

A SURVEY OF PARENTAL ATTITUDES TOWARD A SELECTED
CATHOLIC SCHOOL IN BRITISH COLUMBIA

by

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ABSTRACT

This study investigated the attitudes, educational tastes, and preferences of parents who send their children to a suburban Vancouver Catholic high school. The major focus of the study was to discover why parents patronize Catholic schools instead of public schools. An attempt was made to determine which aspects of Catholic education parents find most important in their decision to choose a Catholic school for their children.

The continued operation of Catholic schools depends on the participation of the parents who support them. The participation of these parents, in turn, probably depends on their attitudes toward Catholic education. Thus, a knowledge of the attitudes of this group of parents should be useful to those who determine policy for the Catholic and independent schools of British Columbia during the next few years.

The information for this study was collected by administering a questionnaire to the parents of students enrolled at St. Thomas More High School, a boys school in Burnaby, B.C., with an enrollment at the time of this study of 375 students. Three hundred questionnaires were mailed; two hundred and fifty were returned, a total of eighty-three per cent. Parents were questioned about their reasons for selecting a Catholic school for their sons. A second set of questions asked how they viewed some suggested improvements. A third set of questions asked

parents whether each of a given set of developments would cause them to withdraw their child from this Catholic school. A fourth set of questions asked parents to evaluate this school's performance on each of a list of areas of school operation. The questions in each case were adapted from material used by researchers in other parts of North America.

The study showed that patrons of this school in general believe that the discipline at this school is better than that available in the public school, and that their children get more individual attention from teachers than they would get in public school. In addition, they indicated that they want their children educated in a religious and value-oriented atmosphere. Non-Catholic parents cited dissatisfaction with the public school as a reason for selecting this school. There was some evidence to suggest that age and educational level influenced parental perceptions of this Catholic school and its operation. Younger, better educated, wealthier parents were, in general, more critical of the academic program than were their older, less educated, less affluent counterparts, and, contrary to expectations, did not select the school for academic rather than disciplinary or religious reasons.

Parents were not uncritical, and some suggested improvements such as better qualified teachers and the provision of a greater selection of courses, were endorsed. Factors most likely to

cause parents to withdraw their children were overcrowded classroom conditions and a failure of the school to stay current in the field of science education.

Parents generally evaluated this school's performance favourably. When asked to rate the school overall, ninety-seven per cent of those who replied rated it as either excellent or good. The areas in which parents judged the school to perform best were those involving social, religious, and personal growth. Older, less affluent parents tended to rate the school more favourably in academic matters than did their fellows. These findings correspond to the indicated parental reasons for selecting this school.

The findings of this study are congruent with findings of earlier research in other parts of North America. Parental reasons for selecting this Catholic school were consistent with those cited in earlier studies. Parental evaluation of school performance agreed with evaluations of Catholic schools in earlier studies. In contrast to prior research, however, younger, better educated patrons of this school showed a high degree of interest in the religious and personal aspects of the school's educational program. This may be due to the fact that public school education in British Columbia is in better repute than public school education in the United States. As a result, parents may have evaluated this school more in terms of the

religious and personal aspects of its program than in strictly academic terms.

The findings of this study are encouraging to those involved in the operation of this school and to those involved in the Catholic school system and the independent school system in general. When combined with the fact that the trend for nonpublic enrollment in British Columbia is upward, these findings augur well for the future of this Catholic school and the system of which it is a part.

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CHAPTER I

INTRODUCTION

The independent school system of British Columbia, like the nonpublic system in the United States, is a large and complex one which satisfies the demand for alternatives in education for the parents of some twenty-three thousand pupils. The independent schools comprise Catholic, Protestant, Jewish, Interdenominational, and many nonsectarian institutions, offering elementary and secondary curricula. Although these schools meet the requirements and the intent of compulsory education laws, they receive neither legal recognition nor financial support from the provincial government for the educational services they render. The principal supporters of these schools are the parents of the children who attend them. These parents, in addition to paying their share of public school support through taxation, have for years financed an alternative system in the belief that the independent schools have offered something lacking in the public schools. The largest member of the independent system is the Catholic school, and it is toward the Catholic school that this study is directed.

There have been many studies of the nonpublic system in America, and particularly of the Catholic system, the most extensive of the American nonpublic systems. In general, these studies have indicated that the Catholic schools in America are in trouble. In British Columbia, too, the Catholic school

system is the most extensive of the nonpublic systems. The question may well be asked whether the British Columbia system is in the same kind of trouble as its American counterpart, or whether it soon will be so.

The troubles of the Catholic school system in the United States are a consequence of many different factors: social, religious, legal, and financial. There is some evidence to suggest that the traditional bulwark of the Catholic system, the Catholic family, is having a "change of heart" about its commitment to private education, although a recent American study by Greeley, McCready, and McCourt (1976) provided data supporting an opposite view. This study indicated that, despite recent increases in enrollment in American parochial schools, the total enrollment is well below that of 1963. The study identified the reason for declining enrollment as non-availability of schools, and accused American bishops of a major miscalculation in closing old city schools and failing to build new ones in the suburbs. The study also indicated that Catholic support for parochial schools is very evident and suggested that Catholics would be willing to contribute much more money to expand their school system.

The American Catholic school system also suffers from legal problems since the United States Constitution is currently interpreted so as to forbid government support for church-related schools. As a result of this constitutional prohibition of federal or state aid, financial problems are besetting American

Catholic education.

Catholic education in British Columbia, like its American counterpart, depends for its survival on the continued commitment of the Catholic community to this alternative form of education. The Catholic schools of this province are not funded by the provincial Department of Education. It therefore seems reasonable to expect the Catholic system in this province to experience problems such as declining enrollment and financial difficulty similar to the problems besetting the American Catholic system.

This study does not argue the superiority of one system of education over another. Rather it examines some aspects of an alternative system to the public one, and specifically attempts to discover why parents are interested in this nonpublic alternative. It also explores some aspects of the Catholic parental commitment to Catholic education and seeks to identify factors which affect that commitment. The study is limited in scope, however, since only one Catholic school was involved in the investigation.

CHAPTER II

A REVIEW OF THE LITERATURE

Many studies of the American Catholic system have produced evidence which suggests that there is a crisis in the system. Donovan and Madaus (1969) in their study of Catholic education in the Archdiocese of Boston were pessimistic about the future of Catholic schooling, so pessimistic that they began their study with the words, "Catholic education in the United States is in trouble. This is the first and most obvious fact. Indeed, it is a fact so widely known that it needs no documentation (p. 1)." Donovan, Erickson, and Madaus (1971: 41) also spoke about the crisis in Catholic schools.

American Catholic Schools Are in Trouble

The first and most obvious question which follows from these statements is "What kind of trouble is affecting the American Catholic school system?" The most concise answer is that enrollment is steadily declining. The dimensions of the problem were clearly outlined by Donovan, Erickson, and Madaus (1971). They quoted the National Catholic Educational Association (NCEA) and, using the most recent data at that time, reported that in the four year period from 1967-68 to 1970-71, 1,101 elementary and 326 secondary Catholic schools closed their doors. The researchers further noted that during this four year period the drop in enrollment in elementary schools amounted to 726,344.pupils, a drop of eighteen per cent taking 1967-68 as

the base year; the drop in secondary school figures over this period was 104,948. This gives a total decline of 831,292 pupils. These researchers predicted that by the end of 1974-75, elementary catholic school enrollment would be down 1,500,815 or 37% over the base year of 1967-68, while secondary enrollment would be down 241,436 or 22% (Donovan, Erickson, Madaus, 1971: 42-45). To summarize these figures, the researchers gave the actual 1967-68 enrollment as 5,198,326, and their projected enrollment for 1974-75 as 3,456,075, a total decline of 1,742,251 or 33.5%.

More predictions were made by Brown (1971). The actual Catholic enrollment in 1970 was 4,367,774. Brown's projected enrollment for 1975 was 2,972,745, and for 1980, 2,098,000. He saw the 1975 enrollment as sixty-eight per cent of the 1970 figure, and the 1980 enrollment as forty-eight per cent of the 1970 figure. Comparing these projections, Brown is seen to be more pessimistic in his forecast than was the team of Donovan, Erickson, and Madaus.

This decline in the Catholic school enrollment was commented upon by Kraushaar (1972), when he pointed out that in 1969-70 Catholic schools enrolled 16.8 per cent fewer students than in the peak years of 1964-65. Kraushaar, however, contented himself with pointing out the trend and did not offer a prediction.

The most recent figures available bear out the predictions of Donovan, Erickson, and Madaus. Data supplied by the National

Catholic Education Association, 1976, give the actual enrollment for 1974-75 as 3,504,000 and for 1975-76 as 3,415,000. Table I shows the size and percentage of the enrollment decline for recent years. The data in the table suggest, however, that non-public school enrollment, especially high school enrollment, has come close to stabilizing.

Table I
Size and Percentage of Enrollment Decline For
American Catholic Schools 1970-76

	<u>Elementary</u>		<u>Secondary</u>		<u>Total</u>	
	<u>Pupils</u>	<u>%</u>	<u>Pupils</u>	<u>%</u>	<u>Pupils</u>	<u>%</u>
1970-71	251,000	7.0	43,000	4.1	294,000	6.3
1971-72	280,000	8.3	48,000	4.8	328,000	7.5
1972-73	202,000	6.6	33,000	3.4	235,000	5.8
1973-74	160,000	5.6	20,000	2.1	180,000	4.7
1974-75	112,000	4.1	5,000	0.6	117,000	3.2
1975-76	77,000	3.0	12,000	1.4	89,000	2.6

Source: Data obtained from National Catholic Education Association, Washington, D.C., as reported in Donald A. Erickson, Bruce R. Cooper, and Richard Nault, Changing Enrollment and the Nation's Nonpublic Schools, study in process, sponsored by the National Institute of Education, Washington, D.C., June, 1976.

The trouble with the American Catholic school system, then, is that the student population is declining. This decline in population causes financial problems, since Catholic schools, particularly secondary schools, depend heavily on tuition fees

to meet their operating costs.

The financial problems of the American Catholic system have two other sources. Parental demand for academic as well as religious training, that is, a demand for higher quality education, had several results. Some of these results were smaller classes, better physical facilities, and better trained and higher paid teachers. These improvements led to higher tuition fees, and often to large deficits and church subsidies.

As well as this, in large cities the Catholics began to move out to the suburbs where public schools were more attractive. As a consequence, in the inner city where the Catholic schools were most needed and in fact were most attractive as an alternative to the public schools, there was no longer the money to pay for them (Donovan, Erickson, and Madaus, 1971: 94-98).

The second source of financial woe is the diminishing number of religious personnel involved in teaching with an accompanying increase in the numbers of lay teachers who must be hired at greater cost. The outlook is not good, since there seems to be a decrease in the numbers of entrants to religious orders and communities, an increase in the numbers leaving, and a consequent increase in the ratio of dependent to productive members. Further, within these orders and communities, individuals, are showing a decreasing interest in schools as a mode of service (Donovan, Erickson, and Madaus, 1971: 50, 76-82).

Why are Catholic schools in trouble? The decline in Catholic school enrollment explains what kind of trouble American Catholic education is facing, but it does not touch the more difficult question--Why is this happening? Why is enrollment falling? Brown (1971: 186) ascribed the decrease in the Catholic school population to increased tuition fees, necessary to pay increasing numbers of lay staff; to parents' changing tastes, which have gradually shown less preference for Catholic schools; and to increasing mobility of Catholics. By increasing mobility he meant that more and more Catholics are moving away from inner city areas, where Catholic schools do well because of the problems of the public schools, to suburban areas where Catholic schools are less easily accessible (because of a decision by the American bishops to stop construction of Catholic schools in the suburbs) and public schools are judged better than those in the inner city.

Donovan, Erickson, and Madaus (1971: 45-46) basically agreed with Brown. They attributed the decline in enrollment to the following factors: a decline in the birth rate; a trend on the part of Catholic families to move from inner city to suburbia; changing attitudes on the part of Catholic families toward the desirability of Catholic education; and a decision on the part of many church leaders not to build new schools.

In addition to these factors, there is in America the "coming of age" of the Catholic Americans. They are no longer poor, uneducated, and living in ghettos. Instead, relatively

richer and more educated, they feel less and less the need to mingle only with "their own kind." Thus they turn away from the Catholic schools if they seem unable to compete with the public schools in terms of educational quality. The younger, better educated Catholic parents, the post-Vatican II generation, evaluate the Catholic schools less in religious terms and more in academic terms (Donovan, Erickson, and Madaus, 1971: 55).

Part of this change in attitude may be explained by the findings of Greeley and Rossi (1966). In their study of Catholic education in America, these two researchers remarked that "the Catholic experiment in value-oriented education has been a moderate (though expensive) success (p. 74)." But though the researchers were not unduly pessimistic in their stated conclusions, many Catholics drew pessimistic conclusions from their work. Some commentators have construed the study to mean that Catholic schools have not done an outstanding job in religious education (McCluskey, 1968: 133-4, 288).

Greeley and Rossi remarked that "the whole raison d'etre of a separate religious system lies in its presumed ability to produce adults who are more likely to adhere to the norms of the religious group (p. 53)." They concluded that in some areas, such as racial attitudes, Catholic schools have not been as successful as might have been hoped. In some of the areas they considered, such as participation in church organizations, Greeley and Rossi concluded that Catholic schools have had little impact. It seems possible, then, to argue that part of

the reason for the observed change in parental attitude toward Catholic schooling in America is due to the impression that the Catholic schools have not achieved significantly in the area of religious education.

Further evidence of this change in parental attitude toward Catholic schooling is supplied by Donovan and Madaus in their study of Catholic education in the Boston Archdiocese (1969). These researchers concluded that religious motivations for attending Catholic schools seemed to be yielding to purely academic ones. The researchers entered the caveat that the high esteem in which the Catholic schools are held in Boston may be attributable not to the quality of the schools themselves but to dissatisfaction with the public schools (Donovan and Madaus, 1969: 151).

This view of a changing attitude on the part of Catholic families has been recently challenged by Greeley, McCready and McCourt (1976). A new study by these researchers asserted that Catholic parents still value Catholic schools for religious reasons. The discrepancy between these findings and those of Donovan and Madaus suggests that the Boston findings were accurate only in so far as that Archdiocese was concerned. Further, Greeley, McCready, and McCourt, according to a recent review of their study, did not agree that the enrollment decline is due to rising costs, or to any lack of Catholic support for parochial schools. They asserted that the major cause of the decline is the lack of schools, a lack which is the result of decisions

not to build new schools in the suburbs.

The evidence presented so far has related to Catholic schools in the United States. It will be useful here to look at figures showing nonpublic school enrollment in Canada over the past twenty-two years. Table II shows that Canadian enrollment in nonpublic schools reached its peak in 1964-65 and thereafter declined until 1971-72. Since 1972 there has been an upswing to the levels of 1957 and 1958. The figure shows that British Columbian enrollment has followed a similar pattern during these years. Thus it is apparent that the decline in enrollment evident in the United States is evident also in Canada and in British Columbia, although this decline has apparently been reversed, or at least halted, since 1972-73.

Table II

Enrollment in Nonpublic Schools 1954-55 to 1973-74

	British Columbia	Canada
1954-55	8,923	134,945
1955-56	12,793	144,519
1956-57	13,361	149,760
1957-58	15,526	155,979
1958-59	15,811	160,151
1959-60	16,188	163,718
1960-61	19,733	168,163
1961-62	22,731	179,635
1962-63	23,395	191,467
1963-64	23,242	201,085

Table II (cont'd)

1964-65	25,469	204,054
1965-66	25,853	203,681
1966-67	24,762	188,997
1967-68	24,160	157,457
1968-69	23,172	145,774
1969-70	22,359	155,569
1970-71	21,319	142,601
1971-72	21,777	139,929
1972-73	22,061	151,595
1973-74	21,421*	158,110

* Estimate

Source: Statistics Canada, June 1975, p. 27.

Table III shows the total nonpublic school enrollment for British Columbia for the last two years (1974-75 and 1975-76). The figures show that while the overall nonpublic enrollment is down from the peak year, 1965-66, nonetheless it has stabilized during the past two years. There is a possibility that the Catholic school enrollment may be moving upward again.

Table III

Enrollment in Nonpublic Schools of British Columbia

1974-75 to 1975-76

	Catholic	NUCS*	Indepen- dent	Associate members	Others	Total
1974-75	13,657	2105	3329	1330	2472	22,893
1975-76**	13,852	2207	3673	1359	1818***	22,909

Table III (cont'd)

* National Union of Christian Schools

** Figures as of September, 1975

*** Figures incomplete

Source: Federation of Independent School Associations (FISA),
February, 1976.

The figures show that the enrollment patterns in Canada and in British Columbia are similar to those evident in the United States. Canadian and British Columbian nonpublic school enrollment has stabilized and shows signs of an upward trend. American nonpublic school enrollment has come close to stabilizing, but does not as yet show signs of an upward trend.

The Demand for Catholic Schools

Evidence has suggested that part of the reason for the difficulties under which Catholic schools in America are labouring is a change of attitude on the part of patrons of these schools. What is this attitude and how is it changing? Why do people send their children to Catholic schools? The answers to this question have implications for the future of Catholic schools, since their continued functioning depends on the continued participation of Catholic parents, who provide most of the students and much of the financial backing for the Catholic system. Current and future enrollment and, to a large extent, revenues are dependent on this group's continued participation. The nature and extent of this participation depends on the group's attitudes toward Catholic schooling. What parents are

looking for when they send their children to Catholic schools is therefore an important question.

Why do people choose Catholic schools? Greeley and Rossi (1966) found that people send their children to Catholic schools for three principal reasons--religious training, better education, and better discipline (p. 206). It is, of course, a matter of personal priority and attitude as to the meaning of the word "better" in the phrase "better education"; what a given set of parents feels to be better depends on what those parents look for in education. They may give a higher priority to social and personal development, for example, than to practical items such as quality of the physical facilities, certification of teachers, wider program offerings, and size of classes.

The findings of Donovan and Madaus (1969) in Boston concerning the reasons for parental choice of Catholic schools over public schools seem to parallel those of Greeley and Rossi. It appeared that for Boston Catholics the most important reasons for their choice of school are religious training, better quality of education, and discipline. The presence of religious personnel as teachers was also mentioned as being of great importance. There seemed to be yet another reason which could best be described as tradition--many parents send their children to Catholic schools because they themselves went to Catholic schools (p. 176).

Greeley and Rossi (1966) concluded that, as the average level of social class of Catholics increases, there is an in-

crease in attendance at Catholic schools. Using parental educational level as a measure of social class, they argued that there is a definite association between social class and attendance at Catholic schools (p. 201). Since they believe that the educational level of Catholics is increasing, this finding serves as the basis for their optimism concerning the future of Catholic schools.

But Donovan and Madaus (1969) did not agree with this conclusion. When parents in Boston were asked to compare the Catholic and public schools on specific levels of educational programs and services, the better educated and the younger parents among both Catholic and non-Catholic respondents tended to rate the public schools ahead of the Catholic schools in terms of teacher quality, guidance and counselling services provided, and on criteria such as teaching students to think for themselves (pp. 159-160). Generally, parents with less than high school completion consistently felt that the Catholic school did a better job than the public school on these dimensions; those with college education felt that the public school did a better job.

