. Efficiency in buying.
- j. Consumer protection.

4. Civic responsibility.

- a. Need for social justice.
- b. Social understanding.
- c. Social activity.
- d. Critical judgment.
- e. Tolerance.
- f. Social application of science.
- g. World citizenship.
- h. Law observance.
- i. Economic literacy.
- j. Political citizenship.
- k. Understanding of principles of conservation of natural resources.¹

In 1942, the Educational Policies Commission began to work on policies for postwar education. Education for All American Youth was published by this Commission in 1944. A major emphasis in this report was that (1) education was for all American youth, and (2) every member to be educated is different. After enumerating the differences and the common qualities of youth, the Commission issued its statement of the ten "Imperative Educational Needs of Youth." These were:

- 1. All youth need to develop salable skills and understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.
- 2. All youth need to develop and maintain good health and physical fitness.

¹Educational Policies Commission, The Purposes of Education in American Democracy (Washington: National Education Association, 1938).

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.¹

In its 1961 report, the Educational Policies Commission

¹Ibid., pp. 15-16.

issued a further statment concerning the aims of education.

It stated that:

The purpose which runs through and strengthens all other educational purposes - the common thread of education - is the development of the ability to think. This is the central purpose to which the school must be oriented if it is to accomplish either its traditional tasks or those newly accentuated by recent changes in the world. To say that it is central is not to say that it is the sole purpose or in all circumstances the most important purpose, but that it must be a pervasive concern in the work of the school. Many agencies contribute to achieving educational objectives, but this particular objective will not be generally attained unless the school focuses on it. In this context, therefore, the development of every student's rational powers must be recognized as centrally important.¹

Mid-century Committee on Outcomes in Elementary Education

In 1953, the Mid-century Committee on Outcomes in Elementary Education identified nine curriculum areas and listed objectives in terms of (1) knowledge and understanding, (2) skills and competencies, (3) attitudes and interests, and (4) action patterns. The purpose of this Committee was to formulate an authoritative list of objectives which would be so generally applicable that most, if not all, schools would accept the statement as their over-all definition of purpose. The following areas are those the Committee regarded as being of importance:

¹Ibid., p.12.

1. Physical development, health and body care.
2. Individual social and emotional development.
3. Ethical behaviour, standards and values.
4. Social relations.
5. The social world.
6. The physical world.
7. Aesthetic development.
8. Communication.
9. Quantitative relationships¹

White House Conference on Education

In 1955, President Eisenhower called a White House Conference on Education which reviewed many aspects of education. One phase of this conference was entitled "What Should Our Schools Accomplish?" This was a very significant venture since local districts throughout the States organized conferences and held public meetings in which lay citizens discussed the issues of education. Adam S. Bennion and William Carr summarized the conclusions of the 2,000 laymen and professional educators at the national conference. They concluded that it was the consensus of the groups questioned that the schools should continue to develop:

1. The fundamental skills of communication - reading, writing, spelling, as well as other elements of effective oral and written expression; the arithmetical and mathematical skills, including problem solving.

¹Nolan C. Kearney, Elementary School Objectives (New York: Russell Sage Foundation, 1953), pp. 52-120.

2. Appreciation for our democratic heritage.
3. Civic rights and responsibilities and knowledge of American institutions.
4. Respect and appreciation for human values and for the beliefs of others.
5. Ability to think and evaluate constructively and creatively.
6. Effective work habits and self-discipline.
7. Social competency as a contributing member of his family and community.
8. Ethical behaviour based on a sense of moral and spiritual values.
9. Intellectual curiosity and eagerness for life-long learning.
10. Esthetic appreciation and self-expression in the arts.
11. Physical and mental health.
12. Wise use of time, including constructive leisure pursuits.
13. Understanding of the physical world and man's relation to it as represented through basic knowledge of the sciences.
14. An awareness of our relationships with the world community.

The significance of the White House Conference on Education was: (1) it reaffirmed previous statements of objectives that were important in a democracy, (2) it adapted these objectives to the changing conditions of the day, (3) emphasis was placed on the needs of "every child", and (4) a diversified program was

required to accomplish the objectives of education.¹

National Education Association's Project on Instruction

The National Education Association's Project on Instruction attempted to improve the program offered by the schools and to adapt it to the needs of contemporary society. It had the following to say about the objectives of education:

The school cannot, nor should it, provide all of the learning opportunities students need in order to live fully and effectively. Other agencies have particular responsibilities and learning occurs continuously....As a result of education, students should acquire ideas they did not have, skills they did not possess, interests broader and more mature than they had known, ways of thinking more effective than they had employed....

It is necessary for the schools to choose relatively few important objectives, to work towards them consistently and to review them periodically in the light of changing times....The basic criterion in establishing priorities should be an assessment of the contributions which education can make to the individual, to our society, and to the improvement of mankind....

The essential objectives of education, therefore, must be premised on a recognition that education is a process of changing behaviour and that a changing society requires the capacity for self-teaching and self-adaptation. Priorities in educational objectives should be placed upon such ends as:

¹The reports of the Chairman of the Conference as given in Washington, D.C., November 28 to December 1, 1955 as cited in Glen Ovard, Administration of the Changing Secondary School (New York: The MacMillan Co., 1966), pp. 104-105.

1. Learning how to learn, how to attack new problems, how to acquire new knowledge.
2. Using rational processes.
3. Building competencies in the basic skills.
4. Developing intellectual and vocational competence.
5. Exploring values in new experience.
6. Understanding concepts and generalizations.

Above all, the school must develop in the pupil ability to learn under his own initiative and an abiding interest in doing so.¹

Summary

This section has contained a discussion of statements of aims put forward by various American commissions and committees. Each of these, influenced by the period in which the statement was drafted, stressed particular tasks. The Educational Policies Commission considered the tasks of the school as they related to individual growth, social relationships, economic development, and civic responsibility. In 1942, the Commission developed policies for post-war education, accentuating the point that education was for all American youth and each individual was different. In its 1961 statement, it stressed the need for schools to teach children the ability to think.

The Mid-century Committee on Outcomes in Elementary Education identified nine areas of the curriculum and listed objectives in terms of these.

¹National Education Association, Schools for the 60's (Toronto: McGraw-Hill Book Co., 1963), pp. 8-9.

The significance of the White House Conference on Education was in its gathering of the opinions of lay citizens. It reiterated earlier formulations of objectives and adapted them to changing conditions.

The National Education Association's Project on Instruction took into account the fact that the school shares with other institutions the tasks of educating the child. The National Education Association concluded that it was most important for the school to develop within the child the ability and interest which would enable him to learn under his own initiative.

III. CANADIAN STATEMENTS OF AIMS

A wealth of material has been produced by various individuals, committees and commissions in the United States regarding the aims of education. However, relatively few formulations of objectives have been prepared in Canada.

An Individual Statement

Joseph Katz, after reviewing the statements of aims put forward by the different Canadian provinces, wrote, "Although the task of educating children is shared with other institutions, responsibility for teaching in certain areas devolves entirely upon the school".¹ He then went on to list certain primary aims

¹Joseph Katz, Elementary Education in Canada (Toronto: McGraw-Hill Company of Canada Limited, 1961), p.38.

towards which Canadian schools were expected to work. The primary aims were:

1. To teach children to communicate with others clearly and effectively through use of the written and spoken word.
2. To teach children to read with speed and comprehension and to read effectively orally and silently, both for enjoyment and for information.
3. To teach children to be proficient in the use of numbers, and to appreciate the significance of quantitative relationships.
4. To teach children to understand and appreciate the society in which they live and its relationships to other societies, both past and present.
5. To teach children to understand the physical world in which they live and the means through which knowledge of it has been attained.
6. To help children to acquire the basic habits, skills and knowledge related to the healthful use and care of their bodies.
7. To help children to develop an appreciation of beauty as expressed through the fine arts.¹

Katz wrote that "Other aims may be classed as secondary - secondary in the sense that responsibility for their achievement is shared by the school with other institutions, or in the sense that their achievement is not the result of direct instruction."² The secondary aims he discussed were:

¹Ibid., pp. 38-41.

²Ibid., pp. 42-47.

1. Schools should help children to learn to think for themselves.
2. Schools should help children develop personality traits consistent with mental health, a satisfying personal life and democratic citizenship.
3. Schools should help children to develop their talents for originality and creative expression.
4. Schools should contribute to the formation of character.
5. Schools should be concerned with the spiritual development of children.¹

After enumerating the primary and secondary aims of the school Katz concluded:

If the elementary school is to play its allotted role in the Canadian culture, it must accept its obligations with respect to both primary and secondary aims....People are not educated simply by being taught to read, write, compute, or recite facts. They are educated only when they are taught how to think about life, how to assess human and spiritual values, and how to conduct themselves with respect to their duties toward themselves and their fellowman.²

Canadian Conference on Education

In February, 1958, a Canadian Conference on Education was held in Ottawa with the improvement of education as its

¹Ibid.

²Ibid., pp. 48-49.

principal aim. Business, industry, labor, agriculture, parents, trustees, teachers, educational administrators, university professors and others sought clarification of the objectives of Canadian education and attempted to devise a program to meet these objectives. Sir Ronald Gould presented a paper to the Conference on the aims of education. The aims discussed as being of prime importance were:

1. Education should help fit children to earn a living, give them some of the skills and knowledge necessary in business and make them adaptable and able to work with others. Schools must remember they are educating children for a new world in which they have to earn to live.
2. We must prepare children to live in a democracy, to sustain and improve our society.
3. We must develop within them a sense of responsibility, Education should help increase international understanding, decrease international tension, and help towards a war-less world.
4. Education must contribute something to the lives of individuals as individuals, to develop each one's unique personality and to develop within him the ability to entertain himself.¹

Royal Commission on Education and Youth for Newfoundland and Labrador

The Royal Commission on Education and Youth for the

¹Canadian Conference on Education, Addresses and Proceedings of the Canadian Conference on Education (Ottawa: Mutual Press, 1958), pp. 56-61.

Province of Newfoundland and Labrador states in its report that there is agreement as to the general aims of education. The Commission believes that education

must produce responsible, well-informed, thinking citizens with the intellectual, social, emotional and moral qualities necessary for successful living and for the successful growth of society. Providing as much opportunity as possible for the self-realization of each individual is not only good for the individual himself but for the society of which he is a part.¹

The Commission states that while the general aims of education are also the aims of elementary education, there are certain specific aims of the elementary school. These include:

1. The teaching of skills in reading, writing, listening, speaking and mathematics.
2. Developing appropriate social skills.
3. Encouraging creative and disciplined thinking.
4. Introducing students to a study of the arts, the sciences, and the social studies.
5. Assisting in physical development and the acquisition of good health habits.
6. Developing ideas and attitudes consistent with our religious values.
7. Developing the ability to study and learn independently.²

¹Government of Newfoundland and Labrador, Report of the Royal Commission on Education and Youth (Newfoundland: The Queen's Printer, 1967), p.144.

²Ibid., p.148.

Summary

Each of the Canadian provinces has prepared a statement of the aims of education. Those presented by the Province of Newfoundland and Labrador are stated in Chapter One of this study. Katz, in his statement of primary and secondary aims of education, like the National Education Association, discussed the fact that the task of educating the child is shared by other agencies. The Report of the Royal Commission on Education and Youth for the Province of Newfoundland and Labrador stressed that it was the task of the school to develop within the child the ability to learn independently. The Canadian Conference on Education went a step further and included as an aim of the school, a development within the individual of the ability to entertain himself.

These formulations of objectives contain many tasks that are similar. They are discussed here to provide an over-all view of the more worthwhile efforts that have been made in this area and to give some indication of the way in which statements of aims reflect the conditions within the society at any given period.

III. SELECTED RESEARCH FINDINGS

A number of studies relating to the question of the school's task have endeavored to discover the opinions held by diverse individuals and groups on just what the school ought to do for the child and for the society of which he is a member. Other investigations have sought to determine the degree to which the public accepts the school and the program which it offers its youth. Some of these studies are discussed in this section.

National Opinion Research Center

In 1944, the National Opinion Research Center carried out a survey in each of the nine census divisions of the state of Denver.¹ Two thousand five hundred and sixty interviews were held and people were chosen representatively on the basis of a number of variables - age, sex, race and economic status.

When asked to name the most important things children should get from their public school education, Americans ranked a mastery of academic subjects and the development of desirable character traits of first and equal importance, followed by vocational training, citizenship education, and experience in making social adjustments. Thirty-four per cent of the public

¹National Opinion Research Center, The Public Looks at Education, Report No. 21 (Denver: National Opinion Research Center, 1944), pp. 14-15.

said they considered a mastery of regular school subjects-with the 'fundamentals' and the 'three R's' most often mentioned - the most important part of education. Thirty-four per cent mentioned some aspect of character education. Twenty-six per cent believed that the most important thing is preparation for earning a living. Fourteen per cent spoke of citizenship education. Eleven per cent thought children should be taught how to get along with other people - the social skills, and seven per cent were not specific in their suggestions.

Very interesting in the total picture of differences of opinion were those expressed by people of various educational backgrounds (Table I). Persons with at least some college education placed twice as much emphasis on character education and five times as much emphasis on proper social adjustment as did respondents with no more than a grammar school education. Persons with a grade school education or less were much more likely to consider academic subjects and vocational training the most important aspects of education. The less education an individual himself had, the more likely he was to specify the 'three R's' as the most important subject of the curriculum.

The fact of having children in school did not seem to influence opinion, for persons with and persons without children in the public school did not differ significantly in the emphasis they placed on various phases of the educational program (Table I).

Negro respondents mentioned vocational training almost

TABLE I
OPINION OF DENVER PARENTS
REGARDING THE TASKS OF THE SCHOOL, 1944

The most important thing for children to get from their education is	By educational background			Opinion of Parents	
	College	High School	Grade School or less	Children in school	No Children
Regular school subjects	26	35	38	35	34
Character education	51	35	24	32	34
Vocational training	20	23	32	28	25
Citizenship education	17	16	10	12	15
Social adjustment	21	12	4	10	11
Not specific	1	5	12	8	6

Source: National Opinion Research Center, Denver, 1944.

twice as frequently as did white people. Persons between the ages of twenty-one and thirty-nine spoke of good social adjustment as a primary objective of education considerably more often than did those forty years of age and over. The teaching of religion was mentioned more frequently by farmers than by any other group.

Committee on Education of the Canadian Youth Commission

Early in 1944, the Committee on Education of the Canadian Youth Commission¹ decided to obtain a representative opinion from the young people themselves on the educational process to which they were currently being exposed or to which they had recently been exposed. A cross-section of youth was obtained, by province, by sex, by residence (rural, urban, village, metropolitan, et cetera,) and these were between the ages of fifteen and twenty-four. Since the aim was to secure an evaluation of educational experience, youth with limited schooling were not included in proportion to their numbers.

The questionnaire was composed of twenty-six questions and was completed by 1,467 young people.

Asked the most important reason for attending secondary

¹Canadian Youth Commission, Youth Challenges the Educators, (Toronto: The Ryerson Press, 1946), pp. 2-8.

school, the respondents replied as shown in Table II. Deserving of notice is the fact that the young people rated clear thinking and good understanding in the social field as the most important values which the school could give them. Opinions held regarding educational values were broken down by provinces and in various other ways. In spite of marked differences in cultural and industrial background as well as in actual school experience, the general trend of judgments was similar for all groups. One substantial difference was found in the male-female division. The boys tended to attach more importance to improving social position and preparation for university entrance. The girls tended to attach importance to increasing knowledge of important subjects, understanding modern society and responsibilities, preparing for leisure, and getting on with other people.

Springfield Survey

In 1948, a survey was carried out in Springfield, Missouri.¹ This survey was designed to measure the degree of public acceptance of the public schools. The investigating group studied the literature and developed five themes which they used as criteria for their study of the school's program. These five themes were accepted as the characteristics of a

¹Illini Survey Associates, A Look At Springfield Schools (Champaign, Illinois: University of Illinois, 1948).

TABLE II

THE MOST IMPORTANT REASON

FOR GOING TO SECONDARY SCHOOL, 1948

Reason	Number of Parents
(h) Help think clearly on the problems of life	736
(e) Help understand modern society and responsibilities of a citizen	560
(a) Enable student to get a better job	536
(i) Help discover and develop abilities and interests	518
(c) Increase knowledge of important subjects	306
(d) Prepare for university entrance	194
(b) Improve your social position	190
(g) Teach how to get on with other people	175
(f) Prepare for wise use of leisure	121
(j) Others and blank	49

Source: Illini Survey Associates, 1948.

good modern educational program:

1. Teaching tools of learning for a purpose.

Facts, principles and skills are not learned as ends in themselves but rather as the means of achieving some purposeful end.

2. Practicing living in a democracy.

Learning citizenship and the democratic way of life through practicing social living in school and community.

3. Relating the school problems to real life problems.

The school plans its program around problems of living to which are applied democratic values.

4. Recognizing child growth as a total process.

The school program is guided by an understanding of human behavior and child growth as a total process.

5. Recognizing the fact that no two pupils are alike.

The program of the school recognizes the needs of individual pupils.

Using these five qualities of a good school, the team then constructed sixteen questions which were given to a sample of 150 representative citizens. The citizens were asked to respond to the questions and their answers were then compared with the answers the survey group believed were 'right'. The analysis showed that the opinions held by the public in Springfield corresponded closely to the thinking of teachers and also were in harmony with the development of educational thought in America.

The investigators held an open forum called the Springfield's Citizen Conference on Educational Goals. The general conclusions of this Conference were:

1. The schools must recognize the need of training over and above the development of mental processes and the art of teaching children to think, which above all else must be retained.
2. Without sacrificing basic skills and curricula, the schools should continue to strive through proper evaluation and planning to assume their obligations along with the church and home, to assist students in preparation for living, working and playing in a democratic world.

Public Opinion Survey, Denver Public Schools

In the 1950 opinion studies of the Denver public schools carried out by Research Services, Inc.,¹ the interview technique was utilized. The interviewers attempted to determine the degree of acceptance of the school program, and also to uncover the factors which seemed to influence agreement or lack of agreement with that program. Hypotheses were stated to the effect that occupation, standard of living, extent of education and other similar variables influenced one's agreement or disagreement with the school. These hypotheses were not substantiated. The extent of contact, including the individual's not having been

¹"Public Opinion Survey, Denver Public Schools" prepared by Research Services, Inc., 1950 (Mimeographed) as cited by L.W. Downey, "The Task of Public Education" (Unpublished Doctoral dissertation, University of Chicago, 1959), pp. 37-38.

previously educated in that system, appeared to have no effect upon his opinions.

The Denver survey asked interviewees two questions:

(1) What are the criteria for judging whether a person is 'well-educated'? and (2) Looking back, what were some of the valuable things you got out of school and school life?

Responses to the first question indicated that the general public agreed in the main that the following were acceptable criteria in judging the education of another:

1. Advanced English language skills, such as speech, conversational ability and self-expression in writing or talking.
2. Social and psychological skills, such as manners, poise and ability to get along with people.
3. Basic English skills such as grammar and spelling.
4. Wide interests and knowledge.

When asked to judge the value of their own education, respondents had somewhat diverse views but continued to name some of the same values they had mentioned in judging the education of others. They spoke of the social and psychological skills learned while in school, the important matter of social relationships, English language skills, mathematics, vocational training, character training, training in cultural values, intellectual skills, and training in fundamentals generally. Those with a higher education were most likely to mention the social skills, personality traits and social relationships formed

in school. A mastery of the fundamental subjects was more often named by those with an elementary school education.

However, when the survey asked specifically what should be taught in the schools of today, the fundamental subjects appeared with strong emphasis, particularly in the case of basic English language skills.

Roper National Survey

In 1950, one month before school opened for the Fall term, Elmo Roper¹ was asked to conduct a nationwide survey to find out just what people thought of their schools. Roper and his associates constructed an interview form composed of twenty pertinent questions. Only such questions as are relevant to this study will be discussed here.

Interviewees were asked: Are the children being taught more useful and worth while things than they were taught twenty years ago? Sixty-seven per cent were sure that this was so. But another question showed that there was still plenty of room for improvement. The question was: Are you satisfied with the public school system in your own community? Only 33.4 per cent were really satisfied with their local schools, 38.2 per cent were only 'fairly satisfied' and 16.8 per cent were not satisfied at all (Tables III and IV).

¹ Elmo Roper, "What U.S. Thinks About Its Schools," Life, October 16, 1950, pp. 11-18.

TABLE III
PARENTAL OPINION WITH RESPECT TO THE WORTHWHILENESS OF THE
1950 U. S. SCHOOL SYSTEM AS COMPARED TO THAT OF TWENTY YEARS BEFORE

	More worthwhile	Not as worthwhile	No more, no less	Don't know & no answer
Total Percentage	67.0	13.0	12.1	7.9
Economic Level				
Upper Income	72.1	11.5	11.2	5.2
Lower middle	69.0	12.7	12.1	6.3
Lowest	61.8	14.1	12.5	11.6
Education				
Eighth grade or less	62.3	14.4	11.8	11.5
High school	69.0	12.3	12.9	5.8
College	72.3	12.9	11.3	3.5

Source: Roper Survey, Life, October 16, 1950.

TABLE IV
DEGREE OF PARENTAL SATISFACTION WITH
U. S. COMMUNITY SCHOOL SYSTEMS, 1950

	Very Satisfied	Only fairly satisfied	Not satisfied	Don't know & no answer
Total Percentage	33.4	38.2	16.8	11.6
Economic Level				
Upper Income	24.3	42.6	24.0	9.1
Lower middle	34.5	38.9	17.4	9.2
Lowest	35.0	35.3	13.0	16.7
Education				
Eighth Grade or Less	38.3	33.5	13.4	14.8
High school	33.2	40.1	16.1	10.6
College	27.1	42.5	24.2	6.2

Source: Roper Survey, Life, October 16, 1950.

People were often inconsistent, particularly when they were asked to discuss the curriculum of the present-day high school. Eighty-six point six per cent said that the duty of the high school was to supply vocational training, build character, polish personality, et cetera. However, when they were asked to say what they missed most in their own high school education, the ratio was three to one in favor of more mathematics, English, grammar and spelling over vocational work.