Donovan, Erickson, and Madaus (1971) also disagreed with Greeley and Rossi. Speaking of the better educated Catholic American parents, these researchers remarked that the more educated Catholic Americans became, the less they felt the need to send their children to Catholic schools to safeguard their faith. Such parents developed ambitions for their children

and for the realization of these ambitions the public school often seemed to be a better route to take than the Catholic school. It was apparent to these investigators that the Catholic school still had many supporters but "among the more educated it only merited financial support and the enrollment of their children if it passed the test of educational quality." (p. 55).

Fahey and Kiekbusch (1971), in an analysis of studies of attitudes toward Catholic schools, tended to support the findings of Donovan and Madaus (1969) as to the reasons for parental choice of Catholic school over public school. Their analysis revealed that American Catholics (and non-Catholics) perceive Catholic and public schools as being distinctive. This distinctiveness can be traced to the perceived superiority of the Catholic or parochial schools in the areas of religious instruction and social or personal development versus the perceived superiority of the public school in academic, school operation, and other items such as preparation for college, physical condition of the school buildings, and curricular offerings. Furthermore, there exists a variation in assessments of the quality of Catholic education. In particular, the younger, better educated, more affluent, suburban residents tend to view the public schools as "better", while their older, less educated, medium to low income, urban counterparts are more likely to prefer parochial schools (Fahey and Kiekbusch, 1971: 151-152).

The analysis by Fahey and Kiekbusch also revealed that per-

sonal priorities were the criteria that respondents used in evaluating school programs and facilities. That is to say, if a person places a high value on religious, social and personal growth, he will gravitate toward the Catholic school system where such growth is allegedly fostered. If academic and practical superiority are preferred, the public school will get more support (pp. 77-106).

Why Catholic parents choose public schools. The conclusions of Fahey and Kiekbusch concerning the reasons for parental choice of public school over Catholic school lead to a discussion of some of the reasons why Catholics do not patronize Catholic schools. According to Greeley and Rossi (1966), the most common reason is the purely physical one of expediency, there being no Catholic school within a reasonable distance. This is followed by cost and overcrowding. There is evidence also of another factor, namely the influence of friends. At no time did the researchers find any significant lack of faith in the quality of education being offered in the Catholic schools (pp. 212-213).

These findings seem to be borne out by the research of Donovan and Madaus (1969) in Boston. These researchers also found that some parents wished to have their children meet and mix with children of other faiths (pp. 169-170). But in disagreement, the Notre Dame research analysed by Fahey and Kiekbusch (1971) indicated that parents who utilize public schools do so for academic and practical reasons such as better physi-

cal facilities, wider curriculum offerings, better trained teachers and so on, although costs are mentioned as a factor (pp. 105-106).

It seems, then, that there is a demand for Catholic education. To some extent this demand depends on the educational level of the parents making the choice of school for their children, and to some extent it depends upon what aspects of the educational process the parents consider most important. Another aspect of the demand for Catholic education emerged from the Fahey and Kiekbusch analysis of the Notre Dame research. Some of the studies involved simply asked the respondents to indicate their acceptance of, or satisfaction with, Catholic schooling in general. Others asked their respondents to weigh the merits of the Catholic schools against the educational alternatives, such as religious education programs run by the Confraternity of Christian Doctrine (CCD) and social service programs. The contrast of results for the two different questions is significant. It seems fair to say that as long as people were asked to comment on Catholic education per se, their responses were highly favourable. When asked to consider a variety of church supported programs and list the two or three most worthy of backing, respondents became much more discriminatory. In fact, Catholic schools relinquished much of their prominence, secondary more so than elementary, while other programs and services, particularly those of a social service or welfare type, assumed much more importance. Religious education programs such as the

CCD began to show up as alternatives to the more conventional Catholic schooling program. It seems fair to generalize that American Catholics perceive a greater need for Catholic elementary schools than for Catholic high schools, and many have a readiness to move away from these altogether in favour of other programs (Fahey and Kiekbusch, 1971: 26-27).

Summary. The data reviewed indicate that American Catholics tend to favour the Catholic school because they want their children to have some formal religious instruction. They are also willing to consider alternative methods of imparting this religious knowledge, such as attendance at public school supplemented by CCD instruction. They perceive Catholic schools as being superior in the areas of religious instruction, personal and social development, and discipline. They see public schools as superior in academic offerings, operational efficiency, and practicality and convenience. (This may no longer be generally true; it can be argued that the reputation of American public schools has slipped in recent years.) The younger, better educated, upper income, suburban Catholic parents appear to favour public schools, or where they favour Catholic schools, do so because they believe that the Catholic school in their neighbourhood is superior to the public school in terms of academic and instructional quality.

The Problem and Guiding Hypotheses

The continued functioning of the Catholic schools depends on the continued participation of the Catholic parents who

support them. The nature and extent of this participation probably depends most on the group's attitudes toward Catholic education. As Fahey and Kiekbusch point out, attitudes, though not entirely dependable criteria upon which to base predictions of conduct, do contribute to human behaviour. Since the exercise of educational choice is a mode of behaviour, they argue that a knowledge of the attitudes of those involved in education might result in a better understanding of that exercise of choice.

There are, according to the Federation of Independent Schools Associations (FISA), some one hundred and fifty independent schools in British Columbia. Of this total, sixty-eight are Catholic schools^{*}. Thus the opinions of Catholic parents, and non-Catholic parents who patronize Catholic schools, represent important bases for sound decisions regarding the future of the Catholic Church's commitment to education and the independent school system in British Columbia. The question to be asked, then, is actually the sum of a number of other questions. Some of these questions follow. What aspects of Catholic education do parents find most important in their decision to support Catholic schools? What changes in the curriculum, if any, would they endorse or condemn? How do Catholic parents view changes in the composition of the teaching personnel in the Catholic schools? Are religious motivations giving way to aca-

* Figures supplied by officials of the Federation of Independent Schools Association (FISA), personal interview, February, 1976.

demical ones to any significant extent? Is cost a major factor in parents' decisions to choose a Catholic school over a public one? Is the question of class size an important one for Catholic parents?

The answers to questions like these should be useful to those in charge of policy making for the Catholic schools in the next decade. This study addresses the problem of discovering something of the attitudes, the tastes, and the preferences of those people toward whom a particular Catholic high school directs its efforts.

Previous research implies that the patrons of this high school want their children educated in a religious atmosphere. It suggests further that they are looking for a stricter form of discipline than that which they believe is to be found in the public system. The data also indicate that patrons will place a higher priority on social, religious and personal growth than on academic. But while interested in religious and moral values, they will also be concerned about obtaining a sound academic education for their children.

In keeping with some of the more recent findings, it is anticipated that patrons will not be uncritical, particularly the younger, better educated patrons. Indeed previous research suggests that these younger, better educated patrons will be more concerned about the ability of the school to perform well its academic tasks and less concerned about the religious aspects of the school operation. They will select the school for

academic rather than for religious reasons. Earlier research also suggests that parents will see the school as doing its best work in areas relating to the religious, personal, and social growth of the students. Findings from other studies suggest that patrons of this school, when deciding whether to continue their patronage, will be influenced by cost and class size.

CHAPTER III

RESEARCH DESIGN

This section discusses five topics connected with the study. First the selection of a setting for the study is examined, followed by a discussion of the population involved. Next is a discussion of the method of collecting data. Fourth, the procedures used in distributing the instrument are examined. Finally, there is a description of the instrument.

Selection of Research Setting

Three conditions were established in selecting a setting for the research. The school where the study was to be carried out should be a Catholic one. It should be large enough to supply a reasonable number of subjects for study. It should be in an area where Catholic parents have other reasonably attractive schools available to them. Most high schools in suburban areas enjoy a reputation for quality, although the reputation of some public high schools has slipped during recent years. Suburban public high schools could be considered acceptable alternatives for Catholic parents making a decision about which school to choose.

Of a number of schools in the Vancouver area meeting these criteria, St. Thomas More High School in Burnaby, offering grades eight through twelve, was chosen. The principal reason for this choice was expediency. The author of this study is employed at St. Thomas More. It was felt that this school offered the best

chance for a high degree of cooperation in the compilation of data for the study. In addition, it was felt that the population being surveyed was representative of Catholic school patrons in the greater Vancouver area. It was felt too that because students in the school are of a single sex (all male) it is representative of Catholic schools in the lower mainland area of British Columbia.

Selection of a Population

Parental opinion was surveyed by questioning the parents of boys enrolled at St. Thomas More High School. The enrollment at this time, February, 1975, was three hundred and seventy-five students. This total included a small number of foreign students whose parents were not residing in Canada. Excluding these latter families and allowing for brothers in various grades, there were three hundred families. These families constituted the population for the study.

The student body of St. Thomas More was drawn primarily from five public school districts: Burnaby, Coquitlam, Delta, New Westminster, and Surrey. Thus the student population comprised students from diverse backgrounds. Though some were from farming communities, most were from urban or suburban areas. Most were from families who own their own homes. Some were apartment dwellers.

Method of Collecting Data

The question of how to collect information for the study was a choice between two methods, a personal interview or a

mailed questionnaire. The interview approach was first considered because the personal interview is much more revealing and informative; promising lines of inquiry can be followed up, veracity of responses can be gauged, unpromising lines can be dropped, specifics can be focussed upon and the impersonality of the questionnaire avoided. Despite these advantages, the idea of using the interview technique was rejected because of logistic constraints, such as lack of time. It was therefore decided to use a questionnaire as the survey instrument despite its limitations, principally its lack of flexibility and its rigidity. It was felt, however, that the conditions at St. Thomas More were favourable for a good response rate. It is a small school with an interested group of parents so that a high rate of response could confidently be expected. In addition, it was possible to draw upon work already done by previous researchers when devising the questionnaire.

Distributing the Instrument

A questionnaire was mailed to each of the three hundred families constituting the full sample. With each questionnaire were two covering letters, one from the school and one from the university. These letters explained to the parents the purpose of the survey and assured them of its legitimacy. Each family was asked to complete the questionnaire and return it to Simon Fraser University. Complete confidentiality was guaranteed, and was attained by the following method. A list of the famil-

ies involved in the survey was given to the senior advisor connected with the project. He assigned a number to each family and numbered each questionnaire accordingly. Thus the advisor was the only person able to identify an individual response. This was in accordance with assurances given the parents in the covering letters mailed to them.

As each questionnaire was returned, the name of the corresponding family was struck from the master list. This procedure allowed the sending of follow-up letters to those parents who had not replied within three weeks of the survey's being mailed out. After three weeks some sixty per cent of the parents had replied. Letters were then sent to those who, according to the records, had not replied. After another three weeks the master list was destroyed as it was felt that no purpose would be served by mailing another reminder or by waiting longer to see if further replies would be received. Of the three hundred families whose opinions were solicited, two hundred and fifty replied, a total of eighty-three per cent.

Description of the Instrument

The questionnaire was adapted from material in previous studies completed in this research area. Since the main purpose of the study was to discover the principal reasons impelling parents to send their children to this particular Catholic school, the first set of questions was directed towards this purpose. It consisted of twelve reasons why people might prefer to send their children to Catholic schools. Parents were

asked to indicate the degree of importance they attached to each reason in their selection of this high school.

The reasons were adapted from the list of reasons arrived at by Donovan and Madaus in their study of the Boston Archdiocese (p. 177). Of the twelve reasons listed in the questionnaire, ten are reasons cited by Donovan and Madaus and two, numbers nine and ten, were added by the author. The responses were given values ranging from five to one, with the high value indicating a high degree of importance and the low value indicating little importance.

Figure 1

List of Reasons why people send their children to Catholic schools (drawn from a Boston study)

- 1) better religious training
- 2) presence of religious as teachers
- 3) a religious environment
- 4) the discipline is better
- 5) the Catholic school is close at hand and convenient
- 6) dissatisfaction with the public school system
- 7) the quality of education is better in the Catholic school
- 8) the Catholic school gives a better preparation for college
- 9) the Catholic school gives a better preparation for life
- 10) the children get more individual attention from the teachers
- 11) our children wanted to go
- 12) I attended a Catholic school myself

Parents who send their children to a Catholic school,

while they may believe strongly in the need for such a school, may still feel the need for various kinds of improvement in the Catholic educational system. A second set of questions, therefore, asked for parental response to a list of six suggested improvements. These were adapted from the list of needed improvements arrived at by Greeley and Rossi (1966: 208). Two improvements mentioned in their list were omitted for this study. They were "less crowding" and "more parental responsibility". The first was omitted from this section because it was to be used as the basis for a question in the following section. The second was omitted partly because it was thought to be too vague to be useful and partly because Greeley and Rossi reported it to be of little importance to parents.

Respondents were asked to indicate the degree of importance they attached to each suggested improvement. The responses were given values as in question one.

Figure 2

List of suggested improvements for Catholic Schools (adapted from an American Study)

- 13) better qualified teachers
- 14) better physical facilities
- 15) greater selection of courses
- 16) reduction in tuition costs
- 17) improvement in the sports program
- 18) a less strict approach to discipline

The idea of needed improvements suggested the question of conditions which would cause parents to withdraw their children from this particular school. To obtain information on this topic, questions were adapted from studies conducted in Hillsborough County, Florida, and St. Louis, Missouri, as cited by Fahey and Kiekbusch (1971: 89). In those studies, parents were asked whether each of eleven developments would cause them to withdraw their children from a parochial school. For this study the eleven items were reduced to seven. The four omitted were "loss of regional or state accreditation", "closing of a neighbourhood Catholic school making bussing or a motor pool a necessity", "construction of a modern public school in the area", and "development of a Religious Education program which successfully attracts and serves Catholics in public schools".

The first of these four was omitted because Catholic schools are not accredited in British Columbia. The second was inapplicable in this study since bussing is not an issue in British Columbia. The third was omitted since one of the criteria for the selection of the research site was that it be close to attractive public high school alternatives. Thus, it was inapplicable for this sample. The fourth seemed not to apply since there is in existence a religious education program run by the Confraternity of Christian Doctrine (CCD).

Thus a set of seven developments was maintained. Parents were asked to indicate whether each of these would cause them

to withdraw their children from this school. Responses were of the form "yes", "no", or "not sure".

Figure 3

List of reasons which might cause parents to withdraw their children from this school

- 19) a 10-20% increase in tuition
- 20) a 20-50% increase in tuition
- 21) a sharp decline in the number of religious teaching in the school
- 22) the inability of the school to stay current in the field of science education
- 23) overcrowded classroom conditions
- 24) an increase in the number of minority group children in the school
- 25) elimination of competitive sports

The fourth set of questions was adapted from the Boston study by Donovan and Madaus. In that study, respondents were presented with a list of thirteen items and asked to indicate which schools, Catholic or public, they felt were more proficient on each (p. 156). Twelve of these thirteen items were used here with only minor changes in wording where necessary; for example, the word "negroes" was changed to "minority group". One of the items from the Boston study was not used, namely "physical condition of the school buildings". It was felt that this was not a useful index of school performance, and therefore it was replaced with number thirty-eight, "religious instruction". The format of the question was changed also. Since parents were being surveyed on their attitudes toward this par-

ticular Catholic school, the question was changed to ask them how they rated the school on each of the thirteen items, using the categories Poor, Fair, Good, or Excellent. The responses were given a value ranging from four to one, with the high value indicating excellent, the low value indicating poor.

Figure 4

Areas in which parents were asked to rate this school's performance

- 26) guidance and counselling
- 27) developing good citizenship
- 28) developing sympathy for the problems and views of a minority group
- 29) preparing students for marriage and family life
- 30) preparing students for a job
- 31) preparing students for college
- 32) teaching students to think for themselves
- 33) teaching students right from wrong
- 34) teaching children to get along with other children
- 35) offering a wide variety of courses
- 36) having high quality teachers
- 37) classroom discipline
- 38) religious instruction

Since the findings of Madaus and Donovan indicated that the age of the respondent could cause a difference of opinion relative to at least one of these questions it was felt that a breakdown of the responding group by age might be of interest. The responses of a parent group under thirty would be very limited in a study dealing with the parents of boys in grades eight through twelve. Consequently the lower age category was

changed from under thirty, as with Donovan and Madaus, to under thirty-five.

Since Greeley and Rossi found an association between educational level of parents and attendance at Catholic school, it was felt that an indication of the educational background of the parents responding might also be important in interpreting the findings.

As shown earlier in this paper, there is a body of opinion favouring the view that wealthier Catholics do not see the Catholic school in the same light as their less affluent counterparts. Respondents were therefore asked to indicate their religion and their yearly income. The income question was specifically labelled as being strictly optional, since this is a matter which some people might not wish to divulge.

For purposes of comparison with other studies, it was felt that an indication of the ethnic origin of the respondents would be of value. Finally, all parents were asked to rate this school overall, using the items mentioned in the questionnaire as criteria, or using their own personal criteria which might differ from those referred to in the questionnaire. For this question a four point scale was used, with responses being given values ranging from one to four, one being poor and four being excellent.

Figure 5

Considering all the factors mentioned in the questionnaire, and any others that you may consider relevant, please indicate how you rate this school overall:

Excellent _____ Good _____ Fair _____ Poor _____

Because the questionnaire was being sent to all eligible parents of boys at St. Thomas More, it was not pre-tested on a body of parents. It was, however, shown to a group of ten people in order to form some opinion of its impact. This group of ten people consisted of two religious, two married couples, and four single people. Of this group four were non-Catholic. Six members of the group were teachers and of this six, four taught in Catholic schools. The reactions of this group ranged from "good" to "excellent", and all expressed the opinion that, were they to receive this questionnaire as parents of a child at this school, they would welcome the opportunity to complete it.

Unfortunately some ambiguities and weaknesses came to light after the questionnaire had been distributed, an outcome which could have been avoided had the instrument been pre-tested on a body of parents. It appeared from the responses that at least one question, that regarding income, had been generally misunderstood. Since parents could comment on each question, however, the intention of their answers was usually clear.

Figure 6

Income Bracket to Which the Person Answering

The Questionnaire Belongs

under 10,000	_____	10,000 - 15,000	_____
15,000 - 20,000	_____	over 20,000	_____

This question was possibly misleading since the person answering the questionnaire might not be the wage-earner for that household. The question did not allow for the possibility of both parents working. It should have been worded so as to elicit the family income rather than an individual income. Because of this weakness in the questionnaire, the income figures reported in the chapter dealing with the findings of this study must be viewed very cautiously, although the comparison with figures from Statistics Canada (p. 37) indicates that respondents may have interpreted the intent of the question accurately. Later conclusions, drawn from analyses in which respondents were separated into two categories based on their reported income, must also be viewed with caution.

CHAPTER IV

FINDINGS

This chapter discusses the analysis of the data and sets out the major findings related to the hypotheses. Items one through thirty-eight and item forty-three were considered dependent variables in this study. Items thirty-nine to forty-two and item forty-four, which asked parents to supply information about themselves, their religion, ethnic origin, and so on, were considered classification variables in this study.