In spite of the indecision of the parents, they did feel that the school had a definite responsibility in the child's upbringing. It was once felt that the school's task was to teach reading, writing and arithmetic and little else. The survey showed, however, that 90 per cent of the general public felt that it was also the school's business to train the whole child - even to the extent of teaching him honesty, fair play, consideration of others and a sense of right and wrong. Most of them agreed that sex education should be taught in the schools. In rural farm areas and in the South, a majority felt that the schools should teach religion as well.

When asked "What do you think are the two or three important things young people should get out of school?" 13.4 per cent of the parents felt that the school's task was academic in nature, 41.3 per cent stressed vocational training and 45.3 per cent believed that the school should instill a sense of responsibility, tolerance and discipline, and aim for good personality development (Table V).

TABLE V

PARENTAL OPINION WITH RESPECT TO DESIRED SCHOOL COURSES
FOR U. S. SCHOOLS, 1950.

	Academic background	Vocational training, etc.	Discipline, responsibilities, tolerance, personality, etc.
Total Percentage	13.4	41.3	45.3

Source: Roper Survey, Life, October 16, 1950.

When asked "What things do you wish you had learned more about or studied more of?" 38.1 per cent of the parents questioned wished they had learned more of the humanities, 35.9 per cent wished they had learned more natural sciences, 23.8 per cent wished they had studied more social science, 13.1 per cent wished they had studied more business courses and 6.5 per cent wished they had studied more domestic science (Table VI).

Jacksonville, Illinois Survey

School authorities in Jacksonville, Illinois,¹ long concerned with community feelings about local education, decided to find out just what parents thought about their schools and teachers. In 1952, they sent a questionnaire to 1,500 families and the results showed that the parents of Jacksonville gave maximum emphasis to the need for better personal adjustment of their children.

Answering one question on what the school should do more about, parents asked for (1) more emphasis on teaching children how to get along with each other, (2) more study on how to use money wisely, and (3) more teacher study of abilities, aptitudes and interests of children as a basis for helping them choose their life's work. Of those queried, 84 per cent felt that the

¹Jacksonville Public Schools, What do Parents Think?, (Illinois: Jacksonville, 1952).

TABLE VI

SUBJECTS U. S. PARENTS WISHED THEY HAD LEARNED MORE OF, 1950

	Humanities	Natural Sciences	Social Science	Business Courses	Domestic Science
Total Percentage	38.1	35.9	23.8	13.1	6.5

Source: Roper Survey, Life, October 16, 1950.

school should try to help children with social problems met in every-day life. When asked if school services should be cut or taxes raised, 61 per cent of the parents recommended increased taxes. Only 6 per cent wanted to see services cut.

National Education Association Public Opinion Polls

In 1958, Elmo Roper and his associates released the results of a national poll¹ which included a question on whether or not "our schools are putting too much emphasis on job training and not enough on broader subjects like English, history and social studies." To eliminate possible bias because of sentence wording, Roper divided his sample into two groups. One group received the question worded so as to emphasize the practical subjects; the other group received the question worded in such a manner that the broad subject areas were stressed. Although opinions did shift markedly owing to the different phrasing of questions, the investigators reported that of the total contacted, 39 per cent desired an increased emphasis on the subjects leading to job-training and technical skills and 29 per cent favored an increased emphasis on the broad general areas.

Sowards and Scobey Study

Various community groups in the United states, including

¹Public Opinion Polls on American Education, prepared by the National Education Association (Washington, D.C.: National Education Association, 1958), p.13.

both lay and professional people, were asked by Sowards and Scobey¹ to list in order of importance the goals that the elementary school curriculum should pursue. People were asked to delete, before they attempted to rank the most important goals, any goals that the elementary school should not pursue at all. In very few instances was any goal on the list deleted. Many people felt that the school should accept a large number of broad responsibilities; however, their ranking did indicate a realization that some of the objectives were more completely the school's responsibility than were others. On the basis of the answers received from parents, Sowards and Scobey divided the tasks of the school into three categories of decreasing importance. The first priority purposes they discussed were:

1. To help children develop understanding and skill in the area of English Language Arts (reading, writing, speaking, spelling, listening).
2. To help children develop understanding and skill in arithmetic.
3. To help children to become socially competent and secure - adequate in their relationships to others.
4. To help children to develop their powers of reflective thinking, of problem solving and of reason.

¹G.Sowards and Mary-Margaret Scobey, The Changing Curriculum and the Elementary Teacher (California: Wadsworth Publishing Company, Inc., 1961), pp. 51-52.

The second priority purposes were:

1. To help children to become aware of and to understand the social environment and increasingly to comprehend and appreciate our way of life and that of others.
2. To help children to become aware of and to understand the natural environment and increasingly to comprehend science as a force in modern life and technology as the fruit of scientific endeavor.
3. To help children to understand and be committed to the basic values of democracy and to evaluate their behaviour according to these values.

The third priority purposes listed were:

1. To help children to live healthfully and to develop the understandings and habits basic to the maintenance of health, both physical and mental.
2. To help children to become aware of the esthetic aspects of our culture (art and music), to appreciate and participate in them, to release their own creative abilities.

The Task of Public Education

One of the most comprehensive studies ever undertaken on the task of public education was conducted in 1959 at the University of Chicago.¹ Lawrence Downey looked at the task of

¹Lawrence W. Downey, The Task of Public Education (Chicago: Midwest Administration Center, University of Chicago, 1960).

the public school as seen by regional sub-publics; Roger Seager discussed the question with respect to proximity sub-publics; and Allen Slagle studied the perceptions of people divided on the basis of occupation and age. All three looked at the tasks of both the elementary and high schools.

Using a United States Census Bureau map, four geographic regions in the United States and one in Canada were arbitrarily selected for the study. On the basis of considered judgment, a particular state or locale was selected as representative of each region. Within each locale a judge was selected to nominate communities. Each judge submitted three nominations of communities in each category: typical residential suburbs, typical independent industrial cities, and typical independent farm towns. Such census data as median income, median education, population trends, et cetera, were used to select specific communities representative of each locale and each community-type within the locale. Thus the actual sample became fifteen communities, one of each of the three types, in each of the five geographical regions. Respondents in each community were obtained through cooperation with school personnel who were asked to name organizations whose members were willing to respond and whose members represented all socio-economic levels of the community.

The questionnaire used consisted of two parts. Part I asked for certain information concerning the respondent and Part II asked him to make two sorts, one giving his opinion of the relative importance of certain tasks of the high school and

the other giving his opinion of the relative importance of certain tasks of the elementary school.

The investigation found that there was a high degree of agreement regarding the tasks of the public school. All respondents, both educators and non-educators, perceived intellectual development to be the most important outcome in public schooling. There were, however, variations in the amount of emphasis people were willing to place upon the intellectual or other aspects.

Geographic region appeared to be a determiner of educational viewpoint, and different regions seemed to have their own prevailing educational philosophies. The western region tended to favor the socializing aspects of education, the southern regions emphasized physical education and personal development, the eastern regions placed emphasis upon moral training, and Canada favored the intellectual and the aesthetic.

Occupation and amount of schooling were the best predictors of educational belief. These two variables emerged more or less independently as consistent indicators of people's perceptions of the school's task. The higher one's position on the occupational continuum, the greater the importance he assigned to the intellectual, the aesthetic, and the world citizenship aspects of the task, and the less importance he assigned to the physical, the moral, the consumer, and the vocational aspects. Similarly, the more schooling respondents themselves had, the more they tended to emphasize the intellectual aspects and minimize the social, physical and vocational aspects of education.

Age was a somewhat less reliable predictor, as were race and religion. The older the respondent, the more he tended to favor the physical, the patriotic, the moral and the family aspects of education; the younger the respondent, the more he tended to favor the intellectual and related aspects. Catholics placed greater emphasis upon the patriotic, the civic, and the moral elements than did Protestants. Negroes placed greater emphasis upon the physical, the social and the moral than did the whites.

Community-type, income, sex, and proximity-to-the-school did not prove to be variables closely associated with educational viewpoint.

Factor analysis identified three basically different educational philosophies or perceptions of the school's task, and three corresponding groups of respondents. The points of view were: first, a high value upon the intellectual and related components, with a corresponding low value for the productive and related elements; second, a high value upon the productive and related intellectual skills, with a corresponding low value upon the social and certain aspects of the personal; and third, a high value upon the social, particularly the civic and patriotic, and a corresponding low value upon the personal, particularly the physical and the aesthetic.

Alberta was one of the regions studied by Downey, Seager and Slagle in 1959. The survey was done there at a time when the Alberta Royal Commission was exploring ways and means of obtaining

the public's opinions concerning its educational system. The Commissioners made arrangements with the University of Alberta for a similar study, using the T.P.E. opinionnaire, to be carried out throughout the entire province.¹ The investigation attempted:

1. To determine public opinion in Alberta regarding the relative order of importance of different possible tasks of the school.
2. To determine the opinions of provincial and urban school superintendents, members of the Faculty of Education of the University of Alberta, and members of other faculties of the University of Alberta regarding the order of importance of different possible tasks of the school.
3. To determine the order of importance of the tasks of education as presently practised in the schools.
4. To compare the opinions of the groups specified with present practice in the schools so that it may be seen where the opinions imply support of present practice and where they imply criticism.
5. To determine the differences of opinion which may exist among groups when members of the public are classified into different categories of occupation, income, age, sex, religion, years of education, proximity of relationship to the school, and ethnic origin.

When the perceptions of the public and those of various professional groups were compared with existing school practice, it was found that:

¹John H. Andrews, Tasks of Alberta Schools (Alberta: University of Alberta, 1959).

1. The public expressed a belief that both elementary and high schools should increase their emphasis upon the practical, vocational aspects of the school program rather than the cultural, civic and intellectual.

2. Professors in faculties other than the Faculty of Education were of the opinion that academic and cultural areas should be extended at the expense of the non-intellectual aspects of personal development and patriotism.

3. School superintendents and professors of Education agreed almost completely with the relative importance of tasks as presently carried out by the schools.

There was a considerable amount of agreement among all groups included in the study as to the degree of importance of various tasks of both the elementary and high school. This was illustrated by the fact that all groups agreed on the three most important tasks for the elementary school and also the three most important for the high school. For the elementary school these tasks were:

1. The basic tools for acquiring and communicating knowledge - the three R's.
2. A desire to learn more - the inquiring mind.
3. The habit of figuring things out for oneself.

In general, it was concluded that the tasks of most importance both in practice in the schools and those desired were of a basic intellectual nature. These were clearly in the ascendancy over the personal, social, cultural and vocational elements.

When people were classified on the basis of personal characteristics, their opinions were found to be highly related to their status with respect to occupation, income, age, sex, religion, amount of education, and ethnic origin. Of these seven variables, the one most highly related to opinions on school objectives was level of education.

Academic objectives of the school were emphasized mainly by a person who had high occupational status (if a woman, her husband had such status), had a high income, was young, female, Protestant, had a large amount of formal education, and the native language of his or her father was English. Non-academic objectives were stressed by a person with low occupational status, low income, who was old, male, Catholic, had little formal education, and the native tongue of his or her father was French or Polish.

Summary

Various surveys and studies have been conducted to discern the opinions of parents, teachers, youth and other groups regarding the tasks of the school. Attempts have been made to determine the way in which these opinions relate to certain variables. A number of these have been discussed here in an attempt to indicate the efforts that have been made by citizens, educators and government officials to stimulate public thinking and action with respect to the tasks of the school.

CHAPTER III

RESEARCH METHOD AND PROCEDURE

This chapter is devoted to a discussion of the research procedures utilized in carrying out this investigation and to a discussion of the statistical procedures used in the analysis of the data.

I. THE QUESTIONNAIRE

The data for this study were collected by means of a questionnaire which was based largely upon the Tasks of Public Education (TPE) Opinionnaire constructed at the Midwest Administration Center of the University of Chicago.¹ Permission was obtained from the director of the Midwest Administration Center to adapt the Opinionnaire for purposes of this study.²

In compiling the T.P.E. Opinionnaire, Downey, Seager and Slagle made an exhaustive study of the literature and previous research undertaken on the aims of elementary and high school education, and on the basis of this chose sixteen tasks which best expressed the possible varied tasks of the elementary school.

¹L. Downey, R. Seager, and A. Slagle, The T.P.E. Opinionnaire (Chicago: Midwest Administration Center, the University of Chicago, 1958).

²Appendix B.

These sixteen items were then tested by the researchers through the medium of interviews held with a cross-sectional sample of the society to be tested. Each interview followed a definite pattern and required between one and two hours to complete. After rapport had been established, the interviewee was asked to imagine that he had a child in school, that this school was forced to eliminate some aspects of its educational program, and that the Board of Education was seeking advice as to what aspects of the program to eliminate. Interviewees were then asked to sort the cards according to a forced frequency distribution. The sorter's comments and reactions were recorded as he proceeded through the sort. Twenty-two of the thirty-seven people interviewed indicated that their sort would differ if they sorted with a specific school level in mind. Several changes were made as a result of the information gained from the focused interviews, and two sets of items emerged, one pertaining to the elementary school and the other pertaining to the high school. When an item was equally applicable to both schools, it was included in both sets.

The revised form was then submitted to a panel of judges composed of university professors, public school administrators and graduate students of education. The suggestions of the panel of judges were incorporated into a restatement of the items. Concurrently, a Personal Information Instrument was developed to facilitate classification of respondents into appropriate sub-publics. This form was then used by Downey,

Seager and Slagle to obtain public opinion regarding the tasks of the public school in selected American and Canadian communities.¹ The questionnaire was used later by Andrews to obtain public and professional opinion in communities of Alberta.²

To test the validity of the T.P.E. Opinionnaire for Newfoundland, the writer decided to solicit the assistance of a jury of experienced Newfoundland educators. These educators were selected from three groups:

1. Professors on the staff of the Faculty of Education at Memorial University who are intimately involved in elementary education in this province.

2. Principals of elementary schools from various sections of the province. These were selected on the advice of the Superintendents of Education.

3. Graduate students in educational administration.

A statement of the tasks of elementary education as used by Downey, Seager, Slagle and Andrews plus a covering letter was sent to fifty-one prospective judges from the groups mentioned above. Each person contacted was asked to express his opinions concerning the items as well as to indicate whether

¹L.W. Downey, "The Task of Public Education as Perceived by Regional Sub-publics," Unpublished Doctoral dissertation, University of Chicago, Chicago, 1958, pp. 70-73.

²J.M. Andrews, Tasks of Alberta Schools (Alberta: University of Alberta, 1959.)

he considered it suitable or unsuitable for the purposes of the research. Accordingly, a five-point scale was chosen whereby each item was to be rated 1, 2, 3, 4, 5 -- Very Suitable, Suitable, Difficult to decide between Suitable and Unsuitable, Unsuitable and Very Unsuitable. Provision was made to the right of the statement of each task for the respondent to state any comments he might have about that particular task. Space was also provided at the bottom for a statement of any further tasks he considered important.

Thirty-seven educators cooperated in this phase of the study and on the basis of their scaling and comments, only one major change was made and this in the item regarding Christian education. The task 'A sense of right and wrong - a moral standard of behaviour' was omitted and in its place was used a task from the Aims of Education for Newfoundland and Labrador as devised by the Department of Education for Newfoundland and Labrador.¹ This reads 'To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living'¹

¹Department of Education, Aims of Education for Newfoundland and Labrador (St. John's: Department of Education, 1959).

II. THE PILOT STUDY

The researcher decided that a pilot study was necessary. Such a study presented an opportunity (1) to perfect techniques in the actual administration of the questionnaire, (2) to test procedures for gaining a sample that would be representative of all segments of society, (3) to determine whether people could understand and follow the 'mechanics' of arranging and recording of the cards on which were listed the tasks of elementary education, and (4) to gain experience in the organizing and analyzing of data. Since in the actual study, the researcher would be administering the instrument herself, this procedure was also followed in the pilot study. The procedures used worked successfully and so were utilized in the later study.

Three groups were included in the pilot study. These were (1) parents from an urban center, St. John's, (2) teachers and principals from three elementary schools in the Foxtrap area, and (3) pupils studying Grade XI at the Foxtrap High School. The data collected during the pilot study were not analyzed to determine particular findings about the groups sampled. Rather, the analysis sought to determine whether the instrument did discriminate between the perceptions of people and whether or not this discrimination was significant.

III. COLLECTION OF DATA

The data for this study were collected during the months of May and June of 1968 in seven communities of Newfoundland. These communities were selected in consultation with officials of the Dominion Bureau of Statistics, the Department of Education and the Department of Municipal Affairs. Factors taken into account in the selection were size, type, population, degree of urbanization and the degree of isolation. The communities divided into four types:

1. Urban - Gander, population 7,108

Gander is a relatively new, well-planned town, established in 1956. It grew up around the international airport which provides work for the majority of the populace. There are two school systems, the Roman Catholic and the Amalgamated.

2. Urban-rural - Lewisporte, population 2,840

Lewisporte is close to the more urban centers of Gander and Grand Falls. It has no industry but because of its easy accessibility to larger centers, it is possible for men to commute to work. Lewisporte is an unloading center for C.N.R. coastal boats and this provides work for some people. There are two school systems, the Amalgamated and the Pentecostal, the latter having a high school only.

3. Rural-urban - Twillingate, population 1,500

Twillingate until 1964 was isolated from the mainland and could be reached only by boat. A ferry service has now been established. A town council was set up in 1965 which is at present engaged in modernizing the town's facilities.

Fishing is the only industry and many of those individuals who do not fish or work at the Fish Plant have to go to other centers to work. The presence of the hospital has attracted many to the island; this number has decreased somewhat with the establishment of Cottage Hospitals elsewhere. The United and Anglican Churches both have schools; the latter has an elementary school only.

4. Rural - Carter's Cove, population 250
 Fairbanks, population 325
 Hillgrade, population 200
 Virgin Arm, population 425

New World Island - These rural centers were chosen as representative of New World Island, which in 1964 was linked to the mainland by a series of causeways. Fishing is the only industry. Some men find seasonal employment at the Fish Plant in Twillingate or work in some other community. A large number are unemployed and receive welfare payments. The educational level of parents is quite low. Elementary schools are comprised of one and two rooms and teachers are poorly qualified. Those children attending high school travel by bus to Summerford.

It was the aim of this study to secure a total sample of 310 parents and 310 pupils. These were selected at random from the various communities on the basis of the proportionate size of their populations. All teachers and principals of elementary schools in the communities visited were given the questionnaire. The final sample numbered 311 parents, 339 pupils and 126 teachers and principals.

A preliminary visit was made to each of the schools at which time the cooperation of the principals and staff was elicited and a list of the names of parents who had children in

the elementary schools was obtained from the school records. The sample required was then selected at random from this list. Parents were contacted and asked to come to the school to cooperate in this research. Parents completed the questionnaire in the presence of the researcher. A random selection of grades ten and eleven pupils was also made. However, in the case of teachers and principals, this was unnecessary as the total population was used.

In some schools, the questionnaire was completed by teachers and principals at a meeting held in the school. Where this was not possible, the questionnaire was explained to the teachers who completed it later. Teachers, on the whole, were cooperative and showed keen interest in the project.

Students completed the questionnaire in the classroom with all students hearing the directions but only those falling within the sample actually completing the questionnaire. In most of the communities tested, this was something entirely new for the students and interest waxed high. Some teachers remained in the room while the students took part in the project; others elected to leave. The completed questionnaires were collected by the researcher.

The sixteen tasks of the elementary school were printed on cards which were distributed to the respondent with his questionnaire. After completing the Personal Information Sheet, he was asked to read the cards and to rank them in terms, not of their general importance, but in terms of their importance as

tasks of the elementary school. The cards were divided first into three groups - those the individual considered to be of most importance were placed in a pile at the left; those he considered to be of least importance in a pile at the right; and those about which he did not have a definite opinion fell in the center pile. After having made this initial division, the respondent again considered his cards and now divided them into seven piles - the most important in the first pile, the two next important in the second pile, the three next important in the third pile, four in the fourth pile, three in the fifth, two in the sixth, and the one least important in the last.

After the respondent had completed his sort, he completed the last page of his questionnaire which consisted of a series of seven groups of blocks as seen below:

<u>Most Important</u>								<u>Least Important</u>
7	6	5	4	3	2	1		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
			<input type="checkbox"/>					

The administration of the questionnaire, including both directions and the actual completion of the form, took approximately twenty-five minutes, and no difficulty of administration was experienced.

IV. STATISTICAL TECHNIQUE

As described above, respondents were asked to sort their tasks into seven groups. To facilitate the analysis, a weight was assigned to each category of the sort. A numerical value was thus assigned each task for an individual dependent upon the category into which it was placed. The rankings of different individuals and of different groups could therefore be calculated and comparisons made. The weighting of each category was inverse to the order of importance; that is, category one containing the one most important was weighted seven, category two weighted six, category three weighted five, category four weighted four, five weighted three, six weighted two and category seven weighted one.

The ranking system has the advantage of enabling one to obtain varying degrees of importance. This is of considerable importance when the data must be presented as an aggregate of widely divergent opinions.

Calculations arising from the accumulated data were performed manually and the researcher made use of nonparametric statistics throughout the analysis.

The aggregate rank order of the sixteen tasks (designated by the use of the letters A through to P) was derived for a given group from the sorting supplied by the respondents. This was done by using the numbers one to seven which were assigned each to one of the seven categories of the sort. For each task, a frequency distribution consisting of seven categories was formed

and the median of this distribution was computed. Tasks were then ranked according to the relative sizes of their medians.

Following computation of the median of the distribution for each task, the statistic Q was computed by finding one-half the difference between the first and third quartiles. Q is known as the quartile deviation and is a measure of the disagreement among the respondents as to the importance of a specific task. The larger the value of Q relative to the average Q for the group, the more disagreement is indicated. Conversely, if Q is appreciably smaller than the average Q , a high degree of agreement is evident among the members of a group on the importance of that item.

In comparing the ranking of an item by two or more independent groups, the statistical significance of the differences was computed. For purposes of this comparison, use was made of the medians upon which the rank orders were based. The tests applied were the median test¹ for two groups and the extension of the median test² for three or more groups. In all cases the five per cent level of significance was used.