Data on the age, educational level, ethnic origin, and income level of the parents who made up the population for this study were compiled from the responses on the questionnaire. This population could be generally described as relatively young, middle class Catholics. Of this population fifty-eight per cent were aged below forty-five. Figures for the British Columbia population in general show that of the working force fifty-three per cent are aged below forty-five. Figures for the Greater Vancouver area show that fifty-three per cent are aged from twenty to forty-four, with forty-seven per cent forty-five or over (Statistics Canada, 1971).

The population for this study had, on the average, a high school educational level. Sixty-six per cent had high school graduation or some high school, while twenty-six per cent had at least some university or post-secondary training, and only seven per cent reported an educational level below high school.

Of those active in the labour force in the province, forty-two per cent had high school graduation or some high school, twenty-nine per cent had at least some university or post-secondary training, while twenty-nine per cent were educated to the grade eight level or below. Of the labour force in the Greater Vancouver area, sixty-five per cent had high school graduation or some high school, nineteen per cent had at least some post secondary training, and sixteen per cent were educated to the grade nine level or below (Statistics Canada, 1971).

As indicated in the section dealing with the description of the instrument, the question regarding income was labelled optional. Of the two hundred and fifty families who responded to the survey, two hundred and nineteen answered this question -- a total of eighty-seven per cent of all respondents. The thirteen per cent of respondents who did not answer the income question (a total of thirty-one families out of two hundred and fifty) showed demographic patterns similar to those of the eighty-seven per cent who did. Of the thirty-one families involved, seventy-seven per cent were Catholic, sixty per cent were aged below forty-five, and sixty-one per cent had high school graduation or some high school. These data are similar to those reported above (p. 35) for the entire sample. Thus the available though sketchy evidence suggests that the people who did not respond to the income question are not significantly different from those who

did not. Of those parents who responded to the income question, sixty per cent reported incomes between ten and twenty thousand dollars per annum. Thirty-six per cent fell into the ten to fifteen thousand dollar range. Sixteen per cent earned more than twenty thousand dollars while eleven per cent earned less than ten thousand. Some years ago the average total income per family in the metropolitan area was \$10,664 while the median income was \$9,449 (Statistics Canada, 1971).

The ethnic origins of the population for this study correspond reasonably well to the ethnic origins of the general population of British Columbia. The major ethnic groups in this province are British (58%), German (9%), Scandinavian (5%), French (4%), Dutch (3%), Ukrainian (3%), Italian (2%) and Chinese (2%). The remaining percentage is made up of miscellaneous and unreported ethnic groupings. The ethnic make-up of the population of Greater Vancouver is almost identical to that of the province at large (Statistics Canada, 1971). The major ethnic groups making up the population for this study were Irish (17%), French (15%), Italian (7%), and German (6%). The remaining fifty-five per cent fall into the category of "other", including British, Dutch, and Scandinavian. The preponderance of Irish and French is explained by noting that this school is a Catholic one.

It may be seen from these figures that the population of St. Thomas More is reasonably representative of the general popula-

tion in the lower mainland area of this province. Inquiries by the author tended to confirm that the population of this school was representative of the general population of Catholic schools in the province.*

Parental Opinions of the Importance of Various Reasons for
Selecting this School

The first set of questions, (see items 1-12 on the questionnaire, Appendix E), asked parents how much importance they attached to each of twelve reasons in their selection of this high school. Five response categories were available. When responses in the "extremely important" and "important" categories were combined and ranked in order of importance, items were ordered as in Table IV.

The figures indicate that, as was anticipated, discipline was a key factor in parental selection of this school. Religious training, the presence of religious personnel as teachers, and a religious atmosphere were also factors of great importance to parents. The importance given to individual attention from teachers as a reason for selecting this school is further possible evidence that parents are concerned about discipline and

*

Statement made by Br. J.C. Bates, Superintendent of Catholic Schools in the Roman Catholic Archdiocese of Vancouver, January, 1967 to June, 1971, and currently principal of Vancouver College, personal interview, March, 1975.

social behaviour. In addition, it can be argued that this parental demand for individual attention indicates an interest in the academic aspects of the school operation.

TABLE IV

Reasons for Choosing St. Thomas More High School
Ranked in Order of Importance as Judged By Parents

Item	Percentage of Parents Responding*
4 the discipline is better	96.8
9 the Catholic school gives a better preparation for life	91.2
10 the children get more individual attention from the teachers	89.4
1 better religious training	86.4
2 presence of religious as teachers	82.8
3 a religious environment	82.0
7 the quality of education is better in the Catholic school	71.2
11 our children wanted to go	62.0
6 dissatisfaction with the public system	57.2
8 the Catholic school gives a better preparation for college	54.8
12 I attended a Catholic school myself	37.2
5 the Catholic school is close at hand and convenient	13.6

* Figures given are the sum of responses in the "Extremely Important" and "Important" categories.

There is some change in this overall picture when Catholic parents' reasons for selecting this school are compared to those of non-Catholic parents. Table V shows these responses, using

figures from the combined responses of the "extremely important" and "important" categories. The figures in Table V were tested to determine which proportions were statistically significantly different at the .05 level; that is, which proportions differed by more than could be attributed to random causes. The following patterns emerged.

For Catholic parents, the most important reasons were discipline, religious training, preparation for life, presence of religious as teachers and a religious environment, and individual attention to students, with no significant difference discernible among these. For non-Catholics, the most important reasons were discipline, dissatisfaction with the public school system, and individual attention to students. Thus both sets of parents agreed on discipline (item four) as a most important reason for selecting this school. They agreed also on the importance of the individual attention factor (item ten). These findings may be interpreted as meaning that social and personal reasons play a part in the selection procedure.

Both Catholic and non-Catholic parents agreed (their answers were not statistically different) on the relative unimportance of the location of the school as a reason for selecting it in preference to the public school.

Significant differences appeared between the responses of Catholic and non-Catholic parents with regard to religious reasons for selecting this school. Catholics considered religious

Table V
Reasons for Selecting St. Thomas More High School
According to Religion of the Respondents *

Item	Catholic	Non-Catholic
1 better religious training	95	50
2 presence of religious as teachers	90	54
3 a religious environment	90	48
4 the discipline is better	99	95
5 the Catholic school is close at hand and convenient	14	14
6 dissatisfaction with the public system	51	93
7 the quality of education is better in the Catholic school	75	65
8 the Catholic school gives a better preparation for college	58	49
9 the Catholic school gives a better preparation for life	95	79
10 the children get more individual attention	89	93
11 our children wanted to go	64	60
12 I attended a Catholic school myself	51	6

* Figures are percentages indicating a combination of responses in the extremely important and important categories.

Number of Catholic families was 203; number of non-Catholic families was 43.

training, religious environment, and the presence of religious personnel on the teaching staff to be of great importance, while non-Catholics did not consider these religious factors to be of prime importance. Non-Catholics identified dissatisfaction

with the public system as a most important factor in their selection of this school. Predictably, non-Catholics attached little importance to the tradition factor.

Parental responses to these twelve suggested reasons for selecting this school, categorized according to the age, income, and education of the respondents, are shown in Tables XX-XXXI (see Appendix A). To obtain figures for these tables some categories were combined with others to provide numbers large enough to warrant reasonable conclusions. There were not enough respondents aged under thirty-five to warrant considering this category separately. Consequently, respondents were separated into two categories, those over forty-five and those under forty-five. Dividing income responses into the categories of those earning over \$15,000 and those earning less than \$15,000 gave a reasonable distribution of respondents, and also gave a reasonable dividing line between more and less affluent respondents.

In these tables, row and column totals were tested according to the statistical formula $P \pm .98/N^{1/2}$ in order to determine which proportions were statistically different at the .05 level of significance. No statistically significant differences (at the .05 level) attributable to age, income, or education were discernible in responses to four reasons for selecting this school, namely, discipline, preparation for life, individual attention to students (all three of which were highly rated by all groups), and convenience of location (which was not rated highly by any group). For the remaining eight reasons for

selecting this school, the responses of the older, less affluent parents were consistently statistically more favourable than those of the younger, more affluent parents. The first three listed reasons for selecting this school, reasons which may be said to indicate areas of religious, social, or personal growth (items one, two, and three) were accorded a higher degree of importance by the less affluent patrons, especially the older ones, than by the wealthier, younger patrons. The figures do, however, indicate a high degree of concern for these religiously oriented factors on the part of the younger, more affluent patrons. It can therefore be argued that they are not losing interest in the religious aspects of the school program. On the contrary, they regarded these aspects as being of great importance, even though they did not accord them the same degree of importance as did the older, less wealthy patrons.

Responses to two selected reasons for choosing this school, quality of education and preparation for college (items seven and eight, Tables XXVI and XXVII) were next examined. Those who believed that the quality of education is better in the Catholic school (item seven) were the non-college educated, less wealthy patrons. Those who believed that the Catholic school gives a better preparation for college (item eight) were the older, less wealthy patrons. In general, then, the younger, wealthier, better educated parents attached less importance to these reasons for selecting this school than did the older, poorer, less educated parents. In other words, the younger, wealthier, bet-

ter educated parents tended to be more critical of the school's academic program than did their fellows, and did not select the school for academic rather than for religious reasons. Indeed, disciplinary and religious reasons outweighed academic ones for all patrons.

In general, the primary reasons for the selection of this school were parents' perceptions about the school's ability to foster the moral and personal growth of the child. The reasons for selection were positive rather than negative, with the single exception of non-Catholic dissatisfaction with the public system. Parents chose the Catholic school, not because they believed that public schools are bad, but because they wanted stricter discipline than was available, according to their perceptions, at the public school. They wanted their children to have religious training and to be educated in a religious environment. There was evidence of a concern for academic matters, and a suggestion that younger, better educated, wealthier patrons tend to be more critical of the school's program than their fellows.

Importance Attached by Parents to Suggested Improvements in This School

On the second set of questions, (see items 13-18 on the questionnaire, Appendix E), parents were asked to indicate how important they considered each of a given set of improvements to be for this school. When responses in the "extremely important" and "important" categories were combined and ranked in order of importance, the items were ordered as shown in Table

VI. Of the six improvements suggested, the greatest parental demand, as measured by the sum of the extremely important and important responses, was for a wider selection of courses, closely followed by a perception of the need for better qualified teachers and better physical facilities. A reduction in tuition costs was not of great importance. This result may seem surprising, but it fits with the findings of Brown, who asserted that increases in tuition are not good indicators of enrollment trends (Brown, 1971: 175-6). It should be noted, however, that Brown's evidence was limited to elementary schools.

Table VI

Suggested Improvements for St. Thomas More High School
Ranked in Order of Importance as Judged by Parents

Item	Percentage of Parents responding*
15 greater selection of courses	72.8
13 better qualified teachers	67.6
14 better physical facilities	57.2
17 an improvement in the sports program	43.6
16 a reduction in tuition costs	35.6
18 a less strict approach to discipline	11.6

* Figures given are the sum of responses in the "extremely important" and "important" categories

Responses to the item about an improvement in the sports program were about evenly divided between important and unimportant. The suggestion of a less strict approach to discipline

drew scarcely any support. It did, however, draw a substantial number of comments in favour of maintaining the present disciplinary standards. Some comments implied that the present standards of discipline are too lax and should be replaced with more rigorous ones. These findings correspond with the responses to the question about the importance of discipline (item four) in the first set of questions (see Table IV).

Table VII shows the responses to the suggested improvements separated into Catholic and non-Catholic parents' responses. The figures given in this table are the sum of responses in the "extremely important" and "important" categories. These figures were tested, as were those in Table V, to determine which proportions were statistically significantly different at the .05 level. For Catholic respondents a greater selection of courses, better qualified teachers, and better physical facilities were the most important of the suggested improvements. Non-Catholic respondents identified the same three improvements as the most important of those listed. In neither case was it possible to identify a single most important improvement. Both sets of parents, however, rated a less strict approach to discipline (item eighteen) as the least important of the suggested improvements. There were, however, no statistically significant differences discernible between Catholic and non-Catholic responses with regard to any of the six suggested improvements.

Tables XXXII - XXXVII (see Appendix A) show parental responses to these items categorized according to the age, educa-

Table VII

Importance Attached to Suggested Improvements in
St. Thomas More High School According to the Religion
of Respondents *

Item	Catholic	Non-Catholic
13 better qualified teachers	72	65
14 better physical facilities	60	58
15 greater selection of courses	76	59
16 reduction in tuition costs	38	32
17 improvement in sports program	47	36
18 a less strict approach to discipline	16	0

* Percentages in each case are a combination of responses in the extremely important and important categories

tion, and income of the respondents. The figures for these tables were arrived at by combining categories as was done for Tables XX - XXXI. In these tables marginal (row and column) totals were tested by the same formula as was used before to determine which proportions were statistically significantly different at the .05 level.

All groups favoured better qualified teachers (item thirteen, see Table XXXII) with no statistically significant difference attributable to age, education, or income, being apparent in the responses. A suggested improvement in the sports program (item seventeen) received relatively little support (see Table XXXVI) with no statistically significant differences discernible among responses.

Education made a difference in parental responses to the suggestion of better physical facilities, with the college educated patrons tending to attach more importance to this improvement than their fellows (see Table XXXIII). This may imply that the facilities being thought of here are educational rather than recreational.

Age and education both made some difference in parental responses to the suggestion of a greater selection of courses (item fifteen). The older patrons, especially if they were college educated, tended to attach less importance to this suggested improvement than did the other patrons (see Table XXXIV).

The two remaining items in the set of questions were not accorded a high degree of importance. Predictably, the parents who attached most importance to a suggested reduction in tuition costs were the less affluent ones (Table XXXV). But surprisingly, those attaching most importance to a possible less strict approach to discipline (item eighteen) were the poorer patrons, especially those who were older and without a college education (see Table XXXVII). The degree of importance accorded this suggestion was not enough to contradict earlier responses which indicated that discipline is one of the key factors in parental choice of this school (see Tables IV - V).

A noteworthy feature about this set of questions was the high number of entries in the "not sure" category, implying that a number of parents had some doubts about the value of some of the suggested improvements. Nonetheless, there were

enough positive responses to show that patrons of this school were aware of the value of an academic focus in education. Thus earlier tentative conclusions about parental concern for academic matters received some support.

Parents' Reasons for Withdrawing Children from This School

In the third set of questions, (see items 19-25 on the questionnaire, Appendix E), parents were asked which of a given set of reasons would cause them to withdraw a child from St. Thomas More. Seven reasons were listed. Parents could answer "yes", "no", or "not sure". For the responses in all three categories see Table XVIII, Appendix A. In a discussion of this set of questions, the large number of responses in the "not sure" category should be noted. Many parents were unable or unwilling to decide about these questions. Conclusions must therefore be viewed with caution.

When the percentages in the "yes" response categories for these questions were ranked, the items were ordered as shown in Table VIII. Several items of interest appear from this table. A very small number of parents (about five per cent) indicated that a ten to twenty per cent increase in tuition (the tuition fee being approximately \$400 per annum in the year the survey was carried out) would definitely cause them to withdraw their children. This indicates favourable parental perceptions of the school and agrees with earlier responses (see Tables VI and VII) which indicated that tuition costs did not appear to be

of prime importance. A proposed twenty to fifty per cent increase in tuition, however, caused many more parents (approximately thirty-one per cent) to indicate withdrawal. An interesting figure here is the response in the "not sure" category (see Table XVIII, Appendix A). This response is thirty per cent of the total. That such a large proposed increase in fees did not bring a much larger number of definitely negative responses argues that the school is meeting parental needs.

A slightly surprising outcome of this set of questions was that no definite trend was evident in response to the question about a sharp decline in the number of religious personnel on staff at this school. Slightly more parents answered "no" regarding withdrawal of their sons than answered "yes", with a large number undecided. Given the emphasis on religious atmosphere evident from responses to the first set of questions, it is mildly surprising that there was not a more definite response to this item.

An important result was the number of parents who said that they would withdraw their child as a consequence of the school's inability to stay current in the field of science education. Forty-six per cent said "yes", while twenty-six per cent were not sure, and only twenty-five per cent said "no".

Overcrowded classroom conditions was another factor which would cause parents to withdraw their children. These two findings taken together lend support to conclusions drawn from the second set of questions; that is, parents of students at this

Table VIII
Reasons for Withdrawing a Child from St. Thomas More
High School Ranked in Order of Importance
as Judged by Parents

Item	Percentage of parents responding*
22 the inability of the school to stay current in the field of science education	46.0
23 overcrowded classroom conditions	43.6
21 a sharp decline in the number of religious teaching in the school	36.0
20 a 20-50% increase in tuition	30.8
25 elimination of competitive sports	19.2
19 a 10-20% increase in tuition	4.8
24 an increase in the number of minority group children in the school	4.4

* Figures given are the responses in the "yes" category.

school were interested in academic aspects of the school operation and concerned about the quality of education offered at this school.

Table IX gives responses to items nineteen through twenty-five categorized according to the religion of the respondents. In Table IX the percentages given indicate those who answered "no" to the questions. Higher figures in response to a given question, therefore, indicate that parents would not be inclined to withdraw their children from this school. Lower figures in response to a given reason indicate a readiness to withdraw

children from the school for that reason. The figures in this table were tested, as were those in Tables V and VII, to determine which proportions were statistically significantly different at the .05 level. From this table the reasons most likely to

Table IX

Reasons for Withdrawing a Child from St. Thomas
More High School According to Religion*

Item	Catholic	Non-Catholic
19 a 10-20% increase in tuition	83	86
20 a 20-50% increase in tuition	37	35
21 a sharp decline in the number of religious teaching in the school	35	60
22 the inability of the school to stay current in science education	26	26
23 overcrowded classroom conditions	34	16
24 an increase in the number of minority group children in school	85	93
25 the elimination of competitive sports	64	68

* Percentages in each case are those who answered "No"

cause Catholic parents to withdraw their patronage were: a twenty to fifty per cent increase in tuition fees, a sharp decline in the number of religious teaching in the school, the inability of the school to stay current in science education, and overcrowded classroom conditions. No statistically signifi-

cant difference was apparent among the Catholic responses to these four reasons. The reasons least likely to cause Catholics to withdraw their children were a ten to twenty per cent increase in tuition and an increase in the number of minority group children in the school. Responses to these two reasons were statistically different from responses to the four causes listed above.

Non-Catholic patrons identified a failure to stay current in science education and overcrowded classrooms as the reasons most likely to cause them to withdraw their patronage. The reasons least likely to cause withdrawal were the same for non-Catholic as for Catholic parents.

Catholic and non-Catholic parents agreed (their responses were not statistically different) on five of the seven listed reasons for withdrawing patronage. Significant differences were evident between Catholic and non-Catholic responses to two reasons for withdrawal of children, namely, a sharp decline in the number of religious teaching in the school and overcrowded classroom conditions. Non-Catholics, predictably, were not unduly concerned about a decline in the number of religious teaching in the school, while Catholics viewed this unfavorably. While both sets of parents indicated that overcrowded classrooms would cause them to withdraw their children, non-Catholics were much more emphatic in their responses to this situation. Catholic "not sure" responses to this question totalled approximately twenty-five per cent, while non-Catholic "not sure"

responses totalled approximately twenty-three per cent.

Parental responses to these suggested reasons for withdrawal of students, arranged according to age, education, and income, are shown in Tables XXXVIII - XLIV (see Appendix A). These tables in general indicated that, with regard to withdrawing children from this school, more important considerations for parents than diminishing numbers of religious personnel on staff or increases in tuition fees were the ability of the school to stay current in science education and the question of overcrowded classrooms.

In these tables, row and column totals were tested, as was done for Tables XXXII - XXXVII, to determine which proportions were statistically significantly different at the .05 level. Among the parental responses given in these tables, no difference, statistically significant at the .05 level, attributable to age, income, or education, was discernible with regard to a sharp decline in the number of religious teaching in the school, science education, overcrowded classrooms, or an increase in the number of minority group children in the school (see Tables XL - XLIII). Thus it cannot be argued from the evidence available in these tables that the younger, better educated patrons are readier to withdraw children from the school for academic reasons than are their fellows. Neither can it be argued that the older, less affluent, or less educated are more ready to withdraw children as a result of diminishing numbers of religious staff than are their younger, wealthier, better educated counter-

parts.

Predictably, those parents most ready to withdraw their children as a result of tuition increases were the less affluent ones, especially the younger parents in the case of the more severe of the two suggested increases (see Tables XXXVIII and XXXIX).

In general, the responses to this set of questions tended to support the view that patrons of this school, while undoubtedly interested in the religious, moral, and personal aspects of the school operation, are very much concerned with the quality of the education being offered. Parents seem loyal to the school and are unwilling to change their affiliation except for certain extreme occurrences--overcrowded classrooms or a drastic increase in tuition fees--and certain situations such as the inability of the school to stay current in the area of science education.

Parents' Opinions of School Performance in Selected Areas of Education

In the fourth set of questions, (see items 26-38 on the questionnaire, Appendix E), parents were asked for their opinions on the performance of this school in certain selected areas of the educational program. Response categories were "excellent", "good", "fair", and "poor". Responses in the "excellent" and "good" categories were combined and ranked in order of importance. The results are shown in Table X.

This table shows that the areas in which parents judged

this school to perform best were those involving social, religious, and personal development. That parents should judge the school to perform best in these areas is consistent with their

Table X

Areas of School Performance Ranked in Order of Excellence
According to Parental Perceptions as Determined by
The Sum of Good and Excellent Responses

Item	Performance area	Percentage of Parents responding*
27	developing good citizenship	94.4
33	teaching students right from wrong	94.0
32	teaching students to think for themselves	89.6
34	teaching children to get along with other children	89.2
37	classroom discipline	88.8
38	religious instruction	86.8
36	having high quality teachers	85.2
31	preparing students for college	83.6
26	guidance and counselling	83.2
28	developing sympathy for the problems and views of a minority group	72.8
30	preparing students for a job	68.4
29	preparing students for marriage and family life	64.0
35	offering a wide variety of courses	46.4

* Figures given are the sum of responses in the "excellent" and "good" categories.

stated reasons for selecting this school in preference to public schools. It also indicates the criteria on which parents perceived this Catholic school as superior to the public schools.

It is interesting, but not surprising, that this school was not rated highly by the parents in terms of offering a wide variety of courses. This is consistent with earlier parental responses which indicated a demand for a wider selection of courses (see p. 46), and may be further evidence that parents were concerned about academic matters. It is surprising to note that school performance in the area of preparation for marriage and family life was given a poor rating by parents, since this item could be considered personal, social, and even religious in nature. That parents rated the school so poorly on this item must be considered a shortcoming of the school, or perhaps it may indicate that parents consider this a topic for the family rather than the school.

Of the thirteen items in Table X, nine elicited a particularly strong parental consensus; that is, they received a rating of "good" or "excellent" from more than eighty per cent of respondents. Of these nine areas of school performance, three, namely, guidance and counselling, developing good citizenship, and teaching children to get along with other children, could be classified as social in their orientation; two, teaching students to think for themselves and classroom discipline, could be classified as personal. Two, preparing students for college and having high quality teachers, could be called prac-

tical; and two, religious instruction and teaching students right from wrong, could be classified as religious or moral in their orientation. That these areas of school performance should receive strong parental support is consistent with the findings from the first set of questions relative to parental reasons for selection of this school.

Responses to this set of questions, separated according to the religion of the respondents, are shown in Table XI. The

Table XI

Opinions of Parents on School Performance in Selected
Areas of Education According to Religion*

Item	Catholic	Non-Catholic
26 guidance and counselling	87	87
27 developing good citizenship	96	95
28 developing sympathy for problems and views of a minority group	81	84
29 preparing students for marriage and family life	64	77
30 preparing students for a job	74	76
31 preparing students for college	92	82
32 teaching students to think for themselves	92	88
33 teaching students right from wrong	97	95
34 teaching children to get along with other children	92	92
35 offering a wide variety of courses	48	54

Table XI (cont'd)

36	having high quality teachers	89	90
37	classroom discipline	89	100
38	religious instruction	90	97

* Percentages in each case are the sum of responses in the excellent and good categories.

figures in this table are the sum of responses in the "excellent" and "good" response categories. The figures in this table were tested for differences statistically significant at the .05 level. The table shows that Catholic patrons approved highly of the school's performance in ten of the thirteen listed areas. Three areas merited less approval. These were: preparing students for marriage and family life, preparing students for a job, and offering a wide variety of courses (items twenty-nine, thirty, and thirty-five). The last mentioned item received significantly less approval from Catholics than all others. The surprising finding in this table is the rating given by Catholic parents to school performance in the area of preparation for marriage and family life--an area involving religious, moral, social, and personal considerations. These considerations were identified by parents as being important in their selecting this school. Lack of more definite approval on this item, therefore, may indicate a serious shortcoming on the part of the school, or may indicate that Catholic parents feel that this area of education is more properly the responsibility of

home or church.

A high percentage of non-Catholics, seventy-five per cent or more, approved of the school's performance (said it was good or excellent) in all listed areas except one, that one being the availability of courses (item thirty-five). Catholic and non-Catholic responses did not differ significantly in any of the listed areas of school performance.

Tables XLV - LVII (see Appendix A) show responses to the set of questions separated according to the age, income, and education of the respondents. Categories for these tables were derived in the same way as for Tables XX - XLIV. In these tables, row and column totals were tested, as were the totals in Tables XX - XLIV, to determine which proportions were statistically significantly different at .05. Among parental responses given in these tables, no statistically significant differences, at the .05 level, attributable to age, income, or education, were found with regard to nine of the thirteen listed areas of school performance. These nine areas were: guidance and counselling, developing good citizenship, preparing students for college, teaching students to think for themselves, teaching students right from wrong, teaching students to get along with other children, having high quality teachers, classroom discipline, and religious instruction. The tables show that all groups rated the school performance highly in these areas. These nine areas correspond to the nine areas of parental consensus identified in earlier discussion in connection with

Table X. The present finding, therefore, lends support to the earlier discussion and is further evidence that parents viewed this school as performing best in religious, moral, and social areas of education.

Some significant differences appeared in parental ratings of the remaining four areas of school performance. The more educated parents tended to rate the school more highly in the area of developing sympathy for the problems and views of a minority group (item twenty-eight). Income was also a factor here. Less affluent parents tended to rate school performance more favourably than did their wealthier fellows (see Table XLVII). Those who rated school performance more highly in the area of preparing students for marriage and family life (item twenty-eight), were the older patrons, especially the less affluent ones (see Table XLVIII). Income and education were factors which made a significant difference in parental rating of the school's performance in the area of preparing students for a job (item thirty). Those who rated school performance lowest in this area were the wealthier, college educated patrons (see Table XLIX). This fact may reflect an attitude of this group that preparation for a job is not part of the function of the school.

All groups gave the school a low rating in the area of offering a wide variety of courses (item thirty-five), but those least critical were the older, less affluent patrons (see Table LIV).

In summary, responses to this set of questions showed all groups generally rating the school's performance highly. The areas in which parents were most critical were those of preparing students for jobs and offering a wide variety of courses.

Parental Rating of the School Overall

Parents were asked to indicate how they rated the school overall, using all the factors mentioned in the questionnaire, and any other factors which they considered relevant, as criteria. The response categories were poor, fair, good, and excellent. Table XII shows the results. It can be seen that there was definite parental endorsement of the school, with approximately ninety-seven per cent of those who replied rating the school as good or excellent. These statistics demonstrate that the patrons of this school wholeheartedly endorse the school and its program.

TABLE XII

Overall Parental Rating of St. Thomas More High School

(percentages in each case)

E = excellent; G = good; F = fair; P = poor

Item	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>	<u>missing</u>
43 indicate how you rate this particular high school overall	57.2	39.6	0.8	0.4	2.0

Areas of Greatest Parental Agreement

The frequency count served as an indicator of agreement

and disagreement in parental responses to the survey. The dependent variables in this survey contained from three to five response categories. Selection of any one response category by fifty per cent or more of parents responding to a given variable was considered to constitute parental agreement on that variable. Eleven areas of agreement were identified in this manner. Table XIII shows these areas listed in order of greatest to lesser agreement. Of these areas of parental agreement, three relate to reasons for withdrawing children from this school, a ten to twenty per cent increase in tuition, an increase in the number of minority group children in the school, and the elimination of competitive sports; four, better discipline, convenience of location, better preparation for life in Catholic school, and more individual attention from teachers, relate to reasons for sending Children to this school; four, teaching students right from wrong, having highly qualified teachers, religious instruction, and an overall rating of the school, are concerned with the evaluation of the school's performance.

An increase in the number of minority group children attending this school would not cause parents to withdraw their patronage. Further, a ten to twenty per cent increase in tuition rates would not alter parents' priorities, nor would the elimination of competitive sports cause them to withdraw their children. The first of these three items elicited the greatest degree of parental agreement. This fact adds weight to the idea that parents value this school for its performance in the

Table XIII
 Areas of Greatest Parental Agreement as Measured by
 Categories Containing Fifty Per Cent or More of All
 Responses for Each Item (Arranged in Order of
 Greater to Lesser Agreement)

Item	Category
24 an increase in the number of minority group children in the school	reason for withdrawal
19 a 10-20% increase in tuition	reason for withdrawal
4 the discipline is better	reason for choosing this school
25 the elimination of competitive sports	reason for withdrawal
9 the Catholic school gives a better preparation for life	reason for choosing this school
36 having high quality teachers	evaluation of the school
43 indicate how you rate this particular high school overall	evaluation of the school
33 teaching students right from wrong	evaluation of the school
5 the Catholic school is close at hand and convenient	reason for choosing this school
10 the children get more individual attention from the teachers	reason for choosing this school
38 religious instruction	evaluation of the school

area of social and personal growth. The other two findings indicate that parents feel that their needs are being met.

Parents agreed on four reasons for choosing this school. Three reasons, discipline, preparation for life, and individual attention to students, caused positive agreement. Parents

decided, however, that the expediency factor, the Catholic school being close at hand and convenient (item five) was not an important consideration in the selection of this school.

The remaining four areas of parental agreement have to do with evaluating the school's performance. The quality of teaching at this school (item thirty-six) evoked the most agreement of these four areas, supporting the argument that parents at this school, while keenly interested in moral and personal growth, are concerned also about academic excellence and see the school as performing well in that area. In summary, then, the items on which parents agree are essentially positive items relating to their reasons for choosing this school and their reasons for continuing to patronize it.

Parental Disagreement

The frequency count was examined for areas of parental disagreement. Those items where no response category figure exceeded forty per cent (an arbitrarily chosen figure) of all responses for that item were considered areas of parental disagreement. Nine such areas were identified. Table XIV shows these areas of parental disagreement arranged in order of greater disagreement to lesser. Of these nine areas, four, dissatisfaction with the public system, better preparation for college in the Catholic school, our children wanted to go, and I attended a Catholic school myself, refer to reasons for choosing this school; two, an improvement in the sports program and a less strict approach to discipline, refer to sugges-

Table XIV
 Areas of Greatest Parental Disagreement as Measured by
 Items Where No Response Category Exceeded
 Forty Per Cent of All Responses (Arranged
 in Order of Greater to Lesser Disagreement)

Item	Category
12 I attended a Catholic school myself	reason for choosing this school
6 dissatisfaction with the public system	reason for choosing this school
18 a less strict approach to discipline	suggested improvement
17 an improvement in the sports program	suggested improvement
20 a 20-50% increase in tuition	reason for withdrawal
8 the Catholic school gives a better preparation for college	reason for choosing this school
21 a sharp decline in the number of religious teaching in the school	reason for withdrawal
35 offering a wide variety of courses	evaluation of the school
11 our children wanted to go	reason for choosing this school

ted improvements in school operation; two, a twenty to fifty per cent increase in tuition and a sharp decline in the number of religious personnel on staff, refer to reasons for withdrawal of children from the school; and one, offering a wide variety of courses, refers to the evaluation of school performance.

The areas of greatest disagreement were attendance by

parents at a Catholic school and dissatisfaction with the public system, two listed reasons for selecting this school. It seems that tradition as a reason for selection of this school was not a very prominent factor. It may be that this is a consequence of the relative youth of the Catholic system in British Columbia, at least as far as high schools are concerned.

The second item which aroused considerable disagreement, citing dissatisfaction with the public system as a reason for selecting St. Thomas More, could give rise to much discussion. Obviously parents were divided in their opinions of the importance of this reason in the selection process. The disagreement here may be due to the difference between Catholic and non-Catholic parents' reasons for selecting this school. Non-Catholics tended to identify dissatisfaction with the public system as being an important factor in their choice of a school, whereas Catholics did not (see Table V). The disagreement here may reflect a difference in philosophy between two sets of parents. All that can safely be said is that the link between dissatisfaction with the public system and selection of St. Thomas More is a tenuous one at best, reflecting, perhaps, a recognition that this reason is essentially negative rather than positive.

It is interesting to note that the voluntarism factor (our children wanted to go) should appear in this category of general disagreement. This may be a reflection of the thought of some

parents that the decision to attend this school is a parental one. In other words, the disagreement may mean that some or many children did not wish to attend St. Thomas More, but it may also mean that they were not consulted on the question.

Disagreement about a suggested improvement in the sports program was not unexpected and reflects different parental perceptions about the importance of organized sport in the school program. Disagreement about the importance of a less strict approach to discipline was unexpected and slightly surprising in the light of earlier findings, where discipline was rated one of the primary reasons for selecting this school. The apparent contradiction here may be resolved by noting the overall trend of parents' comments. Parents did not feel, in general, that a less strict approach to discipline would be an improvement. Many parents indicated satisfaction with the status quo. They felt that disciplinary standards were acceptable. Some parents felt that the discipline was gradually becoming less strict and indicated that they would like to see this trend reversed. When looked at from this point of view, the responses to this item bear out the general feeling expressed earlier that the discipline factor is indeed a key one in parental choice of this school.

Two suggested reasons for withdrawing a child from the school caused disagreement. That a suggested twenty to fifty per cent increase in tuition should cause this reaction is not

surprising. Disagreement here probably reflects economic differences among patrons of the school.

Since earlier findings indicated that a religious atmosphere and the presence of religious personnel were important to parents in their choice of this school, it is surprising to find parents disagreeing on the importance of a declining number of religious personnel as teachers. Many parents responded in the "not sure" category for this item, indicating at least a partial unwillingness to consider the school without religious personnel on staff.

In evaluating the school overall, parents generally indicated that there was not a wide enough selection of courses. It is mildly surprising, then, to find this item the subject of disagreement. The lack of agreement probably reflects the different emphases given this topic by the groups identified in earlier discussion. The older, less affluent patrons tended to evaluate the school more favourably on this variable than did their fellows.

The Correlation Matrix

Pearson correlation coefficients were calculated between all items to reveal response patterns and common factors. The correlation matrix is shown in Appendix B. The confidence level was established to identify findings statistically significant at the .01 level.

There were strong correlations among items one through three. These three items refer to religious training, reli-

gious atmosphere, and the presence of religious personnel on staff as reasons for selecting St. Thomas More High School. Given the high parental ratings attached to these items (see Table IV), it can be concluded that the correlation here indicates a consistent concern for a religiously-oriented value and moral approach to education. This view is supported by the correlation evident between these three items and better preparation for life as a reason for selecting this school (item nine), a reason which also received a very high parental rating (see Table IV).

The discipline factor as a reason for selecting this school (item four) was statistically significant related to items one through ten, with the exception of the expedience factor (the Catholic school is close at hand and convenient). The correlations here generally hovered near .3. Items one through ten constituted the greater part of the list of reasons for parental choice of St. Thomas More in preference to public school. Since these reasons generally were rated important by parents (see Table IV), this correlation is further evidence that the discipline factor is a key one in parental selection of this school.

A concern for academic excellence was suggested by the correlation among the following four reasons for selecting this school: the quality of education is better in the Catholic school, the Catholic school gives a better preparation for college, the Catholic school gives a better preparation for

life, and the children get more individual attention from the teachers. These four reasons, particularly the first, third, and fourth, were mentioned by parents as being highly important in their selection of this school. These items were related at about the .3 level, supporting the view that parents, while looking for an educational setting which will foster personal and moral growth, are concerned with academic growth as well.

That parents were aware of some need for improvement in certain areas of the school operation is shown by the correlation among the following three suggested improvements: better qualified teachers, better physical facilities, and greater selection of courses. These were the three improvements rated most important by parents (see Table VI). The correlation supports the view that parents, while they approved of many aspects of the school and its operation, perceived some areas of possible improvement. Thus the hypothesis that parents would not be uncritical received some support. The major remaining pattern in the correlation matrix was that all thirteen areas of school performance presented to parents as criteria by which to evaluate the performance of this school were correlated at levels ranging from approximately .4 to .6. All these areas of school performance except one, namely the variety of courses available to students (item thirty-five), received a high rating from parents (see Table X). In addition, the final evaluation question, which asked parents to rate the school overall using any criteria they considered relevant, and to which parents res-

ponded very favourably (see Table XII), was related to these thirteen evaluation questions at about the .4 and .5 levels. These correlations suggest that parents were pleased with the performance of the school and felt that their needs were being met.

A more detailed examination of the correlation matrix threw more light on some of these relationships. Five areas were considered. Relationships between variables in these areas were hypothesized and the correlation matrix was examined to test these hypothetical relationships.

The discipline factor (item four) was looked at in relation to two other items, a less strict approach to discipline (item eighteen), and a decline in the number of religious teaching in the school (item twenty-one). A significant negative relationship was expected between the first of these two and the discipline factor, since the latter received an extremely high parental rating (see Table IV) and the suggested less strict approach to discipline received a low rating (see Table VI). The actual relationship was $-.11$, negative but not statistically significant, and not as strong as had been anticipated. This may indicate that some parents, while looking for higher disciplinary standards than those they believe to exist in the public system, would nonetheless be satisfied if standards at this school were relaxed somewhat. The lack of a significant relationship between these two items may indicate that discipline is an ambiguous concept for parents.

A relationship between the discipline factor and one of the suggested reasons for withdrawal of students, namely, a sharp decline in the number of religious teaching in the school, was looked for. It was thought that the better discipline attributed to this school might be associated with the presence of religious on staff. The discipline factor was rated highly by parents as a reason for selecting this school (see Table IV), and the hypothetical decline in numbers of religious personnel (item twenty-one) was rated a relatively important factor in decisions to withdraw children (see Table VIII). Surprisingly, the correlation between these two items was zero. It seems reasonable, therefore, to infer that parents do not attribute the discipline in the school solely to the presence of religious personnel.