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill Book Co., Inc., 1956), pp. 111-116.

²Ibid., p.179.

V. HYPOTHESES TO BE INVESTIGATED

The research hypotheses of the study may be stated as follows:

1. The majority of people, both educator and non-educator, will perceive various aspects of intellectual development as being of prime importance in the over-all work of the elementary school.
2. Perceptions of the school's task will be influenced by educational level, occupation, age, income and sex.
3. Differences of opinion will exist on the basis of community type.
4. The greater the degree of contact with the school, the greater will be the emphasis placed on intellectual development.
5. Pupils will lay greater stress on the social aspect of the school's task than will their parents.
6. The stated ambitions of pupils will influence very little their opinions of the task of the school.
7. The more urban the community, the greater will be the degree of difference between the opinions of parents and pupils.

VI. SUMMARY

Seven Newfoundland communities were visited and responses obtained from parents, teachers and pupils through the use of an adaptation of the T.P.E. Opinionnaire. In Section I of the questionnaire, respondents were asked for certain information relating to personal characteristics. In Section II, respondents were asked to arrange sixteen given tasks of the elementary school according to their perception of the order of importance of these tasks. Non-parametric statistics were employed in the analysis of data which involved the following steps:

1. For each task, a frequency distribution was obtained and the median of this distribution calculated.
2. Tasks were then ranked according to the relative sizes of their medians.
3. The median test and the extension of the median test were used to discover significant differences in the ranking of individual tasks by the different responding groups.
4. The quartile deviation was computed to identify the measure of agreement within a specific group in the ranking of a particular task.

CHAPTER IV

RESULTS OF THE SURVEY - PART ONE

The chief purpose of this study was to ascertain the degree of importance accorded by parents, teachers and pupils of grades ten and eleven to certain stated objectives of the elementary school. The results included in this chapter are presented in three parts. Section I provides an overall view of the opinions of the three groups - parents, teachers and pupils, regarding the tasks of elementary education. In Section II, a comparison is made of the views of (1) parents and teachers, (2) teachers and pupils, and (3) parents and pupils. Section III contains a summary of major findings.

Data analysis for both Sections I and II included computation of the median score for each task for each group. For example, the median score was calculated for Task A for the parent group. On the basis of these medians, rank numbers were assigned the different tasks. When the opinions of groups were compared, the median test was applied to each task to determine whether there was any significant difference between the medians on that particular task. If differences that were statistically significant were found, it was concluded that there was a variation in the opinions of people regarding the task of elementary education dependent upon the group into which they fell. Only those differences showing significance at the five

per cent level or above are discussed in this study. The semi-quartile deviation was also calculated to indicate the measure of agreement or disagreement within a particular group that a task should receive a certain ranking.

I. THE VIEWS OF PARENTS, TEACHERS AND PUPILS REGARDING THE TASKS OF ELEMENTARY EDUCATION

Parents, teachers and pupils were asked to state their opinions regarding the tasks of the elementary schools. This section deals with an analysis of those opinions.

Parents (Table VII)

Three hundred and eleven parents from seven communities were selected at random and given the questionnaire. The tasks they considered to be of paramount importance were:

Task A - The ability to live and work with others.

Task P - A desire to learn more - the inquiring mind.

Task D - The habit of figuring things out for oneself.

Tasks the parents considered to be of least importance were:

Task G - a fund of information about many things.

Task C - Enjoyment of cultural activities - the finer things of life.

Task N - Understanding the role of various family members.

TABLE VII
ORDER OF IMPORTANCE ASSIGNED TO THE
TASKS OF THE ELEMENTARY SCHOOL BY PARENTS

Task	Parents N - 311	Rank	Q
A	5.63	1	0.895
B	3.92	9	1.290
C	3.15	15	0.990
D	5.00	3	0.890
E	4.24	8	1.145
F	3.27	12	1.065
G	3.19	14	0.940
H	3.25	13	0.905
I	4.95	4	1.310
J	3.36	11	1.035
K	4.26	7	0.810
L	3.74	10	0.900
M	4.27	6	0.845
N	3.02	16	0.975
O	4.45	5	1.285
P	5.03	2	1.085
Average Q			1.023

The most controversial tasks as seen by parents
were:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task B - A well cared for, well developed body.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Teachers (Table VIII)

All teachers and principals in the elementary schools in the communities visited were given the questionnaire, yielding a total sample of 126 educators. They believed the following tasks to be of most importance:

Task P - A desire to learn more - the inquiring mind.

Task A - The ability to live and work with others.

Task D - The habit of figuring things out for oneself.

The tasks of the school to which teachers gave lowest rankings were:

Task N - Understanding the role of various family members.

Task H - Loyalty to Canada and the Canadian way of life.

Task F - An introduction to budgeting and effective use of money and property.

TABLE VIII
ORDER OF IMPORTANCE ASSIGNED TO THE
TASKS OF THE ELEMENTARY SCHOOL BY TEACHERS

Task	Teachers N - 126	Rank	Q
A	5.59	2	0.690
B	4.13	8	0.795
C	3.45	11	0.730
D	5.19	3	0.665
E	3.06	13	0.975
F	2.07	16	0.855
G	3.62	9	1.155
H	2.95	15	0.770
I	4.38	6	1.255
J	3.57	10	0.700
K	4.17	7	0.585
L	3.08	12	0.960
M	4.95	5	0.880
N	3.01	14	0.995
O	5.07	4	1.060
P	5.96	1	0.860
Average Q			0.871

Tasks on which teachers as a group showed most disagreement were:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task G - A fund of information about many things.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Pupils (Table IX)

The questionnaire was administered to a random sample of 339 pupils from grades ten and eleven in seven selected communities. Pupils believed the following tasks to be of most importance:

Task A - The ability to live and work with others.

Task D - The habit of figuring things out for oneself.

Task P - A desire to learn more - the inquiring mind.

Pupils considered these tasks to be of least importance in the overall work of the elementary school:

Task C - Enjoyment of cultural activities - the finer things of life.

Task F - An introduction to budgeting and effective use of money and property.

Task N - Understanding the role of various family members.

TABLE IX
ORDER OF IMPORTANCE ASSIGNED TO THE
TASKS OF THE ELEMENTARY SCHOOL BY PUPILS

Task	Pupils N - 339	Rank	Q
A	5.58	1	0.940
B	3.48	12	1.190
C	2.80	14	1.155
D	5.45	2	0.840
E	4.19	5	1.080
F	2.78	15	0.880
G	4.06	9	0.945
H	3.25	13	0.910
I	4.09	8	1.110
J	3.84	10	0.855
K	4.17	6	0.760
L	3.64	11	0.845
M	4.12	7	0.930
N	2.52	16	0.835
O	4.83	4	1.015
P	5.34	3	0.980
Average Q			0.954

The most controversial tasks as rated by pupils were:

Task B - A well cared for, well developed body.

Task C - Enjoyment of cultural activities - the finer things of life.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Summary

All three groups included in this study considered tasks A, D and P to be of highest importance in the tasks of the elementary school, whereas task N received a low ranking by all groups. Disagreement was especially prevalent over the order of importance assigned to tasks I, B and O.

II. COMPARISON OF VIEWS

Section II involves a discussion of parental opinion as compared with the opinion of teachers; teacher opinion compared with pupil opinion; and the views of parents compared with the views of young people in grades ten and eleven.

Parent-teacher (Tables X and XI)

When respondents were classified into the two groups, parents and teachers, nine tasks were noted as showing differences that were statistically significant.

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MEDIAN VALUES ASSIGNED TO THE TASKS OF THE
ELEMENTARY SCHOOL BY PARENTS AND TEACHERS

Task	Parents N - 311	Teachers N - 126	Significant Difference
A	5.63	5.59	N.S.
B	3.92	4.13	N.S.
C	3.15	3.45	N.S.
D	5.00	5.19	N.S.
E	4.24	3.06	.001
F	3.27	2.07	.001
G	3.19	3.62	.02
H	3.25	2.95	.05
I	4.95	4.38	.05
J	3.36	3.57	N.S.
K	4.26	4.17	N.S.
L	3.74	3.08	.001
M	4.27	4.95	.001
N	3.02	3.01	N.S.
O	4.45	5.07	.01
P	5.03	5.96	.001

COMPARISON OF PARENT - TEACHER OPINION REGARDING THE ORDER OF
IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

Task	Parents N - 311		Teachers N - 126	
	Rank	Q	Rank	Q
A	1	0.895	2	0.690
B	9	1.290	8	0.795
C	15	0.990	11	0.730
D	3	0.890	3	0.665
E	8	1.145	13	0.975
F	12	1.065	16	0.855
G	14	0.940	9	1.155
H	13	0.905	15	0.770
I	4	1.310	6	1.255
J	11	1.035	10	0.700
K	7	0.810	7	0.585
L	10	0.900	12	0.960
M	6	0.845	5	0.880
N	16	0.975	14	0.995
O	5	1.285	4	1.060
P	2	1.085	1	0.860
Average Q		1.023		0.871

Parents placed more emphasis on the following tasks of the elementary school:

Task E - Classification and training for a specific kind of high school program - academic, technical, etc. (Difference of 5 in rank).

Task F - An introduction to budgeting and effective use of money and property. (Difference of 4 in rank).

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task H - Loyalty to Canada and the Canadian way of life.

Task L - General awareness of occupational opportunities and how people prepare for them.

Teachers showed a tendency to place more stress on:

Task G - A fund of information about many things. (Difference of 5 in rank).

Task M - An emotionally stable person, able to cope with new situations.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task P - A desire to learn more - the inquiring mind.

The two groups saw the same three tasks A, P and D as the three most important tasks of the elementary school, except that the ranks allotted to Task A and P were interchanged. Parents laid greater stress on the civic, occupational and

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religious aspects of the school's task, whereas teachers stressed intellectual and personal aspects.

Teacher-pupil (Tables XII and XIII)

On the basis of the classification teacher-pupil, eleven of the sixteen tasks showed significant difference, six of which were significant at the .001 level. This was a greater difference than that found in any other area of the study. It is evident that teachers and pupils do differ in their perceptions of the task of the elementary school. However, only one task showed a difference of more than three in the rank assigned. This was Task E where the difference in rank was eight.

Teachers placed greater emphasis than did pupils on:

Task C - Enjoyment of cultural activities -
the finer things of life.

Task M - An emotionally stable person, able
to cope with new situations.

Task N - Understanding the role of various
family members.

Task P - A desire to learn more - the inquiring
mind.

Task A - The ability to live and work with others.

Pupils placed more emphasis on the following tasks:

Task D - The habit of figuring things out for
oneself.

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831. 833. 835. 837. 839. 841. 843. 845. 847. 849. 851. 853. 855. 857. 859. 861. 863. 865. 867. 869. 871. 873. 875. 877. 879. 881. 883. 885. 887. 889. 891. 893. 895. 897. 899. 901. 903. 905. 907. 909. 911. 913. 915. 917. 919. 921. 923. 925. 927. 929. 931. 933. 935. 937. 939. 941. 943. 945. 947. 949. 951. 953. 955. 957. 959. 961. 963. 965. 967. 969. 971. 973. 975. 977. 979. 981. 983. 985. 987. 989. 991. 993. 995. 997. 999. 1001. 1003. 1005. 1007. 1009. 1011. 1013. 1015. 1017. 1019. 1021. 1023. 1025. 1027. 1029. 1031. 1033. 1035. 1037. 1039. 1041. 1043. 1045. 1047. 1049. 1051. 1053. 1055. 1057. 1059. 1061. 1063. 1065. 1067. 1069. 1071. 1073. 1075. 1077. 1079. 1081. 1083. 1085. 1087. 1089. 1091. 1093. 1095. 1097. 1099. 1101. 1103. 1105. 1107. 1109. 1111. 1113. 1115. 1117. 1119. 1121. 1123. 1125. 1127. 1129. 1131. 1133. 1135. 1137. 1139. 1141. 1143. 1145. 1147. 1149. 1151. 1153. 1155. 1157. 1159. 1161. 1163. 1165. 1167. 1169. 1171. 1173. 1175. 1177. 1179. 1181. 1183. 1185. 1187. 1189. 1191. 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2853. 2855. 2857. 2859. 2861. 2863. 2865. 2867. 2869. 2871. 2873. 2875. 2877. 2879. 2881. 2883. 2885. 2887. 2889. 2891. 2893. 2895. 2897. 2899. 2901. 2903. 2905. 2907. 2909. 2911. 2913. 2915. 2917. 2919. 2921. 2923. 2925. 2927. 2929. 2931. 2933. 2935. 2937. 2939. 2941. 2943. 2945. 2947. 2949. 2951. 2953. 2955. 2957. 2959. 2961. 2963. 2965. 2967. 2969. 2971. 2973. 2975. 2977. 2979. 2981. 2983. 2985. 2987. 2989. 2991. 2993. 2995. 2997. 2999. 3001. 3003. 3005. 3007. 3009. 3011. 3013. 3015. 3017. 3019. 3021. 3023. 3025. 3027. 3029. 3031. 3033. 3035. 3037. 3039. 3041. 3043. 3045. 3047. 3049. 3051. 3053. 3055. 3057. 3059. 3061. 3063. 3065. 3067. 3069. 3071. 3073. 3075. 3077. 3079. 3081. 3083. 3085. 3087. 3089. 3091. 3093. 3095. 3097. 3099. 3101. 3103. 3105. 3107. 3109. 3111. 3113. 3115. 3117. 3119. 3121. 3123. 3125. 3127. 3129. 3131. 3133. 3135. 3137. 3139. 3141. 3143. 3145. 3147. 3149. 3151. 3153. 3155. 3157. 3159. 3161. 3163. 3165. 3167. 3169. 3171. 3173. 3175. 3177. 3179. 3181. 3183. 3185. 3187. 3189. 3191. 3193. 3195. 3197. 3199. 3201. 3203. 3205. 3207. 3209. 3211. 3213. 3215. 3217. 3219. 3221. 3223. 3225. 3227. 3229. 3231. 3233. 3235. 3237. 3239. 3241. 3243. 3245. 3247. 3249. 3251. 3253. 3255. 3257. 3259. 3261. 3263. 3265. 3267. 3269. 3271. 3273. 3275. 3277. 3279. 3281. 3283. 3285. 3287. 3289. 3291. 3293. 3295. 3297. 3299. 3301. 3303. 3305. 3307. 3309. 3311. 3313. 3315. 3317. 3319. 3321. 3323. 3325. 3327. 3329. 3331. 3333. 3335. 3337. 3339. 3341. 3343. 3345. 3347. 3349. 3351. 3353. 3355. 3357. 3359. 3361. 3363. 3365. 3367. 3369. 3371. 3373. 3375. 3377. 3379. 3381. 3383. 3385. 3387. 3389. 3391. 3393. 3395. 3397. 3399. 3401. 3403. 3405. 3407. 3409. 3411. 3413. 3415. 3417. 3419. 3421. 3423. 3425. 3427. 3429. 3431. 3433. 3435. 3437. 3439. 3441. 3443. 3445. 3447. 3449. 3451. 3453. 3455. 3457. 3459. 3461. 3463. 3465. 3467. 3469. 3471. 3473. 3475. 3477. 3479. 3481. 3483. 3485. 3487. 3489. 3491. 3493. 3495. 3497. 3499. 3501. 3503. 3505. 3507. 3509. 3511. 3513. 3515. 3517. 3519. 3521. 3523. 3525. 3527. 3529. 3531. 3533. 3535. 3537. 3539. 3541. 3543. 3545. 3547. 3549. 3551. 3553. 3555. 3557. 3559. 3561. 3563. 3565. 3567. 3569. 3571. 3573. 3575. 3577. 3579. 3581. 3583. 3585. 3587. 3589. 3591. 3593. 3595. 3597. 3599. 3601. 3603. 3605. 3607. 3609. 3611. 3613. 3615. 3617. 3619. 3621. 3623. 3625. 3627. 3629. 3631. 3633. 3635. 3637. 3639. 3641. 3643. 3645. 3647. 3649. 3651. 3653. 3655. 3657. 3659. 3661. 3663. 3665. 3667. 3669. 3671. 3673. 3675. 3677. 3679. 3681. 3683. 3685. 3687. 3689. 3691. 3693. 3695. 3697. 3699. 3701. 3703. 3705. 3707. 3709. 3711. 3713. 3715. 3717. 3719. 3721. 3723. 3725. 3727. 3729. 3731. 3733. 3735. 3737. 3739. 3741. 3743. 3745. 3747. 3749. 3751. 3753. 3755. 3757. 3759. 3761. 3763. 3765. 3767. 3769. 3771. 3773. 3775. 3777. 3779. 3781. 3783. 3785. 3787. 3789. 3791. 3793. 3795. 3797. 3799. 3801. 3803. 3805. 3807. 3809. 3811. 3813. 3815. 3817. 3819. 3821. 3823. 3825. 3827. 3829. 3831. 3833. 3835. 3837. 3839. 3841. 3843. 3845. 3847. 3849. 3851. 3853. 3855. 3857. 3859. 3861. 3863. 3865. 3867. 3869. 3871. 3873. 3875. 3877. 3879. 3881. 3883. 3885. 3887. 3889. 3891. 3893. 3895. 3897. 3899. 3901. 3903. 3905. 3907. 3909. 3911. 3913. 3915. 3917. 3919. 3921. 3923. 3925. 3927. 3929. 3931. 3933. 3935. 3937. 3939. 3941. 3943. 3945. 3947. 3949. 3951. 3953. 3955. 3957. 3959. 3961. 3963. 3965. 3967. 3969. 3971. 3973. 3975. 3977. 3979. 3981. 3983. 3985. 3987. 3989. 3991. 3993. 3995. 3997. 3999. 4001. 4003. 4005. 4007. 4009. 4011. 4013. 4015. 4017. 4019. 4021. 4023. 4025. 4027. 4029. 4031. 4033. 4035. 4037. 4039. 4041. 4043. 4045. 4047. 4049. 4051. 4053. 4055. 4057. 4059. 4061. 4063. 4065. 4067. 4069. 4071. 4073. 4075. 4077. 4079. 4081. 4083. 4085. 4087. 4089.

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE
ELEMENTARY SCHOOL BY TEACHERS AND PUPILS

| Task | Teachers
N - 126 | Pupils
N - 339 | Significant
Difference |
|------|---------------------|-------------------|---------------------------|
| A | 5.59 | 5.58 | .05 |
| B | 4.13 | 3.48 | N.S. |
| C | 3.45 | 2.80 | .01 |
| D | 5.19 | 5.45 | .05 |
| E | 3.06 | 4.19 | .001 |
| F | 2.07 | 2.78 | .001 |
| G | 3.62 | 4.06 | N.S. |
| H | 2.95 | 3.25 | .05 |
| I | 4.38 | 4.09 | N.S. |
| J | 3.57 | 3.84 | .001 |
| K | 4.17 | 4.17 | N.S. |
| L | 3.08 | 3.64 | .05 |
| M | 4.95 | 4.12 | .001 |
| N | 3.01 | 2.52 | .001 |
| O | 5.07 | 4.83 | N.S. |
| P | 5.96 | 5.34 | .001 |

COMPARISON OF TEACHER - PUPIL OPINION REGARDING THE ORDER OF
IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Teachers
N - 126 | | Pupils
N - 339 | |
|---------|---------------------|-------|-------------------|-------|
| | Rank | Q | Rank | Q |
| A | 2 | 0.690 | 1 | 0.940 |
| B | 8 | 0.795 | 12 | 1.190 |
| C | 11 | 0.730 | 14 | 1.155 |
| D | 3 | 0.665 | 2 | 0.840 |
| E | 13 | 0.975 | 5 | 1.080 |
| F | 16 | 0.855 | 15 | 0.880 |
| G | 9 | 1.155 | 9 | 0.945 |
| H | 15 | 0.770 | 13 | 0.910 |
| I | 6 | 1.255 | 8 | 1.110 |
| J | 10 | 0.700 | 10 | 0.855 |
| K | 7 | 0.585 | 6 | 0.760 |
| L | 12 | 0.960 | 11 | 0.845 |
| M | 5 | 0.880 | 7 | 0.930 |
| N | 14 | 0.995 | 16 | 0.835 |
| O | 4 | 1.060 | 4 | 1.015 |
| P | 1 | 0.860 | 3 | 0.980 |
| Average | | Q | 0.871 | |
| | | | 0.954 | |

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- Task E - Classification and training for a specific kind of high school program - academic, technical, etc. (Difference of 8 in rank).
- Task F - An introduction to budgeting and effective use of money and property.
- Task H - Loyalty to Canada and the Canadian way of life.
- Task L - General awareness of occupational opportunities and how people prepare for them.
- Task J - Knowledge of and appreciation for the people of other lands.

Tasks A, D, P and O were ranked within the first four places by both teachers and pupils. Teachers placed more emphasis than did pupils on the cultural, personal, and social elements of the school's task. Pupils, on the other hand, laid greater stress on the occupational, practical and civic.

Parent-pupil (Tables XIV and XV)

Eleven areas of statistically significant differences were apparent in the teacher-pupil division. In the parent-pupil classification, seven task elements showed a relationship that was statistically significant.

Parents placed greater emphasis on:

- Task F - An introduction to budgeting and effective use of money and property.
- Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living. (Difference of 4 in rank).

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MEDIAN VALUES ASSIGNED TO THE TASKS OF THE

ELEMENTARY SCHOOL BY PARENTS AND PUPILS

| Task | Parents
N - 311 | Pupils
N - 339 | Significant
Difference |
|------|--------------------|-------------------|---------------------------|
| A | 5.63 | 5.58 | N.S. |
| B | 3.92 | 3.48 | N.S. |
| C | 3.15 | 2.80 | .05 |
| D | 5.00 | 5.45 | .001 |
| E | 4.24 | 4.19 | N.S. |
| F | 3.27 | 2.78 | .001 |
| G | 3.19 | 4.06 | .001 |
| H | 3.25 | 3.25 | N.S. |
| I | 4.95 | 4.09 | .001 |
| J | 3.36 | 3.84 | .02 |
| K | 4.26 | 4.17 | N.S. |
| L | 3.74 | 3.64 | N.S. |
| M | 4.27 | 4.12 | N.S. |
| N | 3.02 | 2.52 | .001 |
| O | 4.45 | 4.83 | N.S. |
| P | 5.03 | 5.34 | N.S. |

TABLE XV

COMPARISON OF PARENT - PUPIL OPINION REGARDING THE ORDER OF
IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Rank | Parents
N - 311 | Q | Rank | Pupils
N - 339 | Q |
|-----------|------|--------------------|-------|-------|-------------------|-------|
| A | 1 | | 0.895 | 1 | | 0.940 |
| B | 9 | | 1.290 | 12 | | 1.190 |
| C | 15 | | 0.990 | 14 | | 1.155 |
| D | 3 | | 0.890 | 2 | | 0.840 |
| E | 8 | | 1.145 | 5 | | 1.080 |
| F | 12 | | 1.065 | 15 | | 0.880 |
| G | 14 | | 0.940 | 9 | | 0.945 |
| H | 13 | | 0.905 | 13 | | 0.910 |
| I | 4 | | 1.310 | 8 | | 1.110 |
| J | 11 | | 1.035 | 10 | | 0.855 |
| K | 7 | | 0.810 | 6 | | 0.760 |
| L | 10 | | 0.900 | 11 | | 0.845 |
| M | 6 | | 0.845 | 7 | | 0.930 |
| N | 16 | | 0.975 | 16 | | 0.835 |
| O | 5 | | 1.285 | 4 | | 1.015 |
| P | 2 | | 1.085 | 3 | | 0.980 |
| Average Q | | | 1.023 | 0.954 | | |

Task C - Enjoyment of cultural activities -
the finer things of life.

Task N - Understanding the role of various
family members.

Pupils show greater tendency to stress:

Task D - The habit of figuring things out
for oneself.

Task G - A fund of information about many
things. (Difference of 5 in rank).

Task J - Knowledge of and appreciation for
the people of other lands.

Both parents and pupils ranked Task A as being of primary importance in the task of the elementary school. Tasks D and P were ranked second and third interchangeably. Task N was ranked sixteenth by both groups. Parents put more emphasis on the personal, practical, cultural and religious aspects of the school's task, whereas pupils stressed more the intellectual and civic aspects.

III. SUMMARY

Considerable difference of opinion existed within and among these three groups - parents, teachers and pupils - regarding the task of the elementary school. This difference was most pronounced in the comparison of teacher-pupil opinion. However, all groups agreed on the chief priorities to be accomplished by the school, these being the social and intellectual elements of the school's task.

CHAPTER V

RESULTS OF THE SURVEY - PART TWO

I. DIFFERENCES IN PARENTAL OPINION ASSOCIATED WITH DIFFERENCES IN PERSONAL CHARACTERISTICS

This section of the data analysis was concerned with variations in parental opinion related to variations in personal characteristics. Seven classifications of parents were made on the basis of personal characteristics. These were: educational level, occupation, age, community, income, sex and proximity of the parent's relationship to the school. These major groups were then subdivided into a number of categories and the opinions of parents in the different categories were compared. For example, the characteristic - educational level - was subdivided into four categories, the first category including those parents whose educational level ranged from kindergarten to grade nine; the second, those whose educational level was included in the grades from ten to twelve; the third, those who possessed two years and fewer of post-secondary education; and the fourth, those individuals having three years and over of post-secondary education.

The median score was calculated for the opinions of each category of the main group. For example, the median score was found for each of the groups of parents classified according to education. The median test or extension of the median test was

then applied to each task to determine whether there was any significant difference between the medians on that particular task among people from different educational levels. Differences that were not significant, it was concluded, could have arisen through chance. If significant differences were found, it was decided that a relationship existed on that specific task between parental opinion and educational level. Similar calculations were carried out for all categories. Tasks were then ranked on the basis of the importance accorded them by parents and the Q found, to indicate the measure of agreement.

As in Chapter IV, detailed discussion will be made only of those relationships found to have statistical significance at the five per cent level or above.

Educational Level (Tables XVI and XVII)

Nine tasks emerged on which there were statistically significant differences of opinion among parents classified according to educational level. This was a greater number than in any other classification in the parental group. The direction of the relationship is discussed below.

The higher the parents' level of education, the more they tended to emphasize the following tasks of the elementary school:

Task C - Enjoyment of cultural activities -
the finer things of life.

Task M - An emotionally stable person, able to
cope with new situations.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

TABLE XVI

TABLE XVI

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PARENTS CLASSIFIED ACCORDING TO EDUCATIONAL LEVEL

| Task | Kindergarten
to Grade 9
N - 123 | Grades
10 - 12
N - 119 | College
2 years and under
N - 41 | College
3 years and over
N - 26 | Significant
Difference |
|------|---------------------------------------|------------------------------|--|---------------------------------------|---------------------------|
| A | 5.61 | 5.59 | 5.32 | 6.20 | N.S. |
| B | 4.27 | 3.82 | 3.88 | 3.75 | .02 |
| C | 3.00 | 3.16 | 3.07 | 3.70 | .05 |
| D | 4.52 | 5.16 | 5.46 | 5.25 | .01 |
| E | 4.37 | 4.39 | 4.08 | 3.20 | N.S. |
| F | 3.48 | 3.11 | 3.04 | 3.30 | N.S. |
| G | 3.07 | 3.19 | 3.79 | 3.17 | .05 |
| H | 3.55 | 3.29 | 2.47 | 2.83 | .01 |
| I | 5.68 | 4.70 | 4.06 | 4.00 | .001 |
| J | 3.41 | 3.31 | 3.31 | 3.50 | N.S. |
| K | 4.51 | 4.11 | 4.00 | 4.39 | N.S. |
| L | 3.88 | 3.73 | 3.69 | 3.25 | N.S. |
| M | 4.00 | 4.27 | 4.88 | 4.94 | .001 |
| N | 3.31 | 2.87 | 2.71 | 2.75 | N.S. |
| O | 3.76 | 4.88 | 5.08 | 5.50 | .001 |
| P | 4.44 | 5.40 | 5.50 | 5.63 | .001 |

TABLE XVII

COMPARISON OF THE OPINIONS OF PARENTS, CLASSIFIED ACCORDING TO EDUCATIONAL LEVEL,
REGARDING THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Kindergarten
to Grade 9
N - 123 | | Grades
10-12
N - 119 | | College
2 years and under
N - 41 | | College
3 years and over
N - 26 | |
|-----------|---------------------------------------|-------|----------------------------|-------|--|-------|---------------------------------------|-------|
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 2 | 0.970 | 1 | 0.875 | 3 | 0.845 | 1 | 0.650 |
| B | 7 | 1.570 | 9 | 1.095 | 9 | 0.870 | 8 | 1.120 |
| C | 16 | 1.115 | 14 | 0.935 | 13 | 0.775 | 9 | 0.745 |
| D | 3 | 0.905 | 3 | 0.810 | 2 | 0.640 | 4 | 0.590 |
| E | 6 | 1.210 | 6 | 1.255 | 6 | 1.125 | 13 | 1.040 |
| F | 12 | 1.085 | 15 | 1.095 | 14 | 0.920 | 11 | 1.025 |
| G | 15 | 0.745 | 13 | 1.205 | 10 | 0.970 | 14 | 0.935 |
| H | 11 | 0.995 | 12 | 0.735 | 16 | 0.825 | 15 | 0.760 |
| I | 1 | 1.180 | 5 | 1.325 | 7 | 1.350 | 7 | 1.335 |
| J | 13 | 1.060 | 11 | 1.085 | 12 | 0.880 | 10 | 0.730 |
| K | 4 | 0.810 | 8 | 0.860 | 8 | 0.810 | 6 | 0.645 |
| L | 9 | 0.935 | 10 | 0.925 | 11 | 0.840 | 12 | 0.830 |
| M | 8 | 0.875 | 7 | 0.805 | 5 | 0.900 | 5 | 0.905 |
| N | 14 | 0.905 | 16 | 0.985 | 15 | 0.840 | 16 | 0.995 |
| O | 10 | 1.210 | 4 | 1.350 | 4 | 0.935 | 3 | 1.150 |
| P | 5 | 0.860 | 2 | 1.035 | 1 | 1.120 | 2 | 1.010 |
| Average Q | | 1.027 | | 1.023 | | 0.915 | | 0.904 |

Task D - The habit of figuring things out for oneself.

Task P - A desire to learn more & the inquiring mind.

The lower the educational level of parents, the more emphasis they placed upon these tasks:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task H - Loyalty to Canada and the Canadian way of life.

Task B - A well cared for, well developed body.

Task G - A fund of information about many things
- was given a higher degree of importance by the middle groups than by the Kindergarten to 9 group or the College 2 years and over group.

There was considerable disagreement within each of the four groups over the ranking of particular tasks. Kindergarten to grade nine and grades ten to twelve showed more internal disagreement than did the other two groups as indicated by the relative sizes of the average Q. (1.027 and 1.023 as compared to 0.915 and 0.904).

Those tasks on which the group kindergarten to grade nine showed the most disagreement were:

Task B - A well cared for, well developed body.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

T M A R T I N

The three most controversial tasks in the category grades ten to twelve were:

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

Those producing most disagreement at the post-secondary two years and under level were:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

Task P - A desire to learn more - the inquiring mind.

In the category post-secondary education, three years and over, most disagreement was evident in:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task B - A well cared for, well developed body.

In this classification, with the exception of Task P, there was a recurrence of those tasks in which were found the greatest disagreement within the different groups.

Occupation (Tables XVIII and XIX)

The Blishen Scale (Appendix E) was used in this study to classify individuals according to occupational type. Lawrence Downey used an Occupational Taxonomy¹ which was prepared specifically for use with the T.P.E. Opinionnaire. The Occupational Taxonomy was also used in the Alberta study. The writer studied the possibilities of both the Occupational Taxonomy and the Blishen Scale. The Blishen Scale was chosen for the purposes of this study because the rankings and group divisions used therein are more suited to the Newfoundland labor system than are those in the Occupational Taxonomy.

Since in the areas studies, very few mothers work outside the home, the majority of the females were eliminated from this part of the study and so the sample was considerable depleted. It was believed that the first six occupational classes could be combined usefully thus: classes 1 and 2; classes 3 and 4; classes 5 and 6. Class 7 was left as a division. The category containing

¹Lawrence Downey, The Task of the Public School as Perceived by Regional Sub-Publics. (Chicago: University of Chicago, 1959), pp. 234-238.

TABLE XVIII

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PARENTS CLASSIFIED ACCORDING TO OCCUPATION

| Task | Class 1 and 2
N - 54 | Class 3 and 4
N - 27 | Class 5 and 6
N - 48 | Class 7
N - 16 | Significant
Difference |
|------|-------------------------|-------------------------|-------------------------|-------------------|---------------------------|
| A | 5.33 | 5.69 | 5.57 | 5.79 | N.S. |
| B | 3.94 | 3.29 | 3.63 | 4.50 | N.S. |
| C | 3.38 | 2.88 | 2.79 | 2.30 | N.S. |
| D | 5.19 | 5.08 | 4.86 | 4.70 | N.S. |
| E | 3.73 | 5.00 | 4.70 | 4.00 | .05 |
| F | 3.30 | 3.33 | 3.73 | 4.00 | N.S. |
| G | 3.03 | 3.44 | 3.07 | 3.50 | N.S. |
| H | 3.00 | 3.22 | 3.10 | 3.50 | N.S. |
| I | 4.77 | 5.00 | 4.72 | 5.75 | N.S. |
| J | 3.23 | 3.00 | 3.68 | 3.17 | N.S. |
| K | 4.26 | 4.15 | 4.56 | 4.25 | N.S. |
| L | 3.78 | 4.25 | 3.90 | 3.51 | N.S. |
| M | 4.50 | 4.27 | 4.23 | 4.01 | N.S. |
| N | 2.79 | 2.86 | 2.87 | 3.17 | N.S. |
| O | 5.08 | 4.75 | 4.30 | 3.75 | N.S. |
| P | 5.50 | 4.45 | 5.00 | 4.83 | N.S. |

TABLE XIX

COMPARISON OF THE OPINIONS OF PARENTS, CLASSIFIED ACCORDING TO OCCUPATION REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASK OF THE ELEMENTARY SCHOOL

| Task | Class 1 and 2
N - 54 | | Class 3 and 4
N - 27 | | Class 5 and 6
N - 48 | | Class 7
N - 16 | |
|-----------|-------------------------|-------|-------------------------|-------|-------------------------|-------|-------------------|-------|
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 2 | 1.165 | 1 | 0.895 | 1 | 0.935 | 1 | 1.055 |
| B | 8 | 0.970 | 12 | 0.910 | 12 | 1.415 | 3 | 1.875 |
| C | 11 | 0.825 | 15 | 0.750 | 16 | 1.125 | 16 | 1.165 |
| D | 3 | 0.825 | 2 | 0.560 | 3 | 1.010 | 4 | 0.800 |
| E | 10 | 1.125 | 3 | 1.190 | 5 | 0.910 | 8.5 | 1.170 |
| F | 12 | 0.945 | 11 | 1.315 | 10 | 1.285 | 8.5 | 1.750 |
| G | 14 | 1.140 | 10 | 0.980 | 14 | 0.635 | 12.5 | 0.900 |
| H | 15 | 0.780 | 13 | 0.825 | 13 | 0.835 | 12.5 | 1.125 |
| I | 5 | 1.335 | 4 | 1.120 | 4 | 1.310 | 3 | 1.435 |
| J | 13 | 1.050 | 14 | 1.190 | 11 | 1.190 | 14.5 | 1.200 |
| K | 7 | 0.725 | 9 | 0.735 | 6 | 0.910 | 6 | 1.050 |
| L | 9 | 0.915 | 8 | 0.975 | 9 | 0.720 | 11 | 0.570 |
| M | 6 | 0.900 | 7 | 0.725 | 8 | 0.660 | 7 | 0.790 |
| N | 16 | 0.855 | 16 | 0.905 | 15 | 0.780 | 14.5 | 0.835 |
| O | 4 | 0.885 | 5 | 1.765 | 7 | 1.125 | 10 | 1.000 |
| P | 1 | 1.025 | 6 | 0.965 | 2 | 1.265 | 3 | 0.700 |
| Average Q | | 0.967 | | 0.988 | | 1.007 | | 1.089 |

classes 1 and 2 is referred to as the 'high' end of the occupational scale and the category containing class 7 as the 'low' area.

Calculations were performed to determine differences of opinion existing among occupational groups. Only one task was found to contain a statistically significant difference of opinion on the basis of this classification. This was:

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

This task has occupational undertones in that it suggests training that will later influence and aid in occupational choice.

A curvilinear relationship existed in the emphasis placed by the different groups on Task E. Classes 3 and 4 and classes 5 and 6 tended to place the greatest amount of stress on this task, whereas classes 1 and 2 and class 7 gave it a lower ranking.

The three tasks on which the highest occupational category showed most internal disagreement were:

Task I - To help pupils understand the Christian principles and to guide them in their practice of these principles in their daily living.

Task A - The ability to live and work with others.

Task G - A fund of information about many things.

Classes 3 and 4 showed most controversy over:

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task F - An introduction to budgeting and effective use of money and property.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

Task J - Knowledge of and appreciation for the peoples of other lands.

(Tasks E and J have the same Q value).

In classes 5 and 6, the most controversial tasks were:

Task B - a well cared for, well developed body.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task F - An introduction to budgeting and effective use of money and property.

Class 7 showed most disagreement over:

Task B - A well cared for, well developed body.

Task F - An introduction to budgeting and effective use of money and property.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Again there appeared a recurrence of certain highly controversial tasks, particularly in the two lowest occupational categories.

Task A - The ability to live and work with others - was ranked as the major priority by all groups except classes 1 and 2, and this group ranked it as the second major task of the elementary school.

Age (Tables XX and XXI)

As in the classification Occupation, only one task showed a statistically significant difference based on the variable Age. Younger parents showed a greater tendency to lay emphasis on Task G - A fund of information about many things-~~than~~ did older parents.

Task A - ~~The~~ ability to live and work with others- was ranked first by parents in three of the categories and second by the youngest group of parents, the 20 - 29 category. Task I - To help pupils understand the Christian principles and to guide them in the practice of those principles in their daily living - was ranked second in importance in the over-all task of the elementary school by the two older groups of parents. Although there was no statistically significant difference evident in the two above mentioned tasks, the writer considered it useful to make mention of them since Task A consistently received a very high rating and Task I appeared as receiving considerable internal disagreement when its Q was investigated in relation to the average Q.

The tasks displaying the most disagreement in the group 20 - 29 years were:

Task I - To help the pupils understand the Christian principles and to guide them in the practice of those principles in their daily living.

Task B - A well cared for, well developed body.

Task F - An introduction to budgeting and effective use of money and property.

TABLE XX
MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PARENTS CLASSIFIED ACCORDING TO AGE

| Task | 20 - 29 years
N - 37 | 30-39 years
N - 144 | 40 - 49 years
N - 102 | 50 years and over
N - 28 | Significant
Difference |
|------|-------------------------|------------------------|--------------------------|-----------------------------|---------------------------|
| A | 5.54 | 5.59 | 5.68 | 5.80 | N.S. |
| B | 3.69 | 3.91 | 3.98 | 4.17 | N.S. |
| C | 3.32 | 3.00 | 3.36 | 3.00 | N.S. |
| D | 5.06 | 5.02 | 5.06 | 4.61 | N.S. |
| E | 4.08 | 4.18 | 4.37 | 4.36 | N.S. |
| F | 2.73 | 3.40 | 3.30 | 3.39 | N.S. |
| G | 3.82 | 3.22 | 3.00 | 3.10 | .02 |
| H | 3.29 | 3.20 | 3.22 | 3.50 | N.S. |
| I | 4.06 | 4.89 | 5.16 | 5.50 | N.S. |
| J | 3.43 | 3.45 | 3.26 | 3.00 | N.S. |
| K | 4.20 | 4.15 | 4.33 | 4.68 | N.S. |
| L | 4.00 | 3.86 | 3.43 | 3.68 | N.S. |
| M | 4.39 | 4.45 | 4.06 | 4.07 | N.S. |
| N | 2.69 | 2.94 | 3.35 | 2.75 | N.S. |
| O | 4.56 | 4.57 | 4.29 | 4.17 | N.S. |
| P | 5.55 | 5.06 | 4.80 | 4.93 | N.S. |

TABLE XXI

COMPARISON OF THE OPINIONS OF PARENTS, CLASSIFIED ACCORDING TO AGE, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | 20 - 29 years
N - 37 | | 30 - 39 years
N - 144 | | 40 - 49 years
N - 102 | | 50 years and over
N - 28 | |
|-----------|-------------------------|-------|--------------------------|-------|--------------------------|-------|-----------------------------|-------|
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 2 | 0.810 | 1 | 0.865 | 1 | 0.980 | 1 | 1.000 |
| B | 11 | 1.325 | 9 | 1.255 | 9 | 1.210 | 7.5 | 1.625 |
| C | 13 | 0.725 | 15 | 0.960 | 11 | 1.305 | 14.5 | 1.250 |
| D | 3 | 1.060 | 3 | 0.895 | 3 | 0.750 | 5 | 0.945 |
| E | 7 | 1.205 | 7 | 1.125 | 5 | 1.175 | 6 | 1.030 |
| F | 15 | 1.305 | 12 | 1.080 | 13 | 1.100 | 12 | 0.875 |
| G | 10 | 0.830 | 13 | 0.960 | 16 | 0.870 | 13 | 1.125 |
| H | 14 | 0.910 | 14 | 0.890 | 15 | 0.990 | 11 | 0.740 |
| I | 8 | 1.375 | 4 | 1.485 | 3 | 1.180 | 2 | 1.190 |
| J | 12 | 1.225 | 11 | 0.910 | 14 | 1.070 | 14.5 | 1.095 |
| K | 6 | 0.725 | 8 | 0.840 | 6 | 0.820 | 4 | 0.765 |
| L | 9 | 0.980 | 10 | 0.855 | 10 | 0.945 | 10 | 0.765 |
| M | 5 | 0.870 | 6 | 0.855 | 8 | 0.980 | 9 | 0.565 |
| N | 16 | 1.040 | 16 | 0.945 | 12 | 0.905 | 16 | 0.940 |
| O | 4 | 1.170 | 5 | 1.275 | 7 | 1.420 | 7.5 | 1.155 |
| P | 1 | 1.135 | 2 | 1.115 | 4 | 1.025 | 3 | 1.000 |
| Average Q | | 1.043 | | | 1.019 | | | 1.045 |
| | | | | | | | | 1.004 |

The most controversial task elements in the 30-39 group were:

Task I - To help the pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task B - A well cared for, well developed body.

The 40-49 years category disagreed primarily on:

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task C - Enjoyment of cultural activities - the finer things of life.

Task B - A well cared for, well developed body.

The most disagreement shown on the 50 plus years group was in the tasks:

Task B - A well cared for, well developed body.

Task C - Enjoyment of cultural activities - the finer things of life.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Tasks B, C and I repeatedly showed high disagreement under the Age classification.

Community (Tables XXII and XXIII)

Parents were categorized on the basis of four community types: urban, urban-rural, rural-urban and rural. Seven communities were studied. Five tasks showed a significant relationship between community type and opinion held by parents.

The greater the degree of urbanization, the more emphasis parents placed on these tasks:

Task D - The habit of figuring things out for oneself.

Task M - An emotionally stable person, able to cope with new situations.

The more rural the community, the more stress parents tended to place on:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task K - Understanding rights and duties of citizenship and acceptance of reasonable regulations.

Task A - The ability to live and work with others - was given greatest emphasis by the two middle groups, parents from urban-rural and rural-urban centers. Least importance was assigned to this task by the rural parents. However, rankings on Task A were quite high by all groups. Gander, Lewisporte and Twillingate parents ranked it as the elementary school's chief task and the New World Island parents ranked it second.