It was felt that a parental decision to withdraw patronage because of a sharp decline in the number of religious teaching in the school should be related to the reasons for selecting this school pertaining to better religious training, presence of religious as teachers, and a religious environment, since these factors were given a high and consistent rating by parents (see Table IV). Therefore the relationships between these reasons for selecting this school, (items one, two, and three) and withdrawal of patronage due to the declining numbers of religious on staff (item twenty-one) were examined. Surprisingly, none of these relationships was significant at the .01 level. Because of this finding, a relationship was looked for between withdrawal as a re-

sult of fewer religious personnel on staff and the better preparation for life factor (item nine), a selection factor which was given a high rating by parents (see Table IV). Again, no significant relationship was found. Since parents indicated that the presence of religious personnel on staff and the preparation for life factor were important considerations in selecting this school, these results are surprising. It seems that a sharp decline in the number of religious personnel on staff would cause parents to react in an unpredictable manner regarding the question of withdrawing their children from the school.

These results may help to explain the surprising finding referred to earlier in the section on parents' reasons for withdrawing children from the school. In that section it was reported that there was no definite response pattern to the hypothetical possibility of a diminishing number of religious personnel on staff. This item was also the subject of discussion in the section dealing with parental disagreement. These earlier findings were surprising but seem to be supported by the present discussion. It may be that parents' perceptions of the religious values, atmosphere, and training, together with the preparation for life factor, are not associated solely with the presence of religious personnel on staff.

The evidence of parental concern for academic matters was next considered. A relationship was hypothesized between two reasons for selection of this school, namely, the quality of education is better in the Catholic school (item seven) and the

Catholic school gives a better preparation for college (item eight). Both of these were considered relatively important by parents as reasons for selecting this school, the first more so than the second (see Table IV). These two items were correlated at .54, providing evidence of consistency of parental concern for academic matters. Relationships were then hypothesized between these two selection factors on the one hand and three other items, namely, better qualified teachers (item thirteen), greater selection of courses (item fifteen), and having high quality teachers (item thirty-six) on the other. Both selection factors were significantly related to two of the three, namely, better qualified teachers (item thirteen) and having high quality teachers (item thirty-six). Since these latter two were given high ratings by parents (see Tables VI and X), the argument that parents were concerned about academic matters receives support. Neither of the two selection factors was significantly related to a greater selection of courses, a suggested improvement which received considerable parental support (see Table VI).

It was also felt that the same two selection factors, better quality of education and better preparation for college, should be significantly related to the age, income, and educational level of the respondents. These relationships were therefore examined. No significant correlations existed between the two selection factors and the age or income level of the respondents;

however, one of the selection factors, better quality of education in Catholic school (item seven), was related to educational level at .23, significant at the .01 level. This suggests a connection between the educational level of respondents and their interest in academic matters. Since the education item on the questionnaire was coded so that high codes were assigned to respondents with less education, it may be that those who are most persuaded that quality of education is better in Catholic schools are those patrons with less education. This supports conclusions drawn elsewhere (see page 43).

Parental reaction to a list of suggested improvements was next looked at. Three suggested improvements, better qualified teachers, better physical facilities, and greater selection of courses (items thirteen, fourteen, and fifteen), were correlated strongly. This was not unexpected since, of the six suggested improvements, parents thought these three most important for this school and rated them highly (see Table VI). These improvements necessarily cost money. In the absence of provincial funding for nonpublic schools in British Columbia, such money must come largely from the parents who patronize the school. Therefore the relationship between these three suggested improvements and parental income was examined. Because responses to the income question were coded so that high codes were assigned to respondents with less income, negative correlations were looked for. The correlations, however, were negligible (.01, -.01, and .02 respectively). Thus it is not

possible, from the evidence here, to say that the wealthier patrons were the ones rating these suggested improvements most highly.

Finally, four suggested reasons for withdrawal of students were examined. These were: a ten to twenty per cent increase in tuition, a twenty to fifty per cent increase in tuition, the inability of the school to stay current in the field of science education, and overcrowded classrooms (items nineteen, twenty, twenty-two, and twenty-three).

A significant correlation was expected between the income level of respondents and withdrawal due to increases in tuition costs. No such relationship, significant at the .01 level, was evident. The correlations were $-.09$ and $.17$ respectively. From such weak correlations it seems reasonable to infer that income is not generally a deciding factor in parents' decisions to withdraw children from this school. Brown's hypothesis (1971) that there is only a slight relationship between tuition increases and enrollment trends receives some support.

The correlations between two suggested reasons for withdrawal, namely the inability of the school to stay current in science education, and overcrowded classroom conditions, both of which were considered important by parents (see Table VIII), and the age, education, and income of respondents were examined. No significant relationships existed between these items. Thus, while these were the reasons most likely to cause parents to withdraw their children from this school, no significant corre-

lation between these and parental age, income, or educational level was discernible from the correlation matrix. Readiness to withdraw children for these two reasons, science education and overcrowded classrooms, must, from the evidence of the correlation matrix, be attributed to patrons generally, regardless of age, income, or educational level.

Summary of the Findings

The principal reasons given by parents for selecting St. Thomas More were discipline, religious atmosphere, and religious training. All groups of parents except one agreed on these criteria for selecting this school. Non-Catholic parents cited dissatisfaction with the public school system as an important reason for choosing the school. The relatively few younger, better educated, wealthier patrons in the sample did not show preference for academic rather than religious reasons in selecting the school.

Parents were interested in the areas of personal and moral growth, and gave a higher priority to these areas than to academics. But they were concerned about getting a sound academic education for their children. They were prepared to be critical of the school's operation in academic areas, and showed a desire for more course offerings, better qualified teachers, and better physical facilities.

Lowering of academic standards, overcrowding, and large increases in tuition fees were the reasons most likely to cause parents to withdraw their children from the school. A decline

in the number of religious personnel on staff was cited as a reason for withdrawing patronage, though not as often as had been expected. All parents were concerned about the school's ability to maintain academic standards.

Some significant differences between groups of parents were due to religion, age, income, and education. The major significant differences due to religion were in the areas of selection and withdrawal. Catholic patrons favoured religious reasons for selecting this school more than non-Catholics did, and were more concerned about a possible decline in the number of religious personnel on staff. Non-Catholics gave dissatisfaction with the public system as a reason for selecting this school, and overcrowded classrooms as a reason for withdrawing their children.

Older, poorer patrons rated the religious reasons more highly as selection factors than did their fellows. They also tended to rate the school more favourably in academic matters. Non-college educated patrons, especially if poorer, thought the quality of education better in Catholic schools, while better educated patrons tended to be slightly more critical of the school academically.

In summary, while parents were not unappreciative of the importance of an academically sound curriculum, good teachers, and other indices of superior scholastic quality, they clearly showed that these were not to be preferred above an education in religiously rooted values.

CHAPTER V

DISCUSSION OF THE FINDINGS

Since this study drew heavily on the work of earlier researchers in the formulation of the guiding hypotheses and the design of the instrument, a brief comparison of some findings from this study with those from earlier work should be of interest. Two major reasons for this comparison may be cited.

The limited size of the population and the fact that only one school was involved in the present study limits the extent to which the findings may be generalized with reference to the Catholic schools of British Columbia. Therefore a comparison of the results of this survey with results from previous research may be useful in assessing the results cited here.

An attitudinal survey describes the opinions and attitudes of people at the time they answer the questions. Responses are a result of the respondent's understanding of the questions and the issues involved. Respondents might not react to the same set of questions in the same way at a different time. Therefore a comparison of findings from this survey with those from earlier research may be useful in assessing the credibility of these results. It is, however, hazardous to attempt to draw one to one comparisons between similarly named variables in different studies, because the exact nature of the variables is not always described. In addition, caution should be exercised in drawing comparisons between the results of this study and those of

earlier studies because of the possibility that the sample which provided data for the present work may be atypical. In this sample, the educational level and the income level of respondents were not as strongly correlated as they usually are in this type of research. This apparent anomaly may be a result of the very strong labour movement in British Columbia, which has in recent years been able to obtain excellent wage increases for most of the workers in this province. As a result, the level of formal education may no longer be as closely tied to income level as it once was.

The findings outlined in the previous chapter showed that the primary reasons for parents' selecting St. Thomas More were their perceptions about the school's ability to promote the personal and moral growth of their children. The reasons, ranked in order of importance according to parental judgement, are shown in Table IV. These results showed some similarity with the findings of earlier researchers.

Three advantages of Catholic education were reported by Greeley and Rossi (1966: 206). These were, in order according to the percentage giving each response, religious instruction, better discipline, and better education. Better education is an ambiguous concept depending on the personal priorities of the person making such a judgement. Nonetheless, it is noteworthy that of these three reasons for choosing a Catholic education, two show up prominently in Table IV, better discipline ranking first and religious training fourth. The third

reason cited by Greeley and Rossi, better education, was ranked seventh by parents at St. Thomas More. One possible reason for this difference is that public education in British Columbia may be generally in better repute than public education in the areas of the U.S. sampled by Greeley and Rossi.

Research in Boston showed that the principal reasons given by parents for sending their children to Catholic schools were better religious training, better quality of education, and discipline. Boston parents also mentioned as desirable the presence of religious teachers (Donovan and Madaus, 1969: 178). Table XV shows the Boston results. It is noteworthy that while religious training was a major factor for Boston respondents in selecting Catholic schools, so was academic quality, particularly among young parents. This emphasis on academic quality was not evident as a reason for selecting St. Thomas More, at least relative to other reasons. Its prominence in Boston may be due to problems in the Boston public schools at the time of the survey (Donovan and Madaus, 1969: 151).

The reasons why parents choose non-public schools were examined also by Kraushaar (1972). His discussion encompassed Catholic, Protestant, and independent schools of the American non-public system. He reports that the reasons cited by Catholic parents for their choice of school were, in order, religious education, better training in diligence and study habits, stricter discipline, and values, attitudes or customs closer to those in the home. Reasons having to do largely with

Table XV

Reasons of Catholic Parents for Sending Their Children to Catholic School, By Age of Parent (Percentage Mentioning Each Reason)

age of Child	<u>Under 30</u>		<u>30 - 39</u>		<u>40 - 54</u>	
	6-12	15-18	6-12	15-18	6-12	15-18
Total N	19	a	90	a	44	38
Better religious training (Better Catholic education)	52	-	62	-	56	47
Respondent attended Catholic Schools	18	-	23	-	13	11
Religious teachers	2	-	11	-	0	12
Discipline	11	-	30	-	20	17
Dissatisfied with public schools	0	-	2	-	5	4
Expediency--Catholic school nearer	2	-	8	-	9	5
Religious environment	10	-	2	-	17	9
Quality better than public schools	75	-	45	-	36	46
Better preparation for college	0	-	0	-	0	10
Kids wanted to go	0	-	0	-	0	12
Other reasons	0	-	2	-	5	0

^a Insufficient cases

Source: Donovan and Madaus, 1969: 178.

the quality of the school's academic program such as better teachers, smaller classes, greater likelihood of admission to college, and more academically challenging curriculum were not as highly stressed by Catholic (or Protestant) parents (Kraushsaar, 1972: 104).

A number of recent studies of attitudes towards Catholic schools were subjected to secondary analysis by Fahey and Kiebusch (1971). They concluded that all research analysed in their report indicated that the appeal of Catholic schools was based upon religious, social, and personal items (p. 102). They defined social items as those dealing with the development of social consciousness, an awareness in the child of his place in the structure of society and his obligations to others. Personal items they defined as those relating to the inculcation of certain character traits, such as self-discipline, honesty, and independent thinking (p. 52).

Thus all the available evidence seems to support the conclusion that parents generally send their children to Catholic schools for reasons that are primarily religious, social, and personal. Parents want more discipline than is available, according to their perceptions, in the public school. They want their children educated in a religious environment which will complement the atmosphere in the home, with a teaching philosophy similar to the philosophy of the home. These findings support the results of the present study. One of the most noteworthy findings of this study was that parents perceived the discipline

in this school to be superior to that in the public system. Superior discipline was one of the more prominent reasons given by parents for selecting this school. This finding is supported by similar findings elsewhere, as noted above. What is the nature of the discipline at this school? Why does this school have fewer discipline problems than schools in the public system?

The sanctions which are imposed at this school are ordinary. Very briefly, some of them are as follows. Infractions of an academic nature, such as failure to complete homework assignments, are usually dealt with by detaining students after school. Other offences, such as unruly or disruptive behaviour, fighting, or infringement of rules governing dress and appearance, are usually dealt with by the principal or vice-principal. Serious offences may merit suspension. In the case of serious offences, the parents may be asked to meet with the principal so that some solution may be arrived at.

There is nothing unusual in any of these measures. Why then do parents believe that there are fewer disciplinary problems at this school than in the public system? An answer to this question is difficult to find, but some opinions may be offered. These answers are speculative and are not based on data from the questionnaire used in the survey.

St. Thomas More is a small school. At the time of this survey the enrollment was 375 students. Each member of the student body is known to the staff, and this lack of anonymity helps to reduce the friction that tends to occur in relatively large

groups. The fact that the school is run by the Congregation of Christian Brothers, and the religious atmosphere evident in the school, help to foster a feeling of community and togetherness which in turn helps to further reduce the number of disciplinary problems. This community spirit is strengthened by student participation in the major fundraising drives which are carried out every year and which help to foster in the students a sense of belonging and a pride in their school and in themselves.

The voluntary nature of the relationship between the school and the parents contributes further to the lessening of disciplinary problems. Parents choose the school and, since they must pay a fee, they are interested in the school and its operation as it affects their children. Contact between teachers and parents, both formal and informal, is frequent. As in other schools, there are several times each year set aside for formal consultation between teachers and parents. In addition, there is frequent informal contact between the two groups at sporting and social events throughout the year. Further regular and informal contact between parents and staff is a result of the nature of the community served by this school. As was mentioned earlier, St. Thomas More draws students from several school districts. Thus many students come considerable distances, and rely on their parents for transportation to and from the school. This circumstance provides many opportunities for parents and teachers to meet briefly and, if necessary, discuss school matters.

Thus when problems arise, parents and teachers feel free

to communicate with one another and work together to find a solution. This contact between parents and teachers also helps in many cases to make students work hard, since they are subject to pressures from both school and home. The parental pressure is probably a result of the voluntary association between the school and the parent. Teachers, because they feel that parents are interested, are encouraged to make demands on students and feel that their efforts are being complemented by those of the parents.

Thus parents as well as students feel a sense of togetherness and belonging to a community. This community spirit, which is helped by monthly newsletters sent to parents, and by various social events which occur during the year, is probably the major cause of parents' perceptions of discipline in this school.

The fact that an independent school is chosen by its patrons because it is thought to be able to meet their children's needs is a major difference between public and non-public schools. When patrons of non-public schools cease to feel that their children's needs are being met, their patronage presumably will cease also. For the independent school, then, favourable parental attitudes are very important. The voluntary nature of the association between school and patron creates the expectation of a large measure of parental satisfaction. The results shown in Table XII, where almost ninety-seven per cent of all respondents rated St. Thomas More as good or excellent, indicate that parents are happy with their choice and that they perceive their needs as being met. Tables X, XI, and XLV - LVII (see Appendix A) show

parental satisfaction in specific areas. It is not surprising, given the reasons cited for selecting this school, to find that the items reflecting greatest parental approval are either social or personal in orientation. In other words, parents perceive the school as doing its best job in areas which correspond to their reasons for selecting the school. These results from other studies are congruent with the findings, discussed earlier, relative to parental reasons for selecting St. Thomas More, and lend weight to those findings.

The thirteen items discussed in Tables X, XI, and XLV - LVII were adapted from the Boston study by Donovan and Madaus. The approach in Boston was different from the approach taken in this study. Respondents in Boston were presented with a set of thirteen questions and asked which schools -- Catholic or public -- they felt were more proficient on each. The results of this inquiry were as follows. Catholic schools were rated better by both Catholic and non-Catholic respondents in classroom discipline, teaching children right from wrong, and preparation for marriage and family life. Developing good citizenship was rated fifth by Catholics, seventh by non-Catholics. Teaching students to think for themselves was rated eleventh of the thirteen by Catholics and non-Catholics alike. Teaching students to get along with other students was rated eighth by both sets of parents (Donovan and Madaus, 1969: 157-159).

Thus Boston data present a slightly different picture from that presented in here, with certain items assuming a prominence

not noted in the present survey. A contrasting feature of these two sets of results is the different emphasis given to the role of the school in preparing students for college. Boston Catholics rated their schools fourth overall on this item, compared to respondents in the present survey who ranked it eighth overall (see Table X). This doubtless reflects the tendency of Boston respondents to rate the Catholic schools highly in academic terms, possibly, as noted earlier, in reaction, at least in part, to public school problems.

Fahey and Kiekbusch addressed this question of the performance of Catholic schools in their Notre Dame research (1971). They looked at the results of eight studies, including that by Donovan and Madaus. They concluded that Catholic schools were perceived as superior on religious, social, and personal items, while public schools were perceived as superior on academic, school operation, and practical items such as having high quality teachers, offering a wide variety of courses, preparation for college, and preparation for a job. (Fahey and Kiekbusch, 1971: 48-76). They pointed out that variations in these patterns occurred, but some regularity in responses was discernible. They found further that younger, better educated, more affluent, suburban respondents tended to view public schools as better than Catholic schools, while their older, less educated, medium-to-low income, urban counterparts were more likely to prefer Catholic schools (pp. 32-46, 77). This trend toward greater approval of Catholic schools by older, less educated patrons is echoed by Donovan and

Madaus in Boston (p. 223).

Thus the findings outlined earlier in this study relative to parental evaluation of school performance receive some support from the findings of researchers in other areas.

It is fair to say that parents at St. Thomas More showed a high degree of satisfaction with the school performance as a whole. To some extent, however, the voluntary aspect of the relationship between school and client made this degree of satisfaction predictable.

Given this degree of satisfaction, what are parents' opinions regarding improvements to the school and how do they compare to those of parents elsewhere? The set of questions relating to improvements was adapted for this survey from the results obtained by Greeley and Rossi. These researchers found that fifteen per cent of those polled would like to see an improvement in teaching in the Catholic schools. Another fifteen per cent could think of no improvements to suggest. Fourteen per cent saw a need for improved physical facilities and eleven per cent indicated that they perceived a need for curricular improvement and course offerings. Ten per cent were in favour of modernizing the attitudes and disciplinary approach within the Catholic school system, while only six per cent favoured a reduction in tuition costs (Greeley and Rossi, 1966: 208).

Comparison of these results with Table VII shows some similarity of pattern. The three items listed as most important by Greeley and Rossi are the three reported as most important by the

parents responding to this survey. From the evidence of the correlation matrix it is reasonable to infer that the physical facilities referred to by respondents in the present survey are classroom and laboratory or library facilities. This view is supported by the finding that those attaching most importance to improved facilities were the college educated patrons. The examination of the correlation matrix also at least suggested a connection between the educational level of the respondents and their interest in these improvements.