TABLE XXII
 MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
 BY PARENTS CLASSIFIED ACCORDING TO COMMUNITY

| Task | Gander
Parents
N - 114 | Lewisporte
Parents
N - 100 | Twillingate
Parents
N - 57 | New World
Island Parents
N - 40 | Significant
Difference |
|------|------------------------------|----------------------------------|----------------------------------|---------------------------------------|---------------------------|
| A | 5.57 | 5.74 | 5.70 | 5.33 | .05 |
| B | 3.93 | 4.06 | 3.45 | 4.50 | N.S. |
| C | 3.14 | 2.96 | 3.58 | 3.21 | N.S. |
| D | 5.34 | 5.02 | 4.96 | 3.79 | .001 |
| E | 4.28 | 4.18 | 4.24 | 4.36 | N.S. |
| F | 3.14 | 3.24 | 3.59 | 3.50 | N.S. |
| G | 3.25 | 3.08 | 3.14 | 3.36 | N.S. |
| H | 3.03 | 3.31 | 3.54 | 3.35 | N.S. |
| I | 4.58 | 4.94 | 5.00 | 6.23 | .001 |
| J | 3.10 | 3.31 | 3.70 | 3.80 | N.S. |
| K | 4.03 | 4.40 | 4.31 | 4.72 | .05 |
| L | 3.74 | 3.67 | 3.62 | 4.00 | N.S. |
| M | 4.54 | 4.40 | 4.00 | 3.77 | .01 |
| N | 2.91 | 3.09 | 2.54 | 3.56 | N.S. |
| O | 4.91 | 4.24 | 4.45 | 3.64 | N.S. |
| P | 5.29 | 4.89 | 4.85 | 4.61 | N.S. |

TABLE XXIII

COMPARISON OF THE OPINIONS OF PARENTS, CLASSIFIED ACCORDING TO COMMUNITY, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Gander Parents | | Lewisporte Parents | | Twillingate Parents | | New World Island
Parents | |
|-----------|----------------|-------|--------------------|-------|---------------------|-------|-----------------------------|-------|
| | N - 114 | | N - 100 | | N - 57 | | N - 40 | |
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 1 | 0.955 | 1 | 0.890 | 1 | 0.815 | 2 | 1.120 |
| B | 9 | 0.980 | 9 | 1.500 | 14 | 1.355 | 5 | 1.415 |
| C | 12.5 | 0.900 | 16 | 0.965 | 12 | 0.975 | 16 | 1.365 |
| D | 2 | 0.720 | 2 | 1.675 | 3 | 1.060 | 9 | 0.800 |
| E | 7 | 1.210 | 8 | 1.265 | 7 | 1.010 | 6 | 1.285 |
| F | 12.5 | 0.925 | 13 | 1.160 | 11 | 1.060 | 13 | 1.140 |
| G | 11 | 0.980 | 15 | 0.970 | 15 | 0.970 | 14 | 0.875 |
| H | 15 | 0.840 | 11.5 | 0.925 | 13 | 0.955 | 15 | 1.025 |
| I | 5 | 1.300 | 3 | 1.300 | 2 | 1.200 | 1 | 1.205 |
| J | 14 | 1.090 | 11.5 | 0.905 | 9 | 0.970 | 8 | 1.285 |
| K | 8 | 0.735 | 5.5 | 0.905 | 6 | 1.000 | 3 | 0.960 |
| L | 10 | 0.960 | 10 | 0.885 | 10 | 0.935 | 7 | 0.725 |
| M | 6 | 0.960 | 5.5 | 0.820 | 8 | 0.805 | 10 | 0.840 |
| N | 16 | 0.950 | 14 | 0.930 | 16 | 1.165 | 12 | 0.690 |
| O | 4 | 1.240 | 7 | 1.260 | 5 | 1.390 | 11 | 1.275 |
| P | 3 | 1.050 | 4 | 1.005 | 4 | 1.240 | 4 | 1.040 |
| Average Q | | 0.987 | | 1.023 | | 1.057 | | 1.065 |

In the urban group the most controversial tasks were:

- Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
- Task O - The basic tools for acquiring and communicating knowledge - the three R's.
- Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

The most disagreement in the urban-rural parent group was found in the tasks:

- Task B - A well cared for, well developed body.
- Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
- Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

The most obvious areas of disagreement in the rural-urban parent group were:

- Task O - The basic tools for acquiring and communicating knowledge - the three R's.
- Task B - a well cared for, well developed body.
- Task P - A desire to learn more - the inquiring mind.

The rural parents disagreed most on the tasks:

- Task B - A well cared for, well developed body.

Task C - Enjoyment of cultural activities -
the finer things of life.

Task E - Classification and training for a
specific kind of high school program -
academic, technical, etc.

Task J - Knowledge of and appreciation for the
peoples of other lands. (Tasks E
and J have the same Q value).

Tasks B and E were repeatedly areas of disagreement when
ranked by the various categories.

Income (Tables XXIV and XXV)

Five categories were observed in the classification Income
and significant differences were found to exist in seven of the
sixteen tasks. The bulk of the respondents were in divisions
below \$ 8,000 (240 of the total sample of 302 falling in this
area. Ninety-six of these were in the less than \$ 3,999 group.

The more income the parent received, the more stress he
tended to place on these task areas:

Task D - The habit of figuring things out for
oneself.

Task M - An emotionally stable person, able to
cope with new situations.

Task O - The basic tools for acquiring and
communicating knowledge - the three R's.

Task P - The desire to learn more - the inquiring
mind.

TABLE XXIV

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PARENTS CLASSIFIED ACCORDING TO INCOME

| Task | Less than
\$ 3,999
N - 96 | \$ 4,000 to
\$ 5,999
N - 58 | \$ 6,000 to
\$ 7,999
N - 86 | \$ 8,000 to
\$ 9,999
N - 28 | \$ 10,000
and over
N - 34 | Significant
Difference |
|------|---------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|---------------------------|
| A | 5.66 | 5.55 | 5.67 | 5.67 | 5.59 | N.S. |
| B | 4.08 | 3.90 | 3.77 | 4.06 | 3.90 | N.S. |
| C | 3.15 | 3.42 | 3.09 | 3.17 | 3.27 | N.S. |
| D | 4.46 | 4.91 | 5.38 | 5.30 | 5.21 | .01 |
| E | 4.31 | 4.50 | 4.09 | 4.50 | 3.64 | N.S. |
| F | 3.63 | 3.34 | 3.10 | 3.00 | 2.79 | N.S. |
| G | 3.08 | 3.02 | 3.43 | 2.83 | 3.50 | N.S. |
| H | 3.40 | 3.64 | 2.94 | 3.39 | 3.17 | .05 |
| I | 5.93 | 4.95 | 4.39 | 4.63 | 3.90 | .001 |
| J | 3.41 | 3.57 | 3.23 | 2.70 | 3.75 | N.S. |
| K | 4.53 | 4.21 | 4.02 | 3.93 | 4.29 | .05 |
| L | 3.95 | 3.62 | 3.73 | 3.50 | 3.40 | N.S. |
| M | 3.93 | 4.30 | 4.56 | 4.79 | 4.21 | .02 |
| N | 3.36 | 2.50 | 3.04 | 2.94 | 2.50 | N.S. |
| O | 3.83 | 3.88 | 5.10 | 5.07 | 5.07 | .001 |
| P | 4.50 | 5.06 | 5.39 | 5.05 | 5.81 | .001 |

TABLE XXV

COMPARISON OF THE OPINIONS OF PARENTS, CLASSIFIED ACCORDING TO INCOME, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Less Than
\$ 3,999
N - 96 | | \$ 4,000
to \$ 5,999
N - 58 | | \$ 6,000
to \$ 7,999
N - 86 | | \$ 8,000
to \$ 9,999
N - 28 | | \$ 10,000
and over
N - 34 | |
|-----------|---------------------------------|-------|-----------------------------------|-------|-----------------------------------|-------|-----------------------------------|-------|---------------------------------|-------|
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 2 | 1.020 | 1 | 0.800 | 1 | 0.930 | 1 | 1.110 | 2 | 0.770 |
| B | 7 | 1.680 | 8 | 1.345 | 9 | 0.910 | 8 | 1.000 | 7.5 | 1.160 |
| C | 15 | 1.110 | 13 | 0.965 | 14 | 0.935 | 12 | 1.030 | 13 | 0.715 |
| D | 5 | 0.925 | 4 | 0.950 | 3 | 0.740 | 2 | 0.660 | 3 | 0.570 |
| E | 6 | 1.040 | 5 | 1.200 | 7 | 1.155 | 7 | 1.290 | 10 | 1.090 |
| F | 11 | 1.230 | 14 | 0.870 | 13 | 1.150 | 13 | 0.670 | 15 | 1.020 |
| G | 16 | 0.840 | 15 | 0.805 | 11 | 0.925 | 15 | 1.390 | 11 | 1.125 |
| H | 13 | 0.925 | 10 | 1.095 | 16 | 0.775 | 11 | 0.720 | 14 | 0.890 |
| I | 1 | 1.120 | 3 | 1.160 | 6 | 1.270 | 6 | 1.000 | 7.5 | 1.190 |
| J | 12 | 1.025 | 12 | 1.185 | 12 | 0.945 | 16 | 1.180 | 9 | 0.875 |
| K | 3 | 0.735 | 7 | 0.605 | 8 | 0.870 | 9 | 0.965 | 5 | 0.640 |
| L | 8 | 0.875 | 11 | 0.815 | 10 | 1.065 | 10 | 0.890 | 12 | 0.850 |
| M | 9 | 0.875 | 6 | 0.865 | 5 | 0.730 | 5 | 0.935 | 6 | 1.335 |
| N | 14 | 0.870 | 16 | 1.150 | 15 | 0.885 | 14 | 0.810 | 16 | 1.020 |
| O | 10 | 1.240 | 9 | 1.620 | 4 | 1.155 | 3 | 1.150 | 4 | 1.240 |
| P | 4 | 0.875 | 2 | 1.415 | 2 | 1.035 | 4 | 0.785 | 1 | 0.800 |
| Average Q | | 1.024 | | 1.047 | | 0.967 | | 0.974 | | 0.956 |

The lower the income level of the parents the more they tended to emphasize:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task H - Loyalty to Canada and the Canadian way of life - received the greatest emphasis from the \$ 4,000 - 5,999 group and the lowest from the \$ 6,000 - 7,999 group, with the other groups giving it intermediate values.

The greatest emphasis was placed on Task K - Understanding rights and duties of citizenship and acceptance of reasonable regulations - by the \$ 3,999 and less group and the least emphasis by the \$ 8,000 - 9,999 group.

The highest level of disagreement found in the less than \$ 3,999 group was found in the tasks:

Task B - A well cared for, well developed body.
(showed high disagreement - Q of 1.680
as compared to average Q of 1.024)

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task F - An introduction to budgeting and effective use of money and property.

Most disagreement found in the \$ 4,000 - 5,999 group was in the following tasks:

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task B - A well cared for, well developed body.

Task P - A desire to learn more - the inquiring mind.

The tasks in which most disagreement was evident in the \$ 6,000 - 7,999 group were:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

In the \$ 8,000 - 9,999 group disagreement was most evident in:

Task G - A fund of information about many things.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

Task J - Knowledge of and appreciation for the peoples of other lands.

The tasks on which there was most disagreement as ranked by the \$ 10,000 and over group were:

Task M - An emotionally stable person, able to cope with new situations.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

There was a recurral of Task O indicating disagreement within four groups over its ranking by these groups.

Sex (Tables XXVI and XXVII)

When differentiation was made on the basis of sex, only two statistically significant differences turned up. Men placed greater emphasis on Task F - An introduction to budgeting and effective use of money and property. (A difference of 4 occurred in the ranking assigned this task by men and women.) Women placed more stress on Task N - Understanding the role of various family members.

Task A - The ability to live and work with others - was ranked first by both males and females and both groups ranked Task P - A desire to learn more - the inquiring mind - second.

Among both the males and the females, the most controversial tasks were:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task B - A well cared for, well developed body.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

TABLE XXVI

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PARENTS CLASSIFIED ACCORDING TO SEX

| Task | Parents
Male
N - 127 | Parents
Female
N - 184 | Significant
Difference |
|------|----------------------------|------------------------------|---------------------------|
| A | 5.54 | 5.68 | N.S. |
| B | 3.84 | 3.98 | N.S. |
| C | 2.95 | 3.29 | N.S. |
| D | 5.00 | 5.00 | N.S. |
| E | 4.23 | 4.26 | N.S. |
| F | 3.59 | 3.10 | .02 |
| G | 3.17 | 3.20 | N.S. |
| H | 3.17 | 3.33 | N.S. |
| I | 4.80 | 5.04 | N.S. |
| J | 3.38 | 3.36 | N.S. |
| K | 4.33 | 4.21 | N.S. |
| L | 3.75 | 3.74 | N.S. |
| M | 4.28 | 4.26 | N.S. |
| N | 2.91 | 3.16 | .02 |
| O | 4.70 | 4.27 | N.S. |
| P | 5.00 | 5.04 | N.S. |

TABLE XXVII

COMPARISON OF THE OPINIONS OF PARENTS, CLASSIFIED ACCORDING TO SEX, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Male Parents
N - 127 | | Female Parents
N - 184 | |
|-----------|-------------------------|-------|---------------------------|-------|
| | Rank | Q | Rank | Q |
| A | 1 | 0.980 | 1 | 0.850 |
| B | 9 | 1.255 | 9 | 1.310 |
| C | 15 | 1.000 | 13 | 0.955 |
| D | 2.5 | 0.865 | 4 | 0.915 |
| E | 8 | 1.195 | 6.5 | 0.980 |
| F | 11 | 1.130 | 16 | 0.995 |
| G | 13.5 | 0.975 | 14 | 0.980 |
| H | 13.5 | 0.830 | 12 | 0.950 |
| I | 4 | 1.260 | 2.5 | 1.350 |
| J | 12 | 1.175 | 11 | 0.925 |
| K | 6 | 0.800 | 8 | 0.820 |
| L | 10 | 0.795 | 10 | 0.985 |
| M | 7 | 0.815 | 6.5 | 0.880 |
| N | 16 | 0.860 | 15 | 1.020 |
| O | 5 | 1.255 | 5 | 1.340 |
| P | 2.5 | 1.095 | 2.5 | 1.080 |
| Average Q | | 1.018 | | 1.021 |

Proximity of Relationship (Tables XXVIII and XXIX)

Parents were grouped on the basis of the proximity of their relationship to the school, and an attempt was made to determine whether the closeness of a parent's relationship to the school or the distance of his relationship from the school affected his perception of its tasks. Five categories were devised: Group 1 - parents who had been teachers; Group 2 - parents who were or had been members of school boards or advisory committees; Group 3 - parents with four and more contacts with the school; Group 4 - parents with three contacts and fewer; Group 5 - parents having no contact other than the fact that their children attend school.

A statistically significant difference was evident in seven tasks on the basis of this division. Parents who had been teachers are considered as being at the 'high' end of the proximity scale and parents having no contact are at the 'low' end of the scale.

Task F - An introduction to budgeting and effective use of money - was given greatest emphasis by the lowest category and least emphasis by the highest category. Other groups gave intermediate values. Parents with four and more contacts tended to stress Task G - A fund of information about many things. Parents with no contacts gave this task its lowest emphasis. Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles

TABLE XXVIII

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PARENTS CLASSIFIED ACCORDING TO PROXIMITY

| Task | Parents who
were teach-
ers | Parents who
were school
Bd. members
& members of
Advisory
Committees | Parents with
4 & more
contacts | Parents with
3 contacts &
less | Parents with
no contact | Significant
Difference |
|------|-----------------------------------|---|--------------------------------------|--------------------------------------|----------------------------|---------------------------|
| | Class 1
N-63 | Class 2
N-25 | Class 3
N-124 | Class 4
N-65 | Class 5
N-34 | |
| A | 5.87 | 5.14 | 5.68 | 5.63 | 5.17 | N.S. |
| B | 3.96 | 3.71 | 3.66 | 4.47 | 3.50 | N.S. |
| C | 3.56 | 2.88 | 3.18 | 2.78 | 2.83 | N.S. |
| D | 5.16 | 5.22 | 5.09 | 4.35 | 5.06 | N.S. |
| E | 4.00 | 4.00 | 4.32 | 4.19 | 4.79 | N.S. |
| F | 2.54 | 3.33 | 3.47 | 2.96 | 3.93 | .01 |
| G | 3.14 | 3.13 | 3.45 | 3.07 | 2.75 | .05 |
| H | 2.89 | 3.57 | 3.28 | 3.39 | 3.41 | N.S. |
| I | 4.46 | 5.42 | 4.67 | 5.77 | 5.60 | .01 |
| J | 3.07 | 3.20 | 3.57 | 3.23 | 2.83 | .05 |
| K | 4.10 | 4.56 | 4.12 | 4.63 | 4.25 | N.S. |
| L | 3.75 | 3.81 | 3.71 | 3.89 | 3.63 | N.S. |
| M | 4.71 | 3.85 | 4.23 | 4.15 | 4.32 | .05 |
| N | 2.82 | 2.95 | 3.00 | 3.34 | 2.96 | N.S. |
| O | 5.27 | 4.33 | 4.50 | 3.76 | 4.28 | .01 |
| P | 5.59 | 4.60 | 5.13 | 4.53 | 5.00 | .05 |

TABLE XXIX

COMPARISON OF THE OPINIONS OF PARENTS, CLASSIFIED ACCORDING TO PROXIMITY, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | N - 63 | | N - 25 | | N - 124 | | N - 65 | | N - 34 | |
|-----------|--------|-------|--------|-------|---------|-------|--------|-------|--------|-------|
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 1 | 0.820 | 3 | 1.095 | 1 | 0.850 | 2 | 0.970 | 2 | 0.985 |
| B | 9 | 0.920 | 10 | 1.050 | 10 | 1.320 | 5 | 1.205 | 11 | 1.775 |
| C | 11 | 0.655 | 16 | 1.075 | 15 | 1.115 | 16 | 0.995 | 14.5 | 0.930 |
| D | 4 | 0.170 | 2 | 0.695 | 3 | 0.885 | 6 | 0.985 | 3 | 0.975 |
| E | 8 | 1.110 | 7 | 1.205 | 6 | 1.170 | 7 | 1.045 | 5 | 1.065 |
| F | 16 | 0.995 | 12 | 0.905 | 12 | 0.840 | 15 | 1.380 | 9 | 0.840 |
| G | 12 | 1.185 | 14 | 1.270 | 13 | 0.875 | 14 | 0.620 | 16 | 0.825 |
| H | 14 | 0.785 | 11 | 0.960 | 14 | 0.935 | 12 | 1.050 | 12 | 0.845 |
| I | 6 | 1.170 | 1 | 1.105 | 4 | 1.425 | 1 | 1.350 | 1 | 1.130 |
| J | 13 | 0.805 | 13 | 1.090 | 11 | 1.055 | 11 | 1.015 | 14.5 | 1.120 |
| K | 7 | 0.725 | 5 | 0.695 | 8 | 0.870 | 3 | 0.900 | 8 | 0.755 |
| L | 10 | 0.850 | 9 | 0.845 | 9 | 1.110 | 9 | 1.050 | 10 | 0.755 |
| M | 5 | 0.810 | 8 | 0.950 | 7 | 1.020 | 8 | 0.685 | 6 | 0.725 |
| N | 15 | 1.020 | 15 | 0.845 | 16 | 0.970 | 13 | 0.960 | 13 | 0.760 |
| O | 3 | 1.095 | 6 | 1.355 | 5 | 1.335 | 10 | 1.200 | 7 | 1.090 |
| P | 2 | 1.150 | 4 | 1.005 | 2 | 1.105 | 4 | 0.935 | 4 | 0.940 |
| Average Q | | 0.892 | | 1.009 | | 1.055 | | 1.022 | | 0.970 |

in their daily living - was emphasized by Class 4 and given least emphasis by Class I. Task J - Knowledge of and appreciation for the peoples of other lands - was emphasized by parents with three and fewer contacts and shown least emphasis by parents with no contacts. Task M - An emotionally stable person, able to cope with new situations - was given greatest emphasis by parents who had been teachers, and lowest emphasis by parents who had been school board members or members of advisory committees. Task O - The basic tools for acquiring and communicating knowledge - the three R's - and Task P - A desire to learn more - the inquiring mind - were given greatest stress by parents who had been teachers and lowest by parents with three contacts and fewer.

There was a significant relationship here but no discernible pattern could be seen. That is, we could not say that the closer the individual's contact with the school, the more he identified with certain tasks. This area warrants further investigation.

Those tasks on which parents who had been teachers showed most disagreement were:

Task G - A fund of information about many things.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task P - A desire to learn more - the inquiring mind.

School board members and members of advisory committees showed their highest degree of disagreement on these tasks:

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task G - A fund of information about many things.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

The tasks on which there was most disagreement to parents with four and more contacts were:

Task I - To help pupils understand the Christian principles and to guide them in the practice of those principles in their daily living.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task B - A well cared for, well developed body.

Among parents with three and fewer contacts, the most controversy centered around the tasks:

Task F - An introduction to budgeting and effective use of money and property.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task B - A well cared for, well developed body.

In the group which included parents with no contacts, the tasks showing the most disagreement were:

Task B - A well cared for, well developed body.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task J - Knowledge of and appreciation for the peoples of other lands.

Task I again was the centre of considerable disagreement within groups.

II. SUMMARY

Differences of parental opinion existed regarding the tasks of the elementary school, and these differences were related to certain personal characteristics. Educational level proved to be the highest predictor of opinion difference with the related factors of income and proximity of relationship to the school being the next highest predictors of opinion difference.

Intellectual, personal and cultural elements of the tasks of the school received a greater degree of emphasis when ranked by urban parents of high educational level, belonging to a high income bracket. Civic, religious and practical aspects of the schools' tasks were emphasized more by rural parents with a low educational level and low income. Groups in all categories agreed on the tasks which they considered were of first importance, these being the social and intellectual areas of the over-all task of the school.

CHAPTER VI

RESULTS OF THE SURVEY - PART THREE

The earlier studies conducted by Downey and Andrews regarding the task of education were carried out with a view to determining the opinions of teachers, parents, and adults who had no children in school. No effort was made to ask the young people themselves for their opinions. Since youth are the recipients of that which we endeavor to transmit through the educational process, the writer felt that they, too, should be given an opportunity to state what they perceived the role of the elementary school to be. They, as well as the teachers and parents were, therefore, asked to state their opinions.

This chapter is devoted to an analysis of the stated opinions of pupils in grades ten and eleven and is divided into three parts. Section I deals with the pupil group sub-divided on the basis of certain personal characteristics. In Section II, the opinions of pupils within a specific community are looked at in relationship to the opinions of parents in that same community. For example, the opinions of the pupils in the urban community, Gander, are studied in relation to the opinions of the parents in Gander. Section III contains a summary of the findings relating to pupil opinion.

I. DIFFERENCES IN PUPIL OPINION ASSOCIATED
WITH DIFFERENCES IN PERSONAL
CHARACTERISTICS

Analysis was made of the opinions of pupils on the basis of the personal characteristics of sex, ambition and community.

Sex (Tables XXX and XXXI)

When pupils were categorized according to sex, three tasks evolved showing statistically significant differences. Male pupils placed more emphasis than did females on Task B - A well cared for, well developed body - and Task H - Loyalty to Canada and the Canadian way of life. Females placed more stress on Task P - A desire to learn more - the inquiring mind.

Task A was ranked first by both female and male pupils. Tasks D and P were ranked second and third by males and females respectively and Task O was ranked fourth by both groups. Rankings from ten to sixteen were basically the same.

Tasks showing most disagreement as ranked by male pupils were:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task B - A well cared for, well developed body.

TABLE XXX
 MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
 BY PUPILS CLASSIFIED ACCORDING TO SEX

| Task | Pupils
Male
N -179 | Pupils
Female
N -160 | Significant
Difference |
|------|--------------------------|----------------------------|---------------------------|
| A | 5.53 | 5.63 | N.S. |
| B | 3.76 | 3.18 | .05 |
| C | 2.92 | 2.64 | N.S. |
| D | 5.47 | 5.44 | N.S. |
| E | 4.15 | 4.24 | N.S. |
| F | 2.81 | 2.75 | N.S. |
| G | 3.89 | 4.25 | N.S. |
| H | 3.47 | 3.09 | .01 |
| I | 3.91 | 4.26 | N.S. |
| J | 3.88 | 3.80 | N.S. |
| K | 4.14 | 4.19 | N.S. |
| L | 3.63 | 3.65 | N.S. |
| M | 4.11 | 4.14 | N.S. |
| N | 2.67 | 2.37 | N.S. |
| O | 4.67 | 4.97 | N.S. |
| P | 5.11 | 5.58 | .02 |

TABLE XXXI

COMPARISON OF THE OPINIONS OF PUPILS, CLASSIFIED ACCORDING TO SEX, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Male Pupils
N - 179 | | Female Pupils
N - 160 | |
|-----------|------------------------|-------|--------------------------|-------|
| | Rank | Q | Rank | Q |
| A | 1 | 0.890 | 1 | 0.990 |
| B | 11 | 1.155 | 12 | 1.165 |
| C | 14 | 1.095 | 15 | 1.220 |
| D | 2 | 0.930 | 3 | 0.760 |
| E | 5 | 1.010 | 7 | 1.130 |
| F | 15 | 0.915 | 14 | 0.850 |
| G | 9 | 0.985 | 6 | 0.820 |
| H | 13 | 1.010 | 13 | 0.785 |
| I | 8 | 1.200 | 5 | 0.925 |
| J | 10 | 0.885 | 10 | 0.820 |
| K | 6 | 0.800 | 8 | 0.730 |
| L | 12 | 0.875 | 11 | 0.815 |
| M | 7 | 0.980 | 9 | 0.870 |
| N | 16 | 0.885 | 16 | 0.770 |
| O | 4 | 1.040 | 4 | 0.985 |
| P | 3 | 1.010 | 2 | 0.915 |
| Average Q | | 0.979 | 0.909 | |

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task B was also an area of disagreement as ranked by female pupils as were:

Task C - Enjoyment of cultural activities - the finer things of life.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

Ambition (Tables XXXIII and XXXVIII)

In classifying pupils on the basis of ambition, the Blishen Scale was used. Surprisingly, only 18 of the total sample of 339 pupils appeared in class 1. The majority of the students evinced a desire to work in some occupation which was included in class 2 or class 3 (206 of the 339 pupils). As was expected no pupil expressed an ambition which fell in class 7. Sixty-five pupils stated no ambition. Four categories were devised: class 1 and 2; class 3 and 4; class 5 and 6; and a category containing the unclassified. It was hypothesized that little appreciable difference would result when the opinions of pupils were categorized on the basis of ambition. No significant differences were observed.

Task A - The ability to live and work with others - was rated as the school's prime task by all groups. Tasks D, O and P interchangeably received rankings from second to fourth.

TABLE XXXII

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PUPILS CLASSIFIED ACCORDING TO AMBITION

| Task | Class 1 and 2
N - 162 | Class 3 and 4
N - 68 | Class 5 and 6
N - 44 | Unclassified
N - 65 | Significant
Difference |
|------|--------------------------|-------------------------|-------------------------|------------------------|---------------------------|
| A | 5.50 | 5.79 | 5.33 | 5.67 | N.S. |
| B | 3.48 | 3.17 | 3.75 | 3.54 | N.S. |
| C | 2.87 | 2.93 | 2.73 | 2.47 | N.S. |
| D | 5.46 | 5.39 | 5.14 | 5.67 | N.S. |
| E | 4.25 | 4.10 | 4.50 | 3.98 | N.S. |
| F | 2.72 | 2.73 | 2.96 | 2.88 | N.S. |
| G | 4.09 | 3.96 | 4.05 | 4.13 | N.S. |
| H | 3.33 | 2.96 | 3.23 | 3.19 | N.S. |
| I | 3.93 | 4.45 | 4.20 | 4.03 | N.S. |
| J | 3.83 | 3.66 | 3.79 | 4.05 | N.S. |
| K | 4.16 | 4.00 | 4.25 | 4.28 | N.S. |
| L | 3.52 | 3.81 | 3.90 | 3.53 | N.S. |
| M | 4.03 | 4.32 | 3.86 | 4.31 | N.S. |
| N | 2.61 | 2.95 | 2.50 | 2.31 | N.S. |
| P | 4.95 | 4.74 | 4.90 | 4.63 | N.S. |
| | 5.43 | 5.39 | 4.68 | 5.33 | N.S. |

TABLE XXXIII

COMPARISON OF THE OPINIONS OF PUPILS, CLASSIFIED ACCORDING TO AMBITION, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Class 1 and 2
N - 162 | | Class 3 and 4
N - 68 | | Class 5 and 6
N - 44 | | Unclassified
N - 65 | |
|-----------|--------------------------|-------|-------------------------|-------|-------------------------|-------|------------------------|-------|
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 1 | 1.055 | 1 | 0.845 | 1 | 0.935 | 1 | 0.770 |
| B | 12 | 1.170 | 12 | 1.280 | 12 | 1.255 | 11 | 1.095 |
| C | 14 | 1.090 | 15 | 1.210 | 15 | 1.070 | 15 | 1.255 |
| D | 3 | 0.800 | 3 | 0.840 | 2 | 0.860 | 2 | 0.995 |
| E | 5 | 1.110 | 7 | 1.100 | 5 | 1.060 | 10 | 0.920 |
| F | 15 | 1.085 | 16 | 0.900 | 14 | 1.000 | 14 | 0.835 |
| G | 7 | 1.015 | 9 | 0.870 | 8 | 1.025 | 7 | 0.770 |
| H | 13 | 0.715 | 13 | 1.005 | 13 | 0.940 | 13 | 0.935 |
| I | 9 | 1.075 | 5 | 1.025 | 7 | 1.335 | 9 | 1.140 |
| J | 10 | 0.820 | 11 | 0.865 | 11 | 0.805 | 8 | 0.950 |
| K | 6 | 0.805 | 8 | 0.770 | 8 | 0.700 | 6 | 0.820 |
| L | 11 | 0.905 | 10 | 0.745 | 9 | 0.925 | 12 | 0.780 |
| M | 8 | 0.915 | 6 | 0.855 | 10 | 0.955 | 5 | 0.905 |
| N | 16 | 0.900 | 14 | 0.790 | 16 | 0.855 | 16 | 0.725 |
| O | 4 | 1.015 | 4 | 0.920 | 3 | 1.080 | 4 | 1.025 |
| P | 3 | 0.890 | 2 | 1.055 | 4 | 0.985 | 3 | 0.970 |
| Average Q | | 0.960 | | 0.942 | | 0.987 | | 0.931 |

Tasks H, N, F and C were rated from thirteenth to sixteenth by all groups.

The greatest measure of disagreement found in class 1 and 2 and class 3 and 4 was in the tasks:

Task B - A well cared for, well developed body.

Task C - Enjoyment of cultural activities - the finer things of life.

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

The greatest amount of controversy in the class 5 and 6 group was observed in the tasks:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Task B - A well cared for, well developed body.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

The unclassified group showed most disagreement in Task I and Task B as above as well as in:

Task C - Enjoyment of cultural activities - the finer things of life.

Community (Tables XXXIV and XXXV)

Pupils were grouped on the basis of the same four community types used for the parent group. Seven tasks showed

TABLE XXXIV

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PUPILS CLASSIFIED ACCORDING TO COMMUNITY

| Task | Gander
Pupils
N- 130 | Lewisporte
Pupils
N - 99 | Twillingate
Pupils
N - 60 | New World Island
Pupils
N - 50 | Significant
Difference |
|------|----------------------------|--------------------------------|---------------------------------|--------------------------------------|---------------------------|
| A | 5.91 | 5.20 | 5.57 | 5.50 | .01 |
| B | 3.93 | 2.93 | 3.44 | 3.42 | .01 |
| C | 2.92 | 2.86 | 2.69 | 2.58 | N.S. |
| D | 5.21 | 5.59 | 5.80 | 5.32 | .05 |
| E | 3.87 | 4.39 | 4.30 | 4.36 | N.S. |
| F | 2.63 | 2.82 | 2.90 | 2.97 | .001 |
| G | 3.87 | 4.29 | 4.15 | 4.11 | N.S. |
| H | 3.28 | 3.18 | 3.57 | 3.06 | N.S. |
| I | 4.18 | 3.92 | 4.24 | 3.96 | N.S. |
| J | 3.85 | 3.94 | 3.74 | 3.69 | N.S. |
| K | 4.05 | 4.24 | 4.17 | 4.32 | N.S. |
| L | 3.14 | 4.01 | 3.75 | 4.00 | .001 |
| M | 4.24 | 4.26 | 3.72 | 4.21 | .02 |
| N | 2.87 | 2.45 | 2.25 | 2.17 | .01 |
| O | 5.11 | 4.73 | 4.50 | 4.38 | N.S. |
| P | 5.08 | 5.33 | 5.59 | 5.65 | N.S. |

TABLE XXXV

COMPARISON OF THE OPINIONS OF PUPILS, CLASSIFIED ACCORDING TO COMMUNITY, REGARDING
THE ORDER OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Gander
Pupils
N- 130 | | Lewisporte
Pupils
N - 99 | | Twillingate
Pupils
N - 60 | | New World Island
Pupils
N - 50 | |
|-----------|----------------------------|-------|--------------------------------|-------|---------------------------------|-------|--------------------------------------|-------|
| | Rank | Q | Rank | Q | Rank | Q | Rank | Q |
| A | 1 | 0.890 | 3 | 1.015 | 3 | 0.930 | 2 | 0.930 |
| B | 8 | 1.155 | 13 | 1.020 | 13 | 1.125 | 12 | 1.305 |
| C | 14 | 1.090 | 14 | 1.160 | 15 | 1.185 | 15 | 1.090 |
| D | 2 | 0.775 | 1 | 0.775 | 1 | 0.880 | 3 | 0.930 |
| E | 9.5 | 1.240 | 5 | 1.140 | 5 | 0.765 | 5 | 1.065 |
| F | 16 | 0.850 | 15 | 0.745 | 14 | 1.045 | 14 | 0.915 |
| G | 9.5 | 0.875 | 6 | 0.945 | 8 | 1.020 | 8 | 0.820 |
| H | 12 | 0.955 | 12 | 0.845 | 12 | 0.980 | 13 | 0.820 |
| I | 6 | 1.035 | 11 | 1.085 | 6 | 1.140 | 10 | 1.210 |
| J | 11 | 0.795 | 10 | 0.820 | 10 | 0.935 | 11 | 0.915 |
| K | 7 | 0.840 | 8 | 0.695 | 7 | 0.685 | 6 | 0.850 |
| L | 13 | 0.800 | 9 | 0.875 | 9 | 0.720 | 9 | 0.930 |
| M | 5 | 1.030 | 7 | 0.870 | 11 | 0.820 | 7 | 0.820 |
| N | 15 | 0.940 | 16 | 0.775 | 16 | 0.715 | 16 | 0.925 |
| O | 3 | 0.870 | 4 | 1.135 | 4 | 0.975 | 4 | 0.895 |
| P | 4 | 0.975 | 2 | 1.020 | 2 | 0.985 | 1 | 0.755 |
| Average Q | | 0.945 | | 0.933 | | 0.932 | | 0.948 |

statistically significant relationships.

The higher the degree of urbanization the more emphasis pupils placed on Task N - Understanding the role of various family members. The more rural the community, the more pupils tended to stress Task F - An introduction to budgeting and effective use of money and property.

Pupils from the urban center gave the following tasks the most emphasis and pupils from the urban-rural center gave them the least emphasis:

Task A - The ability to live and work with others.

Task B - A well cared for, well developed body.
(Difference of 5 in rank).

There was a tendency on the part of rural-urban youth to stress Task D - The habit of figuring things out for oneself. Task D was emphasized least by pupils from the urban center. Pupils from the urban-rural center emphasized Task L - General awareness of occupational opportunities and how people prepare for them. This task received less emphasis when viewed by pupils from the urban center. Most stress was placed on Task M - An emotionally stable person, able to cope with new situations - by pupils from the urban-rural community and the least by pupils from the rural-urban community.

No gradation of opinion emerged on the basis of community type. However, a relationship which is significant does exist.

Tasks A, D, P and O interchangeably were given the first four rankings by all groups.

Urban pupils showed most controversy in Task E - Classification and training for a specific kind of high school program - academic, technical, etc., Task B - A well cared for, well developed body,- and Task C - Enjoyment of cultural activities - the finer things of life.

Urban-rural pupils showed greatest disagreement in Tasks E and C as above and in Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Most disagreement was evident in both the groups rural-urban pupils and rural pupils in Task B - A well cared for, well developed body, Task C - Enjoyment of cultural activities - the finer things of life, and Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

II. COMPARISON OF PUPIL-PARENT OPINION WITHIN FOUR COMMUNITY TYPES

The opinions of pupils and parents within each community were tabulated and comparisons made in an attempt to determine whether community type affected the differences in opinions held by pupils and parents. In other words, is the gap between pupil and parent opinion widened as urbanization increases or is the reverse true?

Urban Pupil-parent Opinion (Tables XXXVI and XXXVII)

When the opinions of pupils and parents from the urban community were compared, two tasks showed a significant difference. Parents placed greater emphasis than did pupils on Task F - An introduction to budgeting and effective use of money and property, and Task L - General awareness of occupational opportunities and how people prepare for them.

Pupil-parent opinion on the six most important tasks of the school was basically the same. Task A was ranked first by both groups and Task D was ranked second. Tasks O, P, I, and M were alternately ranked third to sixth.

Urban-rural Pupil-parent Opinion (Tables XXXVIII and XXXIX)

More significant relationships existed here than in the urban category, with seven tasks showing statistically significant differences. Parents from the urban-rural community tended to place importance on:

Task B - A well cared for, well developed body.
(Difference of 5 in rank).

Task F - An introduction to budgeting and effective use of money and property. (Difference of 4 in rank).

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living. (Difference of 8 in rank).

Task N - Understanding the role of various family members. (Difference of 4 in rank).

TABLE XXXVI
 MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
 BY PUPILS AND PARENTS OF GANDER

| Task | Gander Pupils
N - 130 | Gander Parents
N - 114 | Significant
Difference |
|------|--------------------------|---------------------------|---------------------------|
| A | 5.91 | 5.57 | N.S. |
| B | 3.93 | 3.93 | N.S. |
| C | 2.92 | 3.14 | N.S. |
| D | 5.21 | 5.34 | N.S. |
| E | 3.87 | 4.28 | N.S. |
| F | 2.63 | 3.14 | .02 |
| G | 3.87 | 3.25 | N.S. |
| H | 3.28 | 3.03 | N.S. |
| I | 4.18 | 4.58 | N.S. |
| J | 3.85 | 3.10 | N.S. |
| K | 4.05 | 4.03 | N.S. |
| L | 3.14 | 3.74 | .01 |
| M | 4.24 | 4.54 | N.S. |
| N | 2.87 | 2.91 | N.S. |
| O | 5.11 | 4.91 | N.S. |
| P | 5.08 | 5.29 | N.S. |

TABLE XXXVII

COMPARISON OF GANDER PUPIL-PARENT OPINION REGARDING THE ORDER OF IMPORTANCE
ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Gander Pupils
N - 130 | | Gander Parents
N - 114 | |
|-----------|--------------------------|-------|---------------------------|-------|
| | Rank | Q | Rank | Q |
| A | 1 | 0.890 | 1 | 0.955 |
| B | 8 | 1.135 | 9 | 0.980 |
| C | 14 | 1.090 | 12.5 | 0.900 |
| D | 2 | 0.775 | 2 | 0.720 |
| E | 9.5 | 1.240 | 7 | 1.210 |
| F | 16 | 0.850 | 12.5 | 0.925 |
| G | 9.5 | 0.875 | 11 | 0.980 |
| H | 12 | 0.955 | 15 | 0.840 |
| I | 6 | 1.035 | 5 | 1.300 |
| J | 11 | 0.795 | 14 | 1.090 |
| K | 7 | 0.840 | 8 | 0.735 |
| L | 13 | 0.800 | 10 | 0.960 |
| M | 5 | 1.030 | 6 | 0.960 |
| N | 15 | 0.940 | 16 | 0.950 |
| O | 3 | 0.870 | 4 | 1.240 |
| P | 4 | 0.975 | 3 | 1.050 |
| Average Q | | 0.945 | | 0.987 |

TABLE XXXVIII

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PUPILS AND PARENTS OF LEWISPORTE

| Task | Lewisporte Pupils
N - 99 | Lewisporte Parents
N - 100 | Significant
Difference |
|------|-----------------------------|-------------------------------|---------------------------|
| A | 5.20 | 5.74 | N.S. |
| B | 2.93 | 4.06 | .01 |
| C | 2.86 | 2.96 | N.S. |
| D | 5.59 | 5.02 | .001 |
| E | 4.39 | 4.18 | N.S. |
| F | 2.82 | 3.24 | .01 |
| G | 4.29 | 3.08 | .001 |
| H | 3.18 | 3.31 | N.S. |
| I | 3.92 | 4.94 | .01 |
| J | 3.94 | 3.31 | .01 |
| K | 4.24 | 4.40 | N.S. |
| L | 4.01 | 3.67 | N.S. |
| M | 4.26 | 4.40 | N.S. |
| N | 2.45 | 3.09 | .001 |
| O | 4.73 | 4.24 | N.S. |
| P | 5.33 | 4.89 | N.S. |

TABLE XXXIX

COMPARISON OF LEWISPORTE PUPIL-PARENT OPINION REGARDING THE ORDER
OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Lewisporte Pupils
N - 99 | | Lewisporte Parents
N - 100 | |
|-----------|-----------------------------|-------|-------------------------------|-------|
| | Rank | Q | Rank | Q |
| A | 3 | 1.015 | 1 | 0.890 |
| B | 13 | 1.020 | 9 | 1.500 |
| C | 14 | 1.160 | 16 | 0.965 |
| D | 1 | 0.775 | 2 | 0.675 |
| E | 5 | 1.140 | 8 | 1.265 |
| F | 13 | 0.745 | 13 | 1.160 |
| G | 6 | 0.945 | 15 | 0.970 |
| H | 12 | 0.845 | 11.5 | 0.925 |
| I | 11 | 1.085 | 3 | 1.300 |
| J | 10 | 0.820 | 11.5 | 0.905 |
| K | 8 | 0.695 | 5.5 | 0.905 |
| L | 9 | 0.875 | 9 | 0.885 |
| M | 7 | 0.870 | 5.5 | 0.820 |
| N | 16 | 0.775 | 14 | 0.930 |
| O | 4 | 1.135 | 7 | 1.260 |
| P | 2 | 1.020 | 4 | 1.005 |
| Average Q | | 0.933 | | 1.023 |

Urban-rural pupils emphasized:

Task D - The habit of figuring things out for oneself.

Task G - A fund of information about many things. (Difference of 7 in rank).

Task J - Knowledge of and appreciation for peoples of other lands.

Rural-urban Pupil-parent Opinion (Tables XL and XLI)

Four of the sixteen tasks showed a statistically significant relationship. Parents placed more importance than did pupils on:

Task C - Enjoyment of cultural activities - the finer things of life.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living. (Difference of 4 in rank).

Pupils placed more importance on:

Task D - The habit of figuring things out for oneself.

Task G - A fund of information about many things. (Difference of 7 in rank).