Neither the Greeley and Rossi survey nor the present one gave high priority to the suggestion of reduced tuition fees. This may be considered mildly surprising, but may be explained by noting that Catholic schools, particularly secondary schools, depend on tuition fees for much of their revenue. Consequently, a decrease in tuition fees would mean less money available to provide the better qualified teachers and improved facilities which were mentioned by parents.

The similarity of responses in these two sets of questions lends credibility to the results of the present survey, and indirectly gives more support to the hypothesis that patrons of Catholic schools are concerned about academic as well as religious and moral aspects of the education process.

Respondents to this survey were asked to indicate whether or not each of a given set of developments would cause them to withdraw their children from St. Thomas More. Since findings discussed earlier showed that religious, social, and personal con-

siderations play a major part in parental decisions to enroll children in this school, it was not unreasonable to expect that academic and practical items would be important factors in parental decisions to withdraw children. The responses to this set of questions tended to bear out this hypothesis. The set of questions was adapted from studies cited by Fahey and Kiekbusch. These researchers found that, on the whole, parents responding to these surveys were unwilling to abandon Catholic schools. Several hypothetical developments, however, did elicit positive responses from more than half the respondents in each sample. The researchers concluded that extreme tuition hikes, loss of accreditation, and overcrowdedness would lead parents to withdraw their patronage of the Catholic schools (Fahey and Kiekbusch, 1971: 88-93).

A comparison of these results with the findings from the present survey shows some similarities. Extreme tuition increases and overcrowded classrooms would cause parental withdrawal in each case. But parental responses differed with regard to the magnitude of suggested tuition increases. A proposed ten to twenty per cent increase drew only five per cent affirmative response (that is, it would cause parents to withdraw their children) in the present survey (see Table VIII). In the two studies cited by Fahey and Kiekbusch the corresponding affirmative percentages were fourteen and twenty-four. A hypothetical twenty to fifty per cent increase drew affirmative responses from almost thirty-one per cent of parents in the present survey. In the two

earlier studies, however, the corresponding responses were seventy-four and seventy-nine per cent (pp. 89-91). Parents at St. Thomas More seem to be more willing to pay for what they want. Evidence from the correlation matrix suggests that, at least in the case of moderate tuition increases, income is not a major factor in parental decisions to withdraw their children. Parents at St. Thomas More were also more concerned than were the parents in earlier surveys about the ability of the school to stay current in science education. Again, the examination of the correlation matrix suggests that this concern is common to all patrons and is not necessarily dependent on the age or educational level of the respondents.

A surprising result in both the present survey and the earlier surveys analysed by Fahey and Kiekbusch was the parental response to a hypothetical decline in the numbers of religious staffing the schools. In the present survey this drew more negative responses than positive, a finding which paralleled the results cited by Fahey and Kiekbusch (pp. 89-90). Given the overall agreement in all studies about the importance of religious training and a religious atmosphere as factors in selecting Catholic schools, it is difficult to understand this response. This finding is all the more surprising in the light of data from Boston, where Donovan and Madaus reported that a large part of the laity felt that a significant increase in the numbers of lay teachers on the faculties of Catholic schools would cause a decrease in enrollment and financial support. They indicated that

some of the laity could not imagine Catholic schools without a substantial number of religious personnel on staff, although they pointed out that these feelings were not as prevalent among the younger, more educated Catholic lay respondents (Donovan and Madaus, 1969: 285-287).

The findings from the examination of the correlation matrix may provide some explanation. In that discussion, it was suggested that parents' perceptions of the moral values, the religious atmosphere and training might not be associated only with the presence of religious personnel as faculty members in this school. It is reasonable to infer that an increase in the number of lay teachers on staff would not change parents' opinions concerning the values associated with this school.

Given the trend noted by earlier researchers toward decreasing numbers of religious personnel (Donovan, Erickson, and Madaus, 1971: 50, 76-82), it will be encouraging to those who must plan the future of Catholic schools in this province to note that parents are apparently at least willing to contemplate a Catholic school with fewer religious personnel on staff than at present.

It is evident that an increase in the number of lay teachers, and the improvements endorsed by parents earlier, necessarily involve increased financial outlay. Catholic schools may therefore have to find methods of increasing their income. Realistically, it does not seem that Government assistance should be looked to, at least at the moment, beyond perhaps transportation, health services, and library assistance.

Moderate increases in tuition, as reported earlier, probably would not cause parents to withdraw their patronage. Nonetheless, tuition charges are regressive; that is, they fall more heavily on the poor than on the rich. Low tuition charges therefore subsidize the education of affluent members of the community, while high tuition charges may force the poorer families out of the schools. McCluskey has proposed an alternative method of financing Catholic schools. He suggested the abolition of tuition charges and the levying of a school tax on every adult member of the diocese (McCluskey, 1968: 264-5). The rationale for this was the argument that education is a public good and therefore a total community responsibility. This question was addressed by Donovan and Madaus in their study of the Boston Archdiocese. They reported that there seemed to be "substantial verbal support for the concept that all Catholics are financially responsible for the maintenance of Catholic schools." (Donovan and Madaus, 1969: 191). No such question has been addressed to the British Columbia Catholic system, so that no information is available as to whether this concept would be accepted or rejected in this province.


The question of how to raise money is then the question being faced by Catholic schools at the present time. It is not enough, however, to plan for survival. It is necessary to plan to incorporate the constantly improving educational opportunities. Most Catholic schools make no effort to plan ahead and project income and expenditures for five to ten year periods. Perhaps


the Central School Board should encourage each school to spell out its assumptions about its goals, policies, and priorities regarding facilities, teaching methods, faculty policies, class sizes, intra-school cooperation, and other related questions. In this way perhaps Catholic schools would be able to arrive at optimum figures for tuition rates and would also be enabled to get the most value for every educational dollar.

Conclusion

All evidence points to the conclusion that parents choose St. Thomas More because they perceive the school as offering a program which is in various ways suited to the needs of their children. The degree of satisfaction exhibited by parents shows that their needs are being met. Parents view this school as being distinctive in the areas of social, religious, and personal growth. It was anticipated, on the basis of findings in other areas, that the more educated, the younger, and the more affluent parents would hold these areas in relatively low esteem, and would choose the school more for academic than for religious or moral reasons. This prediction was not borne out by the results. The younger, better educated, wealthier patrons, like their older, less educated counterparts choose this school for reasons which are religious and disciplinary. They apparently select the school, not because they think it offers a better education than is available elsewhere, but because they believe that the discipline and the religious atmosphere outweigh whatever disadvantages they perceive in the academic program. Their responses

showed that they were aware of deficiencies in the academic part of the school operation. The older, less educated patrons tended to be more accepting and less critical of the school program and were especially favourable towards the religious aspects of the program. But the importance attached to some suggested improvements and reasons for withdrawal suggests that patrons would not be willing to accept, even for the sake of the religious, social, and personal growth of their children, an education which they perceived to be inferior to that available elsewhere.

The high esteem in which the school is apparently held by its patrons is encouraging for those who will determine policy during the coming years. This esteem is the more encouraging in that it is positive rather than negative -- a result of the school's performance rather than a consequence of dissatisfaction with a different system. 

The reasons given by parents for selecting St. Thomas More, the endorsement given to the religious, moral, and value-oriented aspects of the school program, all indicate that parents are looking to this school to complement the efforts of the family so that both together may accomplish more than either can individually. 

APPENDIX A

Tables XVI - LVII

Table XVI

Reasons for Sending Children to St. Thomas More High
School (Percentage response in each case)

EI = extremely important;
I = important;
NS = not sure;
U = unimportant;
EU = extremely unimportant.

<u>Item</u>	<u>EI</u>	<u>I</u>	<u>NS</u>	<u>U</u>	<u>EU</u>	<u>missing</u>
1 better religious training	44.8	41.6	4.8	7.6	0.4	0.8
2 presence of religious as teachers	38.4	44.4	6.0	8.0	1.2	1.6
3 a religious environment	38.0	44.0	6.8	8.8	0.4	1.6
4 the discipline is better	64.8	32.0	0.8	0.4	0.4	1.2
5 the Catholic school is close at hand and convenient	2.0	11.6	2.8	56.0	25.2	2.0
6 dissatisfaction with the public school system	31.2	26.0	12.8	21.2	4.0	4.0
7 the quality of education is better in the Catholic school	30.8	40.4	23.2	2.8	0.4	1.6
8 the Catholic school gives a better preparation for college	23.2	31.6	38.4	4.4	0.8	1.2
9 the Catholic school gives a better preparation for life	59.6	31.6	6.0	1.2	0.4	0.8
10 the children get more individual attention from the teachers	52.8	36.4	7.6	1.6	0.4	0.8

Table XVI (cont'd)

<u>Item</u>	<u>EI</u>	<u>I</u>	<u>NS</u>	<u>U</u>	<u>EU</u>	<u>missing</u>
11 our children wanted to go	22.0	40.0	11.2	19.6	4.8	2.0
12 I attended a Catholic school myself	14.0	23.2	4.4	25.2	18.4	14.0

Table XVII

Importance Attached to Some Suggested Improvements for St.

Thomas More High School (Percentage response in each case)

EI = extremely important;

I = important;

NS = not sure;

U = unimportant;

EU = extremely unimportant.

<u>Item</u>	<u>EI</u>	<u>I</u>	<u>NS</u>	<u>U</u>	<u>EU</u>	<u>missing</u>
13 better qualified teachers	24.0	43.6	16.8	9.2	2.0	4.0
14 better physical facilities	16.0	41.2	10.4	24.4	3.2	4.4
15 greater selection of courses	26.0	46.8	15.6	8.8	0.8	1.6
16 reduction in tuition costs	12.8	22.8	9.6	44.0	8.4	2.0
17 improvement in sports program	7.6	36.0	16.4	32.0	4.4	3.2
18 a less strict approach to discipline	4.0	7.6	8.0	32.0	34.4	13.6

Table XVIII

Reasons for Withdrawing a Child from St. Thomas More High
School (Percentage response in each case)

Y = yes;
N = no;
NS = not sure.

<u>Item</u>	<u>Y</u>	<u>N</u>	<u>NS</u>	<u>missing</u>
19 a 10-20% increase in tuition	4.8	81.6	10.4	2.8
20 a 20-50% increase in tuition	30.8	36.0	30.0	2.8
21 a sharp decline in the number of religious teaching in the school	36.0	38.4	23.6	1.6
22 the inability of the school to stay current in the field of science education	46.0	25.2	26.4	2.0
23 overcrowded classroom conditions	43.6	30.8	24.4	0.8
24 an increase in the number of minority group children in the school	4.4	84.0	8.8	2.4
25 elimination of competitive sports	19.2	63.2	14.8	2.4

Table XIX

Opinions of Parents on School Performance in Selected
Areas of Education (Percentage response in each case)

E = excellent;
G = good;
F = fair;
P = poor

<u>Item</u>	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>	<u>missing</u>
26 guidance and coun- selling	38.4	44.8	11.2	2.0	3.2
27 developing good citi- zenship	49.6	44.8	3.6	0.4	1.6
28 developing sympathy for the problems and views of a minority group	26.0	46.8	14.8	2.0	10.0
29 preparing students for marriage and family life	20.8	43.2	17.2	4.4	14.0
30 preparing students for a job	22.4	46.0	19.2	3.2	8.8
31 preparing students for college	41.2	42.4	8.0	0.8	7.2
32 teaching students to think for themselves	44.4	45.2	7.6	0.4	2.4
33 teaching students right from wrong	56.8	37.2	2.4	0.4	2.8
34 teaching children to get along with other children	44.0	45.2	6.8	0.4	3.2
35 offering a wide variety of courses	9.2	37.2	38.4	11.2	3.6
36 having high quality teachers	26.8	58.4	9.2	0.4	4.4
37 classroom disci- pline	41.6	47.2	8.4	0.4	2.0
38 religious instruction	36.8	50.0	8.0	0.4	4.8

Table XX
 Parental Responses to Item 1 Arranged
 According to Age, Education, and Income

Income below \$15,000					
	no college education		college education		Row Totals
under 45	42	(10.7%)	12	(5.9%)	54 (26.6%)
	8	(3.9%)	0	(0%)	8 (3.9%)
over 45	45	(22.2%)	5	(2.5%)	50 (24.6%)
	0	(0%)	0	(0%)	0 (0%)
Column Totals	87	(42.9%)	17	(8.4%)	104 (51.2%)
	8	(3.9%)	0	(0%)	8 (3.8%)

Income above \$15,000					
	no college education		college education		Row Totals
under 45	26	(12.8%)	20	(9.9%)	46 (22.7%)
	8	(3.9%)	3	(1.5%)	11 (5.4%)
over 45	15	(7.4%)	12	(5.9%)	27 (13.3%)
	4	(2.0%)	3	(1.5%)	7 (3.4%)
Column Totals	41	(20.2%)	32	(15.8%)	73 (36%)
	12	(5.9%)	6	(3%)	18 (8.9%)

Figures are read as follows: -

Upper number in each cell is the total favourable response formed by a combination of the figures in the extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 203.

Table XXI

Parental Responses to Item 2 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	42 (20.9%) 8 (4%)	8 (4%) 3 (1.5%)	50 (24.9%) 11 (5.5%)
over 45	42 (20.9%) 3 (1.5%)	5 (2.5%) 0 (0%)	47 (23.4%) 3 (1.5%)
Column Totals	84 (41.8%) 11 (5.5%)	13 (6.5%) 3 (1.5%)	97 (48.3%) 14 (7%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	26 (12.9%) 8 (4%)	20 (10%) 3 (1.5%)	46 (22.9%) 11 (5.5%)
over 45	14 (7%) 4 (2%)	12 (6%) 3 (1.5%)	26 (12.9%) 7 (3.5%)
Column Totals	40 (19.9%) 12 (6%)	32 (15.9%) 6 (3%)	72 (35.8%) 18 (9.0%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of the figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 201.

Table XXII

Parental Responses to Item 3 Arranged
According to Age, Education, and Income

		Income below \$15,000		Row Totals	
		no college education	college education		
under 45		42 (20.8%)	8 (4%)	50 (24.8%)	
		8 (4%)	3 (1.5%)	11 (5.4%)	
over 45		42 (20.8%)	5 (2.5%)	47 (23.3%)	
		3 (1.5%)	0 (0%)	3 (1.5%)	
Column Totals		84 (41.6%)	13 (6.4%)	97 (48%)	
		11 (5.4%)	3 (1.5%)	14 (6.9%)	

		Income above \$15,000		Row Totals	
		no college education	college education		
under 45		26 (12.9%)	19 (9.4%)	45 (22.3%)	
		8 (4%)	4 (2%)	12 (5.9%)	
over 45		14 (6.9%)	11 (5.4%)	25 (12.4%)	
		5 (2.5%)	4 (2%)	9 (4.5%)	
Column Totals		40 (19.8%)	30 (14.9%)	70 (34.7%)	
		13 (6.4%)	8 (4%)	21 (10.4%)	

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of the figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 202.

Table XXIII
Parental Responses to Item 4 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education		college education		Row Totals
under 45	48 (23.8%)		11 (5.4%)		59 (29.2%)
	2 (1%)		1 (0.5%)		3 (1.5%)
over 45	45 (22.2%)		5 (2.5%)		50 (24.8%)
	0 (0%)		0 (0%)		0 (0%)
Column Totals	93 (46%) 2 (1%)		16 (7.9%) 1 (0.5%)		109 (54%) 3 (1.5%)

Income above \$15,000

	no college education		college education		Row Totals
under 45	34 (16.8%)		22 (10.9%)		56 (27.7%)
	0 (0%)		1 (0.5%)		1 (0.5%)
over 45	19 (9.4%)		14 (6.9%)		33 (16.3%)
	0 (0%)		0 (0%)		0 (0%)
Column Totals	53 (26.2%) 0 (0%)		36 (17.8%) 1 (0.5%)		89 (44.1%) 1 (0.5%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of the figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 202.

Table XXIV
Parental Responses to Item 5 Arranged
According to Age, Education, and Income

Income below \$15,000			
	no college education	college education	Row Totals
under 45	7 (3.5%) 44 (21.8%)	2 (1%) 10 (5%)	9 (4.5%) 54 (26.7%)
over 45	6 (3%) 37 (18.3%)	1 (0.5%) 4 (2%)	7 (3.5%) 41 (20.3%)
Column Totals	13 (6.4%) 81 (40.1%)	3 (1.5%) 14 (6.9%)	16 (7.9%) 95 (47%)

Income above \$15,000			
	no college education	college education	Row Totals
under 45	4 (2%) 30 (15%)	1 (0.5%) 22 (10.9%)	5 (2.5%) 52 (25.7%)
over 45	2 (1%) 17 (8.4%)	3 (1.5%) 12 (5.9%)	5 (2.5%) 29 (14.4%)
Column Totals	6 (3%) 47 (23.3%)	4 (2%) 34 (16.8%)	10 (5%) 81 (40.1%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of the figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 202.

Table XXV
Parental Responses to Item 6 Arranged
According to Age, Education, and Income

		Income below \$15,000			
		no college education	college education	Row Totals	
under 45		30 (15.2%)	7 (3.5%)	37	(18.7%)
		19 (9.6%)	5 (2.5%)	24	(12.1%)
over 45		29 (14.6%)	3 (1.5%)	32	(16.2%)
		14 (7.1%)	2 (1%)	16	(8.1%)
Column Totals		59 (29.8%) 33 (16.7%)	10 (5.1%) 7 (3.5%)	69 40	(34.8%) (20.2%)

		Income above \$15,000			
		no college education	college education	Row Totals	
under 45		20 (10.1%)	9 (4.5%)	29	(14.6%)
		14 (7.1%)	14 (7.1%)	28	(14.1%)
over 45		12 (6.1%)	8 (4%)	20	(10.1%)
		6 (3%)	6 (3%)	12	(6.1%)
Column Totals		32 (16.2%) 20 (10.1%)	17 (8.6%) 20 (10.1%)	49 40	(24.7%) (20.2%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of the figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 198.

Table XXVI
Parental Responses to Item 7 Arranged
According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	40 (19.9%)		6 (3%)	46 (22.9%)
	10 (5%)		6 (3%)	16 (8%)
over 45	35 (17.4%)		3 (1.5%)	38 (18.9%)
	9 (4.5%)		2 (1%)	11 (5.5%)
Column Totals	75 (37.3%) 19 (9.5%)		9 (4.5%) 8 (4%)	84 (41.8%) 27 (13.4%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	23 (11.4%)		13 (6.5%)	36 (17.9%)
	11 (5.5%)		9 (4.5%)	20 (10%)
over 45	15 (7.5%)		8 (4%)	23 (11.4%)
	4 (2%)		7 (3.5%)	11 (5.5%)
Column Totals	38 (18.9%) 15 (7.5%)		21 (10.4%) 16 (8%)	59 (29.3%) 31 (15.4%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of the figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 201.

Table XXVII

Parental Responses to Item 8 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	29 (14.4%)	2 (1%)	31 (15.3%)
	21 (10.4%)	10 (5%)	31 (15.3%)
over 45	27 (13.4%)	5 (2.5%)	32 (15.8%)
	17 (8.4%)	0 (0%)	17 (8.4%)
Column Totals	56 (27.7%) 38 (18.8%)	7 (3.5%) 10 (5%)	63 (31.2%) 48 (23.8%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	16 (7.9%)	10 (5%)	26 (12.9%)
	18 (8.9%)	13 (6.4%)	31 (15.3%)
over 45	12 (5.9%)	7 (3.5%)	19 (9.4%)
	7 (3.5%)	8 (4%)	15 (7.4%)
Column Totals	28 (13.9%) 25 (12.4%)	17 (8.4%) 21 (10.4%)	45 (22.3%) 46 (22.8%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 202.