Task A - The ability to live and work with others - was ranked first by parents and third by pupils. A similar ranking was observed in tabulating the urban-rural parents above. Task N - Understanding the role of various family members - was

TABLE XL

MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
BY PUPILS AND PARENTS OF TWILLINGATE

| Task | Twillingate Pupils
N - 60 | Twillingate Parents
N - 57 | Significant
Difference |
|------|------------------------------|-------------------------------|---------------------------|
| A | 5.57 | 5.70 | N.S. |
| B | 3.44 | 3.45 | N.S. |
| C | 2.63 | 3.58 | .01 |
| D | 5.80 | 4.96 | .01 |
| E | 4.30 | 4.24 | N.S. |
| F | 2.90 | 3.59 | N.S. |
| G | 4.15 | 3.14 | .01 |
| H | 3.57 | 3.54 | N.S. |
| I | 4.27 | 5.00 | .05 |
| J | 3.74 | 3.70 | N.S. |
| K | 4.17 | 4.31 | N.S. |
| L | 3.75 | 3.62 | N.S. |
| M | 3.72 | 4.00 | N.S. |
| N | 2.25 | 2.54 | N.S. |
| O | 4.50 | 4.45 | N.S. |
| P | 5.59 | 4.85 | N.S. |

TABLE XLI
COMPARISON OF TWILLINGATE PUPIL-PARENT OPINION REGARDING THE ORDER
OF IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | Twillingate Pupils
N - 60 | | Twillingate Parents
N - 57 | |
|-----------|------------------------------|-------|-------------------------------|-------|
| | Rank | Q | Rank | Q |
| A | 3 | 0.930 | 1 | 0.815 |
| B | 13 | 1.125 | 14 | 1.355 |
| C | 15 | 1.185 | 12 | 0.975 |
| D | 1 | 0.880 | 3 | 1.060 |
| E | 5 | 0.765 | 7 | 1.010 |
| F | 14 | 1.045 | 11 | 1.060 |
| G | 8 | 1.020 | 15 | 0.970 |
| H | 12 | 0.980 | 13 | 0.955 |
| I | 6 | 1.140 | 2 | 1.200 |
| J | 10 | 0.935 | 9 | 0.970 |
| K | 7 | 0.685 | 6 | 1.000 |
| L | 9 | 0.720 | 10 | 0.935 |
| M | 11 | 0.820 | 8 | 0.805 |
| N | 16 | 0.715 | 16 | 1.165 |
| O | 4 | 0.975 | 5 | 1.390 |
| P | 2 | 0.985 | 4 | 1.240 |
| Average Q | | 0.932 | | 1.057 |

ranked sixteenth by both parents and pupils from the rural-urban area.

Rural Pupil-parent Opinion (Tables XLII and XLIII)

Statistically significant relationships existed on four tasks on the basis of this differentiation, three of which were at the .001 level and one at the .02 level. Parents assigned a higher degree of importance than did pupils to:

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living. (Difference of 9 in rank).

Task N - Understanding the role of various family members. (Difference of 4 in rank).

Pupils placed more emphasis on:

Task D - The habit of figuring things out for oneself. (Difference of 6 in rank).

Task P - A desire to learn more - the inquiring mind.

Task A - The ability to live and work with others - was ranked second by both groups.

TABLE XLII
 MEDIAN VALUES ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL
 BY PUPILS AND PARENTS OF NEW WORLD ISLAND

| Task | New World Island
Pupils
N - 50 | New World Island
Parents
N - 40 | Significant
Difference |
|------|--------------------------------------|---------------------------------------|---------------------------|
| A | 5.50 | 5.33 | N.S. |
| B | 3.42 | 4.50 | N.S. |
| C | 2.58 | 3.21 | N.S. |
| D | 5.32 | 3.79 | .001 |
| E | 4.36 | 4.36 | N.S. |
| F | 2.97 | 3.50 | N.S. |
| G | 4.11 | 3.36 | N.S. |
| H | 3.06 | 3.35 | N.S. |
| I | 3.96 | 6.23 | .001 |
| J | 3.69 | 3.80 | N.S. |
| K | 4.32 | 4.72 | N.S. |
| L | 4.00 | 4.00 | N.S. |
| M | 4.21 | 3.77 | N.S. |
| N | 2.17 | 3.56 | .001 |
| O | 4.38 | 3.64 | N.S. |
| P | 5.65 | 4.61 | .02 |

TABLE XLIII

COMPARISON OF NEW WORLD ISLAND PUPIL - PARENT OPINION REGARDING THE ORDER
IMPORTANCE ASSIGNED TO THE TASKS OF THE ELEMENTARY SCHOOL

| Task | New World Island Pupils
N - 50 | | New World Island Parents
N - 40 | |
|-----------|-----------------------------------|-------|------------------------------------|-------|
| | Rank | Q | Rank | Q |
| A | 2 | 0.930 | 2 | 1.120 |
| B | 12 | 1.305 | 5 | 1.415 |
| C | 15 | 1.090 | 16 | 1.365 |
| D | 3 | 0.930 | 9 | 0.800 |
| E | 5 | 1.065 | 6 | 1.285 |
| F | 14 | 0.915 | 13 | 1.140 |
| G | 8 | 0.830 | 14 | 0.875 |
| H | 13 | 0.820 | 15 | 1.025 |
| I | 10 | 1.210 | 1 | 1.205 |
| J | 11 | 0.915 | 8 | 1.285 |
| K | 6 | 0.850 | 3 | 0.960 |
| L | 9 | 0.930 | 7 | 0.725 |
| M | 7 | 0.820 | 10 | 0.840 |
| N | 16 | 0.925 | 12 | 0.690 |
| O | 4 | 0.895 | 11 | 1.275 |
| P | 1 | 0.755 | 4 | 1.040 |
| Average Q | | 0.948 | | 1.065 |

III. SUMMARY

Pupils were grouped on the personal characteristics of sex, ambition and community, with the latter showing the largest number of tasks on which a significant difference existed. The stated ambitions held by pupils did not influence their opinions of the school's tasks. Male pupils emphasized the physical and civic elements of the school's tasks while female pupils stressed the intellectual aspects.

It was hypothesized that with a greater degree of urbanization would come a greater difference between pupil and parent opinion. This was not proven by the study. The urban center displayed greater similarity of opinion between pupil and parent than did either of the other three community types. However, greatest difference of opinion regarding the relative importance of tasks was apparent in the urban-rural center.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

I. PURPOSE AND PROCEDURE OF THE STUDY

The main aim of this study was to determine the order of priorities assigned to sixteen stated tasks of the elementary school by parents, teachers and pupils in grades ten and eleven in seven selected Newfoundland communities. An attempt was made to ascertain whether any relationship existed between an individual's expressed opinion and certain personal characteristics.

The questionnaire utilized in this study was based largely upon the T.P.E. Opinionnaire¹ devised by Downey, Seager, and Slagle and used in a study of public opinion in the United States and Canada. A similar study of public and professional opinion was conducted in Alberta by Andrews who also used the T.P.E. Opinionnaire.

In the initial stages of this survey, a copy of the elementary school tasks, as constructed by Downey et al., was sent to thirty elementary school principals, six graduate students

¹L. Downey, R. Seager and A. Slagle, The T.P.E. Opinionnaire (Chicago: Midwest Administration Center, University of Chicago, 1958).

in Educational Administration and fifteen University professors who were intimately involved in elementary education in the province. These individuals were asked to express their views concerning the acceptability of the tasks for research purposes in Newfoundland by rating them on a five-point scale, ranging from very suitable to very unsuitable. Only two changes were made in the wording of the tasks on the basis of the replies received. The majority of the educators showed strong agreement with all tasks.

Three groups participated in the pilot study which enabled the researcher to test selection techniques, directions to be given to respondents, and the data analysis to be used in the study. Parents at a parent-teacher meeting in St. John's, pupils in grade eleven at Foxtrap High School, and teachers and principals in elementary schools in the Foxtrap area completed the questionnaire. Relatively few changes were made as a result of the pilot study.

The revised questionnaire was submitted to random samples of parents, and high school students in Gander, Lewisporte, Twillingate and four communities on New World Island. All elementary principals and teachers in the communities studied were asked for their opinions. The data were tabulated, hand-scored, and statistically significant differences determined.

No attempt was made in the course of the study to determine whether the school was actually carrying out any or all of these objectives or to discover what system of priorities

existed in actual practice. The study was concerned only with what certain groups felt the task of the elementary school should be and where priorities should be placed in the opinion of these groups.

II. MAJOR FINDINGS

A high level of agreement was evident among all groups as to which tasks of the elementary school should receive most attention. This was illustrated by the fact that certain tasks repeatedly appeared as priorities when different major groups or categories of those groups were questioned. The four tasks of the elementary school upon which all groups basically agreed and to which they assigned high ranking were:

Task A - The ability to live and work with others.

Task P - A desire to learn more - the inquiring mind.

Task D - The habit of figuring things out for oneself.

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

These tasks are not necessarily listed in order of their perceived importance.

The hypothesis was put forward that all groups would place major emphasis on the intellectual aspect of the school's task. However, Task A - The ability to live and work with others -

emerged as the most highly rated task. The preference for the social element was followed very closely by the intellectual. These two elements, the social and the intellectual, held predominance over the cultural, personal, religious, practical and vocational tasks.

When comparison was made of the three groups, parents, teachers and pupils, teachers placed more emphasis than did pupils and parents on these tasks:

Task G - A fund of information about many things,

Task O - The basic tools for acquiring and communicating knowledge - the three R's.

Task P - A desire to learn more - the inquiring mind.

Task A - The ability to live and work with others.

Task M - An emotionally stable person, able to cope with new situations.

Task N - Understanding the role of various family members.

Task C - Enjoyment of cultural activities - the finer things of life.

Parents placed more emphasis on:

Task E - Classification and training for a specific kind of high school program - academic, technical, etc.

Task F - An introduction to budgeting and effective use of money and property.

Task I - To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.

Pupils showed a greater tendency than did parents or teachers to stress:

Task D - The habit of figuring things out for oneself.

Task G - A fund of information about many things.

Task J - Knowledge of and appreciation for the peoples of other lands.

Task H - Loyalty to Canada and the Canadian way of life.

Task L - General awareness of occupational opportunities and how people prepare for them.

Teachers and pupils placed more emphasis than did parents on intellectual elements. Parents placed more stress on the religious, vocational and practical. Teachers placed greater emphasis upon personal and cultural activities than did parents and pupils. They also emphasized the social element, but pupils took this further afield in that they included loyalty to Canada and knowledge of other lands and peoples. Pupils emphasized, more than did their teachers, preparation for future occupations and knowledge about possible occupations.

Educational level influenced greatly parental opinion regarding the school's tasks. Proximity of the parent's relationship to the school doubtless affected the parent's opinion, but no definite pattern of relationship was observable. This was so also when pupils were considered on the basis of community type.

On the basis of the various differentiations of opinions, there appeared a division which could be termed intellectual versus non-intellectual. The typical person placing importance upon the intellectual elements of the school's task was a member of an urban community, was a teacher or pupil, young, of high educational level, of high income, and of a high degree of proximity to the school.

The typical person stressing non-intellectual elements was a member of a rural community, a parent, older, of low educational level, of low income and of a low degree of proximity to the school. A person in the non-intellectual division was more likely to emphasize tasks relating to training for occupational choice, training in home-making skills and training in Christian principles. This in no way indicates that all parents considered intellectual skills of low importance, for all groups included the intellectual aspects of the school's tasks as priorities. There was considerable overlapping of opinion. Some teachers were included in the non-intellectual category and some parents were in the intellectual category. This discussion attempts to point out only that certain personal characteristics determined the direction of the individual's opinion.

III. IMPLICATIONS AND RECOMMENDATIONS

Reappraisal of Our Philosophy of Education

As discussed in Chapter One, the winds of change are blowing across the world and are bringing rapid changes to every area of human life. Education is being affected and will continue to be even more so in the future. As the content of knowledge expands at a frightening pace, as increased leisure becomes available, as technology spreads, a reassessment of our present philosophy of education becomes an issue of pressing importance. Many contend that it is useless to discuss the philosophy or purpose underlying our educational system. However, it is important from time to time to pause and consider what we desire to accomplish through our elaborate or not-so-elaborate school systems. This is even more true during times of great social upheaval.

Curriculum Improvements

If society were static, then curriculum could be stabilized, fixed for all time. But man continues to change his society and in so doing, he himself is changed by his creation. Curriculum must also change to fulfill the needs of the new society.

It is evident from this study that a diversified

curriculum should be made available to meet the needs and capabilities of all students. It is important, particularly at the high school and upper elementary school level, that students be presented with a choice of programs. However, these should not be terminal in nature. Transferral to another program, with minimum confusion, should be possible if the individual so desires.

With a change in aims of the elementary school and an updating of curriculum would come a necessary reappraisal of the methods of instruction utilized. Many teachers continue to transmit facts to passive children using merely a textbook, a blackboard and a piece of chalk in a day when a multiplicity of technological devices and new media of instruction flood the market. More information about new techniques should be disseminated and more use made of them.

Preparation of Educators

Changes are occurring in education, in the philosophy underlying our system, in curriculum and in techniques of presentation. As a result, teachers will need a period of intensive preparation for their future work as well as continual refresher courses to enable them to keep abreast of a field that is changing daily. In this preparatory period, assistance should be provided, not merely by educators skilled in lesson-presentation techniques and the like, but also by psychologists, economists and numerous others from various fields.

Improved Communication

Education is so thoroughly interwoven into the life of the local community, the province, and the nation that almost every individual has some area of special interest in the school. Where so many persons of diverse opinions and abilities play a variety of roles, an adequate system of communication is essential. The public are becoming more interested in and more vocal about school topics, but further involvement is necessary if critical decisions are to be made on educational priorities and policies. People assist more readily in projects pertaining to the school, if they understand the philosophy and need underlying the situation; they make more informed decisions if they are kept aware of problems and issues. Hence, one of the functions of the educational leader is to make available to the public pertinent information concerning needs, educational practices, and possible innovations, to encourage discussion of vital issues, and to provide opportunities for the public to obtain a deeper insight into new problem areas. The educator can often help determine the direction of public opinion.

Development of Social Skills and Christian Principles

With the changes in our society have come an increased anonymity, tension and impersonality. It appears that the

elementary school, with the other agencies concerned with the child's development, should lay added emphasis on social relationships extending out from the school to encompass world relationships.

Task I, which involves an inculcation of Christian principles, proved to be an area of much controversy. Many claim that Newfoundland has not developed an adequate curriculum for the teaching of Christian values and that efforts to teach religion in the past were often carried out by unqualified individuals, were haphazard and superficial. It is suggested that an improved curriculum for religion should be devised and specialists trained in this area.

Guidance Programs

The need for personal, social, educational and vocational adjustment suggests an accompanying need for guidance. Present guidance facilities and personnel in our schools are inadequate. It is impossible to give the child individual guidance or counselling as he sits in a class with his thirty-five or forty peers. Therefore, a special guidance program is required with increased facilities and specialists skilled in the techniques of counselling.

IV. SUGGESTIONS FOR FURTHER STUDY

Many aspects of the aims of education for the elementary schools of Newfoundland received little or no attention in this study. The main purpose here was to analyze the relationship between certain variables and opinions held regarding the importance of various tasks of elementary education. The writer submits the following problem areas which could well be considered for further research:

1. A detailed study of the aims of education for elementary schools which would obtain the opinions of other related groups.
2. A similar study of opinion in communities in other parts of the province.
3. A study to determine whether these objectives of the elementary school are actually being practised in the opinion of parents, teachers, and pupils.
4. A study which would include young people who had completed school in the last few years.
5. A study to obtain the opinions of drop-outs.
6. A study to show the relationship between desired aims and the present school curriculum.
7. A study of the instructional methods used in the elementary schools.

8. A comparison of the tasks of the elementary school with those of the high school.
9. A study of our present school facilities as they relate to our desired goals and curriculum.
10. A study of the guidance services available in the province.

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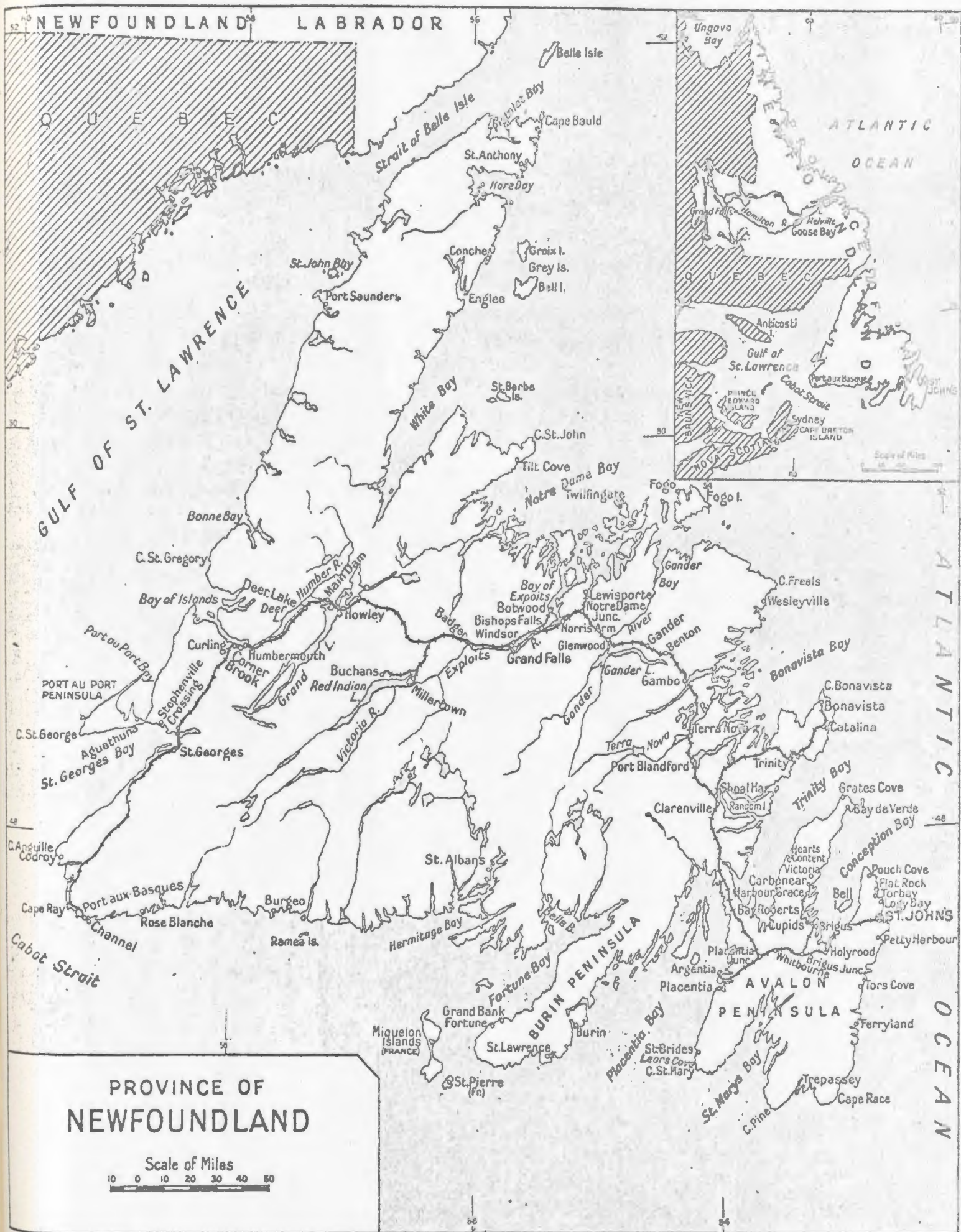
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APPENDICES

APPENDIX A

PROVINCE OF NEWFOUNDLAND



APPENDIX B
LETTER, GRANTING PERMISSION
TO ADAPT THE
T.P.E. OPINIONNAIRE

MIDWEST ADMINISTRATION CENTER

The University of Chicago

5835 Kimbark Avenue

Chicago, Illinois 60637

December 22, 1967

Miss Betty Stockley,
Room 136
Memorial University
St. John's Newfoundland

Dear Miss Stockley:

In reply to your letter of December 11, we will certainly give you permission to adapt Lawrence Downey's T.P.E. Opinionnaire for your research. I believe there has been quite a lot of use of this instrument subsequent to Mr. Downey's study. I do not have the full information concerning this, and I would suggest that you contact Mr. Downey himself. He is presently Chairman, Department of Educational Administration, College of Education, University of British Columbia, Vancouver, Canada.

Please let us know if we can be of further assistance to you.
Best luck in your work on your thesis.

Yours sincerely

SD/- J. Alan Thomas

J. Alan Thomas
Director

JAT:cf

APPENDIX C

LETTER SENT TO PRINCIPALS,
PROFESSORS IN THE FACULTY
OF EDUCATION AND GRADUATE
STUDENTS, SOLICITING THEIR
OPINION AS TO THE SUITA-
BILITY FOR RESEARCH OF
CERTAIN LISTED TASKS OF THE
ELEMENTARY SCHOOL

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

P.O.Box 81
Education Building
Memorial University
St. John's, Nfld.

Dear

We are undertaking research regarding the aims of elementary education in Newfoundland. We feel that this is a very worthwhile area, as one must have in mind certain aims or objectives before schools can be planned, before curriculum can be designed, or a course of studies outlined.

A number of educators have already undertaken a similar study in selected towns of the United States and Canada. Enclosed is a copy of the aims or tasks developed by these educators. To assist us in developing our questionnaire, we would like to have your considered opinion as to the validity of these aims for Newfoundland elementary schools at our present stage of development.

We would like for you to study each of the sixteen tasks listed and, using the numbers 1 - 5, place in the blank at the left of each task your opinion regarding the suitability of the task for the elementary school. Please use the following rationale:

1. - very suitable
- 2 - suitable
- 3 - difficult to decide between suitable and unsuitable
- 4 - unsuitable
- 5 - very unsuitable

In other words, to what degree do you feel that these tasks listed express the goals of elementary education today? You may have certain comments to make on all or some of these. Blanks have been provided at the right for this purpose.

It would also be of great assistance if you would change the wording of any task you feel needs rewording. We would like for you to list any further tasks you consider to be of prime importance in elementary education at the present time.

-2-

Having completed this, please return the list in the enclosed self-addressed envelope.

We thank you very much for your cooperation. An early reply would be greatly appreciated.

Sincerely,

SD/- BETTY R. STOCKLEY

Betty R. Stockley

TASKS OF THE ELEMENTARY SCHOOL

The task of the elementary school is to develop within the child

Comments

- _____ A fund of information about many things. _____
- _____ The basic tools for acquiring and communicating knowledge - the 3 R's. _____
- _____ The habit of figuring things out for one's self _____
- _____ A desire to learn more - the inquiring mind. _____
- _____ The ability to live and work with others. _____
- _____ Understanding rights and duties of citizenship and acceptance of reasonable regulations. _____
- _____ Loyalty to Canada and the Canadian way of life. _____
- _____ Knowledge of ^{and} appreciation for the peoples of other lands. _____
- _____ A well cared for, well developed body. _____
- _____ An emotionally stable person, able to cope with new situations. _____
- _____ A sense of right and wrong - a moral standard of behavior _____
- _____ Enjoyment of cultural activities - the finer things of life. _____
- _____ General awareness of occupational opportunities and how people prepare for them. _____
- _____ Classification and training for a specific kind of high school program - academic, technical, etc. _____
- _____ Understanding the role of various family members. _____
- _____ An introduction to budgeting and effective use of money and property. _____

Other tasks _____

APPENDIX D

THE QUESTIONNAIRE

QUESTIONNAIRE
TO OBTAIN OPINIONS
REGARDING
THE TASKS OF ELEMENTARY EDUCATION

You are participating in a survey to determine the opinions held by various groups concerning the TASKS OF ELEMENTARY EDUCATION. This questionnaire does not make any attempt to test your knowledge or skill. It is simply an instrument to record your opinions about the purpose of the school.