Table XXVIII
Parental Responses to Item 9 Arranged
According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	46 (22.8%)		8 (4%)	54 (26.7%)
	5 (2.5%)		4 (2%)	9 (4.5%)
over 45	43 (21.3%)		4 (2%)	47 (23.3%)
	2 (1%)		0 (0%)	2 (1%)
Column Totals	89 (44.1%) 7 (3.5%)		12 (5.9%) 4 (2%)	101 (50%) 11 (5.4%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	32 (15.8%)		22 (10.9%)	54 (26.7%)
	2 (1%)		1 (0.5%)	3 (1.5%)
over 45	19 (9.4%)		12 (5.9%)	31 (15.3%)
	0 (0%)		2 (1%)	2 (1%)
Column Totals	51 (25.2%) 2 (1%)		34 (16.8%) 3 (1.5%)	85 (42.1%) 5 (2.5%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 202.

Table XXIX

Parental Responses to Item 10 Arranged
According to Age, Education, and Income

Income below \$15,000					
	no college education		college education		Row Totals
under 45	48	(23.6%)	11	(5.4%)	59 (29.1%)
	3	(1.5%)	1	(0.5%)	4 (2%)
over 45	38	(18.5%)	5	(2.5%)	43 (21.2%)
	7	(3.4%)	0	(0%)	7 (3.4%)
Column Totals	86	(42.4%)	16	(7.9%)	102 (50.2%)
	10	(4.9%)	1	(0.5%)	11 (5.4%)

Income above \$15,000					
	no college education		college education		Row Totals
under 45	32	(15.8%)	18	(8.9%)	50 (24.6%)
	2	(1%)	5	(2.5%)	7 (3.4%)
over 45	16	(7.9%)	13	(6.4%)	29 (14.3%)
	2	(1%)	2	(1%)	4 (2%)
Column Totals	48	(23.6%)	31	(15.3%)	79 (38.9%)
	4	(2%)	7	(3.4%)	11 (5.4%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 203.

Table XXX

Parental Responses to Item 11 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	31 (15.5%)	5 (2.5%)	36 (18%)
	18 (9%)	6 (3%)	24 (12%)
over 45	30 (15%)	5 (2.5%)	35 (17.5%)
	14 (7%)	0 (0%)	14 (7%)
Column Totals	61 (30.5%) 32 (16%)	10 (5%) 6 (3%)	71 (35.5%) 38 (19%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	17 (8.5%)	12 (6%)	29 (14.5%)
	17 (8.5%)	11 (5.5%)	28 (14%)
over 45	11 (5.5%)	11 (5.5%)	22 (11%)
	8 (4%)	4 (2%)	12 (6%)
Column Totals	28 (14%) 25 (12.5%)	23 (11.5%) 15 (7.5%)	51 (25.5%) 40 (20%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 200.

Table XXXI

Parental Responses to Item 12 Arranged
According to Age, Education, and Income

Income below \$15,000					
	no college education		college education		Row Totals
under 45	19	(10.7%)	3	(1.7%)	22 (12.4%)
	27	(15.2%)	6	(3.4%)	33 (18.5%)
over 45	20	(11.2%)	1	(0.6%)	21 (11.8%)
	19	(10.7%)	4	(2.2%)	23 (12.9%)
Column Totals	39	(21.9%)	4	(2.2%)	43 (24.2%)
	46	(25.8%)	10	(5.6%)	56 (31.5%)

Income above \$15,000					
	no college education		college education		Row Totals
under 45	9	(5.1%)	9	(5.1%)	18 (10.1%)
	20	(11.2%)	12	(6.7%)	32 (18%)
over 45	9	(5.1%)	8	(4.5%)	17 (9.6%)
	7	(3.9%)	5	(2.8%)	12 (6.7%)
Column Totals	18	(10.1%)	17	(9.6%)	35 (19.7%)
	27	(15.2%)	17	(9.6%)	44 (24.7%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 178.

Table XXXII

Parental Responses to Item 13 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education		college education		Row Totals
under 45	36 (18.1%)		7 (3.5%)		43 (21.7%)
	13 (6.5%)		4 (2%)		17 (8.6%)
over 45	34 (17.1%)		2 (1%)		36 (18.2%)
	11 (5.5%)		2 (1%)		13 (6.6%)
Column Totals	70 (35.4%)		9 (4.5%)		79 (39.9%)
	24 (12.1%)		6 (3%)		30 (15.2%)

Income above \$15,000

	no college education		college education		Row Totals
under 45	25 (12.6%)		18 (9%)		43 (21.7%)
	9 (4.5%)		4 (2%)		13 (6.6%)
over 45	10 (5%)		11 (5.5%)		21 (10.6%)
	8 (4%)		4 (2%)		12 (6.1%)
Column Totals	35 (17.7%)		29 (14.6%)		64 (32.3%)
	17 (8.6%)		8 (4%)		25 (12.6%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 198.

Table XXXIII

Parental Responses to Item 14 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	30 (15.1%)	8 (4%)	38 (19.2%)
	18 (9%)	4 (2%)	22 (11.1%)
over 45	26 (13.1%)	3 (1.5%)	29 (14.6%)
	18 (9%)	2 (2%)	20 (10.1%)
Column Totals	56 (28.3%) 36 (18.2%)	11 (5.6%) 6 (3%)	67 (33.8%) 42 (21.2%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	19 (9.5%)	14 (7%)	33 (16.7%)
	15 (7.5%)	8 (4%)	23 (11.6%)
over 45	9 (4.5%)	11 (5.5%)	20 (10.1%)
	9 (4.5%)	4 (2%)	13 (6.6%)
Column Totals	28 (14.1%) 24 (12.1%)	25 (12.6%) 12 (6.1%)	53 (26.8%) 36 (18.2%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentages in each case are of total N = 198.

Table XXXIV
 Parental Responses to Item 15 Arranged
 According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	38 (19%) 11 (5.5%)		8 (4%) 4 (2%)	46 (23%) 15 (7.5%)
over 45	35 (17.5%) 10 (5%)		4 (2%) 1 (0.5%)	39 (19.5%) 11 (5.5%)
Column Totals	73 (36.5%) 21 (10.5%)		12 (6%) 5 (2.5%)	85 (42.5%) 26 (13%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	28 (14%) 6 (3%)		19 (9.5%) 4 (2%)	47 (23.5%) 10 (5%)
over 45	12 (6%) 5 (2.5%)		8 (4%) 7 (3.5%)	20 (10%) 12 (6%)
Column Totals	40 (20%) 11 (5.5%)		27 (13.5%) 11 (5.5%)	67 (33.5%) 22 (11%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 200.

Table XXXV

Parental Responses to Item 16 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	21 (10.4%)	6 (3%)	27 (13.4%)
	28 (13.9%)	6 (3%)	34 (16.9%)
over 45	23 (11.4%)	2 (1%)	25 (12.4%)
	22 (10.9%)	3 (1.5%)	25 (12.4%)
Column Totals	44 (21.9%) 50 (24.9%)	8 (4%) 9 (4.5%)	52 (25.9%) 59 (29.4%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	6 (3%)	6 (3%)	12 (6%)
	28 (13.9%)	17 (8.5%)	45 (22.4%)
over 45	6 (3%)	2 (1%)	8 (4%)
	12 (6%)	13 (6.5%)	25 (12.4%)
Column Totals	12 (6%) 40 (19.9%)	8 (4%) 30 (14.9%)	20 (10%) 70 (34.8%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 201.

Table XXXVI
 Parental Responses to Item 17 Arranged
 According to Age, Education, and Income

Income below \$15,000					
	no college education		college education		Row Totals
under 45	28	(14%)	1	(0.5%)	29 (14.5%)
	22	(11%)	11	(5.5%)	33 (16.5%)
over 45	20	(10%)	3	(1.5%)	23 (11.5%)
	24	(12%)	1	(0.5%)	25 (12.5%)
Column Totals	48	(24%)	4	(2%)	52 (26%)
	46	(23%)	12	(6%)	58 (29%)

Income above \$15,000					
	no college education		college education		Row Totals
under 45	13	(6.5%)	10	(5%)	23 (11.5%)
	20	(10%)	13	(6.5%)	33 (16.5%)
over 45	6	(3%)	6	(3%)	12 (6%)
	13	(6.5%)	9	(4.5%)	22 (11%)
Column Totals	19	(9.5%)	16	(8%)	35 (17.5%)
	33	(16.5%)	22	(11%)	55 (27.5%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 200.

Table XXXVII

Parental Responses to Item 18 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	5 (2.7%) 39 (21.4%)	1 (0.5%) 11 (6%)	6 (3.3%) 50 (27.5%)
over 45	13 (7.1%) 28 (15.4%)	0 (0%) 3 (1.6%)	13 (7.1%) 31 (17%)
Column Totals	18 (9.9%) 67 (36.8%)	1 (0.5%) 14 (7.7%)	19 (10.4%) 81 (44.5%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	3 (1.6%) 28 (15.4%)	1 (0.5%) 21 (11.5%)	4 (2.2%) 49 (26.9%)
over 45	0 (0%) 15 (8.2%)	0 (0%) 14 (7.7%)	0 (0%) 29 (15.9%)
Column Totals	3 (1.6%) 43 (23.6%)	1 (0.5%) 35 (19.2%)	4 (2.2%) 78 (42.9%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in extremely important and important categories.

Lower number in each cell is the total of unfavourable and not sure responses.

Percentage in each case is of total N = 182.

Table XXXVIII

Parental Responses to Item 19 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education		college education		Row Totals
under 45	37 (18.5%)		10 (5%)		47 (23.5%)
	11 (5.5%)		2 (1%)		13 (6.5%)
over 45	36 (18%)		3 (1.5%)		39 (19.5%)
	9 (4.5%)		2 (1%)		11 (5.5%)
Column Totals	73 (36.5%)		13 (6.5%)		86 (43%)
	20 (10%)		4 (2%)		24 (12%)

Income above \$15,000

	no college education		college education		Row Totals
under 45	33 (16.5%)		18 (9%)		51 (25.5%)
	1 (0.5%)		4 (2%)		5 (2.5%)
over 45	18 (9%)		14 (7%)		32 (16%)
	1 (0.5%)		1 (0.5%)		2 (1%)
Column Totals	51 (25.5%)		32 (16%)		83 (41.5%)
	2 (1%)		5 (2.5%)		7 (3.5%)

Figures are read as follows:-

Upper number in each cell is the total negative response.

Lower number in each cell is the total of affirmative and not sure responses.

Percentage in each case is of total N = 200.

Table XXXIX
 Parental Responses to Item 20 Arranged
 According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	12 (6%) 37 (18.4%)		2 (1%) 10 (5%)	14 (7%) 47 (23.4%)
over 45	17 (8.5%) 27 (13.4%)		2 (1%) 3 (1.5%)	19 (9.5%) 30 (14.9%)
Column Totals	29 (14.4%) 64 (31.8%)		4 (2%) 13 (6.5%)	33 (16.4%) 77 (38.3%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	14 (7%) 20 (10%)		10 (5%) 13 (6.5%)	24 (11.9%) 33 (16.4%)
over 45	10 (5%) 9 (4.5%)		5 (2.5%) 10 (5%)	15 (7.5%) 19 (9.5%)
Column Totals	24 (11.9%) 29 (14.4%)		15 (7.5%) 23 (11.4%)	39 (19.4%) 52 (25.9%)

Figures are read as follows:-

Upper number in each cell is the total negative response.

Lower number in each cell is the total of affirmative and not sure responses.

Percentage in each case is of total N = 201.

Table XL

Parental Responses to Item 21 Arranged
According to Age, Education, and Income

		Income below \$15,000		Row Totals	
		no college education	college education		
under 45		22 (10.9%)	6 (3.0%)	28 (13.9%)	
		28 (13.9%)	5 (2.5%)	33 (16.3%)	
over 45		16 (7.9%)	2 (1%)	18 (8.9%)	
		29 (14.4%)	3 (1.5%)	32 (15.8%)	
Column Totals		38 (18.8%)	8 (4%)	46 (22.8%)	
		57 (28.2%)	8 (4%)	65 (32.2%)	

		Income above \$15,000		Row Totals	
		no college education	college education		
under 45		16 (7.9%)	8 (4%)	24 (11.9%)	
		18 (8.9%)	15 (7.4%)	33 (16.3%)	
over 45		11 (5.4%)	5 (2.5%)	16 (7.9%)	
		8 (4%)	10 (5%)	18 (8.9%)	
Column Totals		27 (13.4%)	13 (6.4%)	40 (19.8%)	
		26 (12.9%)	25 (12.4%)	51 (25.2%)	

Figures are read as follows:-

Upper number in each cell is the total negative response.

Lower number in each cell is the total affirmative and not sure responses.

Percentage in each case is of total N = 202.

Table XLI

Parental Responses to Item 22 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	13 (6.5%) 37 (18.4%)	5 (2.5%) 7 (3.5%)	18 (9.8%) 44 (21.9%)
over 45	13 (6.5%) 30 (14.5%)	0 (0%) 5 (2.5%)	13 (6.5%) 35 (17.4%)
Column Totals	26 (12.9%) 67 (33.3%)	5 (2.5%) 12 (6%)	31 (15.4%) 79 (39.3%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	11 (5.5%) 23 (11.4%)	5 (2.5%) 18 (8.9%)	16 (8%) 41 (20.4%)
over 45	5 (2.5%) 14 (7%)	2 (1%) 13 (6.5%)	7 (3.5%) 27 (13.4%)
Column Totals	16 (8%) 37 (18.4%)	7 (3.5%) 31 (15.4%)	23 (11.4%) 68 (33.8%)

Figures are read as follows:-

Upper number in each cell is the total negative response.

Lower number in each cell is the total of affirmative and not sure responses.

Percentage in each case is of total N = 201.

Table XLII
 Parental Responses to Item 23 Arranged
 According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	11 (5.4%)		3 (1.5%)	14 (6.9%)
	39 (19.2%)		9 (4.4%)	48 (23.6%)
over 45	16 (7.9%)		1 (0.5%)	17 (8.4%)
	29 (14.3%)		4 (2%)	33 (16.3%)
Column Totals	27 (13.3%) 68 (33.5%)		4 (2%) 13 (6.4%)	31 (15.3%) 81 (39.9%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	9 (4.4%)		11 (5.4%)	20 (9.9%)
	25 (12.3%)		12 (5.9%)	37 (18.2%)
over 45	6 (3%)		3 (1.5%)	9 (4.4%)
	13 (6.4%)		12 (5.9%)	25 (12.3%)
Column Totals	15 (7.4%) 38 (18.7%)		14 (6.9%) 24 (11.8%)	29 (14.3%) 62 (30.5%)

Figures are read as follows:-

Upper number in each cell is the total negative response.

Lower number in each cell is the total of affirmative and not sure responses.

Percentage in each case is of total N = 203.

Table XLIII
 Parental Responses to Item 24 Arranged
 According to Age, Education, and Income

Income below \$15,000					
	no college education		college education		Row Totals
under 45	41	(20.5%)	11	(5.5%)	52 (26%)
	9	(4.5%)	1	(0.5%)	10 (5%)
over 45	37	(18.5%)	3	(1.5%)	40 (20%)
	8	(4%)	2	(1%)	10 (5%)
Column Totals	78	(39%)	14	(7%)	92 (46%)
	17	(8.5%)	3	(1.5%)	20 (10%)

Income above \$15,000					
	no college education		college education		Row Totals
under 45	28	(14%)	20	(10%)	48 (24%)
	4	(2%)	2	(1%)	6 (3%)
over 45	18	(9%)	10	(5%)	28 (14%)
	1	(0.5%)	5	(2.5%)	6 (3%)
Column Totals	46	(23%)	30	(15%)	76 (38%)
	5	(2.5%)	7	(3.5%)	12 (6%)

Figures are read as follows:-

Upper number in each cell is the total negative response.

Lower number in each cell is the total of affirmative and not sure responses.

Percentage in each cell is of total N = 200.

Table XLIV
 Parental Responses to Item 25 Arranged
 According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	29 (14.4%)	9 (4.5%)	38 (18.9%)
	21 (10.4%)	2 (1%)	23 (11.4%)
over 45	33 (16.4%)	3 (1.5%)	36 (17.9%)
	12 (6%)	2 (1%)	14 (7%)
Column Totals	62 (30.8%)	12 (6%)	74 (36.8%)
	33 (16.4%)	4 (2%)	37 (18.4%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	22 (10.9%)	9 (4.5%)	31 (15.4%)
	11 (5.5%)	14 (7%)	25 (12.4%)
over 45	15 (7.5%)	9 (4.5%)	24 (11.9%)
	4 (2%)	6 (3%)	10 (5%)
Column Totals	37 (18.4%)	18 (9.0%)	55 (27.4%)
	15 (7.5%)	20 (10%)	35 (17.4%)

Figures are read as follows:-

Upper number in each cell is the total negative response.

Lower number in each cell is the total of affirmative and not sure responses.

Percentage in each case is of total N = 201.

Table XLV
 Parental Responses to Item 26 Arranged
 According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	43 (21.6%) 7 (3.5%)	9 (4.5%) 3 (1.5%)	52 (26.1%) 10 (5%)
over 45	37 (18.6%) 8 (4%)	5 (2.5%) 0 (0%)	42 (21.1%) 8 (4%)
Column Totals	80 (40.2%) 15 (7.5%)	14 (7%) 3 (1.5%)	94 (47.2%) 18 (9%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	28 (14.1%) 3 (1.5%)	18 (9%) 4 (2%)	46 (23.1%) 7 (3.5%)
over 45	15 (7.5%) 4 (2%)	13 (6.5%) 2 (1%)	28 (14.1%) 6 (3%)
Column Totals	43 (21.6%) 7 (3.5%)	31 (15.6%) 6 (3%)	74 (37.2%) 13 (6.5%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 199.

Table XLVI
 Parental Responses to Item 27 Arranged
 According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	47 (23.4%) 4 (2%)		12 (6%) 0 (0%)	59 (29.4%) 4 (2%)
over 45	43 (21.4%) 2 (1%)		5 (2.5%) 0 (0%)	48 (23.9%) 2 (1%)
Column Totals	90 (44.8%) 6 (3%)		17 (8.5%) 0 (0%)	107 (53.2%) 6 (3%)
Income above \$15,000				
	no college education		college education	Row Totals
under 45	32 (15.9%) 0 (0%)		21 (10.4%) 1 (0.5%)	53 (26.4%) 1 (0.5%)
over 45	18 (9%) 1 (0.5%)		13 (6.5%) 2 (1%)	31 (15.4%) 3 (1.5%)
Column Totals	50 (24.9%) 1 (0.5%)		34 (16.9%) 3 (1.5%)	84 (41.8%) 4 (2%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 201.

Table XLVII

Parental Responses to Item 28 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	42 (23.1%) 5 (2.7%)	8 (4.4%) 2 (1.1%)	50 (27.5%) 7 (3.8%)
over 45	33 (18.1%) 8 (4.4%)	4 (2.2%) 1 (0.5%)	37 (20.3%) 9 (4.9%)
Column Totals	75 (41.2%) 13 (7.1%)	12 (6.6%) 3 (1.6%)	87 (47.8%) 16 (8.8%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	15 (8.2%) 14 (7.7%)	17 (9.3%) 2 (1.1%)	32 (17.6%) 16 (8.8%)
over 45	14 (7.7%) 3 (1.6%)	12 (6.6%) 2 (1.1%)	26 (14.3%) 5 (2.7%)
Column Totals	29 (15.9%) 17 (9.3%)	29 (15.9%) 4 (2.2%)	58 (31.9%) 21 (11.5%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 182.

Table XLVIII

Parental Responses to Item 29 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	33 (18.9%) 9 (5.1%)	7 (4%) 4 (2.3%)	40 (22.9%) 13 (7.4%)
over 45	31 (17.7%) 10 (5.7%)	4 (2.3%) 1 (0.6%)	35 (20%) 11 (6.3%)
Column Totals	64 (36.6%) 19 (10.6%)	11 (6.3%) 5 (2.9%)	75 (42.9%) 24 (13.7%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	10 (5.7%) 15 (8.6%)	15 (8.6%) 5 (2.9%)	25 (14.3%) 20 (11.4%)
over 45	12 (6.9%) 4 (2.3%)	13 (7.4%) 2 (1.1%)	25 (14.3%) 6 (3.4%)
Column Totals	22 (12.6%) 19 (10.9%)	28 (16%) 7 (4%)	50 (28.6%) 26 (14.9%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 175.

Table XLIX
 Parental Responses to Item 30 Arranged
 According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	37 (19.6%)	6 (3.2%)	43 (22.8%)
	7 (3.7%)	6 (3.2%)	13 (6.9%)
over 45	33 (17.5%)	5 (2.6%)	38 (20.1%)
	11 (5.8%)	0 (0%)	11 (5.8%)
Column Totals	70 (37%)	11 (5.8%)	81 (42.9%)
	18 (9.5%)	6 (3.2%)	24 (12.7%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	20 (10.6%)	11 (5.8%)	31 (16.4%)
	9 (4.8%)	10 (5.3%)	19 (10.1%)
over 45	15 (7.9%)	9 (4.8%)	24 (12.7%)
	4 (2.1%)	6 (3.2%)	10 (5.3%)
Column Totals	35 (18.5%)	20 (10.6%)	55 (29.1%)
	13 (6.9%)	16 (8.5%)	29 (15.3%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 189.

Table L
Parental Responses to Item 31 Arranged
According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	43 (22.8%)		9 (4.8%)	52 (27.5%)
	2 (1.1%)		2 (1.1%)	4 (2.1%)
over 45	39 (20.6%)		5 (2.6%)	44 (23.3%)
	4 (2.1%)		0 (0%)	4 (2.1%)
Column Totals	82 (43.4%) 6 (3.2%)		14 (7.4%) 2 (1.1%)	96 (50.8%) 8 (4.2%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	25 (13.2%)		19 (10.1%)	44 (23.3%)
	4 (2.1%)		3 (1.6%)	7 (3.7%)
over 45	17 (9%)		11 (5.8%)	28 (14.8%)
	2 (1.1%)		4 (2.1%)	6 (3.2%)
Column Totals	42 (22.2%) 6 (3.2%)		30 (15.9%) 7 (3.7%)	72 (38.1%) 13 (6.9%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 189.

Table LI

Parental Responses to Item 32 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	44 (22.2%) 4 (2%)	10 (5.1%) 2 (1%)	54 (27.3%) 6 (3%)
over 45	42 (21.2%) 3 (1.5%)	5 (2.5%) 0 (0%)	47 (23.7%) 3 (1.5%)
Column Totals	86 (43.4%) 7 (3.5%)	15 (7.6%) 2 (1%)	101 (51%) 9 (4.5%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	26 (13.1%) 5 (2.5%)	20 (10.1%) 3 (1.5%)	46 (23.2%) 8 (4%)
over 45	19 (9.6%) 0 (0%)	12 (6.1%) 3 (1.5%)	31 (15.7%) 3 (1.5%)
Column Totals	45 (22.7%) 5 (2.5%)	32 (16.2%) 6 (3%)	77 (38.9%) 11 (5.6%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 198.

Table LII

Parental Responses to Item 33 Arranged
According to Age, Education, and Income

Income below \$15,000

	no college education	college education	Row Totals
under 45	47 (23.6%) 2 (1%)	12 (6%) 0 (0%)	59 (29.6%) 2 (1%)
over 45	45 (22.6%) 0 (0%)	5 (2.5%) 0 (0%)	50 (25.1%) 0 (0%)
Column Totals	92 (46.2%) 2 (1%)	17 (8.5%) 0 (0%)	109 (54.8%) 2 (1%)

Income above \$15,000

	no college education	college education	Row Totals
under 45	30 (15.1%) 1 (0.5%)	22 (11.1%) 1 (0.5%)	52 (26.1%) 2 (1%)
over 45	19 (9.5%) 0 (0%)	12 (6%) 3 (1.5%)	31 (15.6%) 3 (1.5%)
Column Totals	49 (24.6%) 1 (0.5%)	34 (17.1%) 4 (2%)	83 (41.7%) 5 (2.5%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 199.

Table LIII
 Parental Responses to Item 34 Arranged
 According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	44 (22.3%) 6 (3%)		12 (6.1%) 0 (0%)	56 (28.4%) 6 (3%)
over 45	43 (21.8%) 2 (1%)		5 (2.5%) 0 (0%)	48 (24.4%) 2 (1%)
Column Totals	87 (44.2%) 8 (4.1%)		17 (8.6%) 0 (0%)	104 (52.8%) 8 (4.1%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	27 (13.7%) 3 (1.5%)		20 (10.2%) 1 (0.5%)	47 (23.9%) 4 (2%)
over 45	18 (9.1%) 1 (0.5%)		11 (5.6%) 4 (2%)	29 (14.7%) 5 (2.5%)
Column Totals	45 (22.8%) 4 (2%)		31 (15.7%) 5 (2.5%)	76 (38.6%) 9 (4.6%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 197.

Table LIV
Parental Responses to Item 35 Arranged
According to Age, Education, and Income

Income below \$15,000					
	no college education		college education		Row Totals
under 45	25	(12.8%)	4	(2.1%)	29 (14.9%)
	22	(11.3%)	8	(4.1%)	30 (15.4%)
over 45	26	(13.3%)	4	(2.1%)	30 (15.4%)
	18	(9.2%)	1	(0.5%)	19 (9.7%)
Column Totals	51	(26.2%)	8	(4.1%)	59 (30.2%)
	40	(20.5%)	9	(4.6%)	49 (25.1%)

Income above \$15,000					
	no college education		college education		Row Totals
under 45	8	(4.1%)	9	(4.6%)	17 (8.7%)
	24	(12.3%)	14	(7.2%)	38 (19.5%)
over 45	9	(4.6%)	5	(2.6%)	14 (7.2%)
	8	(4.1%)	10	(5.1%)	18 (9.2%)
Column Totals	17	(8.7%)	14	(7.2%)	31 (15.9%)
	32	(16.4%)	24	(12.3%)	56 (28.7%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 195.

Table LV
 Parental Responses to Item 36 Arranged
 According to Age, Education, and Income

		Income below \$15,000			
		no college education	college education	Row Totals	
under 45		40 (20.7%)	9 (4.7%)	49 (25.4%)	
		5 (2.6%)	2 (1%)	7 (3.6%)	
over 45		41 (21.2%)	5 (2.6%)	46 (23.8%)	
		4 (2.1%)	0 (0%)	4 (2.1%)	
Column Totals		81 (42%) 9 (4.7%)	14 (7.3%) 2 (1%)	95 (49.2%) 11 (5.7%)	

		Income above \$15,000			
		no college education	college education	Row Totals	
under 45		29 (15%)	18 (9.3%)	47 (24.4%)	
		3 (1.6%)	3 (1.6%)	6 (3.1%)	
over 45		15 (7.8%)	13 (6.7%)	28 (14.5%)	
		4 (2.1%)	2 (1%)	6 (3.1%)	
Column Totals		44 (22.8%) 7 (3.6%)	31 (16.1%) 5 (2.6%)	75 (38.9%) 12 (6.2%)	

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 193.

Table LVI
Parental Responses to Item 37 Arranged
According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	46 (23.1%) 3 (1.5%)		11 (5.5%) 0 (0%)	57 (28.6%) 3 (1.5%)
over 45	41 (20.6%) 4 (2%)		5 (2.5%) 0 (0%)	46 (23.1%) 4 (2%)
Column Totals	87 (43.7%) 7 (3.5%)		16 (8%) 0 (0%)	103 (51.8%) 7 (3.5%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	29 (14.6%) 3 (1.5%)		18 (9%) 5 (2.5%)	47 (23.6%) 8 (4%)
over 45	17 (8.5%) 2 (1%)		14 (7%) 1 (0.5%)	31 (15.6%) 3 (1.5%)
Column Totals	46 (23.1%) 5 (2.5%)		32 (16.1%) 6 (3%)	78 (39.2%) 11 (5.5%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 199.

Table LVII

Parental Responses to Item 38 Arranged
According to Age, Education, and Income

Income below \$15,000				
	no college education		college education	Row Totals
under 45	42 (21.8%)		12 (6.2%)	54 (28%)
	5 (2.6%)		0 (0%)	5 (2.6%)
over 45	40 (20.7%)		5 (2.6%)	45 (23.3%)
	5 (2.6%)		0 (0%)	5 (2.6%)
Column Totals	82 (42.5%) 10 (5.2%)		17 (8.8%) 0 (0%)	99 (51.3%) 10 (5.2%)

Income above \$15,000				
	no college education		college education	Row Totals
under 45	28 (14.5%)		18 (9.3%)	46 (23.8%)
	3 (1.6%)		3 (1.6%)	6 (3.1%)
over 45	14 (7.3%)		15 (7.8%)	29 (15%)
	3 (1.6%)		0 (0%)	3 (1.6%)
Column Totals	42 (21.8%) 6 (3.1%)		33 (17.1%) 3 (1.6%)	75 (38.9%) 9 (4.7%)

Figures are read as follows:-

Upper number in each cell is the total favourable response formed by a combination of figures in excellent and good categories.

Lower number in each cell is the total unfavourable response formed by a combination of figures in fair and poor categories.

Percentage in each case is of total N = 193.

APPENDIX B

The Correlation Matrix

PEARSON CORRELATION COEFFICIENTS

Table of Pearson correlation coefficients between 44 items. Columns are labeled 1 through 44. Diagonal elements are 1.00. Off-diagonal elements are decimal values. Notes: 1. Decimal points omitted; figures rounded to two decimal places. 2. Confidence levels: .16 significant at .05 level, .21 significant at .01 level. * S.D. = Standard Deviation. Items 41 and 42 (Ethnic origins and religion) omitted.

Mean S.D.*

4.23 0.91

4.11 0.87

4.11 0.95

4.61 0.64

5.06 0.98

3.59 1.30

3.98 0.91

3.72 0.93

4.49 0.76

4.40 0.79

3.55 1.20

3.86 1.01

3.43 1.16

3.69 0.95

2.86 1.25

3.10 1.11

2.00 1.13

1.96 0.44

2.00 0.80

2.11 0.78

2.19 0.85

2.18 0.82

3.73 0.80

3.76 0.76

3.46 0.81

3.07 0.76

3.93 0.83

3.95 0.80

3.33 0.71

3.37 0.66

3.54 0.61

3.36 0.67

3.57 0.85

3.54 0.82

3.29 0.65

1.61 0.57

3.04 1.34

3.56 0.56

2.18 2.95

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42 42

43 43

44 44

Notes 1. Decimal points omitted; figures rounded to two decimal places

2. Confidence levels: .16 significant at .05 level, .21 significant at .01 level

* S.D. = Standard Deviation

Items 41 and 42 (Ethnic origins and religion) omitted

56 59

47 48

43 44

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APPENDIX C

Supporting letter from Simon Fraser University Sponsor

February 21, 1975

Dear Parents:

As the professor at Simon Fraser University who is advising Mr. Burnell in connection with his M.A. project, I would greatly appreciate your help in responding to his enclosed questionnaire.

I have been extensively involved in studies of Catholic education in many parts of the continent, including such diverse points as Calgary, San Francisco, Chicago, New Orleans, Boston and Philadelphia. The items in Mr. Burnell's questionnaire have been very carefully selected to help us determine whether attitudes toward Catholic schools on the part of various kinds of parents in this part of the world are similar to those we have found elsewhere. The results of this study should be helpful to your school as it makes plans for the future, as well as adding to our general knowledge of Catholic education in various parts of the world.

Mr. Burnell and I have worked out a procedure to ensure that your responses to the questionnaire will be kept completely confidential. The number attached to your questionnaire will enable me to give Mr. Burnell a list of parents who do not respond to the questionnaire so he can contact them again, but only I will have the list of parents with the numbers attached. Neither Mr. Burnell nor anyone else (except myself) will be in a position to tell who has responded to any particular questionnaire, and I will destroy the list as soon as we have finished collecting the data.

The study will not be valid, I should emphasize, unless a very high proportion of the patrons of the school respond. In other words, your response is important to Mr. Burnell (so he can finish his degree program), to the school (so that it can be given the final tabulation of information) and to scholars like me who have long-standing interest in Catholic education. Thank you very much for your assistance.

Donald A. Erickson

Professor

APPENDIX D

Supporting letter from St. Thomas More High School Principal.

February 24, 1975

Dear Parents,

As part of a Master's program at Simon Fraser University, one of the faculty at this school, Mr. Burnell, is attempting to identify and analyse some of the more important attitudes and opinions of parents towards this particular Catholic high school. To do this, he is sending a questionnaire to all parents of students enrolled at St. Thomas More. This is the usual method of collecting this type of information. If the results prove to be significant, the survey could serve as a basis for further study of the Catholic school system of British Columbia. A knowledge of the attitudes of those who choose a Catholic school could lead to an improvement in the quality of the alternative being offered by Catholic schools.

Mr. Burnell and I have discussed this survey; it is one which is in line with work being done throughout North America. It should be understood that this survey, while it is being carried out with my knowledge and approval, is not in any way funded by or sponsored by this school.

Complete anonymity is assured; the material will be handled so that no response can be identified.

I invite your cooperation in the completion of this study.

Sincerely,

Br. C.H. Slattery
Principal

APPENDIX E

The Questionnaire

A Survey of Parental Attitudes Towards St. Thomas More
High School, Burnaby, B.C.

Please answer all questions by placing a check (X) in the appropriate spaces on these pages. There are some spaces left for you to comment on the questions if you wish to do so.

1. Listed below are some reasons why people send their children to Catholic schools. Please indicate, by placing a check (X) in one of the spaces, how much importance you attach to each reason.

EI = extremely important; I = important; NS = not sure;
U = unimportant; EU = extremely unimportant.

	<u>EI</u>	<u>I</u>	<u>NS</u>	<u>U</u>	<u>EU</u>	
a) better religious training	___	___	___	___	___	1
b) presence of religious as teachers	___	___	___	___	___	2
c) a religious environment	___	___	___	___	___	3
d) the discipline is better	___	___	___	___	___	4
e) the Catholic school is close at hand and convenient	___	___	___	___	___	5
f) dissatisfaction with the public school system	___	___	___	___	___	6
g) the quality of education is better in the Catholic school	___	___	___	___	___	7
h) the Catholic school gives a better preparation for college	___	___	___	___	___	8
i) the Catholic school gives a better preparation for life	___	___	___	___	___	9
j) the children get more individual attention from the teachers	___	___	___	___	___	10
k) our children wanted to go	___	___	___	___	___	11
l) I attended a Catholic school myself	___	___	___	___	___	12

Comment (if you wish):

2. Listed below are some improvements which some people would like to see in Catholic schools. Please indicate by a check (X) how important you think each one is for this school.

	<u>EI</u>	<u>I</u>	<u>NS</u>	<u>U</u>	<u>EU</u>	
a) better qualified teachers	___	___	___	___	___	13
b) better physical facilities	___	___	___	___	___	14
c) greater selection of courses	___	___	___	___	___	15
d) reduction in tuition costs	___	___	___	___	___	16
e) improvement in the sports program	___	___	___	___	___	17
f) a less strict approach to discipline	___	___	___	___	___	18

Comment (if you wish):

3. Which of these reasons would cause you to withdraw your child from this school? Place a check in the appropriate column

Y = yes; N = no; NS = not sure

	<u>Y</u>	<u>N</u>	<u>NS</u>	
a) a 10-20% increase in tuition	___	___	___	19
b) a 20-50% increase in tuition	___	___	___	20
c) a sharp decline in the number of religious teaching in the school	___	___	___	21
d) the inability of the school to stay current in the field of science education	___	___	___	22
e) overcrowded classroom conditions	___	___	___	23
f) an increase in the number of minority group children in the school	___	___	___	24
g) elimination of competitive sports	___	___	___	25

Comment (if you wish):

4. Do you think that this school is doing an excellent job, a good job, a fair job, or a poor job in each of these areas:

E = excellent; G = good; F = fair; P = poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>	
a) guidance and counselling	___	___	___	___	26
b) developing good citizenship	___	___	___	___	27
c) developing sympathy for the problems and views of a minority group	___	___	___	___	28
d) preparing students for marriage and family life	___	___	___	___	29
e) preparing students for a job	___	___	___	___	30
f) preparing students for college	___	___	___	___	31
g) teaching students to think for themselves	___	___	___	___	32
h) teaching students right from wrong	___	___	___	___	33
i) teaching children to get along with other children	___	___	___	___	34
j) offering a wide variety of courses	___	___	___	___	35
k) having high quality teachers	___	___	___	___	36
l) classroom discipline	___	___	___	___	37
m) religious instruction	___	___	___	___	38

Comment (if you wish):

5. Which of these age groups best fits the person answering the questionnaire?

under 35 _____ 35-45 _____ 45-55 _____ 39

6. Which educational level best describes the person answering the questionnaire?
- elementary school graduate or less _____
- some high school _____
- high school graduate _____
- 2 year college graduate _____
- 4 year college graduate _____
- master's degree _____
- doctoral degree _____ 40
7. Please indicate the ethnic origin of the person answering the questionnaire:
- French _____ Italian _____ German _____ Irish _____
- Other _____ 41
8. Please indicate the religion of the person answering the questionnaire:
- Catholic _____ Non-Catholic _____ 42
9. Considering all the factors mentioned in this questionnaire, and any others that you may consider relevant, please indicate how you rate this particular high school overall:
- Excellent _____ Good _____ Fair _____ Poor _____ 43
10. This is a question about your yearly income and is entirely optional--if you would prefer to omit it, feel free to do so. We include it because this type of information has in the past proved useful in analysis of the results of this type of study.
- Please indicate to which income bracket the person answering belongs:
- under 10,000 _____ 10,000-15,000 _____ 44
- 15,000-20,000 _____ over 20,000 _____

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