In the first section, you are asked to supply certain information regarding yourself - but, you will notice, we do not require your name. Thus, information and opinions will not be identifiable with individuals.

-2-

QUESTIONNAIRE FOR PARENTS

SECTION ONE

1. Community _____
2. Occupation _____
3. Please circle the category which contains the annual income of the head of the family.
 - a. less than \$ 2,000
 - b. \$ 2,000 - 3,999
 - c. 4,000 - 5,999
 - d. \$ 6,000 - 7,999
 - e. 8,000 - 9,999
 - f. 10,000 and over
4. Please circle the category which contains your age.
 - a. under 20 years
 - b. 20 - 29
 - c. 30 - 39
 - d. 40 - 49
 - e. 50 - 59
 - f. 60 and over
5. Sex _____
6. Years of education. (Circle the highest grade completed.)

Post-secondary

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 more than 4 yrs.
7. Have you ever been a teacher? _____

- 3 -

8. Please check (X) any of the following statements which describe your present or past contacts with the school.

| Present | Past | |
|---------|-------|--|
| _____ | _____ | Member of the Board of Education |
| _____ | _____ | Member of citizens' planning or advisory committee |
| _____ | _____ | Attend meetings of the PTA |
| _____ | _____ | Elected officer of the PTA |
| _____ | _____ | Attend most school affairs which involve my child |
| _____ | _____ | Make it a practice to meet my child's teacher |
| _____ | _____ | Visit school occasionally and talk with teachers about my child's progress |
| _____ | _____ | Talk with each of my children about his activities and progress at school |

Briefly describe any other contact or association you now have or have had with the school.

QUESTIONNAIRE FOR TEACHERS

1. Community: _____
2. Please circle the category which contains your age.
 - a. under 20 years
 - b. 20 - 29
 - c. 30 - 39
 - d. 40 - 49
 - e. 50 - 59
 - f. 60 and over
3. Sex _____
4. Number of years teaching experience,
including this year _____
5. What is your teaching licence/Grade Licence _____
Grade _____
6. List the grades you now teach _____

QUESTIONNAIRE FOR PUPILS

Community: _____

Age: _____

Sex: _____

Circle Years of Education

X XI

Ambition: _____

Father's Occupation: . _____

SECTION TWO

If you have attended a school or have children attending, you will naturally have some opinions concerning the tasks of the school - what you feel the school should be doing for your child and for society's improvement. Even if you feel that you have no personal connection with the school and its work, you no doubt realize the importance of education to today's world. Your ideas about the relative importance of the various tasks of education are important and we are asking you to state your opinions here. You realize that children must learn many things - some from their homes, some from their church, and some from the school. You must now decide which are the most important functions of the elementary school.

THE TASK OF THE ELEMENTARY SCHOOL

Various tasks or services of the elementary school are listed on the cards provided. Please indicate your opinion of their importance as tasks of the elementary school in the following way:

First, read them carefully and sort them into three piles on the desk before you. On the left, place the three or four which you regard as most important. On the right, place the three or four which, in your estimation, are least important. Place the remainder in a pile in the middle.

Now, sort them further into seven piles - the one most important in the first pile, the two next important in the second pile, three next important in the third pile, four in the fourth, three in the fifth, two in the sixth, and the one least important in the seventh. When you are satisfied with your sort, place the letters found on the cards in the blanks provided on the following page:

- | | | | |
|---|--|---|---|
| A | The ability to live and work with others. | I | To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living. |
| B | A well cared for, well developed body. | J | Knowledge of and appreciation for the peoples of other lands. |
| C | Enjoyment of cultural activities - the finer things of life. | K | Understanding rights and duties of citizenship and acceptance of reasonable regulations. |
| D | The habit of figuring things out for oneself. | L | General awareness of occupational opportunities and how people prepare for them. |
| E | Classification and training for a specific kind of high school program - academic, technical, etc. | M | An emotionally stable person able to cope with new situations. |
| F | An introduction to budgeting and effective use of money and property. | N | Understanding the role of various family members. |
| G | A fund of information about many things. | O | The basic tools for acquiring and communicating knowledge - the three R's. |
| H | Loyalty to Canada and the Canadian way of life. | P | A desire to learn more - the enquiring mind. |



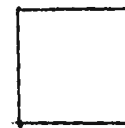
ONE
MOST
IMPORTANT



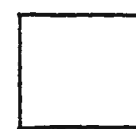
TWO
NEXT
IMPORTANT



THREE
NEXT
IMPORTANT



FOUR
NEXT
IMPORTANT



THREE
NEXT
IMPORTANT



TWO
NEXT
IMPORTANT



ONE
LEAST
IMPORTANT

APPENDIX E

THE ELISHEN SCALE

An Occupational Class Scale

APPENDIX

Table 1 - Occupations Ranked and Grouped According to Combined
Standard Scores for Income and Years of Schooling, by Sex,
Canada, 1951^a

| Occupation | Sex | Score ^b |
|---|-----|--------------------|
| Class I | | |
| Judges | M | 90.0 |
| Dentists | M | 82.5 |
| Physicians and surgeons | M | 81.2 |
| Lawyers | M | 78.8 |
| Engineers, chemical | M | 77.8 |
| Actuaries | M | 77.6 |
| Engineers, mining | M | 77.4 |
| Engineers, electrical | M | 75.2 |
| Engineers, civil | M | 75.0 |
| Architects | M | 73.2 |
| Class 2 | | |
| Statisticians | F | 72.9 |
| Engineers, mechanical | M | 72.6 |
| Professors | M | 72.0 |
| Stock and bond brokers | M | 70.9 |
| Veterinarians | M | 69.8 |
| Business service officers | M | 69.5 |
| Statisticians | M | 68.8 |
| Mining Managers | M | 67.9 |
| Finance Managers | M | 67.7 |
| Osteopaths and chiropractors | M | 67.3 |
| Dietitians | F | 67.0 |
| Professors | F | 66.7 |
| Chemists and metallurgists | M | 65.8 |
| Officers, armed forces | M | 65.1 |
| Air pilots | M | 65.0 |
| Chemists and metallurgists | F | 64.8 |
| Agricultural professionals | M | 64.8 |
| Electricity, gas and water
officials | M | 64.7 |
| Other professions | M | 64.0 |
| Construction managers | M | 63.8 |
| Wholesale trade managers | M | 63.5 |
| Librarians | F | 63.4 |
| Authors, editors, and journalists | M | 63.4 |
| Manufacturing managers | M | 63.0 |

| Occupation | Sex | Score ^b |
|----------------------------------|-----|--------------------|
| Community service workers | M | 62.4 |
| Social welfare workers | F | 62.2 |
| Osteopaths and chiropractors | F | 62.2 |
| School teachers | M | 62.2 |
| Librarians | M | 62.0 |
| Accountants and auditors | M | 61.8 |
| Authors, editors and journalists | F | 61.4 |
| Clergyman | M | 61.0 |
| Designers, clothing | M | 60.6 |
| Government service officials | M | 60.6 |
| Transportation managers | M | 60.1 |
| Farmers | F | 59.4 |
| Community service workers | F | 59.1 |
| Dispatchers, train | M | 58.5 |
| Designers, cloth | F | 58.2 |
| Insurance agents | M | 58.2 |
| Foremen, communication | M | 58.1 |
| Advertising agents | M | 58.0 |
| Managers N.E.S. ^c | M | 57.7 |
| School teachers | F | 57.6 |
| Artists and teachers of art | M | 57.6 |
| Nurses, graduate | F | 57.4 |
| Real estate agents and dealers | M | 57.0 |
| Social welfare workers | M | 57.0 |
| Retail trade managers | M | 57.0 |

Class 3

| | | |
|--|---|------|
| Actors | F | 56.9 |
| Commercial travellers | M | 56.7 |
| Advertising agents | F | 56.6 |
| Forestry managers | M | 56.5 |
| Artists, commercial | F | 56.4 |
| Radio announcers | M | 56.4 |
| Laboratory technicians N.E.S. ^c | F | 56.0 |
| Artists, commercial | M | 56.0 |
| Draughtsmen | M | 56.0 |
| Brokers, agents and appraisers | M | 56.0 |
| Inspectors, communication | M | 55.0 |
| Artists and teachers of art | F | 55.0 |
| Surveyors | M | 55.0 |
| Recreation service officers | M | 54.8 |
| Purchasing agents | M | 54.8 |
| Agents, ticket station | M | 54.3 |
| Laboratory technicians N.E.S. ^c | M | 54.2 |
| Stenographers and typists | F | 54.1 |
| Conductors, railway | M | 54.1 |
| Radio operators | M | 54.0 |
| Locomotive engineers | M | 54.0 |
| Photo engravers | M | 54.0 |

| Occupation | Sex | Score ^b |
|------------------------------|-----|--------------------|
| Music teachers | M | 53.7 |
| Teachers N.E.S. ^c | F | 53.6 |
| Office appliance operators | F | 53.4 |
| Teachers N.E.S. ^c | M | 53.4 |
| Retail trade managers | F | 53.3 |
| Telegraph operators | F | 52.9 |
| Foreman, mining | M | 52.8 |
| Window-decorators | F | 52.3 |
| Nurses, graduate | M | 52.2 |
| Actors | M | 52.1 |
| Stenographers | M | 52.0 |

Class 4

| | | |
|-----------------------------------|---|------|
| Book-keepers and cashiers | F | 51.9 |
| Forewoman, communication | F | 51.8 |
| Foreman, manufacturing | M | 51.8 |
| Photographers | M | 51.8 |
| Inspectors, construction | M | 51.7 |
| Window-decorators | M | 51.6 |
| Telegraph operators | M | 51.6 |
| Petroleum refiners | M | 51.6 |
| Toolmakers | M | 51.6 |
| Engravers, except photo-engravers | M | 51.4 |
| Undertakers | M | 51.3 |
| Office clerks | F | 51.2 |
| Locomotive firemen | M | 51.2 |
| Book-keepers and cashiers | M | 51.2 |
| Brakemen, railway | M | 51.1 |
| Power station operators | M | 51.0 |
| Office appliance operators | M | 51.0 |
| Doctor, dentist attendants | F | 50.8 |
| Motion picture projectionists | M | 50.8 |
| Radio repairmen | M | 50.8 |
| Captains, mates, pilots | M | 50.7 |
| Foremen, transportation | M | 50.7 |
| Foremen, commercial | M | 50.6 |
| Personal service officers | M | 50.5 |

Class 5

| | | |
|----------------------------|---|------|
| Pattermmakers | M | 50.4 |
| Compositors | M | 50.4 |
| Inspectors, metal | M | 50.4 |
| Paper-makers | M | 50.4 |
| Photographers | F | 50.2 |
| Policemen | M | 50.2 |
| Office clerks | M | 50.2 |
| Mechanics, airplane | M | 50.1 |
| Inspectors, metal products | F | 50.0 |

| Occupation | Sex | Score ^b |
|--|-----|--------------------|
| Music teachers | F | 50.0 |
| Firemen, fire department | M | 49.8 |
| Pressmen and plate printers | M | 49.8 |
| Telephone operators | F | 49.6 |
| Electricians | M | 49.6 |
| Machinists, metal | M | 49.6 |
| Linemen and servicemen | M | 49.4 |
| Engineering officers (on ships) | M | 49.4 |
| Baggagemen | M | 49.4 |
| Transportation Inspectors | M | 49.4 |
| Rolling Millmen | M | 49.4 |
| Auctioneers | M | 49.3 |
| Inspectors and graders | M | 49.2 |
| Farmers | M | 49.2 |
| Photographic occupations N.E.S. ^c | M | 49.2 |
| Collectors | M | 49.1 |
| Dental mechanics | M | 49.1 |
| Sulphite cooks | M | 49.0 |
| Wire drawers | M | 46.9 |
| Other ranks, armed forces | M | 46.8 |
| Electroplaters | M | 46.8 |
| Plumbers | M | 46.8 |
| Motormen | M | 46.7 |
| Quarriers | M | 46.6 |
| Machine operators, metal | M | 46.5 |
| Paint makers | M | 46.4 |
| Filers | M | 46.4 |
| Upholsterers | M | 46.3 |
| Knitters | M | 46.3 |
| Wood Inspectors | M | 46.3 |
| Barbers | F | 46.2 |
| Milliners | F | 46.2 |
| Tobacco products workers | F | 46.2 |
| Furnacemen | M | 46.2 |
| Furriers | M | 46.2 |
| Brothers | M | 46.1 |
| Paper box makers | M | 46.1 |
| Other bookbinding workers N.E.S. ^c | F | 46.0 |
| Coremakers | M | 46.0 |
| Vulcanizers | M | 46.0 |
| Liquor and beverage workers | M | 46.0 |
| Postmen | M | 45.9 |
| Meat canners | F | 45.9 |
| Other upholstering workers N.E.S. ^c | F | 45.8 |
| Bookbinders | F | 45.8 |
| Transportation, storage, communication workers | F | 45.8 |
| Polishers, metal | M | 45.8 |

| Occupation | Sex | Score ^b |
|---|-----|--------------------|
| Furriers | F | 45.6 |
| Structural Iron workers | M | 45.6 |
| Mechanics, motor | M | 45.6 |
| Textile Inspectors | M | 45.6 |
| Cabinet and furniture makers | M | 45.5 |
| Loom fixers | M | 45.5 |
| Weavers, textile | F | 45.4 |
| Butchers | M | 45.4 |
| Miners | M | 45.4 |
| Assemblers, electrical equipment | F | 48.9 |
| Operators, electric street railway | M | 48.8 |
| Stationary engineers | M | 48.7 |
| Bookbinders | M | 48.6 |
| Tire and tube builders | F | 48.4 |
| Canvassers | M | 48.2 |
| Telephone operators | M | 48.2 |
| Switchmen and signalmen | M | 48.2 |
| Opticians | M | 48.2 |
| Jewellers and watchmakers | M | 48.2 |
| Personal service workers | F | 48.1 |
| Assemblers, electrical equipment | M | 48.1 |
| Tire and tube builders | M | 48.1 |
| Millwrights | M | 48.0 |
| Religious workers N.E.S. ^c | M | 48.0 |
| Fitters, metal | F | 47.9 |
| Milliners | M | 47.8 |
| Construction foremen | M | 47.7 |
| Opticians | F | 47.6 |
| Bus drivers | M | 47.6 |
| Heat treaters | M | 47.6 |
| Religious workers N.E.S. ^c | F | 45.5 |
| Photographic workers N.E.S. ^c | F | 45.4 |
| Machine operators, metal | F | 45.4 |
| Boilermakers | M | 45.3 |
| Jewellers and watchmakers | F | 45.2 |
| Other bookbinding workers N.E.S. ^c | M | 47.2 |
| Sales clerks | M | 47.2 |
| Hoistmen, crane men | M | 47.2 |
| Welders | M | 47.2 |
| Mechanics N.E.S. ^c | M | 47.2 |
| Mechanics, railroad | M | 47.2 |
| Fitters, metal | M | 47.2 |
| Cutters, textile goods | M | 47.2 |
| Millmen | M | 47.2 |
| Wire drawers | F | 47.1 |
| Core makers | F | 47.1 |
| Riggers | M | 47.1 |

| Occupation | Sex | Score ^b |
|------------------------------|-----|--------------------|
| Sheetmetal workers | M | 47.1 |
| Shipping clerks | M | 47.0 |
| Logging foremen | M | 45.4 |
| Labellers | M | 45.3 |
| Nurses, in training | F | 45.2 |
| Meat canners | M | 45.2 |
| Farm managers | M | 45.2 |
| Plasterers | M | 45.2 |
| Textile inspectors | M | 45.1 |
| Other pulp and paper workers | F | 45.1 |

Class 6

| | | |
|-----------------------------------|---|------|
| Winders and warpers | F | 45.0 |
| Carders and drawing frame workers | F | 45.0 |
| Sales clerks | F | 45.0 |
| Moulders, metal | M | 45.0 |
| Nurses, practical | M | 45.0 |
| Cutters, textile goods | F | 44.9 |
| Elevator tenders | F | 44.8 |
| Tailoresses | F | 44.8 |
| Textile inspectors | F | 44.8 |
| Potmen | M | 44.8 |
| Timbermen | M | 44.7 |
| Prespectors | M | 44.7 |
| Oilers, power plant | M | 44.7 |
| Liquor and beverage workers | F | 44.6 |
| Paper box makers | F | 44.6 |
| Kiln burners | M | 44.6 |
| Brick and stone masons | M | 44.6 |
| Construction machine operators | M | 44.5 |
| Canvassers | F | 44.4 |
| Service station attendants | M | 44.4 |
| Painters and decorators | M | 44.4 |
| Hat and cap makers | M | 44.4 |
| Bleachers and dyers | M | 44.4 |
| Spinners and twistors | F | 44.3 |
| Rubber shoe makers | F | 44.2 |
| Porters | M | 44.2 |
| Tobacco products workers | M | 44.2 |
| Millers | M | 44.2 |
| Nurses, practical | F | 44.1 |
| Finishers, textile | F | 44.0 |
| Blacksmiths | M | 44.0 |
| Tailors | M | 44.0 |
| Bakers | M | 43.8 |
| Weavers | M | 43.8 |
| Rubber Shoe makers | M | 43.8 |
| Labellers | F | 43.7 |
| Other personal service workers | F | 43.6 |
| Barbers | M | 43.6 |

| Occupation | Sex | Score ^b |
|--|-----|--------------------|
| Truck drivers | M | 43.6 |
| Packers and wrappers | M | 43.6 |
| Finishers, wood | M | 43.6 |
| Finishers, textile | M | 43.6 |
| Tanners | M | 43.6 |
| Hat and cap makers | F | 43.5 |
| Cutters, leather | M | 43.5 |
| Commercial packers and wrappers | F | 43.4 |
| Teamsters | M | 43.4 |
| Stone cutters | M | 43.4 |
| Riveters and rivet heaters | M | 43.4 |
| Butter and cheese makers | M | 43.3 |
| Chauffeurs | M | 43.3 |
| Boiler firemen | M | 43.3 |
| Spinners | M | 43.3 |
| Inspector N.E.S., graders ^c | F | 43.2 |
| Postmen | F | 43.2 |
| Waiters | M | 43.2 |
| Carpenters | M | 43.2 |
| Sewers and sewing machine operators | M | 43.2 |
| Forest rangers | M | 43.2 |
| Lock keepers, canalmen | M | 43.1 |
| Wood turners | M | 43.1 |
| Labourers, mines and quarries | M | 43.1 |
| Sewers and sewing machine operators | F | 43.0 |
| Brick and stone masons | M | 43.0 |
| Textile Inspectors | F | 42.8 |
| Machine operators, boot and shoe | F | 42.8 |
| Knitters | F | 42.8 |
| Guards | M | 42.8 |
| Winders, warpers, reelers | M | 42.8 |
| Glove makers | M | 42.7 |
| Cutters, leather | F | 42.6 |
| Elevator tenders | M | 42.5 |
| Bakers | F | 42.4 |
| Machine operators, boot and shoe | M | 42.4 |
| Launderers | M | 42.4 |
| Firemen, on ships | M | 42.4 |
| Cement and concrete finishers | M | 42.4 |
| Dressmakers and seamstresses | F | 42.3 |
| Carders and drawing frame tenders | M | 42.3 |
| Box and basket makers | F | 42.2 |
| Coopers | M | 42.2 |
| Sailors | M | 42.1 |
| Harness and Saddle makers | M | 42.0 |
| Nuns | F | 41.8 |

Class 7

| | | |
|----------------------------------|---|------|
| Cooks | M | 41.8 |
| Janitors | M | 41.6 |
| Laundresses, cleaners, and dyers | F | 41.4 |

| Occupation | Sex | Score ^b |
|-------------------------------------|-----|--------------------|
| Sectionmen and trackmen | M | 41.4 |
| Charworkers and cleaners | M | 41.3 |
| Paper box, bag, and envelope makers | M | 41.3 |
| Sawyers | M | 41.2 |
| Longshoremen | M | 41.2 |
| Waitresses | F | 41.2 |
| Glove makers | F | 41.2 |
| Labourers | M | 40.8 |
| Cooks | F | 40.5 |
| Messengers | M | 40.2 |
| Shoemakers | M | 40.2 |
| Ushers | M | 40.1 |
| Janitors | F | 40.0 |
| Hawkers | M | 39.3 |
| Housekeepers and matrons | F | 38.9 |
| Hotel cafe and household workers | M | 38.8 |
| Newsboys | M | 38.7 |
| Guides | M | 37.8 |
| Hotel cafe and household workers | F | 37.8 |
| Farm labourers | M | 37.5 |
| Lumbermen | M | 37.4 |
| Charworkers and cleaners | F | 37.4 |
| Fishermen | M | 36.9 |
| Bootblacks | M | 36.8 |
| Fish canners, curers and packers | M | 36.2 |
| Fish canners, curers and packers | F | 36.0 |
| Hunters and trappers | M | 32.0 |

a. Canada, Dominion of Statistics, Census of Canada, 1951, V, Table 21, and IV, Table 11 (Ottawa, 1953); Canada, Dept. of Internal Revenue, Taxation Statistics, 1951 (Ottawa, 1953); Additional information supplied by D.B.S., Census Analysis Section.

b. The mean of the scores = 50; the standard deviation = 10 (calculated separately, for each sex).

c. N.E.S. - not elsewhere specified.

MADE IN CANADA

BROGGER'S TENDERS